ROGER JOHN VOSKUYL LIBRARY
WESTMONT COLLEGE

SIX-YEAR SELF STUDY

SEPTEMBER 15, 2013
# TABLE OF CONTENTS

Acronym Guide ........................................................................................................4

## A. Introduction
1. Addressing progress on strategic priorities from the last six-year report ................5
2. How data is collected and used in planning and evaluating library programs and services ----6
3. Westmont Mission Statement ..............................................................................6
4. Library Mission Statement ................................................................................6
5. Library contribution to Westmont’s mission and vision ...........................................7
6. Overview of the report and its structure ..............................................................7

## B. Library Program Areas
1. Library Instruction
   a. National trends and best practices .................................................................8
   b. Program area mission ....................................................................................8
   c. Overview of program area ............................................................................8
   d. Assessment of program area .......................................................................9
   e. Addressing key challenges .........................................................................14
2. Research Services
   a. National trends and best practices .................................................................15
   b. Program area mission ................................................................................16
   c. Overview of program area ........................................................................16
   d. Assessment of program area ......................................................................16
   e. Addressing key challenges .......................................................................18
3. Information Discovery and Access
   a. National trends and best practices .................................................................20
   b. Program area mission ................................................................................20
   c. Overview of program area ........................................................................20
   d. Assessment of program area ......................................................................21
   e. Addressing key challenges .......................................................................23
4. Collections and Collection Development
   a. National trends and best practices .................................................................24
   b. Program area mission ................................................................................24
   c. Overview of program area ........................................................................24
   d. Assessment of program area ......................................................................25
   e. Addressing key challenges .......................................................................28
5. Partnerships and Collaboration
   a. National trends and best practices .................................................................29
   b. Program area mission ................................................................................29
   c. Overview of program area ........................................................................29
   d. Assessment of program area ......................................................................30
   e. Addressing key challenges .......................................................................33
6. Digital Initiatives
   a. National trends and best practices .................................................................34
   b. Program area mission ................................................................................35
   c. Overview of program area ........................................................................35
   d. Assessment of program area ......................................................................35
   e. Addressing key challenges .......................................................................36
7. Outreach Services
   a. National trends and best practices  
   b. Program area mission  
   c. Overview of program area  
   d. Assessment of program area  
   e. Addressing key challenges  

8. Management and Administration
   a. National trends and best practices  
   b. Program area mission  
   c. Overview of program area  
   d. Assessment of program area  
   e. Addressing key challenges  

C. Peer Comparisons  

D. Summary of Proposed Changes  

E. Action plan -- key questions (draft)  

References  

Appendices
   1. Voskuyl Library and Westmont College Distinctives  
   2. Library Instruction Statistics  
   3. Research Services Statistics  
   4. Library Website Homepage Comparison  
   5. E-resource Usage Statistics  
   6. Interlibrary Loan Statistics  
   7. Circulation Statistics  
   8. Collections Expenditures  
   9. Outreach Services  
   10. Voskuyl Library Organizational Chart -- 2012-13  
   11. Voskuyl Library SWOT Analysis Chart -- 2011-12  
   13. Statistics in Peer Context  
   14. Index of URLs  
   15. Library User Survey  
   16. Curriculum Vitae  
   17. Job Descriptions  


ACRONYM GUIDE

AACR2 - Anglo-American Cataloging Rules 2nd Edition
ACRL - Association of College and Research Libraries
ALA - American Library Association
FTE - Full Time Equivalent
GE - General Education
ILL - Interlibrary Loan
ILO - Institutional Learning Outcome
ILS - Integrated Library System
ISSR - International Society for Science and Religion
IT - Information Technology
LOEX - Library Orientation Exchange
MLIS - Master of Library and Information Science
NCES - National Center for Education Statistics
OCA - Office of College Advancement
OCLC - Online Computer Library Center
OPAC - Online Public Access Catalog
PLO - Program Learning Outcome
PRC - Program Review Committee
RDA - Resource Description and Access
SAILS - Standardized Assessment of Information Literacy Skills
SCELC - Statewide California Electronic Library Constortium
SLO - Student Learning Outcome
SWOT - Strengths, Weaknesses, Opportunities, Threats
UCSB - University of California, Santa Barbara
URL - Uniform Resource Locator
WASC - Western Association of Schools and Colleges
WCSA - Westmont College Student Association
WCSDM - Westmont College Strategic Map
WMS - WorldShare Management Services
A. INTRODUCTION
1. ADDRESSING PROGRESS ON STRATEGIC PRIORITIES FROM THE LAST SIX-YEAR REPORT

In the six-year self-study submitted in 2008, six strategic priorities along with a commitment to staff development were proposed in Appendix D: Multi-Year Strategic Priorities, 2008/09 – 2013/14. Significant progress was made for each priority and is detailed in the appropriate section of this report. The chart below shows these six priorities and where they are addressed in the current report.

<table>
<thead>
<tr>
<th>2008 Self-Study: Strategic Priority</th>
<th>2013 Self-Study: Program Area Addressing 2008 Strategic Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enriching the User Experience</td>
<td>Research Services / Outreach Services</td>
</tr>
<tr>
<td>Create and Sustain a Flexible Information Space</td>
<td>Information Discovery and Access</td>
</tr>
<tr>
<td>Build and Sustain Information Collections</td>
<td>Collections and Collection Development</td>
</tr>
<tr>
<td>Transform Physical Space and Environment</td>
<td>Outreach Services</td>
</tr>
<tr>
<td>Collaborative Relationships to Pursue Goals</td>
<td>Partnerships and Collaboration</td>
</tr>
<tr>
<td>Fostering a Culture of Assessment</td>
<td>All program areas</td>
</tr>
</tbody>
</table>

The six-year self-study from 2008 also included twelve action plan items related to the physical building and library services which were proposed in Appendix D: Library Multi-Year Plan. Progress for each is addressed in the following chart.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROGRESS</th>
<th>RESULT</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL BUILDING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Design and cost out coffee service area</td>
<td>Goal Cancelled</td>
<td>Due to other considerations, no coffee area will be installed</td>
<td>2009-10</td>
</tr>
<tr>
<td>2. Plan and execute group study spaces on the upper level.</td>
<td>Accomplished</td>
<td>Added during renovation</td>
<td>2009-10</td>
</tr>
<tr>
<td>3. Design and cost out space for learning commons on main level.</td>
<td>Accomplished</td>
<td>Created with renovation</td>
<td>2009-10</td>
</tr>
<tr>
<td>3a. Plan new furnishings</td>
<td>Accomplished</td>
<td>Added during renovation</td>
<td>2009-10</td>
</tr>
<tr>
<td>3b. Expansion of electrical and data network lines.</td>
<td>Accomplished</td>
<td>Added during renovation</td>
<td>2009-10</td>
</tr>
<tr>
<td>4. Plan and cost out HVAC changes for main and upper levels.</td>
<td>Postponed</td>
<td>Cost is prohibitive—possibly do during library expansion</td>
<td>2009-10</td>
</tr>
<tr>
<td>5. Cost out replacement windows for safety and UV protection.</td>
<td>Ongoing</td>
<td>Looking at UV for east windows</td>
<td>2009-10</td>
</tr>
<tr>
<td>6. Cost out fire suppression alternatives.</td>
<td>Goal cancelled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Design and cost out noise suppression alternatives.</td>
<td>Ongoing</td>
<td></td>
<td>2009-10</td>
</tr>
<tr>
<td>8. Design and cost out space for secondary storage</td>
<td>Goal canceled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Replace elevator
Postponed

<table>
<thead>
<tr>
<th>LIBRARY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate Link+ or similar library materials supply options</td>
</tr>
<tr>
<td>2. Review federated search options and choose a vendor</td>
</tr>
<tr>
<td>3. Review link resolver product and choose vendor</td>
</tr>
</tbody>
</table>

2. HOW DATA IS COLLECTED AND USED IN PLANNING AND EVALUATING LIBRARY PROGRAMS AND SERVICES

Because libraries serve so many functions in the higher education setting, most academic libraries look at and collect data and information across a broad array of resources and services. Voskuyl Library is no exception. We collect this data and information to help guide the planning, development, and evaluation of library programs, services, and activities.

A challenge in evaluating the past six years has been the amount of change we’ve seen in programs, initiatives, and staffing, all of which have resulted in some gaps in record keeping. An additional challenge was the decision to move to a more holistic review of Voskuyl Library by adding library program areas beyond those addressed in previous annual and multi-year reports.

It is also important to realize that assessment of a library program is different than assessment for academic departments. We must be creative in how we evaluate student learning through our Library Instruction program area. In assessing certain areas of library service it is also important to note that while we frequently look at assessment in terms of increasing user participation and resources, there is more, qualitatively speaking, to the bigger picture of the library than mere statistical reports may imply.

In light of these challenges, the template used for this self-study was created in an attempt to provide a more effective means to evaluate the work accomplished in an academic library. The template was developed after researching several documents and templates used by peer institutions to evaluate their library programs. The template was submitted to Westmont’s Program Review Committee and approved as a pilot project in spring 2013.

3. WESTMONT MISSION STATEMENT

Westmont College is an undergraduate, residential, Christian, liberal arts community serving God’s kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

4. LIBRARY MISSION STATEMENT

The Roger John Voskuyl Library supports the Westmont College mission to foster a culture of scholarship and Christian development.

We are committed to collaborate with the College’s constituencies to promote the intellectual, spiritual, and cultural development of students, faculty, and staff.

The Library provides access to organized information sources, instruction on gathering, evaluating, and using information in a place, both physical and virtual, for study, research, and the development of skills for life-long learning.
5. LIBRARY CONTRIBUTION TO WESTMONT’S MISSION AND VISION

During this review period, Voskuyl Library critically examined our purpose and function within Westmont and explored how we serve Westmont’s mission and vision. Recent changes and trends in academic libraries have provided an opportunity for libraries to look at their purpose and function in higher education. The idea of librarians collaborating with faculty on teaching has become more prevalent. Digital information has changed the information environment, making information more accessible, but also more complex. Consortia for Interlibrary Loan, collection development, and the sharing of knowledge have grown and become essential parts of a functioning library. Each of these changes affects librarianship as a whole and has directly affected how Voskuyl Library functions. It is in this changing library environment, and the changing environment of Westmont, that the library has worked to strengthen our role in supporting student learning.

The core purpose of Voskuyl Library is to serve the teaching and learning needs of the Westmont community. We are guided by the Standards for Libraries in Higher Education, 2011, published by the Association of College and Research Libraries (2011). These principles help define and guide each program area. We provide a space on campus where people can interact with knowledge, ideas, and one another. We foster an environment conducive to academic inquiry, scholarly communication, creative achievement, and lifelong learning.

A healthy and vibrant academic library supports the mission and vision of its college or university. Westmont grounds itself in five distinctives, encapsulated in the college’s mission statement: liberal arts, Christian, residential, undergraduate, and global. In spring 2013, five members of the library staff began exploring how the library specifically supports and contributes to these distinctives (see Appendix 1). We plan to refine these essays in 2013-14.

6. OVERVIEW OF THE REPORT AND ITS STRUCTURE

In May 2011 Voskuyl Library submitted a detailed report to the Western Association of Schools and Colleges Commission (WASC). This report was written in response to two documents addressing areas of concern related to the purpose and function of the library: the Capacity and Preparatory Review from 2005 and the Educational Effectiveness Review from 2007. The following issues were addressed in the library’s report: student learning; program review; integration with the college; collections; staffing; facility; and vision. These are indicative of the deep changes in the information environment that have challenged academic libraries for the last ten years.

The last six years have seen dramatic improvement in every program and service area of Voskuyl Library. During the 2007-2013 review period, we made significant progress meeting the challenges posed by the profound changes in the information environment of our academic library. As we embark on our next strategic plan, this self-study will help us identify the strengths in our current programs, the weaknesses which need to be addressed, and will inform how we prioritize our efforts for the next six years.

We reviewed and consulted program review reports from a number of liberal arts college libraries as we considered how to structure our own report. We were most heavily influenced by the structure and outline of the Grinnell College Libraries’ report (2009).

This report addresses eight program areas that we believe are critical to charting our future path: Library Instruction, Research Services, Information Discovery and Access, Collections and Collection Development, Partnerships and Collaboration, Digital Initiatives, Outreach Services, and Management and Administration. Each program area is structured as follows: a brief description of national trends and best practices in that area; the mission of the program area at Voskuyl Library; an overview of the program area; a report on goals, outcomes, and assessment for the review period; and challenges facing the library, with recommended steps to take toward meeting those challenges. Following the discussion of each program area, we move on to a peer analysis of Voskuyl Library
with other libraries. Finally, we will summarize our future directions for our programs and services. Initial drafts of each section of this report were researched and written by teams of library staff.

B. LIBRARY PROGRAM AREAS

1. LIBRARY INSTRUCTION

   a. NATIONAL TRENDS AND BEST PRACTICES
   
   The Association of College and Research Libraries’ (ACRL) Information Literacy Competency Standards for Higher Education (2000) broadly defines information literacy as an individual’s capacity to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Prior to information literacy gaining hold in higher education, library instruction was known as “bibliographic instruction.” In a typical bibliographic instruction session, a librarian would lecture students on the intricacies of catalogs, indexes, reference books, and more recently, electronic databases and websites. Although many librarians in the United States continue to teach this way, this is no longer the standard for library instruction.

   Cutting-edge library instruction programs have moved away from the ACRL Standards and have recast information literacy to fit the needs of their institutional contexts. At Voskuyl Library, we consider information literacy to be embedded within the disciplines and evaluated through students’ source-based writing. Rather than following the ACRL Standards, we have embraced Rolf Norgaard’s (2003) concept of information literacy as “shaped by writing,” which Norgaard refers to as “writing information literacy.”

   Contemporary librarians have also incorporated pedagogical best practices in the classroom. Westmont librarians develop active learning activities and assignments, most notably collaborative and problem-based learning (PBL), in our instruction sessions. Overall, best practices in library instruction tend to reflect pedagogical best practices in higher education.

   b. PROGRAM AREA MISSION

   The mission of the Voskuyl Library Instruction Program is to teach students that research is a process that includes asking good questions, understanding the relationship between publications and access, critically evaluating sources, using the Internet effectively, and ethically acknowledging intellectual property rights.

   c. OVERVIEW OF PROGRAM AREA

   A good library instruction program offers faculty an opportunity to consider librarians as teaching partners in educating students across the curriculum. In 2011, Catherine Palmer, a librarian at UC Irvine, published an article in the influential journal *portal: Libraries and the Academy* entitled “This I Believe … All Libraries should be Teaching Libraries.” Palmer argues that academic librarians should be known for their teaching contributions, and that a paradigm shift is needed to effectively focus energies toward becoming a “teaching library,” rather than merely dealing with “collection management.”

   Palmer is certainly not the first to suggest that librarians should be involved in educating students beyond the reference desk, but Palmer’s perspective may come as a surprise to faculty and administrators in higher education who believe the primary role of an academic librarian is to organize and provide access to print and electronic collections. Most faculty and administrators do not consider librarians to be teachers or even partners in educating students. Librarians are often considered outdated, outmoded, and simply irrelevant in today’s classrooms. A library instruction program, however, offers something nontraditional, unexpected, and highly valuable in higher education.
The Library Instruction Program at Westmont consists of a two-unit course, *Research Across the Disciplines*, subject-specific classroom sessions taught through the liaison program (which we will often refer to as “one-shot sessions”), standardized a la carte mini sessions, one-on-one research consultations with students and faculty, LibGuides (online resource guides) with video tutorials, and research assignment design recommendations for faculty. Almost all librarians at Westmont are involved in instruction, a shift that took place over the past six years. In 2007 only one librarian was involved with library instruction; today, five librarians fulfill the role of a teaching librarian as part of their regular job duties.

The Instruction Program is primarily supported by the library’s liaison program. All of our instruction initiatives run through this model except for the credit course taught by the Instructional Services Librarian. The liaison program, which was revamped in 2009, matches librarians’ disciplinary subject interests with corresponding academic departments. Liaisons are responsible for understanding disciplinary conventions in their subject areas, administering research help, managing collection development, and teaching through the Library Instruction Program.

d. ASSESSMENT OF PROGRAM AREA

The Library Instruction Program has evolved dramatically over the past six years, but the overarching question guiding our program has remained constant: *How do librarians contribute to student learning at Westmont?* A chronology of the Library Instruction Program’s development highlights the ways we’ve answered this question over the past six years. Our program’s response to this question has been expressed through mission statements, program learning outcomes (referred to as “student learning outcomes” between 2007-10, and “program learning outcomes” thereafter), multi-year plans, curriculum maps, and other guiding documents throughout the six-year period.

2007-08

In 2007-08, one Reference and Instruction Librarian was responsible for teaching every faculty requested library session, regardless of academic department. The librarian taught twenty-four sessions during the year; the majority for English Composition. The same librarian was also the instructor for the one-unit online course entitled General Research Instruction.

The Standardized Assessment of Information Literacy Skills (SAILS) test was administered to 100 incoming first year students in fall 2007. This standardized tool compared Westmont students’ collective answers on library-related information to other students at similar institutions. The library staff planned to administer the test again to incoming students in 2009.

The 2008 Annual Assessment Report identified five student learning outcomes (SLOs) for the Instruction Program:

Students will…
- SLO 1: Locate appropriate sources, navigate the library architecture
- SLO 2: Competently utilize basic scholarly tools to access information
- SLO 3: Know how to develop an effective search strategy
- SLO 4: Follow the laws and regulations that apply to the access and use of information
- SLO 5: Acknowledge the use of others’ work in their final products

This report identified how each student learning outcome would be assessed through the Instruction Program: “voluntary surveys [SLO 1] analysis of BI class surveys, for subjective assessment [SLO 2-3], SAILS [SLO 1-4], server log analysis [SLO 4], [and] by professors as they grade assignments [SLO 5].” Although these measurements were acknowledged in the
appendix, benchmarks were not identified in the table, and follow-up data on these outcomes was not available.

2008-09

The Reference and Instruction Librarian provided 15 one-shot library instruction sessions during the academic year, but no data exists on student learning outcomes or goals. An annual report was not submitted for 2009.

2009-10

At the start of the 2009-10 academic year a new library director was hired, which significantly impacted the Library Instruction Program. One of the Director’s first initiatives was restructuring and strengthening the liaison program so it included teaching responsibilities, rather than one Reference and Instruction Librarian having responsibility for all teaching. This shift brought several changes in our program. The updated liaison structure required members to begin teaching instruction sessions in their newly appointed academic departments. For some librarians, this change was welcome and brought new energy to the instruction program; but for others, this was a difficult and unanticipated new responsibility. Each library liaison was the primary contact for instruction sessions in at least two (and up to five) academic departments. Although several librarians were hesitant with their new assignments, the new liaison structure provided an opportunity for liaisons to become specialized and more familiar with their academic departments’ curriculum, which had been difficult in the past when only one librarian taught for all the academic departments. Although this transition year was challenging, the liaisons taught 23 one-shot sessions.

Assessing student learning in our one-shot instruction sessions was a secondary concern this year, as liaisons worked to embrace their new teaching roles. However, all librarians were encouraged to perform informal assessment measures in class and to administer “1-minute papers” at the end of their sessions, in which students were asked to briefly reflect on what they’d learned during the session and what questions still remained. Librarians were asked to submit a reflective pre- and post-self-evaluation form that identified learning objectives and whether those objectives were accomplished in class.

Changes to our instruction program were not limited to redistributing teaching responsibilities; we also wanted to expand our instructional offerings. Due to the inherent constraints of traditional one-shot sessions, the majority of our time was spent teaching basic resources and we wanted to focus on advanced skills in our sessions. In addition, we recognized we were only reaching a limited number of Westmont students through our face-to-face sessions and we needed additional venues that would allow us to extend our reach to all Westmont students. In the summer of 2010, we subscribed to LibGuides, an online instructional platform allowing liaisons to create subject-specific resource guides for every academic department. These guides were posted prominently on the library’s website and directed students to our online and print disciplinary resources. By creating LibGuides, liaisons could focus on higher order skills in their one-shot sessions and point to the guides for tool-based instruction.

In the spring, the library staff administered an individualized version of the standardized SAILS test to 140 students. Results are interpreted in the 2010 Annual Assessment Report.

In July 2010, one of the teaching librarians attended ACRL’s Immersion Teacher Track Program. The purpose of this intensive program was to provide an opportunity for academic librarians to explore their teaching philosophies and develop guiding documentation for their institutions. After attending the program, the teaching librarian created a document entitled “Library Instruction Program 2010-2011,” which outlined the Instruction Program’s mission statement, seven program learning outcomes (which aligned with ACRL’s Standards and
Westmont’s institutional SLOs), opportunities for learning, and measurement of each student learning outcome. Because this document was created over the summer, it was included in Appendix C of the 2010 Annual Report, but it did not impact the Instruction Program until the 2010-11 academic year.

2010-11

Despite these successes updating our instruction program, it became increasingly difficult to orchestrate the Library Instruction Program without official guiding documentation or a librarian charged with directing the program. At the beginning of the 2010-11 academic year, the Director created the Instructional Services Librarian position and appointed an existing librarian to this post as the new instruction coordinator. A librarian was now responsible for overseeing the teaching component of the liaison program, extending our instructional reach, and coordinating any assessment measures.

The library liaisons embraced the mission statement created in July 2010 after the Immersion Teacher Track Program. We also approved the student learning outcomes from the “Library Instruction Program 2010-2011” document, but decided to merge SLO 6 and SLO 7 in order to have an even number of outcomes to assess, two each year. The first iteration of our student learning outcomes was based on ACRL’s Information Literacy Standards and focused on measurable, tool-based library instruction. As our program developed, the student learning outcomes would become less focused on library resources in favor of interdisciplinary, transferable skills.

In fall 2010 the liaisons created standardized multiple-choice knowledge-based questions, which were administered to students at the end of each instruction session that included concepts related to SLO 2 or 3. If a session did not include these concepts, 1-minute papers were administered. Detailed data interpretation and sample assessment questions are in the 2011 Annual Report. Quantitative data from the knowledge-based questions ultimately provided limited information on student learning or our teaching methods. We decided to discontinue using knowledge-based questions in favor of the 1-minute papers.

The liaison instruction program continued with 43 sessions, almost doubling the previous year’s number. The liaison program was the medium through which we assessed our student learning outcomes and liaisons began to feel more comfortable with their increased teaching responsibilities. Librarians were not only involved with assessing student learning, but they were also asked to reflect on their own development as teachers. Starting fall 2011, liaisons began tracking their experiences through a standardized form that identified teaching objectives, classroom activities, key observations, assessment strategies, and overall feedback from each session.

We wanted to extend our instructional reach beyond traditional one-shots. In the fall, we developed and advertised a new a la carte program. This program featured standardized, ten- to twenty-minute mini-sessions that faculty could easily incorporate in their classes at any time during the semester. Faculty had nine a la carte sessions from which to choose.

We also created an online instruction request form for faculty to schedule instruction sessions, a la carte sessions, and other instructional opportunities for their classes.

During the summer, the APP-001 course, General Research Instruction, was reinvigorated. We updated the content, changed the name, and elected to teach it face-to-face, rather than online. After these summertime revisions, we offered it during the 2011-12 academic year as Research Across the Disciplines. We received positive faculty feedback, including the suggestion to make the class a requirement for all students.

That same summer we decided to revise the mission statement and student learning outcomes to more fully reflect our changing instructional priorities. Our current six student
learning outcomes were narrowly focused and we wanted to broaden our language while also
decreasing the number of outcomes altogether. Each outcome was aligned with one of
Westmont’s institutional learning outcomes:

Students will…
• PLO 1: Analyze different types of publications and how to access them
• PLO 2: Evaluate sources based on specific and objective criteria
• PLO 3: Develop online searching skills by employing advanced techniques to locate sources
• PLO 4: Incorporate sources with respect to intellectual property rights

In addition to our mission statement and student learning outcomes, we created a “Content
Standards” document, which provided additional details on each student learning outcome. There
were four levels in our Content Standards: Novice Researcher, Generalist Researcher,
Disciplinary Researcher, and Expert Disciplinary Researcher. Each level corresponded to
undergraduate class ranking and built on knowledge acquired in lower levels.

2011-12

Our liaison program instruction requests continued to increase. We taught fifty-five
sessions across the disciplines and intentionally pursued alternatives to the traditional one-shot
model. Liaisons created classroom LibGuides, online tutorials, in-class assignments, and
arranged group and individual consultations in lieu of traditional sessions. We received positive
feedback from faculty on these new offerings.

We assessed our four new PLOs through the liaison program. Prior to an instruction
session the teaching liaison would create a table. The rows identified learning goals for that
particular session, and the columns read: Knew this Already, Learned this Today, Still Unclear.
At the end of the session, students would fill out the table and provide additional information
about previous experience with our liaison program. At the end of the academic year, liaisons
aligned each individual learning goal from every instruction session with a corresponding
program learning outcome. The 2012 Annual Report provides detailed data analysis and results.

In addition to measuring student learning in our sessions, liaisons continued to reflect on
their own teaching by filling out and submitting informal feedback forms to the Instructional
Services Librarian.

Although our liaison program was gaining popularity across campus, we were still
restrained by the one-shot model and needed to explore additional teaching avenues. The
Instructional Services Librarian taught our one-unit course, APP-001 Research Across the
Disciplines (RAD), during fall and spring semesters and wanted to gain approval from the
Academic Senate Review Committee to revise the course further. We submitted a course
proposal for the class to become graded rather than Pass/No Credit, 2-units, and classified under
Interdisciplinary Studies (IS) rather than Applied Studies (APP). The Committee approved the
course and RAD was scheduled for the following semester under its new classifications.

We created a LibGuide for faculty on the Library Instruction Program which provided
detailed information on liaison teaching services, the a la carte program, Research Across the
Disciplines, scheduling sessions, and our guiding documents (see Appendix 14.1). Ahead of fall
semester, the Instructional Services Librarian presented our program to new faculty; in
September, she presented again to a broader group of faculty during Faculty Forum.

2012-13

During the 2012-13 academic year, liaisons were encouraged to transform traditional
one-shot instruction sessions into alternative collaborations with faculty. Although most faculty
continued to request 60-minute sessions, several liaisons were able to replace those requests with a la carte sessions, group and individual research consultations, and assignment redesign recommendations. The liaisons taught 50 traditional one-shot sessions and engaged 15 classes in alternative instructional activities (see Appendix 2).

We continued to assess student learning through the liaison program. During the summer, the liaisons met several times to rewrite and classify the learning goals we used in the rows of our assessment table which can be found in our 2012 Annual Report. Statements were standardized and administered to students in one-shot instruction sessions. This strategy was consistent throughout fall semester.

The Instructional Services Librarian taught Research Across the Disciplines to 14 students during fall semester. This course differed greatly from the one-unit section taught the previous year. The updated curriculum was scaffolded, had more robust assignments, required frequent reading and reflective responses, and incorporated weekly active learning.

In November the Instructional Services Librarian attended ACRL’s Immersion Assessment Track Program for academic librarians. During this weeklong program, she revised the overall assessment strategy and wrote integrated student learning outcomes. Although the new outcomes were not finalized until summer 2013, liaisons began to implement the new assessment strategy during spring semester. Rather than administering an assessment table at the end of the instruction session, liaisons were asked to create in-class assignments that aligned with faculty classroom assignments. We decided it was more important to observe if students were able to demonstrate their knowledge, rather than simply self-report their knowledge. This method was more time-consuming for librarians, but we felt that authentic assessment captured student learning in a unique way and was more valuable for librarians, faculty, and students.

In the spring, the Instructional Services Librarian brought a proposal before the Program Review Committee to update the language of the institutional learning outcome (ILO) on information literacy. The current ILO stated: Graduates of Westmont College will...be able to access, evaluate and communicate information effectively and ethically. Although this outcome was sufficient, we felt it was important to use language that was more appropriate for an academic audience. Furthermore, we wanted the structure of the information literacy ILO to parallel the written and oral communication ILOs. The proposal was approved in spring 2013. The updated ILO states: Graduates of Westmont College will...be able to identify, evaluate and integrate sources effectively and ethically in various contexts. The outcome will be measured across the curriculum in upcoming years.

We updated our program learning outcomes in the summer of 2013 and will advertise and assess these outcomes during the 2013-14 academic year:

Students will…

- PLO 1: Ask research questions and develop claims that are meaningful and manageable at an undergraduate level
- PLO 2: Find relevant sources for their research needs using effective and appropriate strategies
- PLO 3: Assess the quality of each source through a rhetorical framework (audience, purpose, genre) and evaluate its relevance to their research claim
- PLO 4: Effectively integrate sources into their own writing (summarizing, paraphrasing, quoting) while acknowledging the ideas and intent of the original author(s).
e. ADDRESSING KEY CHALLENGES

Historically, academic departments are familiar with one type of library instruction session: the traditional 60-90 minute “one-shot.” This is a particularly difficult model for effective teaching for a number of reasons. First, faculty expectations are often unrealistic, especially when they anticipate that a single instruction session will fully explain the intricacies of the research process to their students. This is akin to assuming composition faculty are responsible for teaching students everything there is to know about writing in a four month period. Both research and writing are complicated processes and it is difficult for students to develop these abilities unless they’re embedded into and across the curriculum in meaningful ways. It is also challenging for librarians to assess students’ prior knowledge before a one-shot and it is rare that librarians will have follow-up opportunities with students to clarify or advance any concepts.

Given that one-shots have been and will remain a predominant model for library instruction for some time, academic librarians have tended to strip down the research process by focusing solely on tools during one-shot sessions. Hence, in the past several years, librarians have unfortunately become known for solely teaching catalog and database searching strategies, rather than communicating the entire research process. Although for many years our library instruction program followed the “tools” paradigm, in recent years we have shifted our emphasis. We now embrace the entire research process and take every opportunity to extend our instructional outreach beyond the traditional, limited one-shot model. Today we rarely schedule a one-shot instruction session for a faculty member without reviewing the corresponding assignment on which students should be working.

Even with a complete revision of the Library Instruction Program over the past six-years, the perception of librarians as educators has yet to become established among the majority of faculty and administrators. Newer faculty have been more willing to embrace collaborative ventures with librarians, but those who have worked at Westmont for many years are often slower to redefine their concept of librarians in the academy. We would like to see faculty in higher education embracing librarians’ willingness to partner in the institutional teaching mission. We are not arguing for equal status as full faculty members; rather, we want recognition as important partners in educating students. We need continuing administrative support of the Research Across the Disciplines course, faculty-librarian partnerships, and inclusion in planning and curricular committees, including first-year seminars.

One challenge not easily overcome in advancing the Instruction Program is librarians’ terminal MLIS degrees. In most departments at Westmont, a doctorate is the terminal degree for teaching faculty. Librarians are deeply invested in professional development, but it is unlikely that librarians will pursue doctorate degrees because that is not typically the best course for a librarian to develop professionally. But, without obtaining equivalent degrees, it is questionable whether faculty or administrators will fully embrace librarians’ desire to become more involved in the teaching mission of Westmont.

Despite this challenge in perception, librarians are well positioned to guide students through our liberal arts curriculum. Faculty are disciplinary experts in their fields, but librarians offer a unique interdisciplinary perspective that traverses traditional boundaries. Librarians can guide students through the implicit directives across the humanities, social sciences, and natural sciences with a broader perspective than one might receive from a disciplinary scholar.

Over the last six years, the Library Instruction program area has not only reconsidered our underlying ideology. We also spent significant time developing our teaching strategies, shifting from a teaching-centered philosophy of instruction to a student-centered one. We strive to include active learning in all our sessions, and have incorporated problem-based learning, collaborative learning, and authentic tasks in our sessions. Rather than considering what we, as
librarians, want students to know, we ask what students need to know in order to complete their classroom assignments. We are less interested in the quantity of library instruction requests we schedule with our departments and more interested in the quality of those sessions.

In terms of understanding departmental priorities and curriculum, our communication with faculty has become more proactive over the years and we have built strong relationships through the instruction program. As evidenced in our mission statements, program learning outcomes, and other guiding documents, our Library instruction program has rapidly evolved over the past six years, and will most certainly continue to evolve in the future.

2. RESEARCH SERVICES

a. NATIONAL TRENDS AND BEST PRACTICES

The Internet is a vast and ever-expanding frontier of data and information. The downside to this frontier is the phenomenon of information overload. There is so much data and information available that it becomes increasingly difficult for people to sift through what they find in order to hone in on something relevant and reliable (Purcell, et al., 2012). Nevertheless, we find that students are more likely to take their information needs to an Internet search engine like Google before they consider using library resources or talking to a librarian. Purcell’s Pew Internet & American Life survey (2012) found that 76% of teachers of teenagers “strongly agree” with the assertion that Internet search engines have conditioned students to expect to be able to find information quickly and easily.”

The Association of Research Libraries (n.d.) found that reference transactions in research libraries are down 65% from 1991 to 2011. Library databases contain a wealth of resources that simply aren’t available for free on the Internet, but talking to a librarian or using library databases aren’t necessarily the first steps students take when researching a topic or assignment. This decline in reference transactions may well be due to the fact that the form and function of the Internet is conditioning students to expect quick and easy answers to their research questions. While we strive to help and encourage students to seek the help of librarians and make use of library-acquired resources, some also speculate that there has been a decline in reference transactions at traditional reference desks because students are bypassing the desk and using other means of posing questions to librarians. This may be through chat reference, online research guides and tutorials, email, or simply dropping by librarians’ offices instead of visiting the reference desk (Zabel, 2005a). Voskuyl Library’s research transactions at the desk in recent years have not followed the national trend, but have instead increased. We will discuss reasons for this below.

Other national trends surrounding Research Services include offering virtual reference services. Phan (2011) of the National Center for Education Statistics reports that 61.9% of four-year bachelor’s degree granting institutions and 62.6% of private institutions provide in-person reference services; roughly the same percentage of bachelor’s granting and private institutions also offer virtual reference services. Voskuyl Library aligns with some of these national trends by offering in-person reference services and virtual reference services.

Another study found that 62% of mid-sized academic libraries use non-MLIS degree holding staff to work on the reference desk (Banks & Pracht, 2008). Though we are with the majority in continuing to offer services at the Research Help Desk and in offering virtual research help, we are in the minority in other ways as we have phased out our non-MLIS degree staff on the Research Help Desk to enhance the quality of the service.

National trends aside, our Research Service decisions are based foremost on Westmont’s unique community, which is defined by its small size, Christian foundation, liberal arts focus, and residential setting.
b. PROGRAM AREA MISSION
The mission of Research Services is to provide Westmont students, faculty, and staff with personalized service and access to resources, while placing a special emphasis on teaching students how to access, evaluate, use, and communicate information effectively and ethically.

c. OVERVIEW OF PROGRAM AREA
Our purpose in both the Library Instruction and Research Services program areas are closely aligned. As noted above, academic libraries have shifted their focus from collections to teaching in recent years, and Voskuyl Library has kept pace with this shift, especially during this review period. However, with the exception of Research Across the Disciplines, most librarians do not teach semester-long courses to a static group of students. We encounter students in library instruction sessions, but are lucky if we see a class for longer than one class period. Though we’re not in front of a classroom as often or as consistently as teaching faculty, we teach in other ways, and many of these teaching moments are delivered through the Research Services Program. We teach when assisting library users in one-on-one interactions at the Research Help Desk, in instant message conversations online, or by meeting with small groups or individual students in our offices for research consultations. The goal of almost every interaction is to teach something about the research process and to instill solid information literacy behavior in our users.

Voskuyl Library’s Research Services has undergone many changes in the last six years, including a library renovation, a change in leadership, and a name change to the program area itself (prior to 2010-11, Research Services was referred to as the “Reference Desk” or simply “Reference”). Library literature usually refers to any interaction with students outside of classroom instruction as “reference transactions,” but we refer to this concept as “research transactions.” According to the Reference and User Services Association (2008) “Reference transactions are information consultations in which library staff recommend, interpret, evaluate, and/or use information resources to help others to meet particular information needs.” We take this a step further and make it our goal to teach others how to interpret, evaluate, and use information resources, instead of just doing these tasks for them.

d. ASSESSMENT OF PROGRAM AREA
Voskuyl Library’s strategic goals in recent years have repeatedly included the goal to “continue developing the library research services program.” As we have adjusted our hours and increased marketing of our services over the last several years, we’ve seen the number of research transactions grow. In 2010 we added a chat research help feature to our website, giving students an additional way to contact us with questions. We also increased the quality of our service by phasing out non-professional staff and by offering in-service training to the librarians who work the Research Help Desk.

Another strategic goal has been to “improve communication among all library staff.” In an effort to improve communication among the Research Services team, the head of Research Services moved the Research Help manual from paper to an online LibGuide, began using both a Google calendar and a paper desk calendar, and sends out a weekly Friday update email to the Research Services team.

Research Services supports the Instruction Services PLOs and a campus-wide Institutional Learning Outcome (ILO). In 2014-15 Westmont plans to measure information literacy through the recently revised ILO that states, “Graduates of Westmont College will...be able to identify, evaluate and integrate sources effectively and ethically in various contexts.”
Research Services directly supports this learning outcome. Research Services also supports the four Library Instruction PLOs detailed in the Library Instruction program area.

Research Services primarily based the evaluation of its services during the last six years on the number of research transactions. Research transactions numbers have been steady with a recent increase (see Appendix 3). Transactions are divided into two categories: non-resource based and resource based. Non-resource-based questions can be directional such as “Where is the bathroom” or basic such as “What are the library’s hours?” Resource-based transactions cover library and research questions from the more simple “What is the call number for this book” to the more complex “Can you help me determine if there is enough information available in the scholarly literature for a paper on this research topic?” Over the last three years, 65-70% of all research transactions have been resource based.

The following section highlights the goals of Research Services over the last six years, and an assessment of outcomes.

2007-08 and 2008-09

For the 2007-08 and 2008-09 academic years, one librarian headed what was then known as Reference Services and organized a reference desk schedule, which included a mix of librarians and student employees. The Circulation Coordinator hired student employees, oversaw the Circulation Desk, and any student employees working at that service point. During this time, Reference Services was mainly limited to interactions with users at the reference desk, via email, or over the phone. Librarians worked the desk during weekday hours and student employees worked the desk on weekday evenings and on Sunday evenings. During these two years, the Reference Desk was a large, intimidating desk on the main level of the library with one chair in which the librarian sat; library users had to stand while receiving assistance. There is no data on the number of reference transactions during the 2007-08 academic year. In 2008-09 there were a total of 931 transactions, which included in-person at the desk, phone, and email transactions.

2009-10

In July 2009, the new Library Director appointed a new head of Reference Services. A smaller desk with two chairs replaced the larger desk to promote a friendlier, more collaborative, and more approachable perception of the Reference Desk, and to provide users with a space to sit alongside librarians as they approached research questions and topics together. To help professionalize the Reference Desk, the head of Reference Services began hiring, training, and supervising student employees who worked the Reference Desk. Librarians also replaced student employees in the evenings and worked on the Reference Desk until 9pm. In 2009-10 there were 1092 reference transactions.

2010-11

During the summer of 2010 Voskuyl Library underwent a major building renovation. One result of the renovation was the creation of the Learning Commons on the main floor, which directly affected Research Services. This space includes open computer stations, ample and inviting seating options, two media-enabled group study rooms, inclusion of the Writers’ Corner, an instruction computer lab, and an IT Help Desk that sits behind and mirrors the Reference Desk. Several other new initiatives were added to Reference Services in 2010-11 including a library Facebook page and chat reference help service. A roving librarian service was also added during this academic year, in which a librarian offered Reference Services using a laptop in different locations on campus. Due to low usage, this service was discontinued after one year.
The hours the chat service was staffed by each librarian varied. In 2010-11, 965 reference transactions were counted.

2011-12

In August 2011, the Outreach and Public Services Librarian was appointed head of Reference Services and changed its name to “Research Services” in order to diminish the use of library-centric language. The Reference Desk was now referred to as the Research Help Desk. “Research” was considered more understandable and relatable than “reference.” During fall semester 2011, librarians worked on the Research Help Desk on weekday evenings until 10pm rather than 9pm, since data showed that students were in the library and wanted research help at that time. Librarians also began to work on the Research Help Desk on Sundays from 2pm to 10pm, replacing the student employees who had worked on the desk. The chat service was streamlined and a chat window was embedded on the library’s homepage and was staffed by the librarian working on the desk. This resulted in more consistent service hours. Two student employees remained in Research Services, but only worked during the day when their supervisor was available to assist with difficult questions. Beginning in spring 2012, data collection of research transactions was moved from a paper form kept at the Research Help Desk to an online Google Form. Since the online form was accessible from the offices where most of the non-desk research transactions took place, the librarians began to record more accurate counts of email, phone, and office appointments. Additionally, as Instructional Services became more robust, librarians began to see more research transactions in their offices with students they had encountered during instruction sessions. Since Research Services data was still collected on a paper form during fall 2011, no non-research desk in-person research transactions were recorded. Once the form was moved to a Google Form, in spring 2012 librarians recorded 54 non-desk in-person research interactions. There were 964 total research transactions recorded for 2011-12.

2012-13

In collaboration with The Office of Student Life, the Outreach and Public Services Librarian organized an activity for New Student Orientation ahead of the 2012 fall semester, which brought almost all incoming students into Voskuyl Library. This “passport activity” was designed to help students become familiar with library services and collections, as well as the services offered by other departments in the building. The passport activity was truly a collaborative event and allowed the other departments in the library to share information about their services with students. Possibly due in part to the passport activity, Research Services saw a spike in traffic at the Research Help Desk in the ensuing fall semester. There was a 35% increase in research transactions in fall 2012 compared to fall 2011, in spite of the fact that Research Help Desk hours were reduced by 13 hours a week. In fall 2012 there were 37 non-research desk in-person research transactions and in spring 2013 there were 36. There were 1,296 total research transactions in 2012-13.

e. ADDRESSING KEY CHALLENGES

Research Services’ key challenge is encouraging students to use Research Services. Students may hesitate to ask questions at the Research Help Desk for a number of reasons. Some don’t know about the service, while others may be reticent to “ask a dumb question.” Others may simply overestimate their ability to research well. Though we have seen a recent increase in our research transactions, we believe there are many more students who do not use our services and would benefit from them.

Because students are accustomed to the ease of Google-like searches, many do not realize that the library’s databases offer more powerful searching capabilities and more scholarly
resources. Though it is important to educate students on these topics, when communicating our value to students we need to be careful to cast ourselves not as authoritarian gatekeepers of information, but rather liberators of information (Martin, 2009). Research Services allows us to reach students who have not met a librarian through an instruction session in one of their classes, while also extending our work from Instructional Services. When librarians teach an instruction session, they personally invite students to visit the Research Help Desk and to visit them in their offices to work one-on-one or in small groups. Since Instructional Services does not currently reach all students there is an even bigger responsibility on Research Services to close the gap with those students who have not personally met a librarian and do not know about all the library has to offer.

As we advertise Research Services to students, our tactics should be designed to challenge students’ overconfidence in their research skill level when necessary, and should communicate that asking for help is not a sign of weakness. For the 2013-14 academic year, Research Services is planning the same New Student Orientation passport activity as last year, which will reach most incoming students. Research Services can also be promoted through our social networking accounts. Research Services plans to improve signage over the Research Help Desk to encourage interaction and overcome the initial difficulty of students approaching the Desk.

Building relationships with teaching faculty is another way librarians can promote Research Services to students. When faculty see the value of our services and understand our role in the educational process more fully, they will be better able to promote our services to their students.

Other challenges in Research Services are a limited budget and staff buy-in. The librarians worked nine hours a week on the Research Help Desk on average in 2012-13, plus any time they spent doing Research Services work off the desk. With a larger budget, the library could afford to create a new librarian position, which would help reduce the number of hours the librarians work on the desk. Reducing the hours each librarian works on the desk will allow librarians more time to complete liaison work, pursue professional relationships with faculty in their liaison areas, and see more students in their offices instead of on the desk, all of which contribute to the vibrancy of Research Services. Reducing the number of desk hours for each librarian would also allow her to spend more time on other library responsibilities, including other important library services, programs, and projects.

In Research Services one strength to build on is the steady increase in the number of research transactions over the last year. Research Services can keep up this momentum by continuing with outreach, relationship building, and training. Research Services projects that its number of research transactions will continue to increase through outreach activities such as the New Student Orientation passport activity, through stronger relationships with classroom faculty, and by time spent with students in more instruction sessions. Research Services is branching out to reach students in settings beyond in-person visits at the Research Help Desk by targeting off-campus students and adding services that do not require the user to be physically present.

Research Services seeks to complement Instructional Services in our shared efforts to move away from generic, library skills based instruction and research transactions to a more nuanced and personalized engagement with students. Library liaisons are also becoming more confident in their liaison subject areas, and have begun providing in-service trainings to their colleagues so that all librarians feel confident helping any student who approaches the Research Help Desk, regardless of the subject matter. This confidence may result in more relationships with teaching faculty and students, which can lead to more research transactions. Librarians at a small, residential college like Westmont are uniquely positioned to get to know students
personally and offer them research services tailored to their specific interests, information literacy knowledge, and curricular needs.

3. INFORMATION DISCOVERY AND ACCESS
   a. NATIONAL TRENDS AND BEST PRACTICES
      The verb "google" was added to the Oxford English Dictionary in 2006. Its use as a verb certainly pre-dated its entry into that lexicon, and there's no reason to believe its use as a verb will cease anytime soon. Users of the Internet, and its impossibly large storehouse of information, have grown to expect a certain level of immediate gratification when they bring their information needs to an Internet search engine. The Library Instruction and Research Services program areas certainly feel the tension of this trend. And any perceptive librarian can attest to the way these habits have impacted how people discover and access information and even which tools they choose to use throughout their research process. For this reason, many libraries have begun to look at new "discovery" products, which integrate their disparate and distinct article databases and their Online Public Access Catalog (OPAC) into one storehouse that can be searched all at once (Fyn, Lux, & Snyder, 2012). These tools are often referred to as "web-scale" discovery systems, because of the large pool of information made searchable through them, and because of the way they emulate, for better or for worse, the Internet search engines to which so many people have become accustomed. Voskuyl Library has not yet elected to implement such a system. As these young "web-scale" discovery tools continue to grow and improve, we are committed to staying abreast of that growth, and will use information about the trends among other college and university libraries to inform any decision to move in this direction.

      Thoughtful web design is also a growing topic of conversation among librarians. Library Journal began a new column in January 2010 called "The User Experience." This column's first article asserted that librarians are designers, and this job of designing carries into the way we present content and communicate policies on our website (Schmidt, 2010). In early 2013 the American Library Association sponsored an online workshop entitled "Evaluate and Improve your Website in 10 Steps." This is just one recent example of the many webinar workshops offered by ALA TechSource. And Internet Librarian has been an annual conference since 1997, the year before Google came into existence. In 2012, this conference had entire tracks devoted to "web user experience" and "transforming web presence." The attention libraries and librarians are paying to the meaningful and seamless delivery of web content and electronic resources (e-resources) is one with which Voskuyl Library is committed to keeping pace.

   b. PROGRAM AREA MISSION
      The Information Discovery and Access program area seeks to remove any and all barriers to a library user’s ability to discover and access information. A successful information discovery and access program enables its users to devote their time to digesting sources' content and integrating those sources into their own writing and research, rather than spending unnecessary time searching a database or an OPAC.

   c. OVERVIEW OF PROGRAM AREA
      The program and service area of Information Discovery and Access at Voskuyl Library deals in the provision of services and resources that put necessary, relevant, and credible information into the hands of our library users. The form information takes and the methods by which it's discovered and delivered are ever changing, especially in our increasingly information-saturated world. A good library serves the members of its community in such a way that they are
able to discover and access the right information, at the right time, and in the right way. Some of these services are provided directly by library staff, and some are essentially unmediated as users interact with library materials and resources online.

At Voskuyl Library, the primary way the library facilitates discovery of and access to information is through the library's website and online guides. The many resources that populate our website and guides are the most common starting points for information discovery among our library users. Sometimes with the assistance of a research librarian, and sometimes autonomously, students, faculty, and staff at Westmont use the resources found on the library's website and online guides to discover and access information. These resources include nearly 100 library databases, which serve as a portal to full-text journal articles and as a means to discover articles that can be obtained from other libraries through Interlibrary Loan (ILL) services.

These resources also include the library's OPAC, through which library users can discover books, e-books, and other media held at our library. The OPAC also facilitates discovery of items held at consortial libraries and in libraries around the world. It is configured in such a way that makes requesting materials from other libraries easy. The Circulation and ILL arms of the library are tied closely to the "discovery" that happens in the OPAC in providing access to those discovered materials, either by checking out Voskuyl Library materials to library users or acquiring materials from other libraries through ILL.

This program area is linked closely with Research Services and Library Instruction, since an initial part of many research transactions or instructional scenarios involves orienting library users to the resources available for information discovery and access. But the Information Discovery and Access program area is most properly understood to be a thoroughfare; this program area remains strong only in so far as it understands that simple "access" isn't an end in itself, but is rather a stepping-stone to fostering good research and source integration skills among students.

d. ASSESSMENT OF PROGRAM AREA

Rather than look at developments in this program area strictly chronologically, we will discuss the two major areas of Information Discovery and Access separately: the library website, and circulation and interlibrary loan services.

Library Website

As detailed in the library's 2007 Annual Assessment Report, Voskuyl Library underwent a website redesign during the 2006-07 academic year. We recognized then that a website must be looked at "through the eyes of a new user," and that improvements needed to be made in order to "reduce the visual clutter" of the site as it existed at that time.

The then Electronic Resources Librarian created a flat design for a new layout, conducting focus groups with students to inform the design process. She then worked with the IT department to bring that vision to life online. General feedback after this redesign was "positive from both faculty and library staff," according to the Annual Assessment Report.

When the library identified goals and strategic priorities for both the 2009-10 and 2010-11 academic years, the library's website was again named as an area in need of growth and improvements. The goal in 2009-10 was to "evaluate [the] library website for accuracy." This goal was accomplished by the then Electronic Resources Librarian, who combed the library's web content for inaccuracies, making changes as needed. We again set out to redesign the library's homepage ahead of the 2010-11 academic year.

In the fall of 2010, a newly designed library website launched. This iteration of the library website was again designed by the then Electronic Resources Librarian, informed by
campus community input, and implemented with the help of IT. Though no record remains which might provide a "before and after" look at the website during this redesign process, the collective agreement among library staff is that the changes were certainly improvements.

Two years later, in the summer of 2012, the recently hired Web Services / Research and Instruction Librarian took stock of the library's web presence and made some modifications to the information organization and navigation on the site ahead of the start of the 2012-13 academic year. Plans were made at that time for a more substantial overhaul of the site, which would take place between the fall and spring semesters in the 2012-13 academic year.

Aside from design, accessibility, and aesthetic considerations, there were utilitarian motivations for executing this larger overhaul of the library's website. The library's website was then hosted on an independent and aging server which would need replacement relatively soon. Because the library no longer required a local server to host its Integrated Library System (ILS), which will be discussed further in sections below, the need to maintain a separate server for the library's website was less pressing, especially given that alternative arrangements for hosting the library's website could be made. Those arrangements were made in collaboration with IT and Web Content staff and in early January 2013, the library site moved to Westmont's general web server. With this change came the ability to adopt the webpage template toward which Westmont webpages as a whole are shifting. This template is visually and functionally superior to the former iterations of the library website, and has the added advantage of aligning the library's web presence with the web presence of Westmont as a whole (see Appendix 4 and 4.1).

Overall, this most recent iteration of the library website has been well received. A comment from a student on the library satisfaction survey distributed in spring 2013 conveys the new site's warm reception: "[The] library website is so much easier to use. Kudos!" (see Appendix 15).

Over the past six years, electronic journal and article usage has tended to increase, as has article borrowing through ILL (see Appendices 5 and 6). As we continue to refine the way we deliver content to our library community through our website, we expect that our e-resources will see more steadily increasing usage. Moving forward from here, it is essential that the library continue to make thoughtful, iterative changes to the website in order to align with best practices in web design, and to maintain a robust and useful service for the community as they interact with the library via the website.

Circulation and Interlibrary Loan

The goal of any interlibrary loan program is to expand the walls and confines of one individual library's collection of print and electronic monographs and journals, and reach out to other libraries to find and borrow the materials that the local collection is lacking. Any library engaged in this activity returns the favor to other libraries and serves as a lender for materials which that library’s local collection is lacking. One of the beauties of discovery tools is that many of them help library users discover resources their local library does not have, but which might still be relevant to their research. This is the point at which an interlibrary loan program steps in to acquire those resources for the library user.

One of Voskuyl Library's stated goals in the 2008 Annual Assessment was to "build strong scholarly collections to support research and learning." Efforts were made to "encourage discovery which is self-directed and based in resources which we hold, or which we can acquire through Inter-Library Loan [sic]." This goal laid the groundwork for the selection and implementation of a new ILS and OPAC for the library. In brief, an ILS is the back-end system that staff manage and use to keep track of user information, check books in and out, assess fines, and so on. An OPAC, on the other hand, is essentially the online tool that users search in order to find out what books a particular library has available. The implementation of a new ILS has an
arguably greater impact on the work and workflow of library staff, so we will refrain from commenting on those back-end details and processes of implementing this new system here, as they will be discussed in the next section. But as is often the case, a new ILS means a new OPAC, and a change in this latter resource is certainly relevant to this discussion as it changed the way users discover books and other items in our library and beyond.

Our new ILS is OCLC’s WorldShare Management Services (WMS), with the accompanying OPAC, WorldCat Local. This new OPAC has a cleaner design and interface than our previous OPAC. In looking at its design, it’s clear OCLC’s developers took to heart the reality that Internet search engines have changed people’s expectations and habits when it comes to searching. For this reason, WorldCat Local feels and looks more like an Internet search engine than other library catalogs.

Over the past six years, the library has seen a decrease in circulation of our own physical collection. However, book borrowing through ILL has significantly increased (see Appendices 6 and 7). We'd contend that a large part of the increase in ILL borrowing, particularly of books, has to do with the configuration of our OPAC, WorldCat Local, which went live for our users in the fall of 2010. This OPAC makes discovering items outside our local library's collection easy, and makes requesting those items as simple as a few clicks of the mouse. Given the constraints of our materials budget, reciprocal borrowing and lending between libraries is an essential service we offer to our community, at no cost to them.

Recent successes in building faculty involvement in the library have increased the demand for scholarly materials. Interlibrary Loan has continually worked to broaden access to journal articles outside our local collection. But as we develop our own e-resources collection, some pressure has been relieved on Interlibrary Loan. When users can access needed resources through our own databases and subscriptions, it obviates the need for Interlibrary Loan to fill those requests. For these reasons, fluctuations in Interlibrary Loan activity are expected.

Our OPAC and electronic databases make discovery possible, and these resources, along with our circulation and ILL programs facilitate access. These services align with the mission of this program area in reducing barriers between library users and the content they need to further their academic endeavors.

e. ADDRESSING KEY CHALLENGES

Maintaining a thoughtfully designed and content rich library web presence is a persistent challenge. We must keep step with best practices in web design, while at the same time communicate the availability of academically relevant resources to our library community. Even as we continue to make iterative changes to the library’s website based on principles of good design and anecdotal evidence from library users, structured usability tests should be performed. Usability testing is a means of more formally assessing our web presence and will give insight into which areas are in most need of improvements.

When we adopted our new ILS in the 2010-11 academic year it was not only new to us, but was also new on the market. Our choice to adopt this system was an innovative albeit ambitious undertaking, and has not been without complication. However, this cloud-based system continues to see improvements. We view our early adoption of this system as a strength, and in the foreseeable future will seek to leverage and refine it so it serves our community better. Further implications and challenges of this change are discussed in the Collections and Collection Development program area below.

While ILL addresses and fills many of the gaps in our collections, we must address these needs more strategically by purchasing e-resources when appropriate, and by continuing to build a robust ILL program that is well advertised to our community.
Students, and sometimes faculty, expect all materials to be available online immediately. Some also expect to be able to obtain extremely obscure resources easily through ILL channels. These unrealistic user expectations can be problematic. Better education and communication with our users about these issues will help with some of these misunderstandings.

4. COLLECTIONS AND COLLECTION DEVELOPMENT

a. NATIONAL TRENDS AND BEST PRACTICES

In recent years, libraries have faced many changes and challenges in the area of collections and collection development. Budgets feel pressure as the prices of resources continue to rise. Periodical prices alone rose an average of 6% in both 2012 and 2013 (Bosch & Henderson, 2013). To keep pace with rising costs, resources are often cut, leading libraries to rely more on consortial purchasing or borrowing. Libraries also tend to lean more heavily on large aggregate databases to provide access to journals, rather than purchasing journal subscriptions one by one.

These challenges have sparked discussion among libraries, publishers, and authors about open access and digital rights management. They have also resulted in new models for providing access to resources. Libraries around the country are seeking to address budget constraints and the amount of material being published by finding new methods of collection development and acquisition. Some of these developments include questions about the long-term viability of e-books and a newly created “demand driven acquisition” model for collection development. While Voskuyl Library has purchased some e-books, we have not begun to use new acquisition models such as demand driven acquisitions. However, we are following the national trends in increasing our resource sharing and consortial purchasing.

All these changes have had an impact on Voskuyl Library in terms of our ability to provide our users with the resources they need. For many years, we simply reacted to changes or challenges as they arose. In more recent years, we have become more proactive in anticipating changes, challenges, and the needs of our users. We have focused our journal acquisitions toward more consortial purchasing of e-resources and aggregate databases rather than individual journal subscriptions when possible. We have also expanded our ability to provide resources to our users through new avenues of resource sharing.

b. PROGRAM AREA MISSION

The program area of Collections and Collection Development acquires and maintains resources, regardless of format, in order to form a collection which strongly supports the needs of Westmont’s students, faculty, and staff, for both general and more specialized research. This is accomplished through purchasing resources for our local collections as well as through resource sharing.

c. OVERVIEW OF PROGRAM AREA

Collections and Collection Development includes the acquisition and cataloging of all materials for which the library provides access. Interlibrary Loan, discussed in detail in the Information Discovery and Access program area section above, factors into this program area as well. In 2010 Voskuyl Library joined a statewide resource-sharing consortium called Camino. This program, along with our long-standing traditional ILL operation, expands our collection for our users in a way we would never be able to accomplish if we had to purchase all the resources we are able to borrow from other libraries.

The Technical Services department in the library purchases items for our collection individually, through e-journal packages and aggregate databases, and through our consortium,
SCELC. Resource sharing is carried out through traditional ILL channels, as have been discussed above in the Information Discovery and Access program area. Whether through purchasing or resource sharing we have always sought, to the best of our ability, to expeditiously and cost-effectively obtain the resources needed by our users.

This program area does not directly impact users of our library, but is closely tied to all functions of the library. Instruction Services and Research Services depend on Collections and Collection Development to provide the resources needed for our users. Information Discovery and Access creates the portal through which these resources are made accessible. While the overall mission of the library is to ensure our users can access the resources they need and teach them how to appropriately use them, this program area provides the foundational pieces for that to be accomplished.

Since it is not possible to purchase all the resources our users may need, resource sharing becomes an important part of how we manage and develop our collections. Voskuyl Library strives to maintain a collection of high quality and relevant materials that will be useful for our users. But there will be times when those needs are very specific. In order to ensure we use our budget appropriately, we will choose to borrow some items for our users rather than purchase them and add them to our collection. This is done through ILL, also referred to as resource sharing.

d. ASSESSMENT OF PROGRAM AREA

During this reporting period, three major challenges in Collection Development and Collections have emerged: budgetary concerns, the need to evaluate our collections and ensure they are accessible, and the workflow in our Technical Services Department. Each of these issues will be discussed in turn.

Budget

Concerns about the library budget have been an ongoing issue. The need for an increase in the library budget was mentioned in the 2007 Gray Report and the October 2011 Report of the WASC Special Visit Team. Our resources budget experienced fluctuations in the last six years (see Appendix 8). These fluctuations, along with an increase in the average cost of resources, made it difficult to support the requests and needs of our users. Most years, this forced us to drop resources in order to balance the budget.

The book budget is generally the part of the resources budget that decreases the most when the budget gets tight. The book budget remained fairly flat until 2011-12, when it decreased sharply (see Appendix 8.1). Though periodical spending did not go down as drastically, the number of titles we were able to purchase did decrease because of increased prices for subscriptions. Electronic resources increased in cost over the past six years, but not as much as predicted. Consortial purchasing of e-resources has made a huge difference in our ability to buy e-resources.

In 2009 Voskuyl Library requested a total budget increase of $200,000 to be spread over a five-year period. This request for an annual increase was put on a yearly approval schedule. The first increase of $40,000 was approved for the 2012-13 fiscal year and has also been approved for the 2013-14 fiscal year. Before these approvals were granted, the Provost’s Office provided a one-time $15,000 augmentation to the book budget in fall 2010 to initially address the budget problem.

A positive side to the budget difficulties is that it created a need for more collaboration between library liaisons and their academic departments. This communication and collaboration strengthens our collection as it enables us to make more informed decisions about how to best spend our limited funds. Interlibrary Loan also provides valuable information on particular titles
frequently requested by our users and gives broad input on topics and deficiencies in different areas of the collection. Moving forward, this collaboration and sharing of information must continue, so that liaisons can make well-informed decisions when ordering new resources or renewing existing subscriptions.

Another way the difficulty in purchasing the needed resources has been addressed is through the expansion of ILL. In May 2010 Voskuyl Library joined Camino, a California-based resource-sharing group, which has made finding and obtaining books from other library collections much easier for our users. While this has provided access to many more materials with a shorter turn-around time, it has also increased the workload and operating cost of ILL.

This progress is exciting and positive, but there is still work to be done. It is important the library continues to work with the Provost on the budget increase request, which awaits approval each year. Discussions about creating a strategy to cover increasing costs for collection development, in the case that no budget increase is granted, are equally important. An increased and stable budget that takes inflation into consideration will allow Voskuyl Library to continue purchasing the resources needed. It will also curb the need to drop resources every year in order to balance the budget, which has been a frustration for some faculty in particular, who write specific resources into their syllabi.

**Evaluation and Accessibility**

The second area of concern is the lack of a cohesive and overarching plan for the evaluation of our collections. We need to know what resources we currently have, if they are being used, and if they are worth keeping. It has been over seven years since we strategically evaluated all the library collections and their use. Doing this evaluation would help us create a better collection and ensure our users are able to access all our resources.

Over the last six years we began somewhat haphazardly to work on this evaluation. Looking back, it’s clear that we need a more organized and strategic plan for the future. In 2010-11 we began creating annual spreadsheets to provide liaisons an overview of how our resource budget is allocated by department and to make liaisons aware of all the resources we purchase in each area (see Appendices 8.2-8.4). This record keeping allows us to better analyze our resources and track where our money is being spent. It also provides an easier way for library liaisons to communicate with their departments about the resources we purchase and the amount we spend for each department.

The renovation of the library building created an opportunity to evaluate some of our physical collections. This started in 2009-10 when each liaison evaluated the periodicals and reference books in their areas. Specific circulating collections were also evaluated to ensure there was room for all the circulating books to be shelved on the third floor. We made this evaluation to ensure that our collections would fit into the allotted space after the renovation. It was not a strategic and complete evaluation of our entire circulating collection.

In 2010-11 we created a spreadsheet showing the cost of all the resources being purchased for every department. This enabled more strategic evaluation of how the budget should be allocated for the coming year and made sure all liaisons were aware of the resources being purchased. Second, liaisons were asked to look carefully at the periodicals and standing orders being purchased in their area and see if they were still of use. Liaisons were also asked to evaluate the e-resources, but this evaluation was not done as systematically or as closely as the evaluation of the periodicals and standing orders. Lastly, in order to improve access to resources, Voskuyl Library joined Camino and moved to WorldCat Local. As was discussed in the Information Discovery and Access section of the report, this move made discovering and obtaining books from other libraries faster and easier.
The assessment of our collections and their use is still in the early stages. The next few years will see greater strides in this area as liaisons work more closely with their departments to determine which resources are most needed and in what format. The spreadsheets have made spending more transparent and made it easier for liaisons and faculty to collaborate on what resources should and should not be purchased. While we have begun an important step in the evaluation of our collections, there is still much work to be done on this evaluation. It is also important that we begin work toward a more strategic and continual evaluation of the amount of use and the ease of use for our collections, which may include purchasing a product to help with this.

Workflow

Workflow in the Technical Services Department is the final item of concern for this program area. The last six years saw many changes in staffing, software, and global library procedures. As these changes unfolded, it was important to ensure that workflow in Technical Services was efficient.

The first major staffing change was made in 2009-10 with a new appointment to head acquisitions and cataloging. Immediately following this staffing change, the workflow for acquisitions and cataloging was evaluated. In 2011-12 this position was modified to include all collections and became the Technical Services Librarian. This librarian was in charge of all acquisitions, serials, and cataloging. This was also the year of the library remodel and the whole department was moved to a different level of the library. Both these changes resulted in a need to modify workflow.

Beyond staffing changes, we also made a huge software change by adopting a new ILS. During the 2010-11 academic year we prepared for the change from ExLibris’s Voyager to WMS. At the start of the 2011-12 academic year the library went live with WMS. This new system forced the entire reworking of all the workflows in Technical Services. Also in 2011-12, to help with these changes, we were able to be part of a pilot consultation program with OCLC. Two OCLC consultants were sent to provide input on how our new workflow should look. The consultants suggested new procedures for Technical Services and made suggestions for changes in other library areas as well. The suggestions from OCLC and other library staff were used to create new procedures, policies, and workflows for Technical Services.

There is still much to be done in this area. Because we were early adopters of WMS, our workflows were initially filled with work-arounds since certain functionality was non-existent. The system is slowly moving toward becoming a fully operational system, but this move has been much slower than we anticipated at the time of adoption. Iterative changes and adjustments are made by OCLC every quarter and it is particularly difficult for our workflow and procedures to keep pace with these changes. In some cases, we’ve elected to make no changes to workflow, knowing that more changes to the system are in the pipeline; changing workflow every quarter is not practical or efficient. It is also time consuming to keep up with quarterly changes in functionality. We are hopeful that in the coming years the system will provide more of the needed features and see less frequent adjustments so that workflows can be established that make the most of the system’s functionality.

This change in ILS also caused disruption in the work of Technical Services over the past two years. This disruption is still being addressed. Backlogs were created as work had to be stopped or done multiple times during the migration.

Another change in this area is that the standard for cataloging, the Anglo-American Cataloging Rules 2nd edition (AACR2) has been superseded by Resource Description and Access (RDA) (Linker, 2011). The Library of Congress, who sets best practices for the cataloging community in the United States, only recently adopted these new rules. The preceding
discussion, debate, and worry over the impending changes have had a great impact on the cataloging community in the last few years. Because we use WMS, this change does not and will not affect us as much as it may have otherwise. However, this is still a challenge for Technical Services. There is a great deal of discussion and confusion in the cataloging community over how these new rules will play out practically, how they will fit into regular library workflows, and how to integrate records done with AACR2 rules with those done with RDA.

**e. ADDRESSING KEY CHALLENGES**

The next few years will continue with many of the same challenges of the previous six. The two most important will be continuing budgetary concerns and the changing nature of resources, including both resource format and the proliferation of scholarly publications. While most of these are not new concerns, and we began to address some of these in the previous six years, we need to focus on being proactive to overcome these challenges.

As was mentioned, the last two years saw an increase in the budget. This enabled the library to stop the cycle of cutting resources each year to keep the budget balanced. This support from the administration and the Provost’s Office has been instrumental in strengthening our collections and services. As a result, we are gaining traction in being recognized as a center of scholarship on campus. Every year, liaisons work more strategically with faculty to ensure faculty are aware of and use the resources we purchase.

While it is important that this budgetary support continues, this in and of itself is not a sustainable way to solve our budgetary issues. We cannot expect our budget to increase every year, but we can expect the cost of resources to increase each year. Voskuyl Library must come up with a sustainable funding source to meet the increasing cost of resources.

The sheer amount of scholarly material published today makes discerning which resources to purchase more difficult. More is available online, but it is increasingly difficult to know how heavily those resources are being used. The question of long-term availability is also unanswered and complicated. It is important to become more strategic as we evaluate and purchase resources. There may be better ways to do collection development or to purchase resources. These new models and methods need to be investigated.

A repeated theme among the comments submitted by students, faculty, and staff on the library satisfaction survey is the perception that the library’s access to scholarly journals is not robust enough. Every library encounters this perception among its users, as there is simply too much published every year to be able to collect everything users may desire. Trying to maintain a collection of books and journals, in print and electronic formats, that best approximates and anticipates the curricular and research needs of students and faculty is a constant struggle. To improve our collection of journals and monographs, we must continue to foster strong relationships with faculty in our liaison departments. When open lines of communication exist, we can make informed decisions about which of the many resources available will best support the curriculum. We must also use our interaction with students in one-on-one consultations and at the Research Help Desk, and our knowledge of course assignments, to inform our purchasing decisions.

The last few years have seen wonderful growth in the communication and collaboration between faculty and the library, particularly through the revamped liaison program. This collaboration has enhanced our collection development along with other services, which will be discussed in the Partnerships and Collaboration program area below. The goal of the next few years is to continue this communication and collaboration about our resources in a more strategic way. This will provide us with the input needed to help us create a robust collection for our users.
5. PARTNERSHIPS AND COLLABORATION

a. NATIONAL TRENDS AND BEST PRACTICES

An excellent library makes it a priority to know the needs of the community it serves. As libraries defend their value as centers of knowledge creation and discovery, it is imperative that productive partnerships are fostered with those who shape the context in which we develop collections and provide services. Every collaborative effort improves an academic library’s ability to support the teaching, learning, and research mission of its institution (University of Southern California Libraries, 2013).

The Association of College and Research Libraries recommends that academic libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for the purposes of continuous improvement (Association of College and Research Libraries, 2011). Partnerships and collaborative efforts with faculty and college assessment officers, as well as participation on college strategic planning committees, make these endeavors successful.

The importance of the role classroom faculty play in student acquisition of library skills first appeared in the literature as far back as the 1940’s. The advantages of classroom faculty and librarian collaboration abound in recent library literature. Academic libraries develop what are commonly called “liaison programs” to provide opportunities for library outreach to academic department faculty for the purposes of communication, collection development, and library instruction. Collaboration between librarians and classroom faculty is a multifaceted effort which involves shared vision, mutually agreed curricular and learning outcomes for information literacy programs, curriculum planning, and curriculum mapping (Brasley, 2008).

Librarians also enhance the reputation of the institution by engaging in meaningful service and outreach to their profession and to local communities (American Library Association, n.d.). When librarians present workshops or papers at conferences and meetings or contribute to the literature of librarianship, they raise the level of prestige their institution holds in the eyes of their colleagues. Opportunities to share successful programs and best practices benefit and provide new ideas and concepts for colleagues at other institutions. Librarians participating in such events bring back new ideas and programs to their own library. Such activity is professional collaboration at its best.

Voskuyl Library staff align with these national trends by engaging in numerous collaborative efforts and partnerships to the benefit of the campus community and beyond. Library involvement in campus curriculum planning efforts and strategic planning began four years ago. The library’s liaison program was expanded and enhanced in summer 2009.

Librarians and support staff are active participants in professional and local organizations both as presenters and as beneficiaries.

b. PROGRAM AREA MISSION

Voskuyl Library is a place where the campus community can come to work together, think through ideas, and strive toward common goals. The Partnerships and Collaboration program area is open and proactive in seeking ways to work with others in the campus community and beyond.

c. OVERVIEW OF PROGRAM AREA

Academic libraries must “collaborate or die” (Tucker, Bullian, & Torrence, 2004). It is no longer widely accepted that libraries are the main storehouses for information. Libraries today are continually faced with the need to explain their purpose and importance to their stakeholders. At Westmont, Voskuyl Library’s primary stakeholders are students, classroom faculty, and
administrators. The library must determine and implement best practices for enhancing relationships with our stakeholders. Without these relationships, library services will be ineffective (Amante, Extremeno, & Firmino da Costa, 2013).

Faculty lead the campus in teaching, learning, and research. Maintaining and enhancing collaborative relationships with the faculty at Westmont is vital to every program area in the library. We’ve already made mention of the library’s liaison program in relation to the Library Instruction and Research Services program areas, but the liaison program affects more than instruction and research services. The program is designed to create strong relationships between the library liaisons and the faculty in their departments. It is through these relationships that new and exciting partnerships are created to enhance the learning and experiences of our students. The liaison program is intended to allow creative collaboration between librarians and their departments without putting restraints on the form that collaboration takes. The hope is that by building these relationships a more comprehensive collaboration and partnership will evolve among the faculty and library liaisons.

Beyond teaching faculty, Voskuyl Library seeks to reach out to various academic and co-curricular departments, as well as alumni and community members. A major way this is done is through the College Archivist. The Archivist works with many different departments on campus to ensure that the history of Westmont is retained, organized, and accessible. Alumni, community members, and current faculty and staff are often interested in portions of this history, and the Archivist helps them find what they need. This provides opportunities for the Archivist to work with those in the Westmont community and beyond, in order to not only assist them with their needs and interests, but to work together to see if there may be future partnerships which could benefit both parties.

d. ASSESSMENT OF PROGRAM AREA

The most obvious way Voskuyl Library has worked to partner and collaborate with faculty on campus is through the liaison program. The Library also partners and collaborates with co-curricular departments and outside constituents, primarily through the Institutes on campus or through the College Archives. Westmont librarians also collaborate with professionals outside the Westmont community in statewide and national library organizations. Each of these types of collaboration will be discussed below.

Library Liaison Program

The library liaison program began in the fall of 2006 as a pilot program. Each librarian was assigned to work with a few academic and co-curricular departments. The first year, a total of four departments were contacted. The library liaison for three of those departments attended a departmental staff meeting that year. Results of these initial meetings included an increase in the number of library instruction sessions taught in history courses.

In 2007, the WASC team and an outside evaluator, Paul Gray of Azusa Pacific University, recommended that the liaison program be “articulated, implemented, evaluated and revised to serve faculty and improve library and classroom faculty relations.” Despite scheduling conflicts and time constraints, the library liaisons were able to meet with 15 departments, both academic and co-curricular. Liaisons found that enhanced communication resulted in a better understanding of the resource formats faculty preferred and helped highlight gaps in the collection. For instance, it came to light that the departments in the Behavioral and Natural Sciences division favored acquiring electronic journals over monographs. And the Education department asked for more curriculum-development materials and journals, which in the past had not been a focus of the library’s purchases for that subject area. This communication also restarted conversations about on-going issues with off-campus access to library resources.
In the summer of 2009, the newly appointed Library Director implemented a revitalized liaison program. Liaison duties were expanded to include materials selection and instruction for the assigned departments. This distributed the work of collection development to many librarians. In the past, materials selection was the responsibility of just one librarian. The Library also subscribed to LibGuides shortly after, which has been briefly discussed already. The flexibility and adaptability of this software made it easy for librarians to create subject-specific and course-oriented research guides, guides about library policies, or to highlight specific areas of the collection. Many of these guides were particularly designed by liaisons for their respective departments (see Appendices 14.2-14.6).

During the 2010-11 academic year, liaison duties were again expanded. This expansion included working at the Research Help Desk in the Learning Commons. This provided another avenue for liaisons to meet and interact with students. Liaisons educated themselves in their areas so they would be familiar with the top resources and research techniques for their departments. Liaisons working at the Research Help Desk also made a point to ensure students knew about their departmental library liaison and directed students to that liaison when appropriate. As a sign of the importance of the liaison program, the Library Director met with all but two academic department chairs to tell them about the liaison program and to exchange ideas on how the library could enhance and augment what was being taught in class and the research assignments on which students were working.

By the start of the 2012-13 academic year, the liaison program was fully developed. A librarian is assigned to each academic department. Library liaisons work with departmental faculty, staff, and students to understand and support the research and information needs of the academic department, support classroom instruction, and provide referrals to the many services offered by Voskuyl Library.

Library liaisons also work with faculty to maintain and build the library collections. Materials of all types (books, journals, e-resources, and multimedia) are purchased or acquired through a variety of selection processes. The library’s website provides faculty with a form to suggest purchases and faculty are encouraged to talk with their liaison directly when making suggestions or recommendations for purchase. But, as was mentioned in the previous section, far more resources are being published than can be purchased, so liaisons must work closely with faculty to make wise decisions about what material to add to the collection.

Professors are also invited to ask their liaison for other types of support. Some examples include conversations about how the library can support faculty research needs, interpretation of copyright policies, development of course-specific research guides, and collaboration on information literacy instruction sessions.

In order for this to remain a robust program, it is important for faculty to initiate conversations and share pertinent information about their departments with liaisons. To this end, professors are encouraged to inform the department’s library liaison of new faculty hires, impending curricular changes, new courses, new degrees, and invite their library liaison to attend departmental functions.

Co-Curricular and Outside Constituents

Other significant library stakeholders are Westmont’s administrative and co-curricular departments. These include the offices of the President, Vice-Presidents, Provost, Student Life, the Office of Campus Advancement, and Alumni and Parent Relations. In addition, Westmont now includes two institutes: the Gaede Institute for the Liberal Arts and the Martin Institute for Christianity and Culture and Dallas Willard Center for Christian Spiritual Formation.

The Gaede Institute funds an ongoing oral history project led by a retired English faculty member. This faculty member is conducting interviews with former administrators, faculty, and
alumni, asking for their impressions of teaching, working at, or being a student at a Christian liberal arts institution. The faculty member and the College Archivist collaborate in preserving the interviews by collecting digital copies and typing up transcriptions for preservation and access. The College Archivist provides copyright permission documents for the interviewees to sign. The Archivist files the permissions and keeps a finding aid of them in a spreadsheet. Digital copies of interviews are stored on the archives hard drive. Final transcript copies are saved electronically to the archives server. Print transcript copies are preserved in archival storage boxes.

In April 2012, the Library Director, Religious Studies liaison, and the Director of the Martin Institute for Christianity and Culture and Dallas Willard Center for Christian Spiritual Formation explored ways in which the library could support the Center’s mission. In December 2012, the library received a donation of books and papers from Dallas Willard’s University of Southern California office and home. This was the first step in a process that is overseen by a task force composed of the Library Director, the Willard Center Director, Vice President For Advancement & Information Technology, and the Associate Director of Wheaton College’s Marion E. Wade Center.

The Office of Campus Advancement worked closely with Voskuyl Library in the development of the Joycelin Archinal Wright Christian Life and Discipleship Collection. This Collection is funded by donations from Norman Wright in honor of his late wife. The Wright Collection opened in fall 2008. In fall 2012, shelving was installed in a quiet area of the library’s main floor. A permanent plaque dedicated to the memory of Joycelin Wright was installed in 2013 on the wall next to the shelving. The Religious Studies liaison solicited recommendations for this collection from the director of the Martin Institute.

The College Archives serves as the repository for the institution’s history. Until 2007, the Archivist, though occupying an office in the library building, reported to the President’s office. The College Archivist is now a librarian reporting to the Library Director. This change reflects a new orientation for the College Archives, with an emphasis on the integration of archival functions with the library program.

The College Archivist collaborates with other departments in several ways. The Archivist provides documentation of important moments and photos for faculty and staff retirement celebrations and to support Westmont Magazine articles and obituaries. The Archivist also answers questions about the history of College policies. For example, when Student Life conducts training for Resident Assistants, the Archivist may be asked, “When did the college’s stance on off-campus dancing change?”

The College Archives also collects, organizes, and preserves the material culture of Westmont for future generations. Presidents give their correspondence and other papers to the Archives upon departure from Westmont. The Music and Theatre departments send concert and other performance programs to the Archives for collection and preservation. Materials related to the Board of Trustees meetings, such as booklets and schedules, are given to the Archives by the Vice-President three or four years after the event. When professors pass away, their files are transferred to the Archives from the Provost’s Office. The Office of College Communications sends newspaper clippings of articles (typically the Los Angeles Times, Santa Barbara News-Press, the Montecito Journal, and the Pacific Coast Business Times) that refer to Westmont and people with Westmont connections to the Archives. The Manager of Audio/Visual Production records chapel talks on CDs. The Archivist maintains a list of the copyright permissions for reproduction and copies of the CDs are stored in the Special Collections Room. The Archivist is proactively working with the campus photographer to add hard copies of photos to various files in the collection. Because photos taken over the past 10 years are digital, this actually benefits the collection in the Archives by providing back-up images that can be used to generate several
hard copies. This saves the Archivist time because less scanning is required. This is an ongoing project that will likely take several years to complete.

Another important aspect of the collaboration between the College Archives and stakeholders is the ongoing support provided to alumni for information about their personal histories and the ways in which they intersect with Westmont’s story. Typical requests are for photographs, copies of the campus newspaper, and college yearbooks.

**Outreach to the Profession and Local Community**

In 2009, the new Library Director sparked a renewed emphasis on participation in professional organizations. Over the last six years, several librarians began participating in various professional organizations, both as members and in leadership positions. Some of these organizations include: the Gold Coast Library Network, the Association of Christian Librarians, Central Coast Library Disaster Relief Network, and the Statewide California Electronic Library Consortium (see Appendix 16).

The Archivist works with local community members, including working directly with media sources. For instance, when the Santa Barbara History Museum created an article in their publication, Noticias, about Westmont’s 75th anniversary in 2012, the Archivist provided images to the Museum director, first scanning them to meet the Museum’s digital requirements. And when the Montecito Magazine published an article on the Deane School, the Archivist provided photos of the buildings.

e. ADDRESSING KEY CHALLENGES

Voskuyl Library has created a strong foundation for collaboration through our liaison program and the Archivist’s collaborations with varying departments on campus. It is now time to broaden and strengthen these partnerships.

Liaisons will continue to build on the relationships they’ve created with faculty in their assigned departments. Particular attention will be given to what materials the library selects for each department and how library spaces can support and promote scholarship and scholarly conversations in the disciplines. More will be discussed on this in the Outreach Services program area below.

As both our liaison program and the Library Instruction program area continue to grow, there are opportunities to work with faculty in developing assignments that require students to engage with materials in the Archives. There is also potential to work with campus departments and special programs on campus to highlight many of the wonderful resources we have in our Special Collections. One such instance of this is the possible creation of a California Program at Westmont. The Special Collections can be of great assistance during the creation of this program. And, if the program is approved, collaboration between Special Collections and the faculty teaching the program will be essential.

The College Archives are a subset of the Library’s Special Collections. For this reason, it is important that the Archives and Special Collections areas begin to work in closer collaboration. This will provide more direction and standardization to both areas. It will also streamline access to these materials for our users. In this sense, it is important to broaden the scope of the work that is being done in both departments and the collaboration between them.

There is currently no standard list of College-created documents that should be retained and transferred to the College Archives. In order to ensure that Westmont’s history is properly preserved, it is important that a master list is created of what important documents and records should be retained. Equally important is the creation of a timetable for when and how these documents will be transferred to the Archives. The creation of the master list and the timetable
will need to be done with input from college administration. Then discussions with departments on campus will need to begin in order to start the process.

It would be wonderful to digitize and provide online access to our archival material. A system like OCLC’s ContentDM would provide this ability. Making archival material available online will open doors to possible new donors, interested alumni, and perhaps generate interest in Westmont and its history. Software, hardware, and polices would need to be established before this endeavor gets underway. More about digitization efforts are discussed below.

As policies are created and items are put online there is also the possibility of working with others in the broader community. We’ve already worked collaboratively with the Montecito Historical Committee and the Santa Barbara Historical Museum. In the future, we would like to build on the foundation of these relationships.

As our partnerships grow, it will become more difficult to find sufficient time and space to support these proposed projects. As we collaborate with more departments and on more projects we foresee that more materials will need to be added, but there is currently little physical space for our collections to grow. The time needed to process, prepare, and make resources available is another area of challenge. Successfully expanding collaborations in this area will require the library to devote more staff hours than are currently being given to Special Collections. It will also be important to ensure we are providing a safe place for our materials. This means getting a proper HVAC for the building or at least a space with archival-quality temperature and humidity control.

The last few years have seen growth in the area of Voskuyl Library’s collaboration and partnerships with others on campus, but there is still a long way to go. We have valuable and unique knowledge, expertise, and perspectives to share. More collaboration and partnerships will provide us with the opportunity to better educate others about what we do, what we know, and how we can be a valuable resource in assisting others to achieve their goals.

6. DIGITAL INITIATIVES
   a. NATIONAL TRENDS AND BEST PRACTICES

Digital projects and initiatives have become an area of increased interest in libraries. Library digital collections are most often comprised of materials important and unique to their institution. Examples can include the institution's books, papers, theses, and other works which can be digitized or were born-digital. It may also include primary source collections, such as letters, papers, or other unique items directly produced by an organization or individual. These materials are digitized to provide discovery and access to materials that would otherwise be difficult to make available to users (Grinnell College Libraries, 2009).

Currently, libraries generally choose to digitize collections in order to increase access to the materials (ACRL Research Planning and Review Committee, 2012). Collections that are typically chosen for this treatment tend to be unique or distinctive, containing either rare or institution-specific materials. Archival best practices recommend that when institutions are digitizing for the first time they start with small, well-defined collections in order to test and refine their digitization process. Many institutions collect born-digital materials, but this is often done haphazardly due to a lack of funding, planning, and expertise (ACRL Research Planning and Review Committee, 2012).

An institutional repository is a type of digital collection designed to capture and preserve the intellectual output of an academic institution (Lynch, 2003). That material could include journal articles and books written by faculty, papers written by students, data sets compiled by faculty and students, college administrative documents, student publications, mixed media projects, and more. These materials are collected and organized in digital form and are then made accessible to
Many libraries and institutions have created digital collections and institutional repositories. The California Digital Library is a well-known and large digital library created in partnership among the UC Libraries (see Appendix 14.7). One local example of a digital collection is the digitized United States Presidential Signature collection at Azusa Pacific University (see Appendix 14.8).

Digitization efforts require staffing and funding that challenge most institutions currently digitizing materials. Generally, it is the Special Collections staff who perform the bulk of digitization activities, although nationally, staffing levels in these areas have remained steady since 2000 (Dooley & Luce, 2010). Institutions cite born-digital materials and digitization as two of their three most challenging issues (Dooley & Luce, 2010).

Voskuyl Library is in the early stages of embarking on digitization projects, and will benefit from the experiences and wisdom of other institutions that are further along and more experienced in this process.

b. PROGRAM AREA MISSION

Voskuyl Library will digitize, maintain, and provide online access to specific materials which we have acquired or created in order to increase their use and accessibility while ensuring their preservation.

c. OVERVIEW OF PROGRAM AREA

Digitization has not been a priority over the last six years. The lack of planning for digitization was simply the result of prioritizing time and efforts for more pressing needs in other areas of Voskuyl Library’s programs and services. Any progress in digitization has occurred on an as-needed basis, chiefly in the area of the College Archives. As requests were received from individual users and from college departments, the archivist scanned photos and a few documents for use by these groups or for specific college events such as Homecoming and the College’s 75th anniversary celebrations.

In fall 2012, a major collection of papers donated to the college by Dallas Willard provided an opportunity to begin conversations about digital initiatives. Several meetings were held with representatives from Voskuyl Library, the Martin Institute, the Office of College Advancement, and Information Technology. Pressing needs were identified including space, staffing, and equipment limitations, and a lack of an overall digitization plan.

In light of these challenges, the library prepared a written proposal addressing specific concerns related to the acceptance and housing of the Willard collection. We began working with the Provost in spring 2013 to discuss a new position, a Digitization and Instruction Librarian. This position was approved by the administration in June 2013.

d. ASSESSMENT OF PROGRAM AREA

Since Voskuyl Library did not focus on any digitization activities during the last six years, there is no formal evaluation or assessment in this area. In response to the impending donation of the Dallas Willard books and papers to Westmont in 2012-13, the library considered the ramifications related to the arrival of this collection and prepared a document entitled Proposed Content for a Memorandum of Understanding Between the Roger John Voskuyl Library, Westmont College, and the Martin Institute/Dallas Willard Center. This document reflected perceived issues and needs to be addressed by Westmont, and included a precursory assessment of short and long term staffing, space, funding, allocation of authority and decision-making, and a project timeline.
e. ADDRESSING KEY CHALLENGES

The College Archivist, librarians, Library Director, and other top administrators realize that in order to proceed with digitization efforts, a well-developed plan must be written. This plan must include necessary equipment and software to be purchased and space for such tasks to begin. The plan developed for the Willard Collection is a start. The approval for hiring a Digitization Librarian shows committed support for digital initiatives by the administration.

Current library budget priorities are in the areas of print and electronic collection development, professional development, and outreach activities. Budget and personnel requirements to support digitization efforts must also be addressed before a robust program can proceed. The library budget increase approval by the administration will provide an opportunity to assess spending priorities and hopefully provide for some of the digital projects mentioned above. The collaboration and partnership with the Martin Institute and the Dallas Willard family will provide other possible avenues for creative funding.

Voskuyl Library sees the issues and challenges posed by digitization efforts of the Willard papers as a new opportunity filled with possibilities for collaboration with other departments and College constituencies, most notably with the Martin Institute.

7. OUTREACH SERVICES

a. NATIONAL TRENDS AND BEST PRACTICES

Academic libraries are striving to create a broader identity for themselves that extends beyond the stereotypical view that a library is simply a storehouse for books. As academic libraries have worked to shed this image, they have begun cultivating engagement within their campus communities through new facilities, services, and programming. Voskuyl Library’s efforts in engagement have both complemented the curriculum and addressed larger societal issues facing students and faculty today.

Academic library hours and usage patterns are also changing. Nearly a quarter of the 559 academic libraries surveyed were open 100 or more hours during a typical week (Phan, 2011). Voskuyl Library’s hours align with this trend with a total of 103 open hours; although, according to our user satisfaction survey, users have requested even longer open hours. Shill and Tonner (2004) in their study on usage patterns in new, expanded, and renovated academic libraries found that “students can and will use a comfortable and well equipped library even with remote access to many electronic databases and the Internet available.” Since Westmont is a residential campus, the library has become a popular hangout. Zabel (2005b) asserts that “libraries need to be a place for teaching, learning, research, community, and fun”; Voskuyl Library has certainly become a place for all these things.

Westmont’s Office of Institutional Research conducted a survey on student engagement in 2010, which measured students’ response to five benchmarks established by the National Survey of Student Engagement. Of these five benchmarks, Voskuyl Library supports four: active and collaborative learning; student interactions with faculty members; enriching educational experiences; and a supportive campus environment. Westmont ranked high on these benchmarks when measured against other institutions. Though not yet proven quantitatively, the library has been purposeful in contributing to these student engagement benchmarks.

b. PROGRAM AREA MISSION

Outreach Services supports the campus-wide mission of fostering a culture of scholarship and Christian development by hosting events that encourage engagement in scholarship and spiritual growth.
c. OVERVIEW OF PROGRAM AREA

The changes at Voskuyl Library over the last several years have contributed to the library’s ability to cultivate engagement with the Westmont community. A major library renovation was completed during the summer of 2010. The facilities renovation set the stage for our ability to increase services and programming, and a new Outreach and Research Services Librarian position was created in August 2011.

The purpose of outreach services and programming is to create a space and environment for the campus community to exchange ideas. We also seek to create opportunities for student, faculty, and staff to form relationships with library staff, which in turn creates awareness on campus of the library’s other programs, services, and collections.

After the renovation, Voskuyl Library became a light-filled, dynamic, and enjoyable place to spend time on campus. Students, faculty, and staff began using the building much more heavily, whether to study alone, work in a group, or attend a class or meeting. Library hours were extended accordingly. The success of the renovation is evident in the 300% increase in building use, a figure based on headcount information gathered every hour by student workers, and in positive responses to a recent campus-wide library user satisfaction survey (see Appendix 15). All three floors of the library offer different experiences to provide spaces for students with differing learning styles. The Learning Commons, on the main floor, is the thriving hub of Voskuyl Library. The lower floor offers a more traditional and quiet place to study. Throughout the main and upper floors, new spaces and seating arrangements were created to provide for individual or group study. The main and upper floors were also equipped with more electrical outlets so students would have power for their laptops and other electronic devices.

Librarians often hear from seniors that they wish they had known about library programs and services earlier in their student careers. In response to this, and in an effort to be more strategic about reaching all students, the library began a successful new student orientation passport activity in August 2012, which will be continued each year. As was stated in the Research Services section, this activity was truly a collaborative event between the library, Student Life, and the other departments in the library building. Though the passport activity only reaches new students, after three more consecutive years, we will have reached most of the student body.

Voskuyl Library’s outreach activities and new collections have been marketed to the campus community through the use of social media, the news page on the library website, Library Update flyers in library restrooms, posters around campus, campus emails, and the use of QR codes in the stacks. Voskuyl Library has a Facebook page, Twitter account, an Instagram account, and LibGuides. Though LibGuides are mainly used by library liaisons for support of their liaison areas, they have added value to our outreach activities by allowing us to highlight resources in the library’s collections, expanding the conversation around each activity and highlighting the multidisciplinary aspects of each topic.

d. ASSESSMENT OF PROGRAM AREA

In April 2013, Voskuyl Library conducted a library user satisfaction survey, sent out via email to all students, faculty, and staff (see Appendix 15). The survey elicited 275 respondents. Seventy-three percent of the respondents were students. Faculty and staff each made up 13% of the respondents, and 1% self-identified as “other.” A majority of respondents used the library daily or more than once a week. Most students considered access to online library resources the most important service we provide. Students also ranked the variety of spaces we provide to study and/or work in groups high on their list of essential services offered.

The responses and comments on the survey were overwhelmingly positive with many good suggestions for improvements. Other common comments included appreciation for the
ability to print on the Learning Commons computers. Many liked the social atmosphere of the library, though many reported that at times it is too loud, particularly on the main floor. Several comments showed appreciation for outreach and a few comments praised the Research Help Desk. One respondent said “Thanks so much for the services and resources you provide. They are invaluable to us!” Several comments mentioned the changes since the renovation: “This place has been transformed in the past several years for the better. Not only is the layout appealing but the helpfulness and friendliness of the library staff is awesome.” The library plans to continue offering a high level of service and plans to address recommendations gathered from the survey.

Each of our outreach activities, whether a panel discussion on science and religion, exhibition on Lotusland, or the college President’s five favorite books poster, have helped engage our community in multidisciplinary discussions related both to classroom curriculum and important discussions happening locally and worldwide. In order to better discuss all the outreach activities of the last six years, activities have been divided into three the broad categories: Academic Department Interactions, Co-Curricular Collaborations, and Events and Activities.

**Academic Department Interactions:**

The renovated library provided an opportunity to forge new alliances. In the last few years the library partnered with the Art, Music, Chemistry, and English Departments. These four departments were successful steps toward the transformation of the library into a place vital to the life of the campus.

Voskuyl Library partnered with the Art Department and the Westmont Museum of Art on the installation of several paintings, sculptures, and mixed media pieces in the library. The library also collaborated with the Art Department and the Westmont Museum of Art on four library exhibitions. One of these exhibits, installed in Voskuyl Library by the Westmont Museum of Art, coincided with Westmont at Lotusland Day. On this day 80 Westmont students, faculty, and staff were given tours of Lotusland. The tours were followed by an evening lecture titled "History and Horticulture of Lotusland" and given on campus by Lotusland Curator of the Living Collection. The corresponding exhibition in the library was up for the 2012 spring semester.

The most recent exhibition, Developing Christian Understanding, Practices and Affections through Children’s Literature, was done in collaboration with the Education Department. Through these outreach activities, the library has promoted engagement among Westmont’s students, faculty, and staff, as well as off-campus community members (see Appendix 9).

The partnership with the Music Department is a bit different. Not far from the display cases on the main floor sits one of the college’s Steinway pianos. This piano was installed after the renovation as a joint project between Voskuyl Library and the Music Department. In collaboration with the Music Department a series of afternoon student recitals, called Friday Afternoon Musicales, began in fall 2010. These recitals have been generally well received, though we do acknowledge the impact these events have on the noise level in the building.

The Chemistry Department and the Library collaborated on a grant proposal to acquire 250 books from the International Society for Science and Religion (ISSR) dealing with the intersection of religion and science. After the grant and books were awarded, the library hosted two faculty-led panel discussions around books in the ISSR collection. Both were well attended by students.

Working with the Writer’s Corner Office has been another successful partnership between Voskuyl Library and an academic department. Writer’s Corner was moved from the third floor of the library to the main floor after the renovation in order to weave it in to the fabric
of the Learning Commons. Here students can work with peer writing tutors. The director of the Writers’ Corner, a member of the English Department faculty, and the Instructional Services Librarian are looking into models for joint ventures between writing centers and college libraries.

Co-Curricular Collaborations:
Voskuyl Library’s Westmont Reads book club began in 2009 and continued in 2012, in partnership with UCSB Reads. The purpose of Westmont Reads is to involve students, faculty and staff in conversations that bring awareness to larger issues off campus and to encourage the exchange of ideas across disciplines and among the greater Santa Barbara community by reading and discussing one book together. Westmont Reads has also provided the opportunity to partner with the Gaede Institute. Participation in the interdisciplinary discussions generated by the books has encouraged further engagement in the Christian liberal arts.

During the fall 2012 semester, the library worked with the Coordinator of Student Ministries and Missions to create a Global Focus Week Research Guide on the topic of wealth and poverty. The guide highlighted library resources intended to deepen students’ understanding of and appreciation for others’ histories, religions, cultural identities, and socioeconomic realities. The guide was promoted through Global Focus Week and through the Library’s social media accounts.

Events and Activities:
Starting in fall 2011, Voskuyl Library has invited the surrounding community to come in after hours to play games from 8:00pm to midnight once a semester. Game Night provides a fun and welcoming environment for students and offers library staff a way to get to know our student body. Students, faculty, staff, and community members have all participated in Game Night. A student who may have not come to the library to study on his or her own but came to a Game Night is more likely to make use of the library by checking out books, ordering articles through ILL, or by asking a librarian for research help.

Voskuyl Library has also served and engaged the community through the Five Favorite Books posters done in celebration of National Library Week. Every April since 2012, the library has celebrated reading and National Library Week through our Five Favorite Books displays. These are comprised of individual posters highlighting the five favorite books of approximately 30 Westmont students, faculty, and staff. The posters are then displayed on the glass wall near the circulation desk for several weeks.

Since fall 2008, we have kept the library open for 24 hours a day during finals week. This started at the request of the college administration following the damage caused to residence halls after the Tea Fire. Extended hours during finals week have been very popular with students and the library has continued with the program. In 2008-09 the President’s Office funded the purchase of coffee and tea for a hot drinks table, which is available free to students beginning at 7:00pm. The library covered these costs in 2009-10 and WCSA took over the funding in 2010-11.

In addition to extended hours during finals week, students have expressed appreciation for the valentine-making party offered for the first time on February 13, 2013. The library supplied two typewriters, craft materials, different types of paper, inspirational poetry books, and snacks. Students and staff participated, and, due to the positive response, the library plans to make the event an annual tradition.
e. ADDRESSING KEY CHALLENGES

Because Westmont students are already involved in many co-curricular and extra-curricular activities, students have limited free time to participate in activities sponsored by the Library, particularly activities that require an extra time commitment. The Library can meet this challenge by establishing more partnerships with teaching faculty and other departments on campus to incorporate outreach programming, such as Westmont Reads, into the curriculum. We can also provide outreach activities that enhance and add value to students’ already busy schedules, such as extending hours during finals week.

Most of our outreach activities require many hours of preparation and participation from librarians. Finding the time for librarians to establish and nurture relationships and partnerships with teaching faculty, students, and other departments is a major challenge. The budget is also a weakness as it is stretched more and more every year due to the annually increasing cost of resources, making it difficult to allocate monies toward outreach activities.

Though Voskuyl Library is eager to collaborate with other departments on campus, we are running out of space. The Library’s collections are always expanding and the library is often full to maximum capacity with little to no seating remaining during busy times. One comment on our recent survey reflects this: “We need a larger library in general.” One way to increase library space without increasing the size of the building is to reclaim some of the areas in the building used for other purposes. Several survey respondents also commented on the temperature of the building stating that the library was often too hot or too cold, which is due to the outdated heating and cooling system. Replacing this system with an efficient and effective HVAC system is a large undertaking, but is one that will need to be investigated.

Despite the challenges and weaknesses listed above, the library has several strengths to build on in our ability to cultivate engagement with the Westmont community. The creation of the Outreach and Research Services Librarian position has greatly increased the number of outreach activities and events hosted by the library (see Appendix 9). This position was expanded to Outreach and Public Services Librarian in the summer of 2012. Students, faculty, and staff appreciate our newly renovated space, as seen in the increase in building use by all campus constituents. The library is popular for both group and individual study. The spaces are used by faculty for teaching, as well as one-on-one meetings with students in the café area, and staff often hold meetings in the library. The café area on the main floor can be rearranged to host large groups, as was done with the ISSR faculty reading group panel discussions and Library Game Nights. Space has been designed to highlight specific collections on the main floor including the Faculty Authors Collection and the Joycelin Archinal Wright Christian Life and Discipleship Collection. In the future, we would like to hold events centered on the Faculty Authors Collection and the Wright Collection. A new books shelf was also reinstated on the main floor following the building renovation. The new books shelf has connected users with our new acquisitions, which has increased circulation of these items.

Voskuyl Library plans to host more engaging events and programs in collaboration with others on campus and plans to increase more strategic marketing of programs, collections, and services. Overall, we have come a long way over the last six years and have seen many changes for the better that have helped shape the library into a center of learning and engagement on campus.

8. MANAGEMENT AND ADMINISTRATION

a. NATIONAL TRENDS AND BEST PRACTICES

In these times of economic crisis in higher education, libraries must be able to convincingly prove the value they provide (ACRL Research Planning and Review Committee,
Along with the need to prove their value, academic libraries are also challenged to adapt to the recent changes in the information environment. Library administrators are managers, primarily involved with the nuts and bolts of running a library: planning, budgeting, organizing, staffing, controlling, and problem solving. Library administrators must also be willing to embrace and lead change in their organizations. Library leadership is about meeting change head-on and setting the direction for change. It also requires motivating and inspiring people to move forward in the right direction (Allner, 2008). Library administrators, like colleagues throughout higher education, face increased external pressure for accountability, internal commitments to improvement, and fiscal challenges (Oakleaf, 2010).

Academic libraries are called to develop staff who can meet the challenges in a changing information environment. Today’s libraries require new skill sets, especially in the areas of digital resource management and scholarly communication (ACRL Research Planning and Review Committee, 2012). Creative approaches to staffing the library may require hiring new personnel, or retraining existing staff (ACRL Research Planning and Review Committee, 2012), by giving them time and resources to devote to continuing education and professional development. Retooling existing positions and developing creative approaches to hiring for vacant or new positions also keep library staff vital.

According to ACRL, librarians should be eligible for membership in the faculty senate or an equivalent governing body. They should have the same degree of representation as other academic units on all college or university governing bodies (ACRL, 2011). Librarians serve and contribute to university governance through their service on campus-wide committees.

Voskuyl Library has measured well with respect to national trends and best practices in library administration and management. We face many of the same pressures as our colleagues across the nation, and we face these pressures head-on, excited about the possibilities for the future. The Library Director leads a team of well-qualified, experienced staff who meet change and challenges with flexibility and resilience. The library and college administration is committed to providing opportunities for professional development and education. The Library Director and librarians are well represented on faculty and campus-wide committees.

b. PROGRAM AREA MISSION
The goal of the Library’s Management and Administration program area is to provide the leadership and support necessary for Voskuyl Library to function as a center of scholarship on campus. This includes setting strategic goals and ensuring staff, resources, and the budget are carefully maintained.

c. OVERVIEW OF PROGRAM AREA
Management and administration influences all other program areas. This area covers personnel, staffing levels, organizational structure, professional development, budget, and strategic planning. Careful planning and evaluation at this top level are necessary to ensure that the library meets expectations for a library at a top-tier liberal arts college.

The senior library administrator must have a thorough knowledge of the duties and responsibilities of each library staff member as well as an understanding of the mission, scope of practice, and workflow for each area of service or programming in the library. Job descriptions should be examined periodically and modified as needed. When the new Library Director arrived in summer 2009, each librarian and support staff member was asked to complete a self-assessment for the current job. The Director used these self-assessments as a starting point for understanding the scope of work across the library.

An effective library must also have an adequate level of staffing to perform high quality, professional work. In summer 2009, the Library Director examined other institutions as well as
the ACRL standards for benchmarks and guidance for determining appropriate staffing levels for Voskuyl Library. The Director also worked closely with college administrators in order to address staffing levels needed to move to the next level of excellence noted in the 2007 WASC report to Westmont and in the Gray Report.

Academic libraries should have an efficient and effective organizational structure. Creating an organization chart is an effective way to access information on employees and the organization itself. Organizational charts are a valuable tool when used as a framework for managing change, succession planning, and for communicating current organizational structure (Value of Org Charts, 2011). The Voskuyl Library Director utilized organization charts to make decisions about staffing, provide a framework for managing change, and to communicate operational information across the library and the campus (see Appendix 10).

The best academic libraries have well-qualified staff who can effectively meet the needs of their academic community. Qualifications include competencies in teaching, knowledge of instructional methods, excellent communication skills, and expertise in information-seeking skills. Library staff should also be flexible, adept at handling change, and able to develop innovative programs. Library staff should be provided opportunities for education and professional development and be encouraged to participate in professional organizations (ACRL, 2005). The Voskuyl Library staff is highly qualified and exhibits a high level of competence in the aforementioned qualifications. The Library Director and the Provost are committed to providing the time and funding for professional development and educational opportunities.

The existence of an adequate and sufficient budget to support the library programs and resources cannot be stressed strongly enough. The Director must work closely with administrators to communicate budget needs and challenges. Additional avenues for creative funding sources should also be considered and pursued. The Director addressed budgetary issues immediately upon her arrival in summer 2009 by pursuing funding needed for an impending renovation. Budget processes and procedures were closely examined in the 2009-10 academic year and changes put in place to improve tracking and accountability. The Library Director and the Associate Director closely monitor the library’s operating budget each year.

Finally, on-going and effective strategic planning is a hallmark of excellence in academic library management. Voskuyl Library has used a SWOT assessment as a tool for informing decisions, goal setting, and budgeting (see Appendix 11). Strategic planning is an area we hope to improve as we move forward.

d. ASSESSMENT OF PROGRAM AREA

The library administration faced numerous critical issues at the beginning of the 2008-09 academic year. The interim dean of Westmont clearly outlined the issues needing to be addressed in his spring 2008 report, Roger John Voskuyl Library: Summary of External Reviews and Recommendations: developing a vision and priorities for the library and its services; implementing a staff evaluation process and addressing staff morale; moving the library into the 21st century, including renovating the library’s interior; and proposing a timeline for re-acquiring portions of the library building being used for non-library purposes and a plan for their usage.

Major progress on addressing the issues mentioned in this report and the WASC reports began by hiring a new library director in July 2009. The director immediately began addressing the issues and the last four years have seen significant progress in addressing and implementing the recommendations. Several areas of progress either directly or peripherally align with the library’s management and administration areas: library space issues, personnel, and strategic planning. Each of these three main categories of concern will be addressed separately.
Library Space

In 2009, the Library Director’s top priority was to address the space issues and outdated atmosphere of the library. The building was outdated and space was tight, especially because many areas in the library were occupied by non-library related departments. The Library Director was charged to develop a proposal and timetable for removing some of these non-library related departments and propose library-related usage for these spaces. When the library renovation was completed in the summer of 2010, this issue was partially addressed.

To address the outdated and uncomfortable atmosphere of the building, a major renovation of the interior of the building was planned for summer of 2010. A primary first focus of the Director was to work with Campus Planning on the plans for the renovation. The renovation of the interior of the library was completed before the start of the 2010-11 academic year. The renovation transformed the entire main level of the library into a Learning Commons, which increased spaces for group study, enhanced technological capability, created areas for individuals and groups. The renovation also created improved workspace for library staff, improved the aesthetics of the interior, added power and outlets to upstairs study areas, and increased the comfort and aesthetic of the building. Some office space was regained and a state of the art conference room was created. Over $500,000 was spent on this renovation. Reports from students, faculty, staff, librarians, and alumni have been overwhelmingly positive (see Appendix 15).

Personnel

Personnel issues were another focus for the new Library Director. Supporting the library staff is a high priority. With a well-functioning and proficient staff, the services the library provides will flourish. With a competent staff and a well-administered budget, the library can provide the resources and services needed by students, faculty, and staff.

The former Director retired in 2009 after more than 30 years of service. The new Director was given specific charges to update and increase Voskuyl Library’s effectiveness. One charge was to address a number of staffing issues by reviewing all job descriptions, responsibilities, and workloads. It was important to ensure each staff member was qualified and competent to meet their job responsibilities and that workloads were not disparately different. In September 2010 the organizational structure and certain job responsibilities were modified to create a more efficient and effective staff. A modest increase in staffing was also provided at this time with an increase of 0.25 FTE.

In order to streamline and emphasize the importance of the Library Instruction program area an Instructional Services Librarian was appointed from among current staff in 2010. Two retirements, one in 2011 and one in 2012, provided further opportunities to evaluate what services and skills were necessary in order to address programming needs. The first position created was the Outreach and Research Services Librarian in 2011. This position changed slightly to Outreach and Public Services Librarian in 2012. The Web Services/Research and Instruction Librarian position was created in 2012. These positions communicate to our community that we will continue our commitment to instruction, outreach, and web services.

Another major area of concern was professional development. The Library Director encouraged staff to participate in and seek professional development in their areas of expertise by passing along opportunities and encouraging staff members to attend relevant conferences or workshops. To ensure professional development was available for all staff, the Director increased the professional development budget. Staff who experienced changes in responsibilities or job duties were specifically encouraged to find professional development to either bring them up to speed or further develop their knowledge and abilities. The Library Director also initiated an annual off-campus retreat for library staff in summer 2010 to provide a
unique opportunity for professional growth and staff development.

Strategic Planning and Library Participation in Faculty Governance

To address the charge of developing long range plans for Voskuyl Library, annual strategic documents and progress reports have been consistently written since 2009-10 (see Appendix 12). These documents help guide Voskuyl Library and provide focus. A new mission statement for the Library was written in 2008-09. Librarians, the Interim Provost, and a faculty member were all involved in this process. This focus helped the library to improve programs and services and to align with national trends and developments in academic libraries.

One recommendation from the Gray Report for improving the flow of communication between Voskuyl Library and the rest of the campus was to increase librarians’ involvement in institutional service. The appointment of the Library Director to the Strategic Planning Committee was a great recognition of the importance of the library’s perspective and knowledge, which can help guide the vision for Westmont as a whole. This has also helped with coordinating Voskuyl Library’s vision with that of Westmont’s vision. To better coordinate planning and programs between the library and the Information Technology Department, the Director meets regularly with the College’s Chief Information Officer and the Senior Director of Information Technology.

The appointment of librarians to varying committees has also increased respect for the librarians on campus and provided librarians an opportunity to share their knowledge and expertise in new areas. The Library Director is a member of both the Academic Resources Committee and the Computer Technology Advisory Committee. The Dean of Curriculum and Educational Effectiveness and the Library Director proposed changes to the Faculty Handbook to include the Library Director as a member of the General Education Committee and to include a librarian on the Program Review Committee. At the November 2010 faculty meeting, both changes were unanimously approved. This allows the library to contribute to Westmont’s academic program new and exciting ways.

Budget

In terms of management, it is important to note that increasing the budget has been a priority for the Library Director. In 2009, the Director submitted two budget proposals to the Provost. One was a comprehensive plan to renovate the building and the other was a request for an operating budget increase of $134,000 (spread over five years), mainly to augment the resources budget. As has been stated, the money for the renovation was approved and the renovation was completed in 2011. The operating budget increase was initially deferred, although a $15,000 augmentation was given for the book budget in 2010-11. In the 2011-12 fiscal year, a new request for an operating budget increase of $200,000 (spread over five years) was submitted. The first installment of a $40,000 increase was approved for 2012-13 and has been approved for the 2013-14 academic year. This increase must be approved annually. It is important for a budget to be carefully monitored with appropriate tracking mechanisms in place. In the last four years, Voskuyl Library has improved in this area by tracking our spending more accurately and planning more effectively to determine budget needs for each fiscal year.

e. ADDRESSING KEY CHALLENGES

The nature of libraries, library collections, and library services is changing dramatically. Every program area of the Voskuyl Library feels the weight of these changes. Decisions about the future direction of Voskuyl Library need to be strategically evaluated. What additional services should we provide? Should we adopt any of the new operating standards? Where should we focus our time? How should we allocate our budget? We will address these questions.
strategically by writing a clear vision and goal statement to guide our program in the coming years. Without a clear vision or clear goals we will not be able to achieve the quality of resources and services expected from an outstanding liberal arts college library. An adequate budget is necessary if we are to provide and maintain high quality services and resources.

A sufficient budget is also necessary in order to hire and train enough library staff to provide these services and guide users to our resources. There are many things we’d like to do, but do not have the staff or time to begin. Some of the services we already provide are restricted by our staffing limitations. In order to provide a full range of quality services we need more staff. Our current staffing needs to be evaluated in terms of ensuring the right people are in the right jobs and that all departments have adequate staffing. It is already known that an addition librarian would ease much of the strain on our professional services. It will also be important to evaluate job descriptions and duties to ensure there is assistance in all necessary areas.

C. PEER COMPARISONS

Academic libraries in higher education use and value institutional peer comparisons. Benchmarking is commonly used as an evaluation and self-improvement tool. Voskuyl Library uses benchmarking in order to identify our comparative strengths and weaknesses, and as a strategy to enhance library and institutional quality and effectiveness.

Many institutions have two peer groups: actual (truly comparable institutions) and aspirational (what the institution aspires to become). Voskuyl Library obtained peer group information from the Office of Institutional Research. Our peer and aspiring group of colleges are Azusa Pacific University, Biola University, Claremont McKenna College, Gordon College, Houghton College, Occidental College, Pepperdine University, Pitzer College, Pomona College, Point Loma Nazarene University, Scripps College, Wheaton College, and Whittier College.

Once this group was determined, Voskuyl Library collected data to use as points of reference to compare the strength of our library with our peers. Several professional associations, government agencies, and other organizations collect and provide access to academic library statistics that we use for benchmarking. The National Center for Education Statistics (NCES) Standards for Libraries in Higher Education publishes data from the biennial Academic Library Survey, which provides descriptive statistics on about 3,700 academic libraries in the country. The Association of College and Research Libraries conducts an annual survey of academic libraries and offers an online service providing access to the ACRL and NCES survey data. Voskuyl Library used data from the 2010-2011 Academic Library Survey and the 2011-2012 ACRL survey to prepare data for benchmarking comparisons. Integrated Postsecondary Education Data System (IPEDS) data was used to obtain enrollment, E&G, and library budget information for points of comparison. Library data was not available from Claremont McKenna, Gordon, Pitzer, Scripps, or Wheaton.

Current benchmark points of comparison used by Voskuyl Library include:

**Staffing Peer Comparisons, 2010-2011** (see Appendix 13)
- Student Body (FTE)
- Total Staff (FTE)
- Total Librarians (FTE)

**Library Expenditures Peer Comparisons** (see Appendices 13.1-13.4)
- E&G Fiscal Year 2010-11
- Total Library Expenditures 2010-11
- Library Expenditures as a Percentage of E&G
• Total Library Materials Expenditures per FT Student
• Total Library Materials Expenditures per Instructional Faculty

D. SUMMARY OF PROPOSED CHANGES

Goal setting is a challenge due to the increased rate of change in academic libraries and, more broadly, in the worlds of higher education, scholarship, and technology. A shorter time frame of three to five years is probably more realistic, providing opportunities for flexibility and adaptability to address issues and needs that may emerge in this changing environment. With that in mind, the following goals will frame our path forward:

LIBRARY INSTRUCTION
• Incorporate librarians into interdisciplinary teaching ventures, including first-year seminars
• Identify strategic points in the GE and disciplinary curriculum for embedded librarianship
• Replace the “one-shot” instruction model
• Obtain GE approval for Research Across the Disciplines

RESEARCH SERVICES
• Increase the percentage of the student body that uses Research Services

INFORMATION DISCOVERY AND ACCESS
• Increase usage of the library's website and e-resources, evidenced in website traffic statistics and database usage statistics
• Select and implement a Discovery Tool that facilities access to locally-held print- and e-resources and that seamlessly integrates Interlibrary Loan requesting options

COLLECTIONS AND COLLECTION DEVELOPMENT
• Increase the collections budget for the next four years and find an outside funding source to cover the increasing cost of resources each year
• Continue to explore new formats and new acquisition models to ensure we are purchasing items in the right format and obtaining as broad a scope of materials as possible
• More systematically educate users so they are aware of our resources, how to access them, and have realistic expectations of our resources

DIGITAL INITIATIVES
• Lay the foundation, including policies and procedures, for a vibrant digital program
• Obtain the resources and staffing needed for a digital program

PARTNERSHIPS AND COLLABORATION
• Strengthen collaboration between liaisons and their assigned departments
• Create systematic timeline for materials to be transferred from campus departments to the College Archives

OUTREACH SERVICES
• Develop a strategic marketing plan to cultivate engagement with library programs, collections, and services
• Host more events and programs in collaboration with others on campus
MANAGEMENT AND ADMINISTRATION
- Create strategic planning documents, including a vision statement
- Evaluate each program area of the library to ensure they have the staffing, resources and expertise needed to accomplish their goals
- Secure increased funding for library staff and collections

E. ACTION PLAN -- KEY QUESTIONS (DRAFT)
- How does Voskuyl Library develop and sustain the personnel, resources, and services essential for a top-tier liberal arts college library?
- How does Voskuyl Library fully develop library faculty who are well-educated, highly skilled, well-respected, and integrated into Westmont’s academic programs, and enhance the reputation of Westmont by engaging in meaningful service and outreach to the profession and local communities?
- How can Voskuyl Library become a vibrant center for learning on campus?
- How can Voskuyl Library become a leader for information literacy initiatives on campus?
REFERENCES


LIBERAL ARTS

“Westmont’s rigorous liberal arts program teaches students to think critically and communicate effectively, preparing them to succeed in a quickly changing and culturally complex world. Classes that range from the sciences to the humanities provide a rich and increasingly rare education encompassing all areas of life and promoting intellectual, spiritual, and personal growth.”

Ever since Wallace Emerson was appointed president of Westmont College in 1940, the college has defined itself as a liberal arts college. As such, the library has continually dedicated itself to supporting the curriculum, with the express desire to provide students, faculty, and staff with the materials and research assistance they need for their studies. Over the course of the college’s seventy-six year history, majors have been added, dropped, or redesigned, and the library has done its best to serve the changing needs of a diverse curriculum.

For the first fifty years, Voskuyl Library focused on print resources because they were the dominant option and represented the best technology of the period. Thus, the library ordered printed books and maintained print subscriptions to periodicals and discovery tools such as indexes and abstracts. With the increasing availability of electronic versions of these materials, as well as the community’s demand for them, the library has gradually adopted increasing numbers of electronic materials. We now have access to e-resources in the arts and humanities, the social sciences, and the hard sciences, many of which did not even exist fifteen years ago. While we currently maintain a growing collection of electronic materials, we also continue to order printed books, as some in our community prefer this format.

In addition to maintaining a robust collection of materials, we have developed a liaison program to better serve the changing needs of our academically diverse community. Each librarian has several assigned academic departments. This fosters increased communication between the departments and the library, facilitates ordering of materials, and allows the library to have discipline experts on its staff. Liaisons develop a fairly strong understanding of the needs and preferences of their departments, which then allow them to better serve the students and faculty in these areas. Because each academic department has an assigned library liaison, no area of the liberal arts curriculum is left without support from the library.

For many years, Voskuyl Library has also functioned as a gateway library. Because it is impossible for any one library to provide all the materials that its community might need, we have developed a robust interlibrary loan program. We actively obtain materials for our community from a variety of institutions. Every semester, we know we will receive a variety of requests from students in each of our divisions. While we still strive to increase our electronic access to the desired materials, we are pleased to be able to meet the research needs of students in all of our disciplines through our interlibrary loan program.

We anticipate that the library will continue on this path during the coming years. As long as the college remains a liberal arts institution, Voskuyl Library will continue to shape its services and collections to meet the needs of this academically diverse community.

CHRISTIAN

“At Westmont, Jesus Christ holds preeminence. With our commitment to historic Christianity, we encourage students to integrate their beliefs with their studies and to live out their faith in service to
others. Rooting the liberal arts in Christ means that we educate the whole person and encourage students to develop biblically based, intellectually strong convictions and worldviews.”

The integration of faith and learning is the foundation of Westmont College’s purpose and identity. This is no less true of Voskuyl Library. Staffing, resources, and programming are dedicated to developing and leading students, faculty, and staff in the process of soul formation.

This is evident in our collection, which supports a Christian liberal arts education. We put scholars in touch with the sources of knowledge and wisdom in our collection and teach them to distinguish between truth and error. We do this with one-on-one research consultations, at the Research Help Desk, and in information literacy instruction sessions conducted in collaboration with faculty.

All academic disciplines provide opportunities for the integration of faith and learning. In 2011, the library was given 250 books from the International Society for Science and Religion, the result of a grant received through collaboration between the sciences librarian and science faculty. We also house the Joycelin Archinal Wright Christian Life and Discipleship Collection housed in a quiet, inviting area designed to entice the reader to browse, sit, and meditate on God’s work in our lives. In these, and many other ways, “we host a continuous cloud of witnesses that can speak to the Word of God and Christian tradition.” (Carisse Mickey Berryhill, “The Library Professor,” Southern California American Theological Libraries Association Workshop, Hope International University, Fullerton, Calif., May 6, 2011.)

Our Christian orientation is also expressed in the practice of hospitality. Our building was remodeled in 2010 with both function and beauty in mind. The goal was to make the library a meeting place for the campus community. Small group study rooms, comfortable furniture, new computers, and open spaces with ocean views reflect our commitment to fellowship, learning, and the beauty of God’s creation. Live music and art displays reflect the celebration of the material world expressed in the Incarnation. Gatherings such as Game Night encourage playfulness and creativity. We share our space with administrators, faculty, and alumni. Classes and committees meet in our rooms. Faculty read and reflect in our study cubicles.

Hospitality is also demonstrated in the way we cultivate personal relationships with those we serve. Our library liaisons reach out to faculty, asking them to participate in collection development and library instruction. We mentor student workers, teach them life skills, and listen to their stories. And we work with students to identify their information needs, helping them to formulate questions and locate sources so they can become lifelong learners.

The library is not a fortress against the world, but a gateway to the bewildering array of information sources available today. It is a safe place to ask questions and find some of the answers; a place ideally suited to support the transformation and renewal of the mind and body. It is a space where all of us can work together to forge a Christian, biblically-based worldview.

RESIDENTIAL
“The strong, caring residential community at Westmont creates a climate conducive to intellectual inquiry, personal growth, open communication, and lasting friendships. Living among supportive Christian friends and mentors, students feel free to explore the breadth of the liberal arts and examine the implications of their faith as they develop into mature and committed men and women.”

Westmont College is a peaceful place and carries a particular charm, situated among the pines and the oaks, the magnolias and the palms. And while this campus community can certainly boast of its external beauty, what sets it apart further is the way faculty and staff pour into the lives of students. Westmont does this with the hope that as young men and women emerge from this college community, they will be marked with hearts that have grown softer in kindness, minds that
have acquired an appetite for knowledge and wisdom, and relationships that are rich in shared delights and in shared sorrows.

In our distinctly western culture in Santa Barbara, a culture that places increasing emphasis on the autonomous individual as the highest good, our campus community stands proudly on its “residential” identity and commitment to both personal and relational growth—a rare and beautiful thing. In fact, you’d be hard pressed to make a compelling argument that meaningful “personal growth” can occur outside the hard and glorious realities of relationships. So by its very nature, “living among” one another, as these students do on this residential campus, pushes them to grow and change.

Voskuyl Library is proud to open its doors to this community, physically and figuratively. It’s natural to imagine the ways this library contributes to students’ “intellectual inquiry” and exploration of “the breadth of the liberal arts,” in the way it provides an array of resources that spur inquiry. But as much as the library is a source of knowledgeable staff and rich resources, it also functions as an essential space and place for this residential community.

Students at Westmont seem to be forever clamoring for somewhere to congregate, to share ideas, to talk, to read, and even to sit in quiet with their thoughts. We provide a welcoming, inviting space for all these things to occur. The library is, at various times, a quiet living room, a buzzing coffee shop, a post-dinner kitchen table laden with rich conversation, and a solitary retreat with an ocean view. As students navigate this campus community, their residential community, each of these distinct atmospheres may be required, at different periods, to foster that “intellectual inquiry, personal growth, open communication,” and those “lasting friendships” that Westmont is dedicated to fostering, and in which the library is proud to take part.

UNDERGRADUATE

“Westmont devotes itself exclusively to undergraduate courses, concentrating on a critical time of life when students make decisions shaping their future. Our focused, engaging and personal program offers small classes taught by full-time faculty, close interaction with professors outside the classroom, and opportunities to participate in significant research projects.”

The undergraduate experience at Westmont College is distinctive. It melds the liberal arts instruction and scholarship offered to undergraduates within a framework of pursuing the Christian life. This is practiced in a residential community dedicated to intellectual and personal growth and oriented to service to others, reaching out globally and to the local community.

In this community of scholars, undergraduates at varied stages of development and dedication have access to individual faculty in small classroom settings and outside the structured classroom as well. This permits broad growth through a range of liberal arts disciplines and in depth concentration in major fields of study.

The Library has a key presence in facilitating both the instructional needs and personal growth of Westmont’s students. It offers a prime location providing access to scholarly resources for study and research, and a sense of place for campus community events and activities. Altogether, the library promotes a culture of scholarship for growing minds that dovetail with the high scholarly standards set forth by a distinguished teaching faculty.

The Library achieves its mission as reflected in the undergraduate distinctive in many ways. Through library instruction, critical thinking skills are emphasized when librarians provide research strategy discovery tools and counsel at the Research Help Desk or in online chat sessions, as well as in a variety of other outreach settings.

The major thrust of library instruction, information literacy, conjoins with the same process performed by the teaching faculty, as students are challenged to evaluate their use of information. Working with library professionals, students are encouraged to probe information sources deeply,
utilizing such tools as book and article reviews, the scholarly context of cited works, and the ways in which research fits with classroom content. Librarians teaching information literacy engage in a partnership with classroom faculty, sharing a mission in meeting this critical need.

Beyond that, librarians acting as departmental liaisons, work with faculty to develop and maintain relevant core resource collections, to facilitate the classroom experience, and offer direct teaching for classroom assignments and research for student papers and projects.

Finally, the Library is pro-active in addressing resource needs of the Westmont community through a variety of approaches: interlibrary loan, consortial borrowing from the nearby University of California Santa Barbara Library, and participation in the user friendly SCELC resource sharing program, Camino. All of these approaches facilitate access to a wide range of books, articles, media and archival materials.

As undergraduate students grow through their academic experiences, for a number of them, the opportunity to work as library staff offers the chance to gain the real world experience of giving service. It also prepares them for future professional and graduate level opportunities. Westmont students who have worked in the library have gone into library science, academic teaching, research, and other varied fields of endeavor. In this way, the Library has played a significant role in fostering high standards for undergraduate development as exemplified by these students.

All members of the Westmont community are engaged in a quest for truth, for the relational connections that validate us as believers and servants, and for a place that offers one the capacity to find answers for oneself, one’s future and the world. In sum, Voskuyl Library is one such place, lodged within a community where the quest for truth is experienced throughout one’s sojourn.

GLOBAL

“Westmont offers a global program that prepares students to live in a diverse, complex and quickly changing society so they can take their place as citizens of the world. The breadth of the liberal arts curriculum, the opportunity to study or serve overseas and an emphasis on developing an international perspective help graduates make a seamless transition to a global marketplace.”

Voskuyl Library is committed to furthering the global plank of the college’s mission through its collections and services. This is done by building and promoting the library’s collection in support of an international curriculum and by supporting students and faculty in off campus programs with their research needs. Globalization, computers, and the Internet have largely reshaped our 21st century society. Libraries have not seen so much change so quickly since the invention of the printing press, but Voskuyl Library has successfully adapted to these changes by hosting our library catalog on a cloud server, purchasing more digital content, publishing research tutorials online, and offering a new instant message research help service. Because of these initiatives, the library is more equipped than ever to support the college’s global distinctive.

Library collection development is the shared responsibility of the library liaisons. These liaisons work closely with teaching faculty to purchase and maintain library resources that support the curriculum, including curriculum used to further the college’s global mission. When librarians meet with students and faculty as part of our research services, when appropriate, librarians recommend resources on topics related to globalization. The library also promotes these resources through our many Research Guides. During the fall 2012 semester, the library worked with Campus Life, to create a Global Focus Week Research Guide on the topic of wealth and poverty. The Research Guide highlighted library resources to help deepen students’ understanding of and appreciation for others’ histories, religions, cultural identities, and socioeconomic realities. The Research Guide was promoted through Global Focus Week and the library’s social media accounts.

From 2011 to 2013, the library has taken the initiative to promote to all students studying off campus the resources and services still available to them. While away, students who are off campus
can contact librarians for research help via our instant message service or email. We were able to help students studying with the Westmont in Jerusalem program access our electronic content, and, when the needed resource was only available in print, we were able to scan the text and send a copy to them via email. Our online Research Guides are also available online to all students at all times.

An Off Campus Programs Research Guide was created during fall 2012 in collaboration with the faculty of Westmont’s San Francisco Program. Through this guide students can learn about library e-resources useful to them in their Urban Studies course and their Ethnicity, Race and the City course. The Research Guide also includes instructions for accessing electronic content through the library website and instructions on borrowing books from the San Francisco Public Library. Additionally, during the spring 2013 semester the Outreach and Public Services Librarian and the Web Services Librarian met with the Co-Director of the Westmont in Istanbul program, to begin dialoging about ways the library can further support off campus programs and help further the college’s global focus.

Plans for further support of off campus programs are underway. The library understands that students must be prepared to enter the global marketplace, and the library intends to grow along with the expanding global initiative of the college. Voskuyl Library is committed to help shape students into World Christians who are comfortable leading in a globalized society.
2. LIBRARY INSTRUCTION STATISTICS

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<td>23</td>
<td>38</td>
<td>55</td>
<td>50 (+15)*</td>
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<td>509</td>
<td>590</td>
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*In 2012-13 we conducted 50 traditional one-shot instruction sessions, and 15 alternative sessions.
### RESEARCH SERVICES STATISTICS

All Questions Answered

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<td><strong>Non-Resource Questions</strong></td>
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<td>30%</td>
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<td>--</td>
<td>65%</td>
<td>70%</td>
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4. LIBRARY WEBSITE HOMEPAGE COMPARISON

Aug. 23, 2012 --
4.1 LIBRARY WEBSITE HOMEPAGE COMPARISON

Sept. 12, 2013 --
5. E-RESOURCE USAGE STATISTICS

NB: Given the constraints and complications of comparing database usage statistics across platforms, we elected to provide usage statistics from four of our most commonly used resource providers as indicative snapshots of usage generally. These values are based on the Journal Report 1 COUNTER statistics: number of successful full-text article requests.

### ProQuest

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### 5.1 E-RESOURCE USAGE STATISTICS

#### EBSCOHost

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#### JSTOR

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6. INTERLIBRARY LOAN STATISTICS

### Borrowing

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<td>1117</td>
<td>1262</td>
<td>1597</td>
<td>1243</td>
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<td>Articles</td>
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<td>933</td>
<td>771</td>
<td>952</td>
<td>747</td>
<td>833</td>
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### Lending

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<td>Books</td>
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<td>160</td>
<td>138</td>
<td>143</td>
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7. CIRCULATION STATISTICS

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<th>Year</th>
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<th>2008-09</th>
<th>2009-10</th>
<th>2010-11*</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>Total Check Outs</td>
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<td>9,719</td>
<td>10,401</td>
<td>8,356</td>
<td>8,412</td>
<td>8,289</td>
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* New ILS adopted in 2010-11. Decreases in circulation may be due to data gathering and reporting differences between the two systems.
7.1 CIRCULATION STATISTICS, continued

**Total Student Check Outs**

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<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11*</th>
<th>2011-12</th>
<th>2012-13</th>
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<tr>
<td>Total Student Check Outs</td>
<td>8587</td>
<td>7583</td>
<td>6891</td>
<td>6986</td>
<td>6627</td>
<td>6000</td>
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* New ILS adopted in 2010-11. Decreases in circulation may be due to data gathering and reporting differences between the two systems.
### 8. COLLECTIONS EXPENDITURES

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<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<td><strong>Total Expenditures</strong></td>
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<td>$280,587</td>
<td>$240,436</td>
<td>$261,819</td>
<td>$251,029</td>
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![Bar chart showing total expenditures for each year from 2007-08 to 2012-13.](chart_image)
### Expenditures by Format

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<td>Periodicals</td>
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<td>$64,189</td>
<td>$58,067</td>
<td>$59,504</td>
<td>$53,952</td>
<td>$53,509</td>
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<tr>
<td>e-Resources</td>
<td>$141,089</td>
<td>$162,463</td>
<td>$147,979</td>
<td>$151,946</td>
<td>$173,517</td>
<td>$198,153</td>
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### Expenditures by Department - All Formats - 2010-11

<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>Art</td>
<td>$2,662</td>
</tr>
<tr>
<td>Biology</td>
<td>$11,513</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$8,019</td>
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<td>Communication Studies</td>
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<tr>
<td>Computer Science</td>
<td>$325</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>$9,401</td>
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<tr>
<td>Education</td>
<td>$857</td>
</tr>
<tr>
<td>English</td>
<td>$11,587</td>
</tr>
<tr>
<td>History</td>
<td>$14,959</td>
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<tr>
<td>Kinesiology</td>
<td>$4,189</td>
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<tr>
<td>Library</td>
<td>$4,156</td>
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<tr>
<td>Mathematics</td>
<td>$1,656</td>
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<tr>
<td>Modern Languages</td>
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<td>Music</td>
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<td>Philosophy</td>
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<td>Psychology</td>
<td>$18,970</td>
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<tr>
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<tr>
<td>Theatre Arts</td>
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<tr>
<td>General</td>
<td>$68,190</td>
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<tr>
<td>Department</td>
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<td>-----------------------------</td>
<td>-------------</td>
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<tr>
<td>Art</td>
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<tr>
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<td>Library</td>
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<td>Mathematics</td>
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8.4
COLLECTIONS EXPENDITURES, continued

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<tbody>
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<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Communication Studies</td>
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<tr>
<td>Computer Science</td>
<td>$7,163</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>$11,763</td>
</tr>
<tr>
<td>Education</td>
<td>$1,971</td>
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<tr>
<td>English</td>
<td>$9,065</td>
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<tr>
<td>History</td>
<td>$15,827</td>
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<tr>
<td>Kinesiology</td>
<td>$3,967</td>
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<tr>
<td>Library</td>
<td>$1,204</td>
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<tr>
<td>Mathematics</td>
<td>$1,509</td>
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<table>
<thead>
<tr>
<th>Department</th>
<th>Total Spent</th>
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</thead>
<tbody>
<tr>
<td>Modern Languages</td>
<td>$884</td>
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<td>Music</td>
<td>$6,145</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Physics</td>
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<td>Political Science</td>
<td>$12,934</td>
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<td>Psychology</td>
<td>$18,054</td>
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<tr>
<td>Religious Studies</td>
<td>$15,178</td>
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<tr>
<td>Science (General)</td>
<td>$9,427</td>
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<tr>
<td>Sociology and Anthropology</td>
<td>$7,426</td>
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<tr>
<td>Theatre Arts</td>
<td>$75</td>
</tr>
<tr>
<td>General</td>
<td>$63,028</td>
</tr>
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</table>
9.
OUTREACH SERVICES

LIBRARY EVENTS AND PROGRAMS

Extended Finals Week Hours
*Ongoing since 2008-09*
The library stays open for 24 hour a day during finals week and provides donuts one night and free hot drinks every night in collaboration WCSA.

Friday Afternoon Musicales
*Ongoing since 2010-11*
Several times a semester on Friday afternoons the library hosts student recitals near the grand piano on the main floor.

International Society for Science and Religion Panel Discussions
*Jan. 11, 2013 / April 23, 2013*
The library hosted two panel discussions lead by a multidisciplinary faculty reading group.
http://libguides.westmont.edu/issr

Game Nights
*Oct. 28, 2011 / April 6, 2012 / Sept. 21, 2012 / April 5, 2013*
One night a semester the library opens from 8pm to midnight to play board games with students, staff, faculty, and local community members. Participation has doubled since we our first year.

Five Favorite Books Posters
*April-May 2012 / April-May 2013*
The library celebrates reading and National Library Week through our Five Favorite Books displays, which are comprised of individual posters highlighting the five favorite books of approximately 30 Westmont students, faculty and staff.
http://libguides.westmont.edu/fivefavoritebooks

Valentine-Making Party
*Feb. 13, 2013*
The library supplied two typewriters, craft materials, different types of paper, inspirational poetry books, and snacks. Students and staff participated.

Westmont Reads
The Westmont Reads program is comprised of student-led and librarian-led book discussions, panel discussions at local public libraries, a sponsored Reel Talk film viewing (2012), and author lecture at UCSB. Research Guides:
http://libguides.westmont.edu/westmontreads2013
http://libguides.westmont.edu/westmontreads2012

Global Focus Week 2012: Wealth and Poverty
*Oct. 2012*
The library worked with Campus Life to create a guide on the topic of wealth and poverty that highlighted library resources that helped deepen students’ understanding of and appreciation for others’ histories, religions, cultural identities, and socioeconomic realities. http://libguides.westmont.edu/globalfocus

**New Student Orientation Passport Activity**  
*Aug. 24, 2012*  
All new students were given a passport to fill with stamps at stations around the library. At each station, students learned about a service offered through the library or one of the other departments in the library. Once their passports were filled with the required amount of stamps, students traded it in for their new student ID cards supplied by the IT department.

**Westmont at Lotusland Day**  
*April 17, 2012*  
Westmont at Lotusland Day coincided with a library exhibition put on by the Westmont Museum of Art. On this day 80 Westmont students, faculty, and staff were given tours of Lotusland free of charge. The tours during were followed by an evening lecture titled "History and Horticulture of Lotusland" given on campus by Lotusland Curator of the Living Collection, Virginia Hayes. http://libguides.westmont.edu/lotusland

**LIBRARY EXHIBITS**

- **Developing Christian Understanding, Practices and Affections Through Children’s Literature** - *Spring 2013*  
  http://libguides.westmont.edu/childrenslitdisplay

- **College’s 75th Anniversary** - *Fall 2012*

- **Roger H. Davidson Collection: American Politics, Government and History** - *Fall 2012 and Spring 2013*  
  http://libguides.westmont.edu/davidson

- **Banned Books** - *Fall 2011*  
  http://libguides.westmont.edu/bannedbooks

- **Folk Art Exhibit** - *Fall 2011 and Spring 2012*

- **Chumash Exhibit** - *Fall 2011*  
  http://libguides.westmont.edu/chumash

- **Lady Ridley-Tree Art Book Exhibit** - *Fall 2010 and Spring 2011*

**LIBRARY SOCIAL MEDIA**

Facebook: https://www.facebook.com/westmontcollegelibrary  
Instagram: http://instagram.com/westmontcollegelibrary  
Twitter: http://twitter.com/voskuyllibrary

71
10. VOSKUYL LIBRARY ORGANIZATIONAL CHART -- 2012-13

Associate Director, Tech Services and Collection Development

Serials and Acquisitions Coordinator

I.I. Manager

Outreach and Public Services Librarian

Wein Services/Research and Instruction Librarian

Research and Instruction Librarian, College Archivist

Director, Library and Information Services

Assistant to the Director

Circulation Coordinator

Instructional Services Librarian

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Angeles</td>
<td>Circulation Coordinator</td>
</tr>
<tr>
<td>Richard Burnweit</td>
<td>Interlibrary Loan Manager</td>
</tr>
<tr>
<td>Robin Lang</td>
<td>Outreach and Research Services Librarian</td>
</tr>
<tr>
<td>Mary Logue</td>
<td>Associate Director, Technical Services and Collection Development</td>
</tr>
<tr>
<td>Savannah Kelly</td>
<td>Instructional Services Librarian</td>
</tr>
<tr>
<td>Jana Mayfield Mullen</td>
<td>Assistant to the Director</td>
</tr>
<tr>
<td>Debra Quast</td>
<td>Director, Library and Information Services</td>
</tr>
<tr>
<td>Molly Riley</td>
<td>Web Services/Research and Instruction Librarian</td>
</tr>
<tr>
<td>Alexx Pope</td>
<td>Serials and Acquisitions Coordinator</td>
</tr>
<tr>
<td>Diane Zilotti</td>
<td>Research and Instruction Librarian, College Archivist</td>
</tr>
</tbody>
</table>
VOSKUYL LIBRARY SWOT ANALYSIS CHART – 2011-12

Key to S.W.O.T. categories:
A – Assessment
C – Collections
F – Facility
P – People
S – Services

**STRENGTHS**
*Highlight these*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Selection of e-resources good with resources budget available [C]</td>
</tr>
<tr>
<td>2.</td>
<td>Breadth of access to resources [C]</td>
</tr>
<tr>
<td></td>
<td>• Camino, ILL, UCSB</td>
</tr>
<tr>
<td>3.</td>
<td>Strong print collection in some areas [C]</td>
</tr>
<tr>
<td>4.</td>
<td>Variety of study spaces [F]</td>
</tr>
<tr>
<td>5.</td>
<td>Staff has breadth of experience and complement each other [P]</td>
</tr>
<tr>
<td>6.</td>
<td>Pro-library teaching faculty [P]</td>
</tr>
<tr>
<td>7.</td>
<td>Progressive, creative instruction program [S]</td>
</tr>
<tr>
<td>8.</td>
<td>Strong holistic liaison program [S]</td>
</tr>
<tr>
<td>9.</td>
<td>Good programming [S]</td>
</tr>
<tr>
<td></td>
<td>• Friday Afternoon Musicale,</td>
</tr>
<tr>
<td></td>
<td>• Game night</td>
</tr>
<tr>
<td></td>
<td>• food for fines</td>
</tr>
<tr>
<td></td>
<td>• Exhibits</td>
</tr>
<tr>
<td>10.</td>
<td>Increased involvement in 2.0 initiatives [S]</td>
</tr>
<tr>
<td></td>
<td>• Facebook</td>
</tr>
<tr>
<td></td>
<td>• Chat</td>
</tr>
<tr>
<td>11.</td>
<td>Staff adaptable, flexible [S]</td>
</tr>
<tr>
<td></td>
<td>• Stretch and meet expectations and challenges of young/new faculty who want new/expanded resources</td>
</tr>
<tr>
<td>12.</td>
<td>LibGuides [S]</td>
</tr>
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</table>

**WEAKNESSES**
*Mitigate these*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall lack of direction/priorities [A]</td>
</tr>
<tr>
<td>2.</td>
<td>No vision statement [A]</td>
</tr>
<tr>
<td>3.</td>
<td>Lack of holistic library program review [A]</td>
</tr>
<tr>
<td>4.</td>
<td>Print collection too small [C]</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of timeline and plan for collection management [C]</td>
</tr>
<tr>
<td>6.</td>
<td>Weeding needed [C]</td>
</tr>
<tr>
<td>7.</td>
<td>Liaisons lack of knowledge of current collection, including major journals in subjects [C]</td>
</tr>
<tr>
<td>8.</td>
<td>No education curriculum lab [C]</td>
</tr>
</tbody>
</table>
9. Collection development policy revision needed [C]
10. Lack of disaster plan [F]
11. Too few liaisons [P]
12. Liaisons need professional development on subject specific research and evaluating sources in relation to writing [P]
13. Negative perception of librarians/library and our self-perception of that [P]
14. Not all library faculty have voting privileges [P]
15. Inadequate budget [S]
16. WMS does not support library needs well [S]

**OPPORTUNITIES**
*Exploit these*

1. Involvement with Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko [A]
2. Annual assessment report [A]
3. HEDS (Higher Education Data Consortium)  http://www.hedsconsortium.org/ [A]
4. New books shelving [F]
5. Library expansion in college masterplan [F]
6. Build competence and confidence of librarians as teachers [P]
7. Outreach to faculty, especially women and new/young [P]
8. Relationship with fund-raising arm of the college with potential for friends of library [P]
9. Sharing knowledge – professional organizations, etc. [P]
10. More emphasis in teaching, research, and writing in library instruction
11. Involvement/partnerships on campus [S]
   - Institutes
   - Current committees
   - Programming on campus
12. Educate campus community (faculty, staff, students, student workers) about what we do [S]
   - Marketing of research and services, research help desk
   - creative outreach to faculty
13. LibGuides exploration [S]
14. Student information literacy needs [S]
15. Liaison program [S]
16. A new provost [P]

**THREATS**
*Defend against these*

1. Lack of support from administration and faculty [P]
2. Lack of respect and understanding about librarians [P]
   - Lack of respect for Masters in Library and Information Science as terminal degree for librarians
   - Confusion about librarian faculty status – What does it mean?
   - Misunderstanding about what we do
   - Evolving role of librarian – academic faculty perceptions that librarians are not scholars,
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>thus not colleagues (Teacher vs. Scholar)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Lack of funding/ inadequate budget [S]</td>
</tr>
<tr>
<td>4.</td>
<td>Challenge of rapidly changing technology, procedures, and best practices [S]</td>
</tr>
<tr>
<td>5.</td>
<td>Students expect Google searches [S]</td>
</tr>
<tr>
<td>6.</td>
<td>Expectations set by technology/WMS – outages, lack of control over OPAC/interfaces</td>
</tr>
</tbody>
</table>
Westmont College
Roger John Voskuyl Library
Library Goals and Strategic Priorities 2009-2010

1. FACILITIES
1.1 Goal: Reconfigure existing furniture to improve the reference desk and study areas.
Progress: Accomplished. The massive, wooden reference desk was removed and a glass-top table was brought in. The new table was more approachable and allowed for easier collaboration with students. The table was relocated making it more visible. Directional signage to the reference desk was added. Study tables and seating were rearranged resulting in a new look and feel in the Library.

1.2 Goal: Remove damaged or unsafe furniture, unsightly and other items stored in the Library building.
Progress: Accomplished. All signage and bulletin boards were removed from Library pillars. The corkboard wall on the main level was removed. Damaged and unused furniture and other obsolete equipment stored in the Library were removed in June 2010.

1.3 Goal: Create a comprehensive and visionary plan to transform the interior space of the Library.
Progress: Accomplished. The Library Director and Director of Information Technology visited seven libraries in southern California for ideas and best practices in library learning commons space concepts. A design for 21st century interior spaces, furnishings, and computer technology along with improved lighting and electrical upgrades was completed with the assistance of BKM Enterprises, Inc. and Westmont’s Information Technology and Facilities staff.

1.4 Goal: Begin Phase One Library renovation.
Progress: In process. The print journals were moved to compact shelving newly installed on the lower level. Space was created on the upper level in order to move all circulating books to this level. This project cleared the main level of all books except reference. The building renovation began at the conclusion of May Term and is well underway with the demolition of one set of faculty cubicles, walls on the lower level, and removal of carpeting. Plans are to complete Phase One by the end of August 2010, in time for the start of the fall semester.

1.5 Goal: Develop a proposal and timetable for the removal of non-Library related functions from the facility.
Progress: In process. The Library Director met with each director managing non-Library offices located in the Library building. A realistic plan was developed based on the current space restraints on the campus. Several spaces will be recaptured at the completion of Phase One of the Library renovation. These include two offices on the upper level, a seminar room on the main level, and the spaces currently housing two computer labs and two offices on the lower level. A decision was made to keep the Writer’s Corner within the Library as the missions of both are related. The relocation of other non-Library related functions will be revisited during the planning process for the Library expansion slated for the second phase of the College’s Master Plan.

2. MANAGEMENT
2.1 Goal: Hire new Director of Library and Information Services.
Progress: Accomplished. The new Director of Library and Information Services, Debra M. Quast, began on July 1, 2009.
2.2 Goal: Review faculty and staff job descriptions and current responsibilities.
Progress: In process. Each member of the staff reviewed his or her job description. Job descriptions were updated to reflect work that is currently being performed in the Library. A revised organization chart is in process. Conversations between the Library Director and Human Resources continue.

2.3 Goal: Provide and encourage professional development opportunities for staff.
Progress: Accomplished. Budget support by the Provost for professional development was increased. Savannah Kelly was encouraged to apply and was accepted for the selective ACRL (Association of College and Research Libraries) Immersion Program. Liaison librarians attended an in-house session on acquisitions procedures by one of our resource vendors, Midwest Library Service in spring 2009. The Library Director attended the Association of Christian Librarians annual conference in June 2010.

2.4 Goal: Evaluate workflows in Access Services and Technical Services.
Progress: Accomplished. The processes and procedures in Access Services, including circulation, reserves, and interlibrary loan, were evaluated. The tasks in these areas were more clearly divided. The processes and procedures for Technical Services, including acquisitions and cataloging, were evaluated. A decision was made to restructure Technical Services and move Acquisitions under one person and Cataloging under another.

2.5 Goal: Increase librarian FTE.
Progress: Accomplished. With the approval of the Provost, hours worked by the part-time Reference and Instruction Librarian/College Archivist were reconfigured. Archivist hours were reduced by 10 hours per week resulting in an increase in Librarian hours by 10 hours per week.

3. OUTREACH AND COLLABORATION

3.1 Goal: Develop a blog to share information about the Library renovation.
Progress: Accomplished. During the renovation the Library Director created a blog to keep the campus community up-to-date with news and photos of the renovation.

3.2 Goal: Seek student input on floor plans and furnishings for Library renovation project.
Progress: Accomplished. An exhibit with floor plans, photos, fabric swatches and material samples was installed on the main level of the Library and student comments were solicited and gathered. The comments were posted in a notebook near the exhibit, each with a response from the Library Director.

3.3 Goal: Begin developing a sustainable relationship between the Library and College academic leaders.
Progress: Accomplished. The Library Director scheduled a meeting with each academic departmental chair during her first year and met with all but three chairs. She also met with members of the Board of Trustees in fall 2009 and met regularly with the Acting Provost and Chief Information Officer. The Library Director led a discussion about information literacy for the Academic Senate in fall 2009.

3.4 Goal: Begin developing a sustainable relationship with WCSA.
Progress: Accomplished. The Library Director invited the WCSA members to dinner in the Library in spring 2009 to discuss student comments about the Library renovation.

3.5 Goal: Begin developing a sustainable relationship with The Gaede Institute.
Progress: Accomplished. The Library Director met with the Gaede Institute staff to explore opportunities for collaboration between the Library and the Institute. The Monroe Scholars attended an “Introduction to the Library” session presented by the Library Director.

3.6 Goal: Begin developing a sustainable relationship with the Westmont Museum of Art.
Progress: Accomplished. The Library Director met with Judy Larson, the Director of the Westmont Museum of Art, on several occasions. The Museum installed several paintings and
sculptures in the Library as well as an exhibit of ceramics from the ceramics collection of Chris Rupp.

4. PROGRAMMING

4.1 Goal: Begin integration of the Library with the College academic community.
Progress: Accomplished. The Library Director was appointed to the College’s Strategic Planning Committee in Fall 2009.

4.2 Goal: Evaluate and modify the Library Liaison Program.
Progress: Accomplished. The Library Liaison Program was redefined and expanded in scope. The Library Director developed a guiding document for the Liaison program. Information literacy instruction and materials selection were added to the duties of liaisons. The inclusion of these additional responsibilities provided opportunities for liaisons to work with their academic departments and made it easier for classroom faculty to know who to go to for library instruction and materials requests.

4.3 Goal: Improve Library instruction and reference services.
Progress: Accomplished. Savannah Kelly was appointed to evaluate Library instruction and reference services and implement changes as needed. LibGuides was purchased as a tool for liaisons to provide information about the Library’s resources. Research assistance was expanded by the introduction of a “roving librarian” in the Dining Commons. During finals week in fall 2009, the Library extended the number of days open for 24 hours and hosted an all night event, providing coffee, donuts, and popcorn.

5. RESOURCES

5.1 Goal: Evaluate Library website for accuracy.
Progress: Accomplished. Inaccurate information, dead links, and typographical errors were identified and corrected.

5.2 Goal: Evaluate print periodicals, print reference collection, and specified circulating collections.
Progress: Accomplished. Print periodicals were evaluated based on curriculum support and online availability. The reference collection was evaluated. Specified circulating collections were evaluated in preparation for relocating all items in the circulating collection to the upper level.

5.3 Goal: Secure funding for renovation of the Library interior space.
Progress: Accomplished. The Library Director wrote and submitted a Capital Improvement Fund request for $148,500 to the Executive Team for renovation of library space. A budget of $137,000 was approved. Additional funds for the project were secured from Information Technology.

5.4 Goal: Increase Library budget.
Progress: Not accomplished. An operating budget increase for $134,000 over a 5-year period to augment print, electronic and periodical acquisitions was submitted to the Provost by the Library Director in November 2009. The request was denied due to the fact that the request for funding for the library renovation was approved.

5.5 Goal: Begin developing a sustainable relationship with OCA to identify marketing, funding and other opportunities.
Progress: Accomplished. The Library Director met several times with OCA staff regarding opportunities for funding. OCA made arrangements for the Library Director to meet with donor Norman Wright at his home in Bakersfield, CA. Lady Leslie Ridley-Tree donated a major art book collection to the Library in December 2009. In spring 2010, the Library
Director participated in an OCA Bright Hope for Tomorrow video which was sent to the College alumni and friends. The video featured the upcoming Library renovation.

Westmont College
Roger John Voskuyl Library
Library Goals and Strategic Priorities 2010-2011

1. FACILITIES
   1.1 Objective: Complete Phase One of the Library renovation.
      Progress: Accomplished. Phase One of the Library renovation was completed in late August 2010 in time for the start of fall semester. Facility improvements included: group study areas, improved, energy efficient lighting on the main and lower levels, and recapturing spaces which had been used for non-Library functions. A Learning Commons was created resulting in improved space utilization, increased technological capabilities, improved work areas for library staff, improved aesthetics and comfort (newly revealed views, comfortable seating, new carpeting and new paint), and increased seating capacity (195 to 364). These features were also added to the Library: an open computer lab, library instruction lab, research help desk, IT help desk, two media:scape rooms, two conference rooms, three walkstations, and a new office in the administration area of the Library. A new Technical Services area was created and space for a reading room for Special Collections is now available. A coffee maker was installed on the circulation desk. Cost for the renovation including equipment was over $500,000. See Library WASC response for more details.
   1.2 Objective: Identify and address punch list items related to Phase One of the Library renovation.
      Progress: In process. Punch list was prepared. Several items still need to be addressed.
   1.3 Objective: Standardize and improve Library signage.
      Progress: Accomplished. The Library Director met with Randy Jones regarding campus signage guidelines. Signage was standardized and new guidelines developed. Library occupants were informed about new signage guidelines. New stack labels were created and installed. New Library hours signage was installed.
   1.4 Objective: Identify repairs needed in the Library.
      Progress: Accomplished. Window leaks were identified and repaired. Damage window film was replaced. The elevator was repaired.

2. MANAGEMENT
   2.1 Objective: Revise organization chart.
      Progress: Accomplished. A new organization chart was created for the Library staff
   2.2 Objective: Formalize updated job descriptions, responsibilities and titles, for Library staff.
      Progress: Accomplished. Updated job descriptions, responsibilities and titles were reviewed with library staff and Human Resources. HR approved all changes in July 2011.
   2.3 Objective: Improve Library meetings.
      Progress: Accomplished. Meeting structure changed to a modified form of meeting structure recommended in Death by Meeting by Patrick Lencioni.
   2.4 Objective: Continue to provide and encourage professional development opportunities for staff.
      Progress: Accomplished. The Library Director attended the Snezek Library Leadership Institute in July 2010. Savannah Kelly attended the LOEX conference. Savannah Kelly attended ACRL’s Immersion. Robin Lang and Mary Logue attended the Association of
Christian Librarians annual conference in June 2011. Mary Logue presented at the same conference. The Librarians attended several one-day workshops offered by UCLA School of Library and Information Science.

2.5 Objective: Conduct a fall Library retreat.
Progress: Accomplished. The library staff met off campus at the home of Jane and Tim Wilson for a full day retreat in August 2010. The retreat focused on Strengths Quest and Dr. Roger White from Azusa Pacific University gave a talk on the personal library of C.S. Lewis.

3. OUTREACH AND COLLABORATION
3.1 Objective: Identify partnership opportunities with Santa Barbara organizations.
Progress: The Library began a collaborative project with Santa Barbara Symphony and the Music Academy of the West to develop a joint music library.

3.2 Objective: Update Library information in College publications.
Progress: Library information in both the College Catalog and Student Handbook was revised.

3.3 Objective: Begin developing sustainable relationships with the College Admissions and Alumni Offices.
Progress: Accomplished. The Library Director met with staff in Admissions and the Alumni Office to discuss opportunities to work together. The student tour guides were given a tour of the Library and given detailed information to use during tours. The Library staff led tours during New Student Orientation and Homecoming.

3.4 Objective: Investigate opportunities to honor library donors.
Progress: In process. The Library Director worked with OCA to identify historical donors to the Library, both funds and materials. A decision was made to design and order a donor recognition plaque to be installed in the Library.

4. PROGRAMMING
4.1 Objective: Prepare the written Library response for WASC in preparation for the October 2011 visit.
Progress: In process. The Library Director was asked to be a member of the WASC Visit Committee in fall 2010. Library staff wrote the Library response document and is preparing supporting documents and exhibits for the WASC visiting team.

4.2 Objective: Expand reference services.

4.3 Objective: Identify opportunities to promote Library resources and services.
Progress: Accomplished. Liaison librarians created a LibGuide for each assigned academic department. LibGuides were also created for other Library related services such as interlibrary loan, course reserves and circulation. A LibGuide for highlighting Library services available to faculty was created. A Facebook page was created by the Instructional Services Librarian to promote Library services.

4.4 Objective: Develop a new Library Instruction Program.
Progress: Accomplished. The Instructional Services Librarian, Savannah Kelly, attended an intensive week-long program sponsored by the Association of College and Research Libraries called Immersion, Teacher Track Program in July 2010. After completing this program, she began developing a vision for teaching information literacy and articulating goals, learning outcomes and assessment strategies for the Library Instruction Program. The Instructional Services Librarian, in collaboration with Library liaisons, developed six student learning outcomes to assess student learning. She began working with the Dean of Curriculum and
Educational Effectiveness in spring 2011 on assessment. A mission statement and revised learning outcomes were developed for the Library Instruction Program.

4.5 Objective: Continue integration of the Library with the College academic community.
Progress: Accomplished. In fall 2010, the Dean of Curriculum and Educational Effectiveness invited the Library Director to attend and participate as a guest during the meetings of the General Education and Program Review Committees. The Dean submitted a proposal recommending changes to the Faculty Handbook which included adding the Library Director as a member of the General Education Committee and a librarian with faculty status as a member of the Program Review Committee. The full faculty voted in November 2010 to approve the changes. The Library partnered with the Chemistry Department to write and subsequently win an ISSR grant for a collection of books related to the integration of faith and science. The Music Department installed a grand piano in the Library and began a series of Friday afternoon recitals in fall 2010. A Theatre Arts student performed in the Library in October 2010. The Library renovation relocated the Writer’s Corner to the main level Learning Commons and provided a new opportunities to partner with this department. The Instructional Services Librarian began conversations about how the Library and the Writer’s Corner can more effectively assist each other.

5. RESOURCES
5.1 Objective: Redesign the Library home page.
Progress: Accomplished. A team of librarians, library staff and IT staff redesigned and launched the Library home page in fall 2010.

5.2 Objective: Purchase resources with $15,000 gift received in January 2010.
Progress: Accomplished. The Acting Provost gave the Library $15,000 to purchase new materials. $10,000 was spent on materials for Religious studies and $5,000 for materials in other subject areas.

5.3 Objective: Explore opportunities to expand access to resources beyond the College.
Progress: Accomplished. The Library purchased OCLC’s WorldCat Local, a meta-search catalog, and joined Camino, a consortium of libraries agreeing to provide unmediated interlibrary loans.

5.4 Objective: Investigate a new Integrated Library System.
Progress: Accomplished. In December 2010, the Library selected OCLC’s cloud-based Web-scale Management Services to replace ExLibris’ Voyager.

5.5 Objective: Analyze and evaluate accessions budget
Progress: In process, ongoing goal. The library began a process of strategically evaluating how money for resources is spent. Periodical and standing orders expenses were evaluated. Liaisons worked with their departments to evaluate the titles. Electronic resources were also evaluated. The resulting analysis provided an opportunity for liaisons to know how much and was being spent to support each department. This analysis will be an ongoing process each year.

5.6 Objective: Evaluate processes and procedures for discards.
Progress: Accomplished. The Library decided to send surplus books to Better World Books.

5.7 Objective: Continue to developing a sustainable relationship with OCA to identify marketing, funding and other opportunities.
Progress: Accomplished. An article on the Library renovation was published in Westmont Magazine. Began discussions with OCA about the acquisition of the Eleanor Van Cott liberal arts book collection. OCA provided a list of major library donors for the library donor recognition plaque.
1. FACILITIES
   1.1 Goal: Complete Phase One of the Library renovation punch list. (Westmont College Strategic Map 2011-2014 E2)
   Progress: Management changes at Steelcase made this goal very difficult to complete. Ongoing.
   1.2 Goal: Begin Phase Two of the Library renovation including: furniture, lighting, signage, instruction lab A/C, special collections room and coffee shop. (WCSM E2)
   Progress: Completing furniture purchases was less a priority than increasing the operating budget for resources. Work on lighting, A/C began summer 2012. Coffee shop will not be installed in current building due to operating cost and noise challenges. Planning for special collection spaces continues.
   1.3 Goal: Begin developing the recaptured areas of the Library. (WCSM E1, E2)
   Progress: Two areas were designated to develop, VL216 for the Wright collection and a small room on the lower level, which was John Rodkey’s office prior to renovation. A decision was made not to capture VL216 as a Wright reading room due to the loss of Monroe as a meeting space. We could not give up a heavily used library meeting space. We developed a reading alcove for the Wright collection on the north side of the Learning Commons. The small room on the lower level is part of the conversations about utilizing spaces for Special Collections and College Archives.
   1.4 Goal: Begin conversations with the College community regarding the Library expansion in Phase Two of the College’s Master Plan. (WCSM D4, E4)
   Progress: I have not been part of campus conversations about Phase Two library expansion.

2. MANAGEMENT
   2.1 Goal: Evaluate what Library teams are needed, how they should function and what their responsibilities should be. (WCSM A4)
   Progress: Accomplished fall 2011.
   2.2 Goal: Improve timeliness of reports and appraisals. (WCSM A4)
   Progress: 2011 Annual Assessment Report for PRC is complete and will be submitted on time. Continues to be a challenge for appraisals.
   2.3 Goal: Improve communication among all Library staff. (WCSM A4)
   COMMENT: The library staff continues to strive for improved cross-department communication. We meet every Monday morning for a brief “touch base” time for sharing 2-3 initiatives for the week that impact other library staff or departments. The new associate director of the library, Mary Logue, is taking on this goal for 2012-2013. She will be chairing the library faculty/staff meetings every other week.
   2.4 Goal: Continue to provide and encourage professional development of the Library staff. (WCSM A2, A4, B5).
   Progress: This is the area that gives me the most satisfaction. I was pleased to send several librarians/staff to the Association of Christian Librarians annual conference and to the LOEX conference this year.
   2.5 Goal: Begin succession planning, including workflow analysis. (WCSM A1, A4)
   Progress: Accomplished. Two librarians retired this year. Mary Logue was promoted to Associate Director and Molly Riley was hired as the new Web Services Librarian.
2.6 Goal: Begin developing multi-year strategic priorities for the Library. (WCSM A2, A4)
   Progress: Ongoing. Two strategic planning meetings were held this year. Priorities were identified and work continues.

2.7 Goal: Begin developing a vision statement and core competencies for the Library. (WCSM A2, A4)
   Progress: Ongoing. Examples of vision statements and core competencies published by other liberal arts college libraries were collected and bookmarked.

3. OUTREACH AND COLLABORATION
   3.1 Goal: Identify opportunities to support College diversity initiatives. (WCSM G)
      Progress: Ongoing. Librarians are encouraged to purchase information resources with focus on diversity.
   3.2 Goal: Support and encourage Librarians to be actively involved in professional organizations and scholarly contribution to the profession. (WCSM B6)
      Progress: Ongoing. An area of great satisfaction for me!

4. PROGRAMMING
   4.1 Goal: Continue developing the Library Instruction Program including the mission statement, program learning outcomes and assessment. (WCSM A2, A4, C6)
      Progress: Ongoing through the work of Savannah Kelly, Instructional Services Librarian. Mission statement written, PLOs revised and assessment work continues.
   4.2 Goal: Revise APP 001 curriculum and syllabus and investigate a unit increase. (WCSM A4, C6)
      Progress: Accomplished. Course is revised, now graded, and increased to 2 units.
   4.3 Goal: Continue to identify opportunities to promote the Library’s resources and services. (WCSM C6, E3)
      Progress: Ongoing through the work of our Outreach & Research Services Librarian, Robin Lang.
   4.4 Goal: Develop a Library Outreach Services Program. (WCSM A2, B3)
      Progress: Ongoing through the work of Outreach & Research Services Librarian, Robin Lang.
   4.5 Goal: Continue developing the Library Research Services Program. (WCSM A4, C6)
      Progress: Ongoing through the work of Outreach & Research Services Librarian, Robin Lang.

5. RESOURCES
   5.1 Goal: Request a $100,000 to $200,000 Library operational budget increase to be implemented over a five-year period, 2012-2013 to 2017-2018. (WCSM C6, E3)
      Progress: Accomplished. $40,000 infused to library operating budget for 2012-2013. Approximately 75% will be designated for resources.
   5.2 Goal: Identify fundraising opportunities with OCA. (WCSM C6, D2, D3, D4, D5)
      Progress: Did not pursue.
   5.3 Goal: Evaluate and change workflows as appropriate with the new ILS and the recommendations given by the WMS consultants. (WCSM E3)
      Progress: Ongoing. Workflows continue to change and improve in all areas.
### 13. STATISTICS IN PEER CONTEXT

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<th>Institution</th>
<th>Students (FTE)</th>
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13.1
STATISTICS IN PEER CONTEXT, continued

**E&G Fiscal Year 2010-11**

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**Total Library Expenditures 2010-11**

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<th>Institution</th>
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<td>Whittier College</td>
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13.3
STATISTICS IN PEER CONTEXT, continued

Library Materials Expenditures per FT Student

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<td>Houghton</td>
<td>$300.00</td>
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<tr>
<td>Occidental</td>
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Library Materials Expenditures per Instructional Faculty

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<td>$5,000.00</td>
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<td>Pepperdine</td>
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<tr>
<td>Institution</td>
<td>Library Materials Expenditures per FT Student</td>
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14. INDEX OF URLS

14.1
Library Instruction LibGuide for faculty
http://libguides.westmont.edu/instruction

14.2
Political Science Research Guide
http://libguides.westmont.edu/politicalscience

14.3
Art Research Guide
http://libguides.westmont.edu/art

14.4
Kinesiology Research Guide
http://libguides.westmont.edu/kinesiology

14.5
History Research Guide
http://libguides.westmont.edu/history

14.6
English Research Guide
http://libguides.westmont.edu/english

14.7
California Digital Library
http://www.cdlib.org/

14.8
Azusa Pacific University - United States Presidential Signature Collection
http://www.apu.edu/library/specialcollections/signatures/presidential/
NB: Relevant selections from the library user survey follow. The most commonly referenced selections of the survey are found in the user comments, which follow the quantitative data.
Q1 I am a...

Answered: 275  Skipped: 0

- **First year**: 21.82% (60)
- **Sophomore**: 19.27% (53)
- **Junior**: 16.36% (45)
- **Senior**: 15.64% (43)
- **Credential student**: 0.36% (1)
- **Faculty**: 12.73% (35)
- **Staff**: 13.09% (36)
- **Other (please specify)**: 0.73% (2)

**Total responses**: 275

**Other (please specify) responses**

There are no responses.

---

**Table**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<td><strong>First year</strong></td>
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<tr>
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<tr>
<td><strong>Sophomore</strong></td>
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<tr>
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<td><strong>Junior</strong></td>
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<tr>
<td><strong>Senior</strong></td>
<td>15.64%</td>
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<tr>
<td></td>
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<tr>
<td><strong>Credential student</strong></td>
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<td><strong>Faculty</strong></td>
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<td><strong>Staff</strong></td>
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<td><strong>Other (please specify)</strong></td>
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<td></td>
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<td><strong>Total</strong></td>
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<tr>
<td></td>
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Q3 How often do you use the library building?

Answered: 275  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tr>
<td>More than once a week</td>
<td>35.27%</td>
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<tr>
<td>Once a week</td>
<td>12.36%</td>
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<tr>
<td>A few times a month</td>
<td>18.91%</td>
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<tr>
<td>Less than once a month</td>
<td>12.36%</td>
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<tr>
<td>Never</td>
<td>1.82%</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
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</table>

0%  20%  40%  60%  80%  100%
Q4 How often do you access the library's online resources (library website, electronic journals, databases, etc.)?

Answered: 275  Skipped: 0

Answer Choices | Responses
---|---
Daily | 4% 11
More than once a week | 14.55% 40
Once a week | 12.36% 34
A few times a month | 38.55% 106
Less than once a month | 23.64% 65
Never | 6.91% 19
Total | 275
Q5 Where do you usually access the library's online resources (library website, electronic journals, databases, etc.)? Check all that apply.

Answered: 275  Skipped: 0

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<th>Answer Choices</th>
<th>Responses</th>
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<td>Elsewhere on campus</td>
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<tr>
<td>Off campus</td>
<td>33.09%</td>
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Total Respondents: 275
Q6 How important to you are the following library services?

Answered: 275  Skipped: 0

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<th>Neutral</th>
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<td>Access to print and media library...</td>
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<td>Access to Special Collection...</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Borrowing books and articles...</td>
<td></td>
<td></td>
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<td>100</td>
</tr>
<tr>
<td>Places to work individually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Places and tools to facilitate...</td>
<td></td>
<td></td>
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<td>95</td>
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<tr>
<td>Library computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Buying coffee, tea, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>95</td>
</tr>
<tr>
<td>Service</td>
<td>Percentage</td>
<td>Number</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
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<td>Percentage</td>
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<td>----------------------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Assistance from library staff (Circulation Desk, Research Help Desk, consultations with librarians, etc.)</td>
<td>27.64%</td>
<td>76</td>
<td>43.64%</td>
<td>120</td>
<td>11.64%</td>
<td>32</td>
<td>9.45%</td>
</tr>
<tr>
<td>Access to print and media library resources (books, DVDs, journals, etc.)</td>
<td>41.45%</td>
<td>114</td>
<td>34.55%</td>
<td>95</td>
<td>9.45%</td>
<td>26</td>
<td>7.27%</td>
</tr>
<tr>
<td>Access to online library resources (library website, electronic journals, databases, etc.)</td>
<td>56.00%</td>
<td>154</td>
<td>30.91%</td>
<td>85</td>
<td>6.91%</td>
<td>19</td>
<td>4.36%</td>
</tr>
<tr>
<td>Access to Special Collections and Archives</td>
<td>10.91%</td>
<td>30</td>
<td>25.82%</td>
<td>71</td>
<td>30.55%</td>
<td>84</td>
<td>12.73%</td>
</tr>
<tr>
<td>Borrowing books and articles from other libraries (Interlibrary Loan)</td>
<td>36%</td>
<td>99</td>
<td>32.36%</td>
<td>89</td>
<td>14.91%</td>
<td>41</td>
<td>6.55%</td>
</tr>
<tr>
<td>Places to work individually</td>
<td>49.82%</td>
<td>137</td>
<td>27.64%</td>
<td>76</td>
<td>9.45%</td>
<td>26</td>
<td>4.36%</td>
</tr>
<tr>
<td>Places and tools to facilitate group work (study rooms, whiteboards, display screens, etc.)</td>
<td>45.45%</td>
<td>125</td>
<td>30.55%</td>
<td>84</td>
<td>10.55%</td>
<td>29</td>
<td>6.18%</td>
</tr>
<tr>
<td>Library computers</td>
<td>44%</td>
<td>121</td>
<td>34.91%</td>
<td>96</td>
<td>7.64%</td>
<td>21</td>
<td>4%</td>
</tr>
<tr>
<td>Buying coffee, tea, etc.</td>
<td>13.82%</td>
<td>38</td>
<td>13.09%</td>
<td>36</td>
<td>29.09%</td>
<td>80</td>
<td>9.45%</td>
</tr>
</tbody>
</table>

Westmont College Library Survey -- Spring 2013
Q7 How do you rate the library on the following?

Answered: 275  Skipped: 0

- Assistance from library staff...
- Quality of print and media library...
- Quality of online library...
- Ease of borrowing books and...
- Places to work individually
- Places and tools to facilitate...
- Hours open
- Access to computers
- Quality of the physical environment...
- Temperature inside the building

[Bar chart showing responses]
<table>
<thead>
<tr>
<th>Assistance from library staff (Circulation Desk, Research Help Desk, consultations with librarians, etc.)</th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Needs improvement</th>
<th>Poor</th>
<th>No opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance from library staff (Circulation Desk, Research Help Desk, consultations with librarians, etc.)</td>
<td>40%</td>
<td>43.64%</td>
<td>7.64%</td>
<td>1.45%</td>
<td>0.73%</td>
<td>6.55%</td>
<td>275</td>
</tr>
<tr>
<td>Quality of print and media library resources (books, DVDs, journals, etc.)</td>
<td>18.91%</td>
<td>45.45%</td>
<td>11.64%</td>
<td>8.73%</td>
<td>2.18%</td>
<td>13.09%</td>
<td>275</td>
</tr>
<tr>
<td>Quality of online library resources (library website, electronic journals, databases, etc.)</td>
<td>25.82%</td>
<td>46.55%</td>
<td>10.55%</td>
<td>6.55%</td>
<td>2.18%</td>
<td>8.36%</td>
<td>275</td>
</tr>
<tr>
<td>Ease of borrowing books and articles from other libraries (Interlibrary Loan)</td>
<td>24%</td>
<td>32.36%</td>
<td>18.18%</td>
<td>5.82%</td>
<td>1.45%</td>
<td>18.18%</td>
<td>275</td>
</tr>
<tr>
<td>Places to work individually</td>
<td>16%</td>
<td>45.45%</td>
<td>17.09%</td>
<td>8%</td>
<td>2.91%</td>
<td>10.55%</td>
<td>275</td>
</tr>
<tr>
<td>Places and tools to facilitate group work (study rooms, whiteboards, display screens, etc.)</td>
<td>20%</td>
<td>48.73%</td>
<td>12%</td>
<td>9.82%</td>
<td>2.55%</td>
<td>6.91%</td>
<td>275</td>
</tr>
<tr>
<td>Hours open</td>
<td>22.55%</td>
<td>46.55%</td>
<td>9.82%</td>
<td>11.27%</td>
<td>4%</td>
<td>5.82%</td>
<td>275</td>
</tr>
<tr>
<td>Access to computers</td>
<td>34.18%</td>
<td>46.55%</td>
<td>8.73%</td>
<td>1.82%</td>
<td>0.73%</td>
<td>8%</td>
<td>275</td>
</tr>
<tr>
<td>Quality of the physical environment (furniture, access to electrical outlets, etc.)</td>
<td>41.45%</td>
<td>44%</td>
<td>8%</td>
<td>2.18%</td>
<td>1.45%</td>
<td>2.91%</td>
<td>275</td>
</tr>
<tr>
<td>Temperature inside the building</td>
<td>20%</td>
<td>47.27%</td>
<td>13.82%</td>
<td>9.82%</td>
<td>3.27%</td>
<td>5.82%</td>
<td>275</td>
</tr>
</tbody>
</table>
Q8 How do you prefer to receive communication from the library about new resources, events, etc.? Check all that apply.

Answered: 275  Skipped: 0

Answer Choices | Responses
--- | ---
Email | 84.36% 232
Newsletter sent via email | 19.64% 54
Signage in the library | 39.64% 109
Library website | 25.82% 71
Social media (Twitter, Facebook, Instagram) | 17.45% 48
DC screen | 28.00% 77
Chapel slide | 26.18% 72
Horizon newspaper | 12.73% 35
No opinion | 4.73% 13
Other (please specify) Responses | 2.18% 6

Total Respondents: 275

<table>
<thead>
<tr>
<th>#</th>
<th>Other (please specify)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are no responses.</td>
<td></td>
</tr>
</tbody>
</table>
Q9 What is your favorite thing about the library and what would you change about the library if you could? Are there any other additional comments or suggestions you'd like to make?

Answered: 173  Skipped: 102

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My favorite thing about the library is the availability of space to work individually. I wish that there were more study rooms available to us as students, though, as they always seem to fill up very quickly.</td>
<td>4/28/2013 7:25 AM</td>
</tr>
<tr>
<td>2</td>
<td>I think the access to computers and the free printing is great! I would love to have a source of hot water in the library for tea. The coffee machine is nice, but not very helpful for those of us who want hot drinks but don't drink coffee.</td>
<td>4/25/2013 2:18 PM</td>
</tr>
<tr>
<td>3</td>
<td>NOTHING REALLY. MAYBE MORE GROUP/CONFERENCE ROOMS</td>
<td>4/25/2013 1:56 PM</td>
</tr>
<tr>
<td>4</td>
<td>Molly Riley and Alexis Pope are my favorites. They're both the sweetest. I wish I could've gotten to know Molly before just my senior Spring semester.</td>
<td>4/25/2013 8:48 AM</td>
</tr>
<tr>
<td>5</td>
<td>I'd say the temperature is always really warm by night time, which makes studying not totally preferable in there. The furniture is great and I think a few more completely individual spaces could be made more available.</td>
<td>4/24/2013 8:36 PM</td>
</tr>
<tr>
<td>6</td>
<td>I love the fact that we are allowed to use the library printers and computers. They are life savers. I would change the closing times of the library during the weekends. Instead of closing at 6pm, I would rather it closed later on.</td>
<td>4/24/2013 6:57 PM</td>
</tr>
<tr>
<td>7</td>
<td>My favorite thing about the library is that is a great place to study during the day. One thing that I would like to change is the library gets WAY to loud at night and is too difficult to study. It would be nice to enforce keeping the library quite to help people concentrate</td>
<td>4/24/2013 6:19 PM</td>
</tr>
<tr>
<td>8</td>
<td>I would love more spaces to work individually and maybe some more comfy chairs! I love being able to see the ocean so maybe maximizing that somehow would be good.</td>
<td>4/24/2013 5:57 PM</td>
</tr>
<tr>
<td>9</td>
<td>great new places to meet and work I would not be happy if my office were one of the ones in the basement! The furniture and look are up to date and comfy coffee is not important to my library experience we have great staff - esp new hires</td>
<td>4/24/2013 5:53 PM</td>
</tr>
<tr>
<td>10</td>
<td>I love the feel of the library. All the new equipment makes me want to study in here. The thing I find distracting is the group study rooms. The noise insulation is not that good so when there are study groups in there it disturbs the whole floor. The library staff is very helpful as well. I like the idea of the coffee machine— but it is a little expensive for me. :) I wish we had more books here instead of having to do interlibrary loan... I like to look at books on the shelves first before ordering them, but I understand that space is limited so the loan options are good— and for the most part i have gotten my books in a timely manner. :)</td>
<td>4/24/2013 5:30 PM</td>
</tr>
<tr>
<td>11</td>
<td>I am very disappointed with the lack of databases available for social science majors and particularly for anthropology majors. Oftentimes articles that are available are much older or at least a year or two old which makes research on current topics difficult. I have had countless experiences of finding wonderful articles that I would like to use that are unavailable to Westmont College and furthermore are not easily accessible through ILL. It would be wonderful to have immediate access to more articles because requesting articles through ILL is helpful when you know that you need a few specific articles but for general research on a day to day basis it is impractical to request articles through ILL and I usually have to resort to subpar secondary sources.</td>
<td>4/24/2013 4:40 PM</td>
</tr>
<tr>
<td>12</td>
<td>I love the different types of working environments within the library and I would add a snack bar/coffee house if I could. I would also have the library stay open either an hour or two hours later.</td>
<td>4/24/2013 4:39 PM</td>
</tr>
<tr>
<td>13</td>
<td>As an Anthropology student, I have really struggled with the lack of online databases available to me. I spent a semester studying Anthropology at the University of London and really benefited from having access to so many articles and databases. I've been disappointed to regularly find article abstracts that are relevant to my research and then not be able to access them. In order to write a reputable research paper, I need to review all the relevant literature but I'm often not able to even read it. I rely more on Google Scholar than on the the library's resources.</td>
<td>4/24/2013 4:34 PM</td>
</tr>
<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
</tr>
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<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>14</td>
<td>I love the chairs with the swivel table. I think snacks and coffee or tea would be great, I mean even if it was just fruit and some other healthy treats, it would be better. Study on an empty stomach is a perfect reason to procrastinate more by leaving to get food somewhere. Also some things you could maybe add? Laptop chargers, I can't count how many times my computer has died in the library and I wish I had my charger with me and had to go back down to my room to get it. Maybe if there were just one or two that you could rent out just like you do with headphones I think a lot of students have this problem. Whiteboard rooms are great as well-just sometimes noisy. Keep up the good work guys, I love your library. I'm studying abroad in London, and it has been impossible for me to find a good place to study and work because you guys have set the bar so high!</td>
<td>4/24/2013 4:21 PM</td>
</tr>
<tr>
<td>15</td>
<td>It can get rather warm in the library (probably due the volume of people).</td>
<td>4/24/2013 4:20 PM</td>
</tr>
<tr>
<td>16</td>
<td>It is a great library, but the news level on the first floor must change. A lot of the problem comes from the library staff at the desk by the computers. Especially a few adult males that are there often, they have little respect for the noise level and this floods in the rest of the library. Also, the library needs to loose all the fun things that happen finals week, this makes it a social zone rather than a work zone. As a senior, I will avoid the library this finals week because I know I will get nothing done.</td>
<td>4/24/2013 3:57 PM</td>
</tr>
<tr>
<td>17</td>
<td>Opening at 7am rather than 8 on weekdays would be extremely helpful.</td>
<td>4/24/2013 3:49 PM</td>
</tr>
<tr>
<td>18</td>
<td>Hours open could be improved (especially for weekends), but I understand its not practical to expect the library to be open 24/7 year round (really appreciate that during finals week though). During busy times, it can be hard to find space to work where I'm off by myself (what I prefer), and occasionally I see that all the computers are filled up (though I almost always bring my laptop so I personally don't have a problem with the computers). My favorite place to study is along the upper balcony, since it's more open and feels more away from people, whereas a lot of the downstairs tables are just meant to have multiple people sharing them. It would be very nice if the blinds were open more often. I imagine the back windows have an amazing sunset view, and I'm not sure if the angle of the sun blinds people or something, but it would be extremely pleasant to work downstairs if the windows were open more. Currently, it can feel kind of dark and closed in at times. Also, is there a map of the library showing where different types of books are? If there is, I'm unaware of it, but having a map/layout could make it easier to find things. The library staff has always been extremely helpful and friendly, so keep up the good work! Thanks!</td>
<td>4/24/2013 3:46 PM</td>
</tr>
<tr>
<td>19</td>
<td>Favorite thing is the basement. I wish there were more quiet rooms to work with study groups so that discussions could be held. Also, I have been noticing lately that the noise level of the library has been getting a little bit out of hand. I would suggest that common courtesy should be enforced in the main level and whiteboard rooms.</td>
<td>4/24/2013 3:39 PM</td>
</tr>
<tr>
<td>20</td>
<td>Walk stations even though I never use them. They are awesome. I don't know what I would change.</td>
<td>4/24/2013 3:16 PM</td>
</tr>
<tr>
<td>21</td>
<td>Artwork displays.</td>
<td>4/24/2013 3:04 PM</td>
</tr>
<tr>
<td>22</td>
<td>I love the student workers and I would like more things like game night to get more fun use out of the place</td>
<td>4/24/2013 3:00 PM</td>
</tr>
<tr>
<td>23</td>
<td>I believe that the library should be a place to study, not to socialize. It is sad when I am constantly distracted by people (including library staff or people who work in the library) are talking in loud voices and carrying on conversations while people are trying to study. I would use the library a lot more if I knew it would be a quiet place to study where I could be productive.</td>
<td>4/24/2013 2:59 PM</td>
</tr>
<tr>
<td>24</td>
<td>It would help a lot if we had better access to full articles from databases, not just the abstract.</td>
<td>4/24/2013 2:57 PM</td>
</tr>
<tr>
<td>25</td>
<td>Seating on the middle floor is my favorite and the U shaped seating on the top floor. What I would change: newer religious studies books and specifically newer commentaries. Quieter group study space. The group study places are open on the top and when there are meetings (students and/or staff) it gets very loud on the main floor and top floor. It is difficult to study near them and also to hold study sessions when others are in the room next-door and are being loud.</td>
<td>4/24/2013 2:49 PM</td>
</tr>
<tr>
<td>26</td>
<td>I love that there is a lot of work space by the windows. The librarians are so kind and helpful. I really loved the typewriter event before Valentine's day.</td>
<td>4/24/2013 2:49 PM</td>
</tr>
<tr>
<td>27</td>
<td>I would make the library a more professional place to work and study. I hear from students that it's a great hang-out for socializing, but not so great for working in quiet.</td>
<td>4/24/2013 2:47 PM</td>
</tr>
<tr>
<td>28</td>
<td>I love the layout of the main floor. I also am grateful for quieter study areas upstairs.</td>
<td>4/24/2013 2:46 PM</td>
</tr>
<tr>
<td>29</td>
<td>The people, more up to date technology for books in alternate formats for students with DS.</td>
<td>4/24/2013 2:12 PM</td>
</tr>
<tr>
<td>30</td>
<td>Favorite: availability of plugs everywhere. Change: the meeting spaces on the main floor. I've used these for meetings and interviews, and it's pointless to have them open on top. No privacy at all, in fact it probably amplifies the noise and makes it LESS private. Incredibly poor design.</td>
<td>4/18/2013 11:02 AM</td>
</tr>
<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>31</td>
<td>It would be nice if the library was open a little before 8, even if just by like 10 or 15 minutes. I have a lot of 8 am classes and I rely on the library computers to print off papers and class materials. However, since the library doesn't open till 8 if I need to print something off before class I can't.</td>
<td>4/18/2013 12:37 AM</td>
</tr>
<tr>
<td>32</td>
<td>The open and bright environment</td>
<td>4/17/2013 3:31 PM</td>
</tr>
<tr>
<td>33</td>
<td>I like the comfy chairs upstairs (to study in). I also like that we can have access to the computers and printers... and we receive a lot of free prints each year! Improve: Get new pens for the white boards in the rooms upstairs. Do something to make the lowest level feel safer and more comfortable (especially for girls).</td>
<td>4/17/2013 1:37 AM</td>
</tr>
<tr>
<td>34</td>
<td>I love how much natural light and open space there is on the main floor, as long will many places to hide and study. It can be a little chilly in the area by the windows. I wish there were more current scientific books, ask Dr. Jeffrey Schloss for suggestions, but I understand how hard it is to be constantly current. I also wish that there were scientific journals available at the magazine rack, such as Nature.</td>
<td>4/16/2013 4:38 PM</td>
</tr>
<tr>
<td>35</td>
<td>The new coffee machine has not been an improvement. I spent two dollars on coffee and only 1/4 of the cup was full (however the staff was great about helping me out with this). Also, I would love if the library could open at 7 am. I have all 8 am classes and don't have a printer, so if I need to print something I can't go before class. One thing I do like about the library, however, is the environment. It's welcoming to students who want to work in groups and alone alike.</td>
<td>4/16/2013 3:56 PM</td>
</tr>
<tr>
<td>36</td>
<td>I would add more areas to work as a group.</td>
<td>4/16/2013 2:59 PM</td>
</tr>
<tr>
<td>37</td>
<td>My favorite thing about the library is probably that even though it is relatively small, the staff have made it a priority for students to have access to all the material we may need for a given assignment. It also has a nice atmosphere (which makes all the difference for me) and a variety of unique work spaces to accommodate what each student needs or prefers.</td>
<td>4/16/2013 12:41 PM</td>
</tr>
<tr>
<td>38</td>
<td>I enjoy the hard work environment and energy that is always present in the library which is motivating and stimulating. I wish it could stay open until 2 AM.</td>
<td>4/16/2013 12:33 PM</td>
</tr>
<tr>
<td>39</td>
<td>I appreciate being able to be in a comfortable and quiet location to study. It would be really nice if groups who use the library conference rooms could be quieter during their meetings—often I struggle to focus when non-student (and student) groups are in a “room” (without walls which extend to the ceiling, so sound travels freely) and talking at normal volume. (I leave my dorm and go to the library because it’s usually pretty quiet and I focus much better on homework in a quiet environment.)</td>
<td>4/16/2013 12:07 PM</td>
</tr>
<tr>
<td>40</td>
<td>My favorite thing about the library is the variety of workspace that I can use depending on the day. Additional comments: Often, the printed periodicals are not replaced with the newest edition as quickly as they should be. For example, the “Economist” is mailed to subscribers on Friday, but I have seen the previous copy on the shelves until the following Wednesday.</td>
<td>4/16/2013 11:52 AM</td>
</tr>
<tr>
<td>41</td>
<td>Love the group work rooms. Wish there were more and wish the library was open later sometimes. I wish we had a little coffee stand in the library to buy lattees and snacks.</td>
<td>4/16/2013 11:43 AM</td>
</tr>
<tr>
<td>42</td>
<td>I love all of the desk area along the second floor windows, those are great and really appreciated. Honestly, the only thing that can be a put off is that it is always freezing in there.</td>
<td>4/16/2013 11:11 AM</td>
</tr>
<tr>
<td>43</td>
<td>I like the different study areas. I don't like how often the heater is on.</td>
<td>4/16/2013 10:14 AM</td>
</tr>
<tr>
<td>44</td>
<td>Make the photocopier easier to use.</td>
<td>4/16/2013 10:12 AM</td>
</tr>
<tr>
<td>45</td>
<td>My favorite thing about the library is the fact that there are so many different 'environments' for studying. Sometimes I enjoy a table with friends, and other times I need to go hard and study alone (most of the time) so I can sit at a table for one. I really like the different options. Classrooms are great also. I would love for the library to be open later on weekends. Maybe I'm the exception, but then again I know I'm not the only one; I love getting studying done on weekends, and I find it even more difficult to find a good, quiet environment due to weekend activities that go on at night. I am grateful that the library is open until 6pm, but a later time would be excellent, maybe until 10 or 11pm (not 1 am like week nights).</td>
<td>4/16/2013 9:43 AM</td>
</tr>
<tr>
<td>46</td>
<td>I use the library all the time! I love it. The only thing that I think would make it better is more workspace because it gets crowded some times but I know that this is a physical impossibility. Ohhh, I just thought the other day when the weather was really nice I think it would be great to have some tables and chairs outside where people can work as well. Just a thought.</td>
<td>4/16/2013 9:11 AM</td>
</tr>
<tr>
<td>47</td>
<td>I love the ease of working in groups in the library, facilitated through the group study rooms.</td>
<td>4/16/2013 9:11 AM</td>
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<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
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<tr>
<td>48</td>
<td>The environment in the library is awesome because there’s such a difference between the first, second, and third floors, which gives students an option. If I could make a change, I would have the library open maybe half an hour earlier so that students who need to print last minute for their 8am courses can do so. It's quite inconvenient to have to choose between going to class late or borrowing a printer from someone else really late at night or really early in the morning. Thanks so much for the services and resources you provide. They are invaluable to us!</td>
<td>4/16/2013 9:06 AM</td>
</tr>
<tr>
<td>49</td>
<td>love library cleanliness. CHANGE: ILL loans do not say when they are due back which can be stressful for returns and trying to get a different book after returning the ILL loan. Also, don't know when the ILL books will arrive or status of transfer CHANGE: Saturday opening ours close early</td>
<td>4/16/2013 9:06 AM</td>
</tr>
<tr>
<td>50</td>
<td>I really enjoy the new coffee machine.</td>
<td>4/16/2013 8:53 AM</td>
</tr>
<tr>
<td>51</td>
<td>There aren't enough private spaces or corners in the library. It feels as though when studying, I am always distracted by tons of people wandering around. Since there is no place to sit alone, I rarely go to the library, especially to study.</td>
<td>4/16/2013 8:53 AM</td>
</tr>
<tr>
<td>52</td>
<td>Favorite thing about the library is the amount of free pages we get to print. I would put more group work rooms with white boards and have the rooms actually sealed off separately. Not just have wall dividers that still lets all the sound filter through, but actual private rooms that you can talk in. WE NEED WAY MORE GROUP STUDY ROOMS.</td>
<td>4/16/2013 8:46 AM</td>
</tr>
<tr>
<td>53</td>
<td>It gets too loud sometimes. An overbearing din of voices rises up and it would be helpful if quietness could be enforced more strictly</td>
<td>4/16/2013 8:41 AM</td>
</tr>
<tr>
<td>54</td>
<td>I do not use the Library often, but I love the new layout and study rooms that have been put in. As faculty I don't use them, but remembering what it was like to be a student, I think those are great!</td>
<td>4/15/2013 1:21 PM</td>
</tr>
<tr>
<td>55</td>
<td>Favorite thing: The wonderful and quick help from library staff whenever I ask for an article or chapter through Inter-Library loan. I absolutely love Richard Burnweit and Savannah Kelly (and the amazing library staff; by far my favorite people at Westmont). What I would change? I can't really think of something right now... Suggestion: Once a month or so, invite the Westmont faculty to come to a short informal conversation to talk about a book or journal article... In other words, more events for faculty to participate in the life of the library.</td>
<td>4/15/2013 12:51 PM</td>
</tr>
<tr>
<td>56</td>
<td>Individual workstations are spacious and comfortable. Better coffee with real half and half. Media scape room too warm!! Perhaps a small fan in each would be helpful?</td>
<td>4/15/2013 10:57 AM</td>
</tr>
<tr>
<td>57</td>
<td>It is frustrating that the library does not have access to major journal databases (e.g., Elsevier). As a researcher, it makes things infinitely easier to have those research articles available immediately rather than going through ILL. The students have also complained to me that if they are expected to do high quality research here at Westmont, then the College should invest in purchasing these large databases, which house some of the most prominent research journals. This should be a priority.</td>
<td>4/15/2013 10:45 AM</td>
</tr>
<tr>
<td>58</td>
<td>The beauty and variety of library spaces and furniture, ocean view, friendly, helpful, knowledgeable library staff, and late open hours.</td>
<td>4/15/2013 10:31 AM</td>
</tr>
<tr>
<td>59</td>
<td>I think the library has an excellent staff - knowledgeable, and extremely helpful. The library needs to increase its holdings of books and materials on non-Western world areas and topics. A special commitment of funding should be devoted to this to offset the balance of what is a heavily Euro-centric library. This is an URGENT demand, especially as the college seeks to globalize its curriculum.</td>
<td>4/15/2013 10:29 AM</td>
</tr>
<tr>
<td>60</td>
<td>Be open more hours.</td>
<td>4/15/2013 10:29 AM</td>
</tr>
<tr>
<td>61</td>
<td>- need a projector and screen in room 216</td>
<td>4/15/2013 9:55 AM</td>
</tr>
<tr>
<td>62</td>
<td>Bring back a coffee cart. A great way to get people to the library, and it's an essential need on campus. The online catalog/database search engines seem glitchy.</td>
<td>4/15/2013 9:53 AM</td>
</tr>
<tr>
<td>63</td>
<td>My favorite thing about the library are the places to work in groups and if I could change something about the library, I would make it open later.</td>
<td>4/10/2013 8:55 PM</td>
</tr>
<tr>
<td>64</td>
<td>The employees are outstanding, knowledgeable, and wonderfully friendly. I've had many successful visits to the library largely because of the people who work there. Many thanks! I would change the library catalog. The Pegasus catalog at UCSB could be a model for Westmont. Items need to show uniform titles and the users should have access to the MARC records. This is essential when searching for music, which must be done by uniform titles (Marriage of Figaro vs. Le nozze di Figaro; etc.). A separate interface for OCLC/WorldCat then would facilitate a broader scope of who owns what.</td>
<td>4/10/2013 7:07 PM</td>
</tr>
<tr>
<td>65</td>
<td>I love the library since it has been reconfigured and updated. It is a comfortable place to be as faculty, staff and students.</td>
<td>4/8/2013 10:49 AM</td>
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<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
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<tr>
<td>66</td>
<td>Two favorite aspects are the blue seats in the middle with the desk on the side that folds up. It's a great place to relax and get a good amount of homework done. Second, the study rooms for groups is fantastic and has helped a lot this year. I think someone needs to check the white board marks more. It would be nice if there was a space where people could take a 5-10 minute phone call. It's annoying when someone is loudly on the phone in the library, but then I can't complain if it's pouring rain outside or super cold. I wouldn't want to go outside and talk either.</td>
<td>4/7/2013 1:52 PM</td>
</tr>
<tr>
<td>67</td>
<td>I love the study rooms! I use them to study for all of my biggest exams. Also, I never thought of it before this survey, but the plug-outlets are plentiful; I have never had any trouble finding a place to plug in. Our library is great, but I only go when I need to (like if I can't focus on a rowdy night in Page Hall)</td>
<td>4/5/2013 9:58 PM</td>
</tr>
<tr>
<td>68</td>
<td>suggestion: maybe have the library open at 7 or 730, so we can print papers, if we need to, before our 8 am.</td>
<td>4/5/2013 12:43 AM</td>
</tr>
<tr>
<td>69</td>
<td>I really like the mac lab, the comfy chairs, and the outlets everywhere. I would make more quiet zones because even on the second floor it can be really loud sometimes and I would make it so the internet worked better on the second floor.</td>
<td>4/4/2013 9:18 PM</td>
</tr>
<tr>
<td>70</td>
<td>Love the environment. My students actually like studying in there. I dont like the way the group rooms do not have &quot;ceilings&quot; and therefore the noise / conversation carries outside of the small rooms...</td>
<td>4/4/2013 3:00 PM</td>
</tr>
<tr>
<td>71</td>
<td>My favorite is the variety of places to study and do my homework. I've done work in all parts of the library, and I love it. If I could change one thing, it would be the temperature control. On cold days, its guaranteed to be too warm in there.</td>
<td>4/4/2013 2:13 PM</td>
</tr>
<tr>
<td>72</td>
<td>We have electronic access to 90% of the most essential journals in my field. There are a few notable exceptions. Science and Nature are very expensive, but also very important. More access to American Physical Society/American Institute of Physics/Optical Society of America journals would also be helpful. I've had to submit ILL requests to get copies of papers I have co-authored...</td>
<td>4/4/2013 1:29 PM</td>
</tr>
<tr>
<td>73</td>
<td>I rarely use the library. Most often I use it for meeting space with other colleagues. Unfortunately of the 5 times I've scheduled a meeting, I have had to go down to the reception desk and ask that the room be unlocked all 5 times while my colleagues have waited outside of the room. This unfortunately cuts into our meeting time. It would be helpful if the rooms were unlocked prior to the event start time.</td>
<td>4/4/2013 9:27 AM</td>
</tr>
<tr>
<td>74</td>
<td>My favorite thing about the library is the abundance of electrical plugs. I would be ecstatic if the library provided some more independent studying areas that effectively block out the sound of others.</td>
<td>4/4/2013 9:16 AM</td>
</tr>
<tr>
<td>75</td>
<td>IT'S WAY TOO LOUD,especially in the whiteboard rooms upstairs. I like the outlet access though.</td>
<td>4/4/2013 12:49 AM</td>
</tr>
<tr>
<td>76</td>
<td>I really believe the library should be open 24 hours. That is the only thing that is super important and it would help the students out a lot. It needs to be open later than 1 at least until 3. Also I would change getting a coffee shop or offering hot water so people can have tea. The collaboration rooms have expo markers that never work. Also in the top floor of the library the desks along the window closest to the ocean and Adams there is really bad wifi connection and not enough outlets</td>
<td>4/3/2013 11:48 PM</td>
</tr>
<tr>
<td>77</td>
<td>I have found that the free 500 pages of printing is very handy and the writer's corner has been extremely helpful especially this semester. I would suggest adding more group work spaces if possible. I was a part of a group project last semester and almost every time we went into the library we struggled to find a spot for all of us to work together and we often ended up somewhere else on campus. Also, more plugs are always helpful because almost everyone uses some sort of electronic device now that it is sometimes difficult to find a spot with an accessible plug.</td>
<td>4/3/2013 11:00 PM</td>
</tr>
<tr>
<td>78</td>
<td>I would love the library to be open earlier each day, perhaps at 6 or 7am.</td>
<td>4/3/2013 9:53 PM</td>
</tr>
<tr>
<td>79</td>
<td>I love the macs. I also love that there are a good amount of outlets near desks. To change... I can't study upstairs at some of the desks facing Page Hall because the air is constantly running.</td>
<td>4/3/2013 9:06 PM</td>
</tr>
<tr>
<td>80</td>
<td>Saturday hours should be longer. But everything else is great.</td>
<td>4/3/2013 8:30 PM</td>
</tr>
<tr>
<td>81</td>
<td>It's a good place / environment for studying. Support from library staff To change: open more hours, better access to sound insulated rooms for groups, a way to print directly from your laptop</td>
<td>4/3/2013 8:30 PM</td>
</tr>
<tr>
<td>82</td>
<td>I like the user-friendly approach of the databases. I would make the walls of the study rooms go from ceiling to floor for noise-proofing.</td>
<td>4/3/2013 8:26 PM</td>
</tr>
<tr>
<td>83</td>
<td>The access to online journals and databases are so helpful for research, especially when working off campus.</td>
<td>4/3/2013 8:23 PM</td>
</tr>
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</table>
84 I appreciate how friendly and willing to help the librarians and staff are, as well as the look and layout of the building. It does not feel oppressive and is an enjoyable place to study. Improvements: -The temperature of the library is often very cold, severely decreasing the quality of my study experience. Sadly, there have been many times when I have been quite miserable studying in the library due to the temperature. -Journal access: Like many students, I do quite a bit of research for my courses and rely heavily on the online databases. Often, I will find an article that I would like to use, but Westmont does not have full access to it. For many projects this has severely impacted my ability to work efficiently and gain the knowledge I desire. Interlibrary loan is a wonderful service, however with the schedule of many of the projects we are assigned, it is often not practical to wait the several days for the items to arrive, even if we started well in advance of the deadline. I understand that due to Westmont's size, they may not have the necessary funds to buy access to more databases. However, if there is any way to increase the amount of content we have access to, that would be wonderful as it would save hours of work and facilitate greater learning.

85 Its really really hot, especially upstairs. Also the wifi doesn't work in parts of the building... not good

86 Please increase the number of Political Science and International Relations journals. The Political Science database lacks many of the leading journals in the field of International Relations in particular, which makes doing research extremely challenging.

87 My favorite thing about the library is that they offer a place for students to print papers out. One thing that I would change would be that we had the entire divine comedy rather than just one or so of each edition.

88 I love the desks and spaces and middle (ground) level. It is great. Thank you for all you do!

89 My favorite thing about the library is the computers: always available, big screens are great! I would change the opening hours (when I lived on campus and didn't have a printer I would need to print last-minute work for my 8AM classes and would be late because the library didn't open until 8AM). The main librarian is SO friendly and welcoming!! I feel very productive in the library. Thank you!!!

90 I think the library should open at least at 7:45am. I know that there are usually staff to open the doors for those who need to print or get into the computer lab (for those who have class that morning in the lab), but I have heard from a lot of other students who have complained about the library opening at 8:00 am. I use the library depending on my schedule. For instance, if I have class at 8-9:05 but have to go to chapel, I'll go into the library for that gap-hour in between. Currently, I never am in the library because of my class schedule. My favorite thing about the library is the water-fountain. It's the best water on campus. I will go out of my way to fill my water bottle in the library. Second favorite thing is the bench/tables near the piano. That is my favorite place to work.

91 Favorite thing is the walking machines, hands down fo sho. I don't like how loud it often is. Libraries should not be for full volume conversations.

92 My favorite aspect of the library is the research help desk. I have greatly benefited from the work of Savannah Kelly and Robin Lang in researching for history and political science related projects. The library's hours of operation should change. It should be open from 7am-12am. Not 8am-1am. My friends and I often have 8am classes and it is annoying and inconvenient to not be able to access the resources of the library to prepare for class in the morning. We have often been frustrated by the fact that if we finish a paper or project in the morning and need to print it, it is impossible to do so without arriving late to class. Also, the upstairs cubicles that you need a key for are not being used very often by students. This is because most of us don't know that these are even available nor do we know how to rent out or borrow keys.

93 I love the library and I use it all the time. The most significant resources I use are the printers, computers, and individual places to study. Also, the writers corner is very helpful and they have a great staff. For improvement, It would be helpful if the library opened at 7 or 7:30 instead of 8. Many students may need to print something or pull out a book before their 8:00 class.

94 I love all the different options there are for seating. There are certain places where there are no outlets (on the top floor at the individual desks, on the main floor on the couches that aren't against the wall) and that can be frustrating if those are the only seats. I also think group studying can be difficult and sometimes the whiteboard rooms fill up really quickly. Also there are no markers!! Some days the library is freezing and some days it is really hot. The water from the top floor water fountain is delicious.

95 Plugs near most work stations, and the ability to find a corner where no one will bother you (harder than you might think at westmont). Sometimes the second part is not accomplishable at the library, though.

96 I love the library rooms with the white boards... i just wish there were more sometimes and i wish there were silent ones and ones where people could talk. but overall i love it!
<table>
<thead>
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<th>Responses</th>
<th>Date</th>
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<tbody>
<tr>
<td>97</td>
<td>My favorite thing is the location my least favorite thing is the cold temperature</td>
<td>4/3/2013 3:12 PM</td>
</tr>
<tr>
<td>98</td>
<td>I love how warm the library is. I always expect it to be cold, but it never is, which is awesome. Its really hard for me to focus on studying in the library though (unless Im on the very bottom floor), because people are always talking and being loud. However, there aren't many electrical outlets down there, so its hard to use a computer or anything else that requires power. It would be nice to have a vending machine or something in the library for late night snacks, so I don't have to walk to the The Study or my room if I get hungry. Overall, I think its a great library. I recently had a big research project for organic chemistry and the ILL articles came promptly and via email. I was very pleased with this.</td>
<td>4/3/2013 3:01 PM</td>
</tr>
<tr>
<td>99</td>
<td>I like how there are a variety of different areas to study with in the library.</td>
<td>4/3/2013 2:50 PM</td>
</tr>
<tr>
<td>100</td>
<td>My favorite part of the library is the basement (because it is quiet and I can work without distraction). I also enjoy the group study rooms upstairs, but they are often occupied.</td>
<td>4/3/2013 2:49 PM</td>
</tr>
<tr>
<td>101</td>
<td>I like the way that our library is set up and that there are designated areas for individual and group work. Unfortunately, it seems that the library often times becomes a social gathering place and event during the weeknights. Which, sometimes can be fun, but I'm not quite sure if that means that the library is serving its purpose. Because of this, it is rather difficult for me to focus and effectively study or do my homework in the library.</td>
<td>4/3/2013 2:49 PM</td>
</tr>
<tr>
<td>102</td>
<td>I love the entry level that has so many comfortable tables and chairs. As a student I used it daily (truly, I camped out in a corner and left only for classes and going home, off-campus). As a staff member it makes for a great meeting place with my student workers and I. The only thing I have ever wanted more from the library is a fully functional barista. I know, it's a lot to ask but I really think it's the only thing to improve. I have always loved the ease of database accessibility and staff members who were extremely helpful.</td>
<td>4/3/2013 2:48 PM</td>
</tr>
<tr>
<td>103</td>
<td>Library first floor is very open. Need a larger 'quiet' section. We need a larger library in general- I don't study there at night because its always too crowded. New printers- I've had a lot of problems with them (pts won't print, failure to print at all while still taking money from my account) I would recommend the Sbcc system where you can slide a student card or pay cash to print. Maybe that would help prevent the printers from clogging up. Library website is so much easier to use. Kudos!</td>
<td>4/3/2013 2:24 PM</td>
</tr>
<tr>
<td>104</td>
<td>I love the long tables by the reference section. They allow me to sit right next to the materials I need for my New Testament research papers.</td>
<td>4/3/2013 2:22 PM</td>
</tr>
<tr>
<td>105</td>
<td>I love the computers available in the library, I love the free pages that are available for printing, if I had my way I would love the library to be open more hours or even 24 hours, 4 days a week.</td>
<td>4/3/2013 2:22 PM</td>
</tr>
<tr>
<td>106</td>
<td>Build one twice as big, quadruple the budget, and make it a real research library! More seriously: what about a highly visible, daily service to get books from UCSB? Do our students turn to electronic sources so readily in part because our own collection is small? Could we give them a strong sense of connection to the research library in town?</td>
<td>4/3/2013 2:21 PM</td>
</tr>
<tr>
<td>107</td>
<td>I like the level of technology used in the library (from the shareable screens to the computers and other things) but there could probably stand to be more group work spaces, as they appear to fill up often.</td>
<td>4/3/2013 2:19 PM</td>
</tr>
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<td>108</td>
<td>I do enjoy that there are enough places for individual people to work on homework. On the weekends though, I wish that the hours on Saturday were either open earlier or later because I dislike being kicked out of the library at six every Saturday.</td>
<td>4/3/2013 2:10 PM</td>
</tr>
<tr>
<td>109</td>
<td>I'm grateful for the online resources and the responsiveness of the staff. It also cheers me to know that there are occasional game night events. If I could make the range of electronic journals exhaustive, that would be an enormous help. As it is, there are some major journals to which Westmont does not have access, so I find that my initial research is more limited than I would prefer.</td>
<td>4/3/2013 2:06 PM</td>
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<tr>
<td>110</td>
<td>My favorite thing about the library are the windows.</td>
<td>4/3/2013 2:05 PM</td>
</tr>
<tr>
<td>111</td>
<td>I love the study rooms and the little circles of chairs upstairs.</td>
<td>4/3/2013 1:58 PM</td>
</tr>
<tr>
<td>112</td>
<td>I wish the coffee was free, and I wish it would be quieter in the evenings. I like seating available. I would appreciate it if each section of the library was topically labeled.</td>
<td>4/3/2013 1:53 PM</td>
</tr>
<tr>
<td>113</td>
<td>I like the availability of musical scores for the use of study, and that there are scientific magazines available for perusal during my free time. The computers in the lab sometimes lag, but I don't have an issue with the other computers in the main part of the library. I'm glad that coffee is provided, so I don't have to leave campus to get my caffeine.</td>
<td>4/3/2013 1:51 PM</td>
</tr>
<tr>
<td>114</td>
<td>Thank you</td>
<td>4/3/2013 1:48 PM</td>
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<td>#</td>
<td>Responses</td>
<td>Date</td>
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<tr>
<td>115</td>
<td>there should be a coffee maker at all times, just plain coffee the library should be open later. we are in college and often need to study later than the library is open</td>
<td>4/3/2013 1:46 PM</td>
</tr>
<tr>
<td>116</td>
<td>I like that the library has a friendly, comfortable atmosphere. The student and staff are very friendly and courteous. I like your coffee services in addition to the bibliographical and IT resources you have. one thing I would change is requiring faculty to leave something of value...</td>
<td>4/3/2013 1:42 PM</td>
</tr>
<tr>
<td>117</td>
<td>All of the people working in the library are fantastic and I love that there are multiple environments where people can have different levels of social interaction/studying. I do wish though that the group study areas were more soundproof because I feel self-conscious discussing in a normal voice due to the wall that doesn't reach to the top of the ceiling.</td>
<td>4/3/2013 1:34 PM</td>
</tr>
<tr>
<td>118</td>
<td>I like the study rooms. If you could get more computers, that'd be great!</td>
<td>4/3/2013 1:30 PM</td>
</tr>
<tr>
<td>119</td>
<td>longer opening hours on the weekends. perhaps 24 hour usage of classrooms in the library building</td>
<td>4/3/2013 1:27 PM</td>
</tr>
<tr>
<td>120</td>
<td>Increasing ebook access to books that the library already owns is extremely helpful because it allows multiple students to use the same book at the same time.</td>
<td>4/3/2013 1:19 PM</td>
</tr>
<tr>
<td>121</td>
<td>My favorite things about the library is the community of studying that it creates. It has good areas for different needs of studying, in terms of group or individual projects. I would love more outlets on the top floor (cubicle area by the back stairs) and down in the basement. Extending the closing time of the library to 2am would be very beneficial to my studies instead of it closing at 1am.</td>
<td>4/3/2013 1:15 PM</td>
</tr>
<tr>
<td>122</td>
<td>Very nice library. I have had one very small problem or maybe just adjustment coming from out of state to Westmont. At times, especially in the evening the library gets very loud like lunchroom loud. Other than that GREAT library.</td>
<td>4/3/2013 1:14 PM</td>
</tr>
<tr>
<td>123</td>
<td>I wouldn't mind it being open a little later...maybe even 1:30 but it's not terribly necessary.</td>
<td>4/3/2013 1:13 PM</td>
</tr>
<tr>
<td>124</td>
<td>I love the comfortable seating and atmosphere. Very helpful people who work in the library. I would change library hours. When I have a paper due for an 8am class sometimes it is stressful to print because it isn't open yet.</td>
<td>4/3/2013 1:11 PM</td>
</tr>
<tr>
<td>125</td>
<td>Favorite - so many different spaces to work Change - open later at night</td>
<td>4/3/2013 1:10 PM</td>
</tr>
<tr>
<td>126</td>
<td>Coffee machine, but would make it cheaper so people could use more.</td>
<td>4/3/2013 1:09 PM</td>
</tr>
<tr>
<td>127</td>
<td>I think that the main floor needs to be better regulated noise-wise. It can get soo loud, even when its only one or two people and it makes it very hard to focus. I like the first level because of the comfy side window tables/benches. maybe more kinds of snacks can be sold there too or nearby.</td>
<td>4/3/2013 1:05 PM</td>
</tr>
<tr>
<td>128</td>
<td>Debra Quast rocks! Love her energy!</td>
<td>4/3/2013 12:53 PM</td>
</tr>
<tr>
<td>129</td>
<td>It would be very helpful if students could buy green books for exams in the library since the hours are longer than the bookstore's hours. It would be so helpful! Please consider!                                                                 4/3/2013 12:51 PM</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>I love the libes because I can get work done there. I would only make it more clear to new students that they can also use classrooms for group-work during orientation. Suggestion would be to add that understanding into the library passport thing. Research help desk is the best!</td>
<td>4/3/2013 12:50 PM</td>
</tr>
<tr>
<td>131</td>
<td>I personally tend to work very late and would benefit from having even later access.</td>
<td>4/3/2013 12:49 PM</td>
</tr>
<tr>
<td>132</td>
<td>Social hub as well as a place to study. You can always find your friends there</td>
<td>4/3/2013 12:45 PM</td>
</tr>
<tr>
<td>133</td>
<td>I love all the computers the library has! It's awesome to have such great technology. The 500 free pages of printing is also great! I wish that there were more spaces to work as a group and not disturb others who are studying. The little rooms are good, but they aren't soundproof and the walls don't go up all the way so other students are sometimes bothered by the talking.</td>
<td>4/3/2013 12:44 PM</td>
</tr>
<tr>
<td>134</td>
<td>Access to printers. Make library hours available at 7:00am.</td>
<td>4/3/2013 12:43 PM</td>
</tr>
<tr>
<td>135</td>
<td>Favorite thing: It's quiet. I'm away from the business and distractions of my office. Improvements: Seems like our databases have multiplied, but at the same time become more patchy in coverage. Fewer, more comprehensive databases would be great, but probably very expensive as well.</td>
<td>4/3/2013 12:43 PM</td>
</tr>
<tr>
<td>136</td>
<td>Buying coffee isn't important, but if free coffee were available all the time, that would be nice!</td>
<td>4/3/2013 12:42 PM</td>
</tr>
<tr>
<td>137</td>
<td>the study rooms are great the bottom level is super noisy</td>
<td>4/3/2013 12:41 PM</td>
</tr>
<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>138</td>
<td>My favorite thing about the library is the variety. I do best by changing environment frequently, so it's nice to change environments within the library. Two things that I would about the library if I could, though I know they are next to impossible for now. One is to return the Montecito room back to the students. Even if it was off limits during the day but available to students during the night, that would be an improvement. I honestly think the Montecito room is the most wasted space on campus, and I realize the library staff have very little power over it, but I think that room needs more use instead of sit up there locked up collecting dust. My second idea is to have a cafe in the library. I know we are working our way to that with the espresso machine and the coffee shop-like feel in the one comer of the library. It would be convenient to have a bunch of beverage options plus some snacks for sale.</td>
<td>4/3/2013 12:30 PM</td>
</tr>
<tr>
<td>139</td>
<td>I love studying in the library. I have most everything I need available here and I have people surrounding me that are too studying instead of enjoying the day, so that is comforting. I wish that it was open before 8am (it might be, I just haven't tried this semester in fear that it wouldn’t be) because at times I wont finish a paper until after 1am and I need to print it out before an 8 am class. I usually send it to a friend but in case that doesn't work, I'd like to know I have a back up! Thanks!</td>
<td>4/3/2013 12:28 PM</td>
</tr>
<tr>
<td>140</td>
<td>I greatly appreciate and value my interactions with librarians. All library professionals are friendly, helpful and a pleasure to work with. The renovated library building is excellent and conducive to studying, as well as formal and informal meetings. As a kinesthetic learner I appreciate the machines.</td>
<td>4/3/2013 12:25 PM</td>
</tr>
<tr>
<td>141</td>
<td>My favorite thing about the library is how it is kept quiet, but that socializing is not banned. I also love the different places a person can sit to work, there are tables, tables with lap desks, tables with sofas, tables with plush chairs, tables with comfortable yet sturdy chairs. I would change the group rooms on the top level because the ceilings are open and the noise travels really easy and it can be very distracting. Also, I wish more study rooms could be available. I LOVE OUR LIBRARY! THANK YOU SO MUCH FOR PROVIDING AND MAINTAINING IT SO WELL AND BLESSING US! :)</td>
<td>4/3/2013 12:23 PM</td>
</tr>
<tr>
<td>142</td>
<td>The noise level in the library needs to be monitored better. It seems to be loud more often then not even when it is not crowded.</td>
<td>4/3/2013 12:22 PM</td>
</tr>
<tr>
<td>143</td>
<td>I love the group study areas</td>
<td>4/3/2013 12:20 PM</td>
</tr>
<tr>
<td>144</td>
<td>I think that it would benefit the student body if the library were open later during the week. I am isn’t late enough, especially if students rely on having access to the library printers to print their work</td>
<td>4/3/2013 12:20 PM</td>
</tr>
<tr>
<td>145</td>
<td>I like the individual quiet study areas but I wish there were more. A coffee/tea area would be very welcome!!!</td>
<td>4/3/2013 12:18 PM</td>
</tr>
<tr>
<td>146</td>
<td>I like the little nooks you can study in and the databases that are available to us, I would love to see a list of our professors’ favorite books and a section for us to read them from.</td>
<td>4/3/2013 12:17 PM</td>
</tr>
<tr>
<td>147</td>
<td>I like the chairs and the couches. Makes it more comfortable to study. The temperature always seems to be too hot and stuffy. Maybe clean the computer screens/keyboards more often. The bathrooms are terrible....I always hit people with the door! Can we just have 1 door?</td>
<td>4/3/2013 12:15 PM</td>
</tr>
<tr>
<td>148</td>
<td>It's too cold!! Also sometimes it's hard to reach outlets</td>
<td>4/3/2013 12:12 PM</td>
</tr>
<tr>
<td>149</td>
<td>n/a</td>
<td>4/3/2013 12:11 PM</td>
</tr>
<tr>
<td>150</td>
<td>I realize that space is limited, but the collection could be updated. Many of the books in my areas of specialization would not be considered representative of the most recent quality scholarship, or foundational earlier scholarship. However, I am always pleased to find new acquisitions, so it is apparent that you are addressing this.</td>
<td>4/3/2013 12:09 PM</td>
</tr>
<tr>
<td>151</td>
<td>It’s such a comfortable and pleasant place to study and work on assignments! I can’t think of anything I would change at the moment. Yay library!</td>
<td>4/3/2013 12:07 PM</td>
</tr>
<tr>
<td>152</td>
<td>Please sound proof the group spaces so that those who are working individually can continue without being disturbed. Also, enforce quietness on the main floor! Thanks :)</td>
<td>4/3/2013 12:06 PM</td>
</tr>
<tr>
<td>153</td>
<td>Favorite thing is the group study rooms with white boards and the couches.</td>
<td>4/3/2013 12:03 PM</td>
</tr>
<tr>
<td>154</td>
<td>Colder and a place to buy food</td>
<td>4/3/2013 12:03 PM</td>
</tr>
<tr>
<td>155</td>
<td>It's always way too cold in the library. I also have trouble finding up-to-date print resources in the library stacks. I LOVE the furniture in the library and the ease of printing.</td>
<td>4/3/2013 12:03 PM</td>
</tr>
<tr>
<td>156</td>
<td>I like the library's environment. There are times when I would like the library a little quieter.</td>
<td>4/3/2013 11:45 AM</td>
</tr>
<tr>
<td>157</td>
<td>My favorite thing about the library is the people. Everyone (Staff &amp; student workers) is very helpful. They not only answer questions quickly and proficiently, they will walk you to where the books are shelved to speed up the process.</td>
<td>4/3/2013 11:42 AM</td>
</tr>
<tr>
<td>#</td>
<td>Responses</td>
<td>Date</td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>158</td>
<td>I think the best thing about the library is the way it is now becoming more of a study location. Anything that can be done to improve coziness and comfort for sitting and writing and reading is really worthwhile.</td>
<td>4/3/2013 11:33 AM</td>
</tr>
<tr>
<td>159</td>
<td>The Instructional Classroom! Fantastic!</td>
<td>4/3/2013 11:31 AM</td>
</tr>
<tr>
<td>160</td>
<td>Love the new Learning Commons set-up: it has facilitated a more welcoming and collaborative environment and has increased traffic at the writing center, too. The library is a very inviting, comfortable place to be. I continue to be grateful for the resources and support services that the library provides and would like to partner even more with reference librarians in future instruction. My main challenge is getting access to specialized resources in my area of research and teaching (rhetoric and composition), but the ILL services supplement what our library lacks. Thanks for all you do to make the library a true Learning Commons.</td>
<td>4/3/2013 11:31 AM</td>
</tr>
<tr>
<td>161</td>
<td>Students and visitors love the renovated library. Thanks</td>
<td>4/3/2013 11:21 AM</td>
</tr>
<tr>
<td>162</td>
<td>improving our collection of books</td>
<td>4/3/2013 11:16 AM</td>
</tr>
<tr>
<td>163</td>
<td>We need more online resources to make my research easier. I'm also old-school and prefer a quiet library... but I realize my time has passed. I still object to students talking loudly on their cell phones as I'm trying to work. Overall, I think the library has done a great job in the past couple of years. Very helpful.</td>
<td>4/3/2013 11:10 AM</td>
</tr>
<tr>
<td>164</td>
<td>I like having a quiet cubicle in which to read and write. I dislike overhearing people converse while I am trying to read and write. I intensely dislike hearing people talk on their cell phones while I am trying to read and write. In other words, I value a culture of quietness in the library, and I hope we can re-establish such a culture.</td>
<td>4/3/2013 11:09 AM</td>
</tr>
<tr>
<td>165</td>
<td>My favorite thing about the library is the amount of research resources available. Having a quiet place to study is sometimes hard to find in the library and could be changed, but it's also the one thing I most appreciate about the library. When home and dorms are noisy, one should be able to depend on the library to be quiet for study. Honestly, I don't see where the coffee and tea options are that necessary. Research tools and material are more important.</td>
<td>4/3/2013 11:01 AM</td>
</tr>
<tr>
<td>166</td>
<td>This place has been transformed in the past several years for the better. Not only is the layout appealing but the helpfulness and friendliness of the library staff is awesome.</td>
<td>4/3/2013 10:58 AM</td>
</tr>
<tr>
<td>167</td>
<td>The collection of magazines is an excellent resource; would love to be able to check out back issues.</td>
<td>4/3/2013 10:57 AM</td>
</tr>
<tr>
<td>168</td>
<td>My favorite thing is being made welcome to have small groups meet, as well as the much improved seating and general atmosphere! Oh, and thanks for adding coffee!!</td>
<td>4/3/2013 10:55 AM</td>
</tr>
<tr>
<td>169</td>
<td>I love the staff, I love the atmosphere, and the quality work that I think the library professionals provide to students. I would love to see maybe more training for new professionals, or staff in regards to what the library could provide for them in their work. I have never known if I as a staff member would have access to checking books out, accessing journals, etc. In student affairs this could be very helpful to the research we do, and the publications we are hoping to offer.</td>
<td>4/3/2013 10:53 AM</td>
</tr>
<tr>
<td>170</td>
<td>I love the floor plan, the furniture, and abundance of Mac computers. The treadmill stations are cool too. Only comment I can think of is to just make sure the espresso machine is replenished with cups frequently or put a sign on it to place your own cup in before you turn it on. I paid for a coffee thinking it puts a cup in there for you, but it didn't and the liquid poured out until there was nothing left. I don't need a refund or anything like that (it's not a big deal) but it's just a tip.</td>
<td>4/3/2013 10:51 AM</td>
</tr>
<tr>
<td>171</td>
<td>Love interlibrary loan! (although sometimes it can take a while) No desired changes</td>
<td>4/3/2013 10:50 AM</td>
</tr>
<tr>
<td>172</td>
<td>Online access to journals from off campus</td>
<td>4/3/2013 10:48 AM</td>
</tr>
<tr>
<td>173</td>
<td>I'd love to have the MediaScape rooms available to reserve online. The current system is rather bothersome</td>
<td>4/3/2013 10:46 AM</td>
</tr>
</tbody>
</table>
16.
CURRICULUM VITAE

CVs are included for the following:

Richard Burnweit, Interlibrary Loan Manager
Savannah Kelly, Instructional Services Librarian
Robin Lang, Outreach and Public Services Librarian
Mary Logue, Associate Director, Technical Services and Collection Management
Debra Quast, Library Director
Molly Riley, Web Services / Research and Instruction Librarian
Diane Ziliotto Research and Instruction Librarian / College Archivist
CURRICULUM VITA
Richard C. Burnweit
Office: (805) 565-6142
Fax: (805) 565-6220
e-mail: burnweit@westmont.edu

PRESENT APPOINTMENT: Interlibrary Loan Manager, Library and Information Services
Adjunct Professor, Department of Political Science
Westmont College
Santa Barbara, California 93108

ACADEMIC HISTORY AND QUALIFICATIONS:
1986 - A.B.D. University of California at Santa Barbara, in Political Science (Fields: American Government and Politics, Public Administration and Public Policy, Comparative Politics, Political Theory)
Research interests: U.S. Congress; Legislative politics; Political Parties; California history and government; Political recruitment and career patterns; Reapportionment and Representation; Public History


1972 - B.A. Claremont McKenna College, History

TEACHING EXPERIENCE:
1987 (Spring Semester) Adjunct Professor, Department of Political Science
Westmont College (full-time appointment)
1980 - present Adjunct Professor, Department of Political Science
Westmont College (part-time)
1979 - 1980 Instructor, Library Skills course

ADMINISTRATIVE EXPERIENCE:
1973 – 1983 Circulation Supervisor,
Roger John Voskuyl Library
Westmont College

1983 -2010 Assistant Director, Access Services, Library and Information Services
Roger John Voskuyl Library
Westmont College

● Organized and supervised 20 – 25 permanent and part-time support staff covering all hours of service (93 hours per week during regular session)
● Oversaw library collection circulation, course reserves, inter-library loan, collection inventory and the general environment of the library building.
● Developed programs that augment faculty research, collection development and acted as subject specialist in government and political science.

2011-present Interlibrary Loan Manager, Library and Information Services
Roger John Voskuyl Library
COMMUNITY EXPERIENCE:

- Member, Santa Barbara City Library Personnel Board
- Member, Board of Directors (Treasurer), California Center for Education in Public Affairs
- Researches and writes articles on Ventura County history and historical preservation; attends state and regional preservation workshops and conferences

BIBLIOGRAPHY:


**Biographical articles:**

- Phillip Burton
- Wayne L. Morse
- Bertrand H. Snell
- John Q. Tilson
- David A. Reed


**Fifteen biographical articles:**

- Simon Cameron
- Upton Sinclair
- DeLesseps S. Morrison
- Thaddeus Stevens
- Robert F. Wagner, Sr.
- Leander H. Perez
- Benjamin F. Wade
- Robert F. Wagner, Jr.
- Joseph W. Byrns
- William Pennington
- Alben Barkley
- Wallace H. White
- Boies Penrose
- Joseph T. Robinson
- John W. McCormack


“Doing Political Science at Westmont College: A Library Guide” 1987

“Ventura’s Mission Revival Town Hall” *Ventura County Historical Society Quarterly* (Fall 1985) Volume 31, no. 1:3-16

HONORS:

- Colín Reid Manzer Prize for the best graduate seminar paper in political science, University of California, Santa Barbara (1985)

MEMBERSHIPS:

- American Library Association
  - Association of College and Research Libraries
  - Association of Specialized and Cooperative Library Agencies
  - Library Research
- American Political Science Association
  - Legislative Section
  - Political Parties Section
  - History and Politics Section
• California Center for Education in Public Affairs, Inc. (CFO/Treasurer)
PROFESSIONAL EXPERIENCE

Westmont College, Roger John Voskuyl Library, Aug. 2008 - present
Santa Barbara, California

*Instructional Services Librarian, Aug. 2010 – present*
- Instruction Department lead, Aug. 2010 -
- Instructor for interdisciplinary semester course, *Research Across the Disciplines*
- Liaison areas (teaching, collection development, research consultations): Political Science, Economics/Business, Psychology, Communication Studies
- Responsible for assessing the library instruction program’s student learning outcomes

*Information Services and Outreach Librarian, Aug. 2009 – Aug. 2010*
- Reference Department lead, Aug. 2009 – Aug. 2011
- Responsible for scheduling librarian and student worker Reference Desk shifts
- Spearheaded 2.0 outreach efforts: Facebook, StumbleUpon, LibraryH3lp chat; set up ‘Ask a Librarian’ email service; created the Roving Reference Librarian program
- Liaison areas (teaching, collection development, research consultations): Political Science, Economics/Business, Art, Theatre Arts

*Technical Services and Reference Librarian, Aug. 2008 – Aug. 2009*
- Executed original and copy cataloging
- Trained and supervised Reference Desk student research assistants
- Began outreach coordination efforts, organized 24 hour Finals Pajamarama Event

Clinton, Mississippi

*Special Collections Librarian*
- Responsible for the daily operations of two distinct collections, the Mississippi College Archives and the Mississippi Baptist Historical Commission
- Created original cataloging records and finding aids for archival collections
- Drafted policies and procedures and provided monthly and semi-annual reports to funding authorities

Jackson, Mississippi

*Reference Librarian*
- Manage reference desk for eight hour shifts in a metropolitan environment
- Provide reference services to a diverse clientele in person, by email, and by telephone
- Taught weekly computer classes for adults and lead the Eudora Welty Readers Downtown Book Club

**PUBLICATIONS AND PROFESSIONAL PRESENTATIONS**

**Research interests:** Rhetoric, Writing, & Library Instruction; Interdisciplinary Teaching Collaborations; Research Processes

**Forthcoming book chapter in an edited collection:** *Information Literacy — Not Just for Librarians: Issues in Assessment, Teaching, and Application; Not Just Citation Anymore: Using Zotero as a Portal into Students’ Research Processes*, co-authors Sarah Skripsky and Rachel Winslow

**WILU 2013, Fredericton, New Brunswick, Canada:** “Connecting the Academy and the Real World: Using Dilemma Cases to Teach Students Lifelong Inquiry”

**ACL 2013, San Diego, CA:** “Taming the Dragon: Refining Pedagogical Techniques through the Fire of One-Shot Library Instruction, co-presenters Robin Lang and Molly Riley

**LOEX 2012, Columbus, OH:** “Forget the Database, What’s the Argument?: Revitalizing a For-Credit Course by Teaching Rhetoric, Critical Thinking and Research as Conversation”

**LOEX Encore, 2012, online:** “Forget the Database, What’s the Argument?: Revitalizing a For-Credit Course by Teaching Rhetoric, Critical Thinking and Research as Conversation”

**eSWUG 2010, Orange, CA:** “How do you come across? A collaborative look at the OPAC”, co-presenter Mary Logue

**ADDITIONAL HONORS**

Accepted into ACRL’s Immersion Assessment Track Program, Nov. 2012, Nashville, TN

Accepted into ACRL’s Immersion Teacher Track Program, July 2010, Burlington, VT

Selected as Moderator / Recorder at the “Future of the Liberal Arts College Library” Symposium, Oct. 2011, Milwaukee, WI

**SERVICE TO THE ACADEMY**

Westmont College, Faculty Workshop, co-presenter: *Rigor and Relevance in Teaching and Learning Higher Order Thinking*, Mar. 2013

Westmont College, Program Review Committee, Aug. 2012 – present

Westmont College, Librarian Search Committee, Spring 2012
RESEARCH GUIDES

Library Instruction Program: http://libguides.westmont.edu/instruction
Political Science: http://libguides.westmont.edu/politicalscience
Economics/Business: http://libguides.westmont.edu/economicsandbusiness
Communication Studies: http://libguides.westmont.edu/communicationstudies
Psychology: http://libguides.westmont.edu/psychology

EDUCATION

Master of Library and Information Science
University of Southern Mississippi, Hattiesburg, MS, 2004-2006
  - Awarded graduate assistantship with the SLIS program
  - Vice-President of LISSA, the Library and Information Science Student Association

Bachelor of Science
Mississippi College, Clinton, MS, 2000-2004
  - Graduated summa cum laude
  - Alpha Chi Honor Society, Psi Chi Honor Society

PROFESSIONAL AFFILIATIONS

  - American Library Association, 2004 - present
  - Association of College and Research Libraries, 2008 – present
  - Beta Phi Mu Honor Society, 2006-present
  - Society of Mississippi Archivists, 2008
Robin Dodds Lang, MLIS
Voskuyl Library | Westmont College | 955 La Paz Road | Santa Barbara, CA 93013
(805) 565-6172 | rlang@westmont.edu | [CV url]

Curriculum Vitae

EDUCATION
December 2010  MLIS with a Focus in Academic Libraries
San Jose State University
December 2006  Single Subject Credential in English
San Diego State University
May 2005  Bachelor of Arts, Literature
Point Loma Nazarene University

EMPLOYMENT HISTORY
August 2011 – present  Outreach and Public Services Librarian
Voskuyl Library at Westmont College, Santa Barbara
January 2011 – July 2011  Acquisitions and Serials Coordinator
Voskuyl Library at Westmont College, Santa Barbara
July 2007 – January 2011  Circulation and Reserve Desk Supervisor
Ryan Library at Point Loma Nazarene University, San Diego
August 2006 – July 2007  Literacy and Leadership Instructor
Montgomery Middle School, San Diego

CONFERENCE PRESENTATIONS

Lang, R. (June 9, 2010) Library 2.0 and Management: How to Effectively Use a Blog and Meebo to Manage Student Employees. Presentation, Association of Christian Librarians Conference Annual Conference, St. Paul, MN.

TEACHING EXPERIENCE

2011 – present  Library Instruction to the education department, art department, Providence Hall students, and Westmont transfer students
Westmont College, Santa Barbara

June 2011  Guest Lecturer: LIB525, Information Retrieval and Reference Services
Azusa Pacific University, online course

2006 – 2007  Literacy and Leadership Instructor: 6th, 7th, and 8th grades
Montgomery Middle School, San Diego, CA

LIBRARY EXHIBITIONS

January – May, 2013  Developing Christian Understanding, Practices and Affections through Children’s Literature
libguides.westmont.edu/childrenslitdisplay
Westmont College, Santa Barbara

September 2012 – May 2013  Roger H. Davidson Collection: American Politics, Government and History
libguides.westmont.edu/Davidson
Westmont College, Santa Barbara

RESEARCH GUIDES

Art: libguides.westmont.edu/art
Philosophy: libguides.westmont.edu/philosophy
Education: libguides.westmont.edu/education
History (contributor): libguides.westmont.edu/history
Westmont in San Francisco (contributor): libguides.westmont.edu/sanfran
C. S. Lewis (contributor): libguides.westmont.edu/cslewis

OUTREACH PROGRAMMING

April 23, 2013  International Society for Science and Religion Library Panel Discussion
Westmont College

April 2012 & April 2013  Five Favorite Books Posters in Celebration of National Library Week
libguides.westmont.edu/fivefavoritebooks
Westmont College

libguides.westmont.edu/westmontreads2013
Westmont College

January – March, 2012  Westmont Reads 2012, Moby-Duck: The True Story of 28,800 Bath Toys Lost at Sea
libguides.westmont.edu/westmontreads2012
Westmont College
Bi-annually,  **Library Game Nights**  
2011 – present  
**Westmont College**

August 24,  **First Year Library Orientation Passport Activity**  
2012  **Westmont College**

April 17,  **Westmont at Lotusland Day: Library Exhibit, Garden Tour, and Lecture**  
2012  **libguides.westmont.edu/lotusland**  
**Westmont College**

**INTERNATIONAL EXPERIENCE**

Summer Term,  **Assistant Director, British Isles Summer Term**  
2008 & 2010  **Point Loma Nazarene University**

2003-2005  **Great Escapes Outdoor Leadership Guide to Baja, Mexico**  
**Point Loma Nazarene University**

**PROFESSIONAL SERVICE**

June 2012 – present  **Conference Presentation Coordinator**  
**Association of Christian Librarians**

June 2009 – present  **Volunteer Indexer for the Christian Periodical Index**  
**Association of Christian Librarians**

**COMMUNITY SERVICE**

April – June 2013  **Kinderkirk Preschool and Daycare Directorship Search Committee Member**  
**Carpinteria Community Church, Carpinteria, CA**

January 2013 – present  **Aliso Elementary School, 2nd Grade Community Volunteer**  
**Santa Barbara Partners in Education, Carpinteria, CA**

March 1, 2013  **Aliso Elementary School, Kindergarten Class Reading Volunteer**  
**Read Across America Day, Carpinteria, CA**

January 2008 – present  **Bread of Life Ministry at the Salvation Army**

January 2010  **Mid-City Church of the Nazarene, San Diego, CA**

August 2009 – present  **Treasurer**

December 2009  **Mid-City Church of the Nazarene, San Diego, CA**

**HONORS AND AWARDS**

June 2008  **First Time Conference Attendee Grant**  
Statewide California Electronic Library Consortium (SCELC)

June 2010  **Library School Student Scholarship**  
Statewide California Electronic Library Consortium (SCELC)
CONFERENCES ATTENDED

June 10 –14, 2013, Association of Christian Librarians Annual Conference (Point Loma Nazarene University, San Diego, CA)

May 2 – 4, 2013, Library Orientation Exchange (LOEX) Annual Conference (Nashville, TN)

June 11 – 15, 2012, Association of Christian Librarians Annual Conference (Palm Beach Atlantic University, Palm Beach, FL)

May 3 – 5, 2012, Library Orientation Exchange (LOEX) Annual Conference (Columbus, OH)

June 11 – 14, 2011, Association of Christian Librarians Annual Conference (Cedarville University, Cedarville, OH)


June 8 – 12, 2009, Association of Christian Librarians Annual Conference (Evangel University, Springfield, MO)


June 9 – 12, 2008, Association of Christian Librarians Annual Conference (Eastern Nazarene University, Boston, MA)

PROFESSIONAL MEMBERSHIPS

2008 – present, American Library Association

2008 – present, Association of College and Research Libraries

2008 – present, Association of Christian Librarians

2010 – 2011, Special Libraries Association

2009 – 2011, California Library Association
Curriculum Vitae

Education
Master of Library and Information Science
San Jose State University. May 2005.
Bachelor of Arts in History and English

Areas of Specialization
Book repair
Cataloging
Disaster preparedness and preservation
Library history (Santa Barbara Public Library 1880s-1940s)

Employment History
Westmont College Library
Associate Director, Technical Services and Collection Management
July 2012-current
In charge of all cataloging, acquisitions and serials in all formats. Assist with budgeting, strategic planning and departmental meetings. Liaison to four academic departments. Liaison team leader.

Technical Services Librarian
June 2011-June 2012
In charge of all technical services work including cataloging (original and copy), acquisitions (in all formats), and serials (in all formats). Liaison to four academic departments. Head of the collection development team.

Assistant Librarian
April 2005-May 2011
Assist in the archives. Maintain all print and some electronic serials. Assist with cataloging (original and copy) and the acquisitions of print items. Head of media services. Liaison to two academic departments and reference desk duties.

Technical Services Assistant
May 2000-March 2005
In charge of all print serials and some electronic serials. Maintain local, regional and international database of serials holdings. Assist in copy cataloging and acquisitions. Wrote policies and procedures.

University of California Riverside
Internship with Sheryl Davis  
August-December 2004

Worked in the archives, particularly with the Panama Collection, creating and assigning series, assessing preservation needs, and transcribing oral histories.  
Completed a trial run of the Calipr database, for evaluating preservation needs of a collection. Assisted in teaching book repair and preservation.

Professional Activities
PRESENTATIONS AND WORKSHOPS
Basic Book Repair Workshop. Co-taught with Sara Stilley  
Co-sponsored by the California Preservation Program, October 2004
"Protecting Library & Archive Collections." Assisted Julie Page  
WESTPAS workshop, November 2007  
“Westmont and the Tea Fire.” Presentation  
CCDPRN meeting, September 2009
“How do you come across? A collaborative look at the OPAC.” Co-presenter with Savannah Kelly  
ESWUG mini-conference, February 2010
“Recovery of wet materials.” Presentation and hands on training  
CCDPRN meeting, May 2010
“What’s it like in the cloud?” Panel member with Tad Mindeman and Eric Wheeler  
Association of Christian Librarians Annual Conference, June 2011
“Lingering in the Cloud: Reflections of Two WMS Early Adopters.” Co-presenter with Tad Mindeman  
Association of Christian Librarians Annual Conference, June 2012
“Lessons learned through the Tea Fire.” Presentation.  
GCLN Annual Meeting, April 2013

INSTITUTIONAL SERVICE
Westmont Radio Captain  
January 2010-current

COMMITTEES
Central Coast Disaster Preparedness and Response Network (CCDPRN)  
Co-founder. May 2008
Board member. July 2008-current
ExLibris Southwest User Group (ESWUG )  
Secretary. June 2008-May 2010
Gold Coast Library Network (GCLN)  
Vice chair. May 2011-April 2012
Chair. May 2012-April 2013
Chair. May 2013-April 2014

MEMBERSHIPS
American Library Association
Association of Christian Librarians

CERTIFICATIONS:
Amateur Radio License (Technician Class), 2013

Honors and Recognition
Beta Phi Mu (Library honor society)
Nominated as employee of the year, Westmont College. May 2006 and May 2010
Paul and Doris Wilt Prize (best paper in the history senior seminar class). April 2000
Sigma Tau Delta (English honor society)
Curriculum Vitae

EDUCATION

Master of Education, Educational Technology. 1988
Azusa Pacific University

Master of Science in Library Science
California State University Fullerton. 1976

Bachelor of Arts, English
University of California Los Angeles. 1974

PROFESSIONAL EXPERIENCE

Westmont College, Santa Barbara, CA
Director, Library and Information Services
July 2009 – present
Oversee the Library Program at Westmont College, supervise staff, and participate actively in the academic life of the college. Plan and manage all aspects of the Westmont College Library and provide for a wide range of library services necessary to support the academic program and its students, faculty and staff. Hire and supervise staff. Engage in financial and strategic planning. Develop and articulate a vision for the Library’s central role within the liberal arts academic program. Set priorities and establish the basis for the Library’s future development, including improvement and enhancement of the library facility, services, and resources. Join campus discussions on assessment of student learning, and work with academic departments to help integrate standards for student learning expectations.

Azusa Pacific University, Azusa CA
Chair, University Libraries
2006 – 2009
Serve as member of the University Libraries Executive Team, reporting to the Dean of the University Libraries. Provided vision and leadership for the implementation of the University Libraries reorganized administrative structure. Scheduled and chaired regular library faculty meetings. Provided vision for and oversaw the provision of library resources and services to three on-campus libraries and seven off-campus regional centers by leading and managing 5 FT faculty and 8 FT staff in the areas of Collection Development, Library Instruction, Library Web Services, and Access Services. Assisted in budget preparation for the areas of responsibility. Assisted in faculty and staff recruitment and professional growth. Worked with faculty in completing the Comprehensive Faculty Evaluation Program (CFEP) process. Made recommendations to the Dean regarding appointment, promotion, extended contract, or termination of faculty and staff.

Azusa Pacific University, Azusa, CA,
Director, Regional Center Libraries
2003 – 2006
Planned, coordinated, implemented, and monitored policies, procedures and routines pertaining to the libraries at seven off-campus centers. Recruited and mentored adjunct librarian for regional centers. Recruited, trained, and monitored activities of regional center student library assistants. Monitored budget activities for regional center libraries. Served as member of Library Dean’s Cabinet. Served as member of
Information Literacy and Instruction Committee. Served as member of Library Public Services Committee. Served as member of Integrated Library Systems Committee. Served as chair for the Library Web Team.

Azusa Pacific University, Azusa, CA
Head of Reference Services, Marshburn Memorial Library
2001 – 2003
Served as Head of Reference Services / Assistant Professor. Planned, coordinated, implemented and monitored policies, procedures and routines pertaining to the Reference Department of the library. Recruited, trained and monitored activities of student reference assistants (Navigators). Monitored budget activity for department. Participated as member of the Library Education Team

Azusa Pacific University, Azusa, CA
Instructional Services Librarian, Hugh & Hazel Darling Library
1999 – 2001
Served as team leader for the Library Education Team. Created and coordinated the library instruction curriculum for the College of Liberal Arts and Sciences Freshman Writing Seminar program. Created and coordinated the Navigator Program, a mentor program for student reference assistants. Served as chair of Library Customer Service Taskforce. Partnered with the Center for Adult and Professional Studies to create curriculum for the Bachelor of Organizational Leadership Studies and Bachelor of Arts in Human Development library research/information literacy courses.

Azusa Pacific University, Azusa, CA
Access Services Librarian, Marshburn Memorial Library
1997 – 1999
Coordinated the activities and utilization of staff in the Access Services Units, which include Circulation Services, Reserves, Stack Maintenance and Interlibrary Loan and Document Delivery. Recruited trained, supervised and evaluated staff and student assistants. Prepared reports providing data involving budget, collections, usage of the department and other statistics.

Azusa Pacific University, Azusa CA
Circulation Librarian, Marshburn Memorial Library
1987 –1997
Planned, coordinated, implemented and monitored policies, procedures and routines pertaining to the Circulation Department of the library. Recruited trained, supervised and evaluated staff and student assistants. Prepared reports providing data involving budget, collections, usage of the department and other statistics.

Glendora Unified School District, Glendora CA
Library Media Technician
1986-1987
Served as Library Media Technician for Grace Sutherland Elementary School.

TEACHING EXPERIENCE

Azusa Pacific University
LIB 505: Selection Evaluation and Management of Learning Resources
2001 – Current
LIB 525: Information Retrieval and References Services
2008 – Current
Library instruction for Nursing, Psychology, Social Work, Physical Education, Graduate Education, Teacher Education, Center for Adult and Professional Studies and College of Liberal Arts and Sciences Freshman Writing Seminars.
2001 – 2009
Glendale Community College
LIB 191: Introduction to Information Competency
2000 – 2005

2005 – 2013

TECHNICAL SKILLS

Library Software and Programs: LibGuides
Operating Systems: Mac OS, Windows
LMS: Blackboard, Eureka, Moodle, WebCT
Software and Browsers: Microsoft Office Suite, Firefox, IE, Safari

PUBLICATIONS / RESEARCH GUIDES / EXHIBITS

ARTICLES / PAPERS


MANUALS / REPORTS


RESEARCH GUIDES


**EXHIBITS**


Quast, D. (1998). *The challenge of meeting the needs of immigrant populations: Developing a multicultural literature collection for children and young adults*. Faculty Research Council Poster Session, Azusa Pacific University, Azusa, CA.


**GRANT PROPOSAL**

PRESENTATIONS


PROFESSIONAL INVOLVEMENT / SERVICE

CONFERENCES / WORKSHOPS ATTENDED

Attended Westmont College faculty retreat 2012, “Reflections on Spiritual Formation.” 8/20/12

Attended Phi Kappa Phi Fall Lecture, “You’re Voting Wrong! How Americans Get Elections Wrong and Why it Matters,” Tom Knecht. Westmont College, 10/15/12


Attended Westmont Faculty Panel Discussion: Christianity and Evolution. Westmont College, 1/11/13.

Attended workshop, "Using the Foundation Grants Database," Brent Fields, Santa Barbara Public Library. UCSB, 1/23/13


Attended lecture, "Westmont College Reading Series Presents Ron Hanson." Westmont College, 3/27/13


“The Academic Library: An Enduring University Icon.” Theresa S. Byrd, University of San Diego.


Westmont Effective Leadership Roundtable, 2012-2013

Westmont Leadership Institute, 2012-2013.

PROFESSIONAL SERVICE

Host, Snezek Library Leadership Institute, June 2013
Planning Committee, Snezek Library Leadership Institute, 2012 - 2013
Board of Directors, Statewide California Electronic Library Consortium, 2011 - present

INSTITUTIONAL SERVICE

Westmont College
   General Education Committee, 2010 – present
Academic Resources Committee, 2009 - 2010, 2012 - present
Area Response Team, 2012 – present
Westmont College Strategic Planning Committee, 2009 – present
Search Committee – web Services Librarian, 2011 - 2012
Program Review Committee, 2010 – 2012
Computer Technology Advisory Committee, 2009 - 2012

Azusa Pacific University
Chair, Faculty Search Committee – Head of Library Instruction
Member, Faculty Search Committee – Head of Reference
Member, Faculty Search Committee – Extension Services Librarian
Member, University Libraries Strategic Planning Task Force
Member, Diversity Council
Member, International Studies Council
Chair, International Student Affairs Committee
Member, Education Council
Member, Education Council Curriculum Committee
Member, Faculty Senate, Two Terms
Recording Secretary, Faculty Senate, Two Terms
Member, Senate Taskforce on Grade Inflation
Member, Student Conduct Committee
Member, Workload and Compensation Council
Heart to Heart Discipleship Program
Tour Guide, APU C.H.A.M.P.S. (College Headed and Mighty Proud)
Member, APU Day of Prayer Committee
Instructor, Chiao Tai High School, APU School of Intensive English Summer Program

PROFESSIONAL MEMBERSHIPS
Association of College and Research Libraries
American Library Association
Association of Christian Librarians
California Academic and Research Libraries
Southern California Instruction Librarians
Association of California School Libraries
MOLLY RILEY
Voskuyl Library | Westmont College | Santa Barbara, California
mriley@westmont.edu | mollykriley@gmail.com | 805-565-6281

EDUCATION

Master of Library and Information Science
University of Washington, Seattle. June 2011

Bachelor of Science, Liberal Studies
California Polytechnic State University, San Luis Obispo. March 2006

California Multiple Subject Teaching Credential
Awarded June 2006

PROFESSIONAL EXPERIENCE

Westmont College
Web Services / Research and Instruction Librarian
July 2012 - present
Manage and support online resources and services: library website, research guides, electronic journals and databases, ILS. Provide research services to the library community as a whole. Provide library instruction and develop the print and electronic collection for the Behavioral and Natural Sciences division.

Santa Barbara City College
Library Resident
September 2011 - May 2012
Supported a diverse body of community college students through reference services, library instruction, and web-based tools, guides, and tutorials. Developed the library collection in collaboration with faculty and librarian colleagues. Supervised library intern.

University of Washington Libraries
Graduate Student Reference Specialist
September 2009 - August 2011
Provided undergraduate and graduate students with in-person and virtual reference services across disciplines. Created and edited research guides. Coordinated and taught introductory library research sessions each fall for 180 high school students.

Saint Paul Public Library
AmeriCorps*VISTA - Family Literacy Coordinator
July 2008 - July 2009
Recruited adult volunteers and young readers for the library’s early literacy program. Supervised 95 volunteer reading tutors across ten urban library branches. Taught a twice-weekly evening literacy program for K-5 children while parents attended English classes.

TEACHING EXPERIENCE

Santa Barbara City College
Instructor - Library 101: Information Literacy
Spring 2012, Spring 2013, Fall 2013
Westmont College
Library instruction for the Behavioral and Natural Sciences division
July 2012 - present

North Oceano Elementary School
Student Teacher
March 2006 - June 2006

Templeton Elementary School
Student Teacher
January 2006 - March 2006

RELEVANT EXPERIENCE

Santa Barbara Public Library
Adult Literacy Tutor
September 2011 - December 2012

Seattle Public Library
Homework Help Volunteer
October 2009 - June 2011

Netherlands Exploration Seminar, Amsterdam and Rotterdam
Research Methods Course - “Dutch Designs”
22 August 2010 - 18 September 2010

Eckstein Middle School Library, Seattle, WA
Library Volunteer
February 2010 - June 2010

Chelsea Heights Elementary School Library, St. Paul, MN
Reading Tutor Volunteer
February 2009 - June 2009

Family Care Network, Inc., San Luis Obispo, CA
Mental Health Rehabilitation Specialist
July 2007 - December 2007

Transitions Mental Health Association, San Luis Obispo, CA
Assistant Store Manager and Site Supervisor for Supported Employment Program
July 2006 - June 2007

TECHNICAL SKILLS

ILS: OCLC's WorldShare Management Services
Library Software and Programs: LibGuides, WorldCat Knowledge Base, WorldShare ILL, NRE, EZproxy
Operating Systems: Mac OS, Windows
Languages: basic HTML
Content Management Systems: Wordpress, Adobe Contribute
Learning Management Systems: Moodle
Software and Browsers: Microsoft Office Suite, Dreamweaver, basic Photoshop, Chrome, Firefox, IE, Safari
WEBSITES / GUIDES / TUTORIALS

http://library.westmont.edu/ [manager]
http://libguides.westmont.edu/biology [author]
http://libguides.westmont.edu/chemistry [author]
http://libguides.westmont.edu/kinesiology [author]
http://library.sbcc.edu/findsearch/research-guides/primarysources [contributor]
http://guides.lib.washington.edu/federal [contributor]

PROFESSIONAL DEVELOPMENT / SERVICE

CONFERENCES / WORKSHOPS

Snezek Library Leadership Institute
18 July 2013. Santa Barbara, CA.
Panel Member - “Panel Session with Newer Librarians - Professional Education and Professional Perspectives toward 2023.”

Association of Christian Librarians Annual Conference
10 June - 13 June 2013. San Diego, CA.
Presentation - “Taming the Dragon: Refining Pedagogical Techniques through the Fire of One-Shot Library Instruction”

Faith and Learning Colloquium - From Christian Perspectives to Christian Pedagogy, with James K.A. Smith
20 May - 24 May 2013. Santa Barbara, CA.

ALA TechSource Workshop - Evaluate & Improve your Website in 10 Steps.
20 March, 27 March, and 3 April 2013. Online.

Gold Coast Library Network Professional Development Day - Social Media and the Library
9 November 2012. Oxnard, CA.

SpringyCamp - Focusing on UX: Understanding and Meeting User Needs.
8 November 2012. Online.

Internet Librarian Conference
22 October - 24 October 2012. Monterey, CA.

Community College Library Issues Un-conference
5 May 2012. Santa Barbara, CA.

Know More Now Workshop - “Searching Smarter in Google”
8 March 2012. Santa Barbara, CA.
Co-presenter - http://library.sbcc.edu/blog/2012/03/09/know-more-now-searching-smarter-in-google

Internet Librarian Conference
Featured in evening program - “Rip Van Winkle’s Library of 2510”

COMMITTEES

Statewide California Electronic Library Consortium (SCELC)
Program Review Committee
March 2013 - present
INSTITUTIONAL SERVICE

Computer Technology Advisory Committee, ex officio - Westmont College
Residence Life Mentoring Program - Westmont College
Emergency Response Team - Westmont College

MEMBERSHIPS

American Library Association
Association of College and Research Libraries
Association of Christian Librarians

AWARDS / HONORS / RECOGNITIONS

University of Washington Libraries Student Employee Scholarship, May 2011
EDUCATION

Master of Library Science  
San Jose State University. December 1990

Bachelor of Arts, English  
Santa Clara University. June 1988

PROFESSIONAL EXPERIENCE

Westmont College  
Reference & Instruction Librarian  
July 1993 - present

Provide research assistance to patrons. Provide library instruction to students in English, modern languages, and sociology & anthropology departments. Develop library’s collection in these academic areas. Collaborate with librarians to improve library services.

Westmont College  
College Archivist  
July 2008 - present

Collect, maintain, and preserve college-generated materials that illustrate the history and progress of the institution. Provide answers and document copies to administrative and academic departments when requested. Collaborate with Westmont Magazine editor on historic articles. Interact with community researchers and publications seeking historical information about the college.

Santa Maria Public Library  
Librarian I  

Provided reference and research assistance to patrons. Maintained city, county, and state documents; maintained grants collection, law center and legal codes, as well as 100, 200, and 300 areas of collection. Recommended materials for purchase; ordered and organized IRS tax forms during tax season. Represented the library at Black Gold Reference Committee meetings.

TEACHING EXPERIENCE

Westmont College  
Library instruction for English, modern languages, sociology & anthropology, history  
September 2012 – present

Library instruction for English, modern languages, sociology & anthropology  
September 2009 – May 2012  

Library instruction for any and all courses in all divisions  
September 1993 – May 2009
LIBRARY EXHIBITS

Westmont College
Westmont College: Celebrating 75 Years
September – December 2012

TECHNICAL SKILLS

Library Software and Programs: LibGuides
Operating Systems: Windows
LMS: Moodle
Software and Browsers: Microsoft Office Suite, Firefox, IE, Safari

WEBSITES / GUIDES / TUTORIALS

http://libguides.westmont.edu/english  [author]
http://libguides.westmont.edu/french  [author]
http://libguides.westmont.edu/history  [contributor]
http://libguides.westmont.edu/sociology_anthropology  [author]
http://libguides.westmont.edu/spanish  [author]

PROFESSIONAL DEVELOPMENT / SERVICE

CONFERENCES / WORKSHOPS / WEBINARS

Knowledge Base Webinar.
13 March 2013. Online

Library Orientation Exchange (LOEX).
3-5 May 2012. Columbus, Ohio

15 November 2011. Online.

25 October 2011. Online

Fundamentals of Digitization: Metadata.
18 October 2011. Online.

Fundamentals of Digitization: Digital Project Planning
27 September 2011. Online.

Fundamentals of Digitization: Introduction to Image Capture
22 September 2011. Online

12 March 2010. UCLA, Los Angeles, CA

26 February 2010. UCLA, Los Angeles, CA

American Library Association Annual Conference.
26 June – 2 July 2008. Anaheim, CA
WESTPAS Protecting Library and Archive Collections  

INSTITUTIONAL SERVICE

Area Response Team – Westmont College

COMMUNITY SERVICE

Consultative School Board  
2009 – present. Our Lady of Mount Carmel School, Santa Barbara, CA

PROFESSIONAL MEMBERSHIPS

American Library Association  
Society of American Archivists
17. JOB DESCRIPTIONS

Job descriptions are included for the following:

- Ruth Angelos, Circulation Coordinator
- Jana Mayfield Mullen, Assistant to the Library Director
- Alexis Pope, Acquisitions and Serials Coordinator
Circulation Coordinator
Library and Information Services

Position Summary: The Circulation Coordinator organizes and manages all operations of the circulation department of the library, including circulation of materials, course reserves, and stacks management. This position oversees scheduling of library facilities and coordinates maintenance needs.

Qualifications: 2-3 years experience in a supervisory role in a library; strong public service skills; strong written and oral communication skills; excellent interpersonal skills, using tact, patience and courtesy; familiarity with automated or web-based library circulation systems and online database searching; proficiency with current technology and programs, including Windows Office suite, and an ability to adapt to new technologies; awareness of current trends and technologies in circulation services; thorough understanding of copyright guidelines pertaining to library services; ability to lift 25 pounds; ability to work effectively both independently and in a collaborative team environment. Must be available to work evening and weekend hours as required. BA/BS degree.

Essential Duties:

Circulation Management

• Supervise the operation of the circulation department, including charge and discharge of materials, distribution of interlibrary loans, processing course reserves, and preparing community user cards
• Develop policies and procedures for circulation, stacks maintenance and course reserves
• Know and enforce library policies; responsible for opening and closing the library; secure all library materials; request assistance from Public Safety when required
• Oversee stacks maintenance
• Process fines and lost books charges
• Hire, train, schedule, and supervise circulation desk student employees
• Process all course reserve requests from faculty, including placing materials on reserve and removing them at the end of the term
• Answer directional and simple reference inquiries from the college community in person, by phone or online; serves as a liaison between library users and librarians
• Update outgoing circulation desk phone message as required
• Manage the library open hours calendar
• Provide statistics and reports as requested
• Establish emergency procedures and contact lists
• Communicate library circulation policies to campus community
• Keep current on latest trends in circulation management

Facility Management

• Oversee the scheduling of library rooms and manage room-use calendars
• Schedule and coordinate library events and art displays
• Submit physical plant work orders as needed
• Manage student cubicle requests, and cubicle key distribution and returns
• Expectations for workplace demeanor include but are not limited to: working collaboratively and harmoniously with co-workers, customers and others by sharing ideas and resources willingly, constructively and positively; listening to and objectively and respectfully considering the ideas and perspectives of others; readily admitting and correcting personal mistakes; meeting
commitments; keeping your supervisor and others who may be affected informed about work progress; addressing problems willingly and constructively to discover practical and lasting solutions acceptable to all parties; working promptly toward reconciliation and forgiveness during conflict; respecting the diversity of our community in words and deeds.

• Other duties as assigned.

Report to: Director, Library and Information Services

6/2011
Assistant to the Library Director (Part time)
Library and Information Services

Position Summary: The Assistant to the Library Director supports the Director by performing various administrative tasks as assigned.

Qualifications: 2-3 years experience in a library setting; strong written and oral communication skills; excellent interpersonal skills, using tact, patience, and courtesy; proficiency with current technology and programs, including Windows Office suite, and an ability to adapt to new technologies; ability to compose correspondence and prepare documents from brief instructions; ability to effectively work both independently and in teams; analytical, organizational, and multitasking skills; self-directed with an ability to meet deadlines; ability to lift 25 pounds; availability to work evening and weekend hours as requested. BA/BS degree.

Essential Duties:

- Inventories, orders, and maintains appropriate quantities of office and library supplies
- Sorts and distributes the incoming mail, makes copies and sends faxes for Director
- Processes accounts payable requests through the Vendorlink system and maintains purchase order and invoice files
- Assists Director in arranging library-sponsored programs
- Makes and confirms travel and other arrangements for the Director
- Hires, trains, and supervises student employees
- Maintains file of catalogs for materials, supplies and equipment
- Oversees requests for maintenance of the library administrative suite
- Collects student and staff time sheets and delivers them to Payroll in a timely manner
- Organizes and maintains confidential office files
- Takes and transcribes meeting minutes, as needed
- Receives donations of materials to the library and delivers them to Technical Services
- Manages library discards
- Receives and screens visitors and telephone calls for the director
- Assists the Director and other library staff in special projects as required
- Expectations for workplace demeanor include but are not limited to: working collaboratively and harmoniously with co-workers, customers and others by sharing ideas and resources willingly, constructively and positively; listening to and objectively and respectfully considering the ideas and perspectives of others; readily admitting and correcting personal mistakes; meeting commitments; keeping your supervisor and others who may be affected informed about work progress; addressing problems willingly and constructively to discover practical and lasting solutions acceptable to all parties; working promptly toward reconciliation and forgiveness during conflict; respecting the diversity of our community in words and deeds.

- Other duties as assigned.

Report to: Director, Library and Information Services

6/2011
**Acquisitions and Serials Coordinator**  
**Library and Information Services**

Position Summary: The Coordinator works directly under the Associate Director Technical Services and Collection Development and is responsible for the management and coordination of acquisitions and serials, including the oversight of expenditures against the library’s materials budget. The position also assists in the cataloging and processing of materials in all formats.

Qualifications: 1-2 years work experience in a library in acquisitions, serials and/or cataloging; availability to work evening and weekend hours as requested; proficiency with computer applications such as Microsoft Office, Mozilla Firefox and Google Apps; strong communication, interpersonal, and project management skills; ability to effectively work both independently and in teams; self-directed with an ability to meet deadlines; able to lift 25 pounds. BA/BS degree.

Preferred: experience in an academic library; a basic understanding of LCSH and LC Classification; account management/vendor relations experience.

Essential Duties:

- Oversees expenditures against the library’s materials budget.
- Acquires library resources in all formats (books, serials, media, electronic).
- Performs all tasks associated with the ordering of materials in all formats, both direct and through vendors.
- Establishes vendor relationships, including working with invoices, claims, and problems.
- Ensures information about the library holdings for all formats is current and correct.
- Oversees and maintains the print and online periodical collection.
- Verifies access to journals and other resources which are purchased online.
- Assists in the hiring, managing and training of student workers in the Technical Services Department.
- Assists in the development, implementation and documentation of efficient and effective policies and procedures.
- Sends information about gifts to OCA.
- Collects and reports statistics for the Technical Services Department.
- Assists with cataloging materials in all formats.
- Other duties as assigned.

Expectations for workplace demeanor include but are not limited to: working collaboratively and harmoniously with co-workers, customers and others by sharing ideas and resources willingly, constructively and positively; listening to and objectively and respectfully considering the ideas and perspectives of others; readily admitting and correcting personal mistakes; meeting commitments; keeping your supervisor and others who may be affected informed about work progress; addressing problems willingly and constructively to discover practical and lasting solutions acceptable to all parties; working promptly toward reconciliation and forgiveness during conflict; respecting the diversity of our community in words and deeds.

Reports to: Associate Director Technical Services and Collection Development

6/2012