Westmont College

Roger John Voskuyl Library

Future's Project: Self-Study

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Preface

The library is and is not an "academic department." It is both under and along side of the academic departments of the college, as a supporting part of the academic program. Thus, the Self-Study of the library is a different task than that undertaken by other academic departments. The library serves the entire college, all 19 academic departments, 1,200 students, 88 full-time and 40 part-time faculty, 182 full-time and 20 part-time staff, plus 637 community users.

Unlike academic departments, most library work does not take place in the classroom. Much of the day-to-day, year-round service takes place quietly "behind the scenes" in the library. From the acquisition and cataloging of new materials to the organization of those materials within the physical collection or as part of the electronic resources accessible through the library online resources web page, all of the services (technical and public) ultimately have a common objective. When performed well, individuals are able to successfully research and locate needed information within a reasonable timeframe and in an acceptable format. This is made possible by the daily contributions of the staff in Acquisitions, Cataloging, Circulation, Interlibrary Loan, Reference, Serials, and Media Services throughout the year.

Like every academic department, the library's role is instructional both in the context of the traditional classroom environment and in the one-on-one encounters where assistance is provided during a teachable moment at the point of need. Reference Librarians provide course-specific instruction for classes upon request. In addition, in the fall of 1999 a new pass/no credit, one-unit elective (IS001), "General Research Instruction Lab," was offered by the library faculty. A web-based alternative version of this course (APP001W) will be offered in the fall of 2000. Students also learn how to use the library through assistance from student staff who are able to serve as peer advisors and consultants in the research process. In some way, one might say that the library student staff "major" in library and information science.

The challenge of this Self-Study is to evaluate all library services: instructional, public, and technical. This evaluation is set in the context of a rapidly changing environment of new technology and its effects on library services. The role of the traditional library as a repository is waning. With the availability of numerous electronic resources, there is less reliance on the physical library collection and facility. Electronic access to library-supported resources is not confined to the hours that the library building is open. Neither is the individual restricted to the physical library location in order to access its information. The library has become a gateway. It serves as a jumping off point for exploration of local, domestic, and global resources available over the Internet. At the same time, the academic library increasingly becomes a teaching library where students, faculty, and staff are taught principles, methods, and skills to promote independent academic research.

Standards

In the broader picture, the library faculty and staff model a variety of practices, affections, and virtues in working with students that leads to character development and their participation as scholars in a learning community. Students are encouraged to develop attitudes and practices that lead to thoughtful, responsible use of the collection as well as consideration for others in the community.

Our unique role as a teaching library and research facility epitomizes the liberal arts educational program. Ultimately, the goal is the well-rounded person articulated throughout the Standards for Program Quality. The mission of the library is truly interdisciplinary in nature.

In this section the specific Standards for Program Quality that relate to the role and mission of the library are outlined. The focus of this Self-Study is on those standards that address the cultivation of lifelong learners, interdisciplinary research skills, and a diversity of materials and perspectives. They form the framework for this Self-Study. The evaluation of each standard is provided in subsequent sections of this report.
Lifelong Learners: Standard 1, Outcome #1 and Standard 8, Outcome #3
The mission statement of the library "advocates the cultivation of skills conducive to life-long learning."
The Standards for Program Quality that address life-long learners are Standard 1: Subject Matter,
Outcome #1 and Standard 8: Active Societal and Intellectual Engagement, Outcome #3. Standard 1
states that "each program is based on a concept of a well educated person;" Outcome #1 addresses " a
philosophy or a vision of the kind of education that each candidate is expected to experience." Standard
8, Outcome #3 states that "Students are equipped with the tools to continue learning throughout their
lives, both because learning can become a source of lifelong satisfaction and because of the ever-
changing nature of our world."

Interdisciplinary Research Skills: Standard 1, Outcome #2, Standard 2, Outcome #5, Standard 4,
Outcomes #1-2, Standard 7, Outcomes #1-4, Standard 8, Outcome #5
The library provides formal and informal opportunities for students to learn how to perform academic
research across disciplines for term papers, research projects, and oral presentations. Students learn
how to formulate research hypotheses, select keywords and construct search strategies, refine or expand
their searches as needed, evaluate sources (print, web), organize information, identify types of
information sources, cite sources and prepare bibliographies, and recognize plagiarism. They are
encouraged to consult with faculty and other students as they define or refine their research topics.
These activities, experiences, and skills provide the bases for engagement (Standard 2, Outcome #5),
critical interdisciplinary thinking (Standard 4: Outcomes #1,2), the "study of broad concepts and
principles" (Standard 1, Outcome #2), and hands-on computer training and user instruction (Standard 7,
Outcomes #1, 2, 3, 4). These active-learning experiences prepare students to be effective informed
citizens and life-long learners (Standard 8, Outcome #5).

Diversity of Materials, Perspectives: Standard 3, Outcome #A 1 and Standard 6, Outcome #4
The library provides materials and resources on issues of the Christian faith, church history, biblical
scholarship, and world religions, not only in support of the curriculum, but also in support of personal
inquiry and enrichment (Standard 3, Outcome #A.1). The Selection Guidelines (page 4) of the Collection
Development Policy (see Attachments) address the "goal of including a diversity of ideas into the
collection" as well as selecting unique materials (Specific Selection Guidelines #7, page 5.
The diversity of perspectives is also addressed in the Policy on Controversial Materials (page 5) of the
Collection Development Policy (see Attachments). The purpose is to ensure academic freedom and to
support diverse points of view.

It's one thing to collect diverse materials (not only on other religions, but also representative of other
cultural perspectives, etc.), but do the students know how to evaluate the materials and the perspectives
that are presented? On this point, the Self-Study will evaluate Standard 6, Outcome #4 as it specifically
relates to "the ability to locate and evaluate information from other cultures."

Assessment of Services
To assess the standards (above), let us ask three central questions regarding the library's teaching role.
1) Is the Library producing lifelong learners? 2) Are interdisciplinary research skills being taught and
modeled by the library faculty? 3) Do the materials and resources of the library collection (print, media,
online, etc.) represent a diversity of materials and perspectives?

In the spring of 2000, the library department supervisors met and discussed the Self-Study process.
Even though the library gathers data that measures usage (circulation, interlibrary loan, number of
searches performed on online services, number of reference questions asked), the staff agreed that the
grant afforded the library an opportunity to survey our community in a more comprehensive manner.
Three survey instruments were prepared: 1) for students, 2) for faculty, and 3) for students who work for
the library. The surveys were constructed to gather data for the Self-Study and to promote library
services. (See the attachments for compiled responses for each survey on an item-by-item basis.)

In the following pages, the three central questions are posed. Following each question, evidence of
attaining the outcomes articulated in the Standards for Program Quality is provided and areas for
potential improvement are identified.
I. Question 1: Is the Library producing lifelong learners?
The mission statement of the library "advocates the cultivation of skills conducive to life-long learning."

A. Evidence of Outcomes
One way in which the library might substantiate a claim of producing lifelong learners is to provide evidence that reveals increasing skills and confidence in using libraries as a student progresses through his/her college years. Based on the data obtained from the Student Survey, evidence points to increasing skill and confidence with each consecutive class of students from 1st year students to seniors.

Evidence 1: Online Searching
Most students (63%) report that they use a computer in their dorm room to search library resources for their assignments. Even though a higher percentage of 1st year students and sophomores use computers in their dorm rooms for library research than juniors and seniors, the vast majority (82.5%) claim that library research skills or instruction helped them to find information or complete assignments via their computers in the dorms. Furthermore, each consecutive class (from 1st year to senior class) claims a higher degree of affirmation to this survey item.

The high percentage for online searching helps to explain the usage pattern of the library facility. Less than one-quarter (21.4%) of students use the library at least several hours on alternate days or more. Almost three-fourths (71.3%) use the library only for a few hours per week or less. Access to library resources via the computer is available 24 hours/day without setting foot in the library building.

Another pattern of responses shows a greater sophistication in searching techniques with each consecutive student class. While two-thirds (66%) of the students reported searching databases through the Library Resources web page, the majority of students search using more sophisticated techniques such as specific fields (28.3%) and other search limits (language, publication type, date, etc.) to refine their search results (35.9%).

Over three-fourths (77.3%) of the students have searched the World Wide Web for scholarly information. The majority (86.2%) correctly identified that while scholarly information can be found on the web, some of it is accurate and some is questionable.

Evidence 2: Ability and Confidence in Using Libraries
Of the 42 Student Workers surveyed, the vast majority (88.7%) thought that their research skills and/or library use skills had improved because of their work in the library. Of the six workers who either did not think their skills had improved or were unsure, five (83.3%) had worked one semester or less. Most (81.1%) responded that working for the Voskuyl Library has given them confidence in using other libraries. Again, of the ten who either were unsure or reported no confidence in using other libraries, eight (80%) had worked approximately one semester or less.

Similarly, the majority of students (70%) feel either "empowered" or "satisfied" with their ability to use the library to perform research tasks. Again, further analysis of the data depicts a pattern of increasing satisfaction with each progressing student class.

Evidence 3: Reference Service and Increasing Independence
During the past two academic years, the number of reference questions fielded at the Reference Desk has dropped from 2,709 to 1,738. Given the substantial percentage of students (86%) that reported being comfortable asking for help from the library staff, it seems plausible that the decrease in reference queries is due to greater self-reliance. From the pattern of survey responses, it is apparent that students learn how to use library resources in a variety of ways and in a combination of ways. Of those who reported learning on their own (50.3%), over three-fourths (77.5%) of these students also reported that they received library instruction or reference assistance.
Evidence 4: Teacher Preparation Training
For the past 14 years, the Media Services Coordinator has taught students in the Teacher Preparation Program how to use media equipment and materials. This instruction has been provided every semester to students enrolled in the Explorations in Teaching: Culturally Diverse Elementary Schools course (ED100) and every spring to students in the Explorations in Teaching: Culturally Diverse Secondary Schools course (ED101). Approximately 50 students receive this training every year in preparation for their work as lifelong educators, to equip them with the necessary skills and knowledge to engage students with media materials.

In addition, Media Services staff provides one-on-one and small group training for faculty and students on the use of media equipment and materials. As more classrooms have media equipment installed and as more educational programs become available on DVD, laser discs, or other media formats, the role of Media Services becomes one of instructor preparation.

B. Potential Areas of Improvement
What improvements might contribute to the library’s mission of producing lifelong learners? The following section discusses potential areas of improvement that surfaced in the survey responses.

1. User-Friendly Online Library Catalog (Roger)
Students want a user-friendly online library catalog. During the summer of 2000, the online library catalog (Roger) will undergo a complete transformation as the online records are transferred from the Dynix system over to the Windows-based Endeavor Voyager system. The library faculty and staff anticipate that the new system will be well received by the community and will demonstrate improved performance.

2. Environmental Factors
What might be done to improve the library facility for research and study purposes? A number of complaints regarding the library facility and its atmosphere/environment were written in the Comments section of the Student Survey.

Noise. Although the majority of students (52%-57%) reported that the library was either a quiet or good place to study, a repeated complaint addressed the noise level. More specifically, 32 students or 11% reported the library as a noisy place to study and 11 wrote in a comment or suggestion for improvement. As follow-up, the Library Director will be talking with library and other staff in the building to work toward greater self-monitoring and greater enforcement of quiet within the library. Consideration is being given to define group study areas with clearly identified signage. Also, the Director is looking into partitions (sound barriers) for the copy machines or suitable places to relocate the copiers to reduce noise. It should be noted that noise has been somewhat abated recently through replacing and ceiling surfaces with ceiling tiles.

Other Complaints. A small number of students (six or fewer) commented on a variety of facility related issues, including a redesign or reorganization of the building/collection, better temperature control, better lighting, and more comfortable furniture. The Library Director is working with Physical Plant staff to find out which of these complaints can be resolved.

Several major renovations have been completed in the library building during the past three years. These include the redesign of the Computer Lab to accommodate instruction for larger sized classes; the reorganization of the Education Curriculum Lab; and a redesign of the Reference Area to facilitate helping a greater number of students simultaneously. The Library Director has learned that the lighting project will be extended into all areas of the upper level. Plans are underway for a new Language Lab to be installed on the lower level of the library. Other potential redesigns or reorganizations must take into account the limitations of the present three-floored building (33,000 square feet) that was constructed over 30 years ago (1968). Essentially, the library has use of less than two floors of the building.
3. Hours of Service
The majority of students (61.66%) reported that the library is open enough hours. Still, a substantial number (83 or 27.55%) wanted more hours. The specific suggestions are being discussed by staff to see what options are available to either increase or revise the schedule of hours to more closely fit student needs.

4. More Student Worker Training
Another area of potential improvement involves student worker training in reference resources. In the fall of 1998, a new training program for all library student workers was initiated to ensure a minimal level of competency in using the library resources beyond the staff training provided in each department. Advanced training for those students who have background or experience in the public service areas (Circulation, Reference, Media) is also provided. Follow-up training was not provided in 1999. Annual training for new and continuing student workers will be reestablished this fall. A specialized training program for students who work at the Reference Desk (Reference Advisors) will be developed for greater consistency in building competency.

Media Services student workers already undergo a uniform training program that requires all new staff to complete a series of searches by title, subject, author, content notes, call number, barcode number, and media format. This checklist of searches has been shared with the Reference Librarians to aid in their development of a consistent Reference Advisor training program. Also, the Media Services Coordinator is considering the possibility of cross-training Media workers in Reference Service.

II. Question 2: Are interdisciplinary research skills being taught and modeled by the library faculty?
A. Evidence of Outcomes
Based upon the data compiled from the Student Survey, students use the library primarily to do research (81%) and secondarily to study (70%). These statistics provide evidence of the research activities of students in the library.

Evidence 1: Course-Related Instruction
Reference Librarians provide course-specific instruction when requested by the faculty. During the past three years, library instruction has been provided for students in nearly every discipline: Anthropology, Art, Biology, Communication Studies, Education, English, History, Interdisciplinary Studies (World Civilization), Kinesiology, Music, Political Science, Psychology, Religious Studies, Sociology, and Theatre Arts. In addition, workshops have been provided for the Writer's Corner staff and for the Successful Scholars. Although the instructional sessions are tailored to a specific course and to a class assignment, students learn general research skills and techniques that are useful in any discipline.

The following annual statistics represent the number of instructional sessions (usually a 50-minute class period) provided.

<table>
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<tr>
<th>Year</th>
<th># of Sessions</th>
<th># of Students Instructed</th>
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<tbody>
<tr>
<td>1997-98</td>
<td>32</td>
<td>729</td>
</tr>
<tr>
<td>1998-99</td>
<td>34</td>
<td>709</td>
</tr>
<tr>
<td>1999-2000</td>
<td>20</td>
<td>419</td>
</tr>
</tbody>
</table>

In the fall of 1998, the course-specific handouts distributed to classes were also posted on the Library Resources web page. Subsequent classes and students who missed the scheduled class session have access to the information that includes links to relevant databases and related web sites.

The decrease in the number of sessions taught in 1999-2000 may be the result of several factors. There may have been some confusion over which Reference Librarian to contact for course-specific instruction. In the past, only one librarian was available for instruction. Now all three Reference Librarians provide instruction. As the confusion over which librarian to contact became apparent, the librarians agreed on a single contact to simplify handling. Another possibility is that the number of students who have already received some classroom instruction has continued to steadily grow over the years. From the Student Survey, there is evidence of increasing percentage of students who report having received library
instruction with each consecutive student class. That is, 43.8% of 1st year students received library
instruction, 49.5% of sophomores, 54.3% of juniors, and 58.6% of seniors.

Another factor may be dissatisfaction with the Reference Librarians' instruction. Of the 39 faculty who
responded to the Faculty Survey, only 12 (30.7%) had scheduled a bibliographic instruction session
within the past two years (1998-2000). Most respondents (83.3%) rated the overall ease of scheduling
the session and working with one of the Reference Librarians as "easy." Most (75%) rated their overall
satisfaction with the instruction as "satisfied." One respondent (8.3%) was "dissatisfied with the last
session." Two other respondents (16.67%) were "somewhat dissatisfied." Suggestions for improvement
were made: 1) "have any materials to be distributed to students sent to the professor beforehand so
he/she can preview them" and 2) "hands-on exercises – searching for bibliographic citations."

Most of the faculty (64%) was satisfied with the availability of options and opportunities to incorporate
some form of library/research instruction into their classes. Five (12.8%) were "somewhat satisfied." One
was "somewhat dissatisfied." One was "dissatisfied." The clarification given regarding dissatisfaction was:
"Is it reasonable for us to dream that we could have the same thing as Pomona and Occidental?
Someday, maybe."

For those who had not scheduled a library instructional session during the past two years, the reasons
given were as follows.

<table>
<thead>
<tr>
<th>Reasons</th>
<th># (%) of Faculty</th>
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<tbody>
<tr>
<td>Students in my course(s) are not required to perform library research: 11 (28.2%)</td>
<td></td>
</tr>
<tr>
<td>Extra class time is not available to devote to library research skills and instruction: 10 (25.6%)</td>
<td></td>
</tr>
<tr>
<td>The students have received adequate library research instruction in prior classes: 15 (38.5%)</td>
<td></td>
</tr>
<tr>
<td>Other: 5 (12.8%)</td>
<td></td>
</tr>
<tr>
<td>1. Too specialized instruction required so I do it myself. We do not have a science librarian.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. I may schedule a session when it suits my needs – it's a GREAT service I'm sure... Thank you for
creating it. I am new & am still getting oriented to campus. |
| 3. I have upper division/grad students. |
| 4. Use of library resources for term papers is optional (thought philosophical essays are required). |
| 5. Some classes too large – but I plan to begin to incorporate instruction. |

Evidence 2: General Research Instruction Lab Course

In the fall of 1999, the library offered its first semester-long, one-unit, pass/no credit elective: General
Research Instruction Lab (IS001). This course was designed to provide an active learning approach to
the entire academic research process with an interdisciplinary emphasis.

Two sections were offered. 18 students (16 1st-year students, 1 sophomore, 1 senior) completed the
course. At the beginning of the course, students select one "faith" topic (broadly defined as any topic
related to religion, church history, ethics, denominations, scripture, worship, etc.) and one or two term
paper or other research project assignments from any of their other courses. Throughout this course,
students research the topics they have been assigned in other courses or research their own faith topics.

Course evaluations revealed that students in the two sections rated the instructor's overall teaching
effectiveness as a 4.4 and 4.3 (out of 5 points, with 5 as exceptionally high) and the overall quality of the
course at 3.9 and 4.2.

In the spring of 2000, no students registered for the course. In part this may be the result of insufficient
promotion for the course. The only promotion was one email reminder sent to faculty to ask them to
advise their students about this course. The students who registered for the fall 1999 course did so
because a half-page flyer was included in their new student packet. Additional promotion can be done in
the future through the campus newspaper, student voice mail, and through posters and flyers.

During the summer of 2000, a web version of the course was developed. To distinguish it from the Lab
course, a slightly different name has been given it: General Research Instruction Web Tutorial. Both
courses are offered under the new Applied category of the Interdisciplinary Studies offering: APP001A
(for the Lab class) and APP001W (for the web tutorial). The new web tutorial provides students with the option for a distance learning course for credit.

**Evidence 3: Evening/Weekend Professional Reference Service**
In the fall of 1999, professional Reference Service was expanded to cover evening and weekend hours. The new schedule paired a student Reference Advisor with a Reference Librarian. This approach models the collaborative student-faculty research "team," as well as the consultative role of an information professional. In addition, this approach provides continuing training opportunities for the Reference Advisors.

**Evidence 4: Interlibrary Loan Service**
Another potential indicator of the development of interdisciplinary research skills is the familiarity with and use of Interlibrary Loan to obtain materials beyond the local collection. Scholarly research often necessitates tapping into other library collections which requires time management and organizational skills. The following data show the annual statistics for the number of books (or other items) borrowed from other libraries plus the number of articles photocopied. The increase suggests greater success in searching electronic resources and improved coordination with faculty in utilizing information retrieval strategies specific to course assignments.

<table>
<thead>
<tr>
<th>Year</th>
<th># Items Borrowed/Copied</th>
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<tr>
<td>1998-1999</td>
<td>2,519</td>
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<tr>
<td>1999-2000</td>
<td>2,667 (5.9% increase over the previous year)</td>
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**B. Potential Areas of Improvement**

1. **Outreach**
Over the past several years, new faculty members have been invited to the library to meet staff and become acquainted with the various services available to them (Reserves, Interlibrary Loan, Acquisitions, Bibliographic Instruction, Media film rentals and video purchases). Other past efforts to promote library instruction included a Faculty Forum presentation of the Library Resources web page, online workshops for faculty, announcements/reminders, and personal contact and follow-up.

Outreach directly to students has been largely unsuccessful. When faculty have arranged for instructional sessions outside of class time, few students have actually shown up to take advantage of the customized training. In the spring semester of 2000, three open "term paper clinics" were scheduled in the Computer Lab during the weekday evening hours. Only one student showed up for the first clinic for Religious Studies students. The second "clinic" was open to all students, but no one participated. The third "clinic" was canceled due to the poor turnout for the previous "clinics." So much for, "if you build it, they will come." The most successful approach remains the course-specific instruction provided during class time in conjunction with a term paper or research project assignment.

What outreach efforts are planned for the coming year? Promotion for the new web tutorial will be handled through mailbox flyers. Faculty may have the opportunity to see a demonstration of the web tutorial during a Faculty Forum workshop, depending upon the schedule for forums. Individual contact will be made with specific faculty in targeted departments to promote course-related instruction for their students. With the migration of the new online library catalog from Dynix to Voyager, the library is planning to give each full-time faculty member a new mousepad with promotional information inserted into a clear pocket on the top surface. Later on, new promotional information can be distributed to update the pocket insert in the mousepad.
2. Evaluation of Instructional Sessions
Over the past several years, course-related instructional sessions have changed dramatically as the library's resources have become increasingly available in electronic format. The number of librarians involved in instruction has increased. During this time, no formal evaluation of the library's instructional program or any of the specific sessions were pursued. The Faculty Survey responses reveal that the majority (75%) was "satisfied" with the instructional session provided for their class. Of those who were dissatisfied or somewhat dissatisfied, some helpful suggestions for improvement were made.

Besides the Faculty Survey questions, there has not been recent evaluation of the course-related sessions. Beginning this fall, an evaluation form for faculty members who schedule a session and a brief half-page form for student evaluation of the session will be used. In this way, the librarian who gives the instruction will have direct feedback on a session-by-session basis.

3. Reference Training
In the Student Worker Survey, responses show that most (66%) of the Reference and Media Services student workers thought they understood the functions of and resources housed in a Reference department. Of the six students who identified themselves as Reference staff, two comments addressed the need for continuing training: 1) "I still cannot quite appreciate or appropriate the depth of the Reference department, but it will just take more time using it." 2) "Would like to know more. My confidence as a reference advisor has waned as new reference material has become available." Of the nine students who identified themselves as Media Services staff, a couple commented on their "not sure" response: 1) "I'm sure I can always ask." 2) "I know how to use a few, but not all."

On the question of balanced instruction/exposure to both print and electronic research resources, the Reference Advisors were evenly split (three "yes" and three "no"). Those who responded, "no," had mixed opinions of whether there was more emphasis on print or on electronic resources. Eight out of nine Media Services staff thought they had received balanced instruction. The one who did not think so was a senior who had worked in Media for four years. His/her comment was that, "As a student much more emphasis was put on electronic research."

It should be noted that Reference Advisors are recruited from the ranks of student workers in public service positions. As a result, each has previous public experience, proven service orientation, and a demonstrated ability to use library materials and resources. However, up until now the start-up training for new Reference Advisors has not been standardized. In the fall, a checklist of competencies and a set of exercises for new staff training will be used. Through this new training program and in the advanced training, student staff will have opportunities for more exposure to both print and electronic resources.

Question 3: Do the materials and resources of the library collection (print, non-print, online, etc.) represent a diversity of materials and perspectives?
A. Evidence of Outcomes
The library Collection Development Policy states: "In order to uphold the liberal arts ideal, materials selected for Westmont College Voskuy Library will encompass the diversity of ideas representative of the global community." The "goal of including a diversity of ideas into the collection" is accomplished by using "selection guidelines" "to assist both professors and library faculty in deciding which materials would best meet the stated selection objectives." (See Attachments: Collection Development Policy, page 4.)

Evidence 1: Physical Library Holdings
The library collection represents a variety of materials: books (circulating, reference, juvenile literature and special collections), periodicals (journals, magazines, newspapers, newsletters), sound recordings (LPs), compact discs, audio cassettes, videos, laser discs, multi-media kits, pamphlets, music scores, maps, K-12 curriculum materials, microforms, and CD-ROMs. The collection has been growing. Approximately 2,000 book titles have been ordered each year for the past three years (1997-1998, 1998-1999, 1999-2000). Currently, the library subscribes to over 700 print periodicals (newspapers, magazines, journals, newsletters) and has access to approximately 120 online journals. These represent current interest and news magazines, Christian periodicals, and key scholarly journals for every discipline/major.
Progress has been made in completing a comprehensive evaluation of the entire periodicals/serials collection. In October of 1995, departments reviewed lists of journals and periodicals related to their majors and subject areas. On October 17, 1995, the Academic Senate approved 66 new subscriptions and voted to discontinue others.

Ongoing progress is being made in evaluating the entire book collection. A book-by-book evaluation of the collection, begun in 1994, involving faculty appraisal, bibliographic record correction, and physical repair, is approximately three-quarters completed. The written Conspectus evaluation of the collection has been completed by four departments (21%).

**Evidence 2: Diversity of Selectors**

Faculty members from every department select book titles for the library collection each year. In this way, the entire curriculum and the library collection is diversified in subject matter and in perspective. To the extent that all faculty have opportunities within their departments to select titles for the library, the collection supports the breadth of the curriculum and the diversity of the liberal arts program.

Furthermore, each professional librarian has responsibility for one specific interdisciplinary area of the collection to ensure oversight of these areas. They include gender studies, country studies, ethnic studies and multicultural diversity materials, and popular culture.

**Evidence 3: Selection of Multicultural Diversity Materials**

In 1996, the library applied for various grants in hopes of obtaining funds to augment the multicultural diversity materials within the library. When no grant was secured, the Board of Trustees approved $6,000 from the College Contingency fund. New books, reference materials, and videos on ethnic minority art and artists, ethnic literature and authors, racial reconciliation, social justice, and ethnic identity were added to the collection. Promotional brochures were printed and distributed to faculty and the Multicultural Programs Office to highlight the newly acquired titles. Faculty book orders since 1996 continue to reflect an increasing multicultural awareness in selection.

**Evidence 4: Diverse Electronic Resources**

In general, the types of formats and the amount of information available in and accessible through the library have increased substantially. Not only has the number of databases grown over the past recent years, but also the types of databases and their subject coverage have broadened and deepened the information sources for our community.

Beginning in 1991-92, the library provided access to the FirstSearch system of databases. In general, these databases provide access to citations (some with abstracts) to both general interest and scholarly research in a broad range of fields (arts and humanities, health and medicine, social sciences, science and engineering, education, current events, public affairs). Since 1996, the library has added a wide array of databases to increase the "menu" of options available to the college. Some are specific tools such as the college catalog source, a biographical database, several encyclopedias, and the *Oxford English Dictionary*. Others are broad multidisciplinary databases; others are subject-specific databases. Some include full-text; some include full-image. Others are citation (or citation with abstracts) databases.

As the library has dramatically increased its access to international and domestic information sources covering a greater range of disciplines and subject areas, the pattern of library use has shifted. The annual circulation (check-out) figures for items from the physical collection (books, media, reserve materials) shows a drop in usage by students.

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<tr>
<td>22,658</td>
<td>20,601</td>
<td>-9.1%</td>
<td>19,175</td>
<td>-6.9%</td>
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At the same time, the number of full-text articles retrieved has multiplied (over five times) in the last two years.

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<thead>
<tr>
<th>Year</th>
<th># Full-Text Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>6,906</td>
</tr>
<tr>
<td>1999-2000</td>
<td>35,201</td>
</tr>
</tbody>
</table>

**Evidence 5: Diverse Media Materials**

In recent years, new types of media materials and equipment have been added to Media Services, including laser discs, DVD players, LCD projectors, and visualizers. Even though more media equipment has been installed in classrooms, there continues to be a strong demand for media equipment that can be checked out from the library.

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Media Equipment</td>
<td>1149</td>
<td>2161</td>
<td>+88.1%</td>
<td>2212</td>
</tr>
<tr>
<td>Videos</td>
<td>653</td>
<td>789</td>
<td>+20.8%</td>
<td>704</td>
</tr>
<tr>
<td>Cassettes</td>
<td>917</td>
<td>481</td>
<td>-47.5%</td>
<td>1067</td>
</tr>
</tbody>
</table>

**Evidence 6: Increased Materials Budget**

Adequate funding is necessary to support a library collection for some 26 majors, nine pre-professional programs, and a fifth-year credential program. Progress has been made in securing increased funding for the library over the past six years. In January 1995, the Budget and Salary Committee approved an increase of $6,000 each year for five years to bring the library materials budget up to the average expenditure per student of approximately $125. This average figure was calculated using data on the number of dollars spent on library materials per student at Westmont and at 16 other colleges that are typically used by the college for institutional comparison. The amounts per student ranged from $390.41/student (Whitman) to $47.24/student (Seattle Pacific). Westmont ranked tenth ($95.09/student) out of 17. To bring the library's materials budget up to the average of $125/student, an additional $31,000 was needed.

**B. Potential Areas of Improvement**

Building a good library collection is a continual work in progress. New materials need to be purchased. Old materials need to be discarded. As the curriculum changes, new subject areas need to be supported with research materials in the collection.

**1. Overall Library Collection Plan**

On February 7, 1995, the Collection Development Policy was approved by the Academic Senate. Since then, each academic department has been charged with the tasks of completing a subject analysis of the current physical library collection related to its major and completing a template of the desired level of collection for specified subject areas. To date, four of the 19 departments (21%) have done so. The Technical Services Librarian with the Library Director will work with the department chairs to complete the task. When completed, the entire book collection will have been evaluated and a comprehensive game plan laid out for its future development.

**2. Dissatisfaction with Existing Collection**

In the Faculty Survey, the greatest level of dissatisfaction was with the printed periodicals (38.5%), followed by circulating books (31%), reference collection (23.1%), electronic journals (20.5%), and media (18%). In the Student Survey, 19 students commented on the need for more recent books. 23 students requested more resources in general and six requested more online resources. In the Faculty Survey, 59% of the faculty was satisfied with the circulating book collection.

The need for maintaining a strong circulating book collection is substantiated by the annual circulation (check-out) statistics.

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</thead>
<tbody>
<tr>
<td>Books</td>
<td>13,211</td>
<td>13,145</td>
<td>-0.5%</td>
<td>13,495</td>
<td>+2.7%</td>
</tr>
</tbody>
</table>

In 1994, the Reference Librarian checked the existing reference collection against a standard publication entitled, *Topical Reference Books*. At that time, it was estimated that $100,000 in additional funding was
needed to update the reference collection with core academic titles for a small-sized college library. The current estimate to update the reference collection is $135,000. The increased figure allows for inflation and for new core publications that have been beyond the library's financial means. The annual budget allocation for the reference collection has remained between $3,000-$4,000 to date. Although a number of reference type sources are available online, many are available only in print.

Given the present library building, there are physical constraints on the growth of the collection. The circulating collection spans approximately 4,050 shelves (36" long). There are approximately 275 (or less than 7% remaining) shelves available for growth. A new building is unlikely within the next ten years. Therefore, the limited amount of space available in the present building must be taken into account when considering expansion of the physical collections.

Budget is also a critical factor. Although there has been success in securing more funds for the library, the rising costs of scholarly journals and the proliferation of electronic resources eat up the increased funding with very little left over for books (Reference or circulating). Whether or not the library is able to secure funding that exceeds "average" remains to be seen. In light of the College’s other pressing demands on its entire budget and its high dependence upon tuition for revenue, is it possible for the library to build an "excellent" collection? For all 26 majors (19 academic departments)?

Given the existing constraints of the library building and the budget, one way to work toward improving the collection is to increase communication with the community. The Library Committee can aid the Library Director in bringing specific issues of dissatisfaction to the fore and by encouraging the remaining 15 departments to complete their Collection Development subject analyses. To increase communication with the student body, students will be able to send email suggestions to the staff via a link on the Library Resources web page. Students can also leave a written suggestion for a new title at a designated "listening post" on the main floor. Suggestions could be forwarded to department chairs or library selectors for review and follow-up. In this way, problem areas of the collection can be pinpointed and addressed. As follow-up to the Student Survey, an article will be submitted to the Westmont Horizon (student-run campus newspaper) in the fall. The article will summarize their survey responses and the measures taken to address their suggestions and complaints.

3. Potential Areas of Improvement in Media Services
Up until July 1, 2000, Media Services was part of the library. As part of a Computer & Technology Task Force recommendation, Media Services has been incorporated into the Information Technology department. However, the media collection remains under the jurisdiction of the library. Therefore, any policy changes affecting the collection must be made collaboratively between Information Technology and the library. In the Faculty Survey, some specific suggestions were made for new equipment, services, and checkout privileges for students. These suggestions will be shared with the Director of Information Technology for follow-up. (The Library Director and Media Services Coordinator have received compilations of the survey responses, suggestions, and comments.)

In terms of the collection, Media Services Coordinator reports a desire to develop a more deliberate collection development policy. Again, completion of the departmental subject analyses and collection development templates will serve as a framework for the media materials collection as well as the book collection. In addition, more funding is needed for equipment, non-print materials, and staffing, including an equipment manager.

Conclusions
The process of this Self-Study has been productive. The library staff used the opportunity afforded by the Irvine grant to survey the community. The grant money was used as an incentive for students and faculty to complete the questionnaires. As a result, the response rate was very good. All 300 copies of the Student Survey were completed and returned; $900 was donated to Christian Concerns. Of the 88 surveys distributed to full-time faculty, 39 were completed and returned for a 44% return rate. For each completed Faculty Survey, $20 was added to the faculty member's departmental library book allocation. A total of $780 was allocated to 18 departments. In this way, the grant money benefited student ministries, academic departments, and the library.
As a result of the Self-Study, the library has identified specific problem areas and is currently developing solutions. The Library Director will investigate which facility problems can be fixed (such as temperature control) with the Physical Plant staff. He will forward pertinent specific survey comments to other departments (such as Academic Computing). Issues of dissatisfaction with the collection will be taken up with the Library Committee. Along with the Technical Services Librarian, he will work with department chairs to complete the subject analyses and Collection Development templates for their areas.

In some cases, issues have already been addressed and solutions put into place. New "listening posts" (on the web page and in the building) provide a means for students to make comments or suggestions. The Reference Librarians have a new game plan for the fall. One of the librarians will concentrate on outreach to the faculty to promote course-related instruction more comprehensively with departments. Another librarian will work on developing staff training programs for the Reference Advisors and other student workers. Another librarian will work a split-semester schedule to increase staff coverage at the beginning of the semester for course-related instruction (M-F 8-5) and then switch to evening reference service after the fall holiday (October 9th) as students begin to need more help with their research. New evaluation forms for faculty and for student feedback on course-related instruction will be used.

Overall, the majority of survey responses from students, student workers, and faculty has been positive. Many comments were complimentary. The Self-Study process has prompted the library staff to work together as a more cohesive team toward improved service to our community.

Attachments

- Collection Development Policy. Westmont College, Voskuyl Library. (The Policy was approved by the Academic Senate on February 7, 1995.)
- Westmont College Library Survey: Services to Students (March 2000) with compiled responses
- Student Body Survey: Comments
- Westmont College Library Services: Survey of Faculty (March 2000) with compiled responses
- Faculty Survey: Comments
- Westmont College Library: Survey of Student Workers (March 2000) with compiled responses
- General Research Instruction Lab Course Syllabus
I. Mission Statement.

The mission of Westmont College Library and Information Services is to provide access to collections and information sources which support and supplement the college curriculum and which serve the varied needs of its community. To accomplish this, the library staff promotes an intellectual and physical environment that encourages learning, facilitates our community's use of international and domestic networks of information resources, formal and informal, traditional and electronic, advocates the cultivation of skills conducive to lifelong learning, and commits itself to supporting the educational and professional growth of our Library Faculty and Staff. (See Appendix F)

II. Legal statement of responsibility for operation of the library.

The Director has responsibility for the operation of the library, including the final authority for selection of materials and control over the total library accessions budget. Legal responsibility for the operations of the library is outlined in Article IV, Section 1 of the Westmont College Bylaws.

III. Community Served.

A. Students
   1. General education
   2. Majors
   3. Honors Students

B. Faculty
   1. Research
   2. Professional development

C. College Staff

D. Selective College Programs

E. Outside Community
IV. Selection and Deselection Policy and Procedures

A. Policy for Selection of Library Materials

1. Statement of Policy

In order to uphold the liberal arts ideal, materials selected for Westmont College Voskuyl Library will encompass the diversity of ideas representative of the global community. We will primarily support the curriculum through the development of a core collection that will provide a resource base appropriate to a liberal arts setting. Beyond the core collection, the materials selected will augment specific subject areas unique to Westmont's curriculum, as well as the research and professional development needs of the prescribed community served (see Section III).

2. Objectives of Selection

a) Core Collection
   To select a base of material that will meet the foundational needs of a liberal arts education at Westmont College, including those that support the interdisciplinary nature of a changing society.

b) Specific Subject Areas
   To add beyond the core collection in those specific areas of disciplines that are specialized in the Westmont College Curriculum.

c) Reference Collection
   To develop a strong collection of source materials to provide access to needed information, through the use of bibliographies, encyclopedias, indexes, and other general reference tools.

d) Electronic Resources
   To enhance the collection's capability to access information, through the use of on-line and CD-ROM databases.

e) Media Collection
   To select media materials that directly support the curriculum.

f) Archives
   To collect and organize a body of material that reflects the historical aspects of Westmont College.
3. Allocation of Funds

The Director has the ultimate responsibility for the allocation of funds within the accessions budget. Funds allocated to faculty will be divided according to the Fund Allocation Formula. (See Appendix B)

4. Responsibility for Selection

a) Responsibility of Library Staff

1) Collection Development & Acquisitions Coordination

- To make available materials to aid in the selection process.
- To provide a review of all requests, checking for duplication, accuracy, availability, and appropriateness to the collection.
- To coordinate communication between academic departments when titles recommended pertain to a shared subject area or when titles reflect another department's discipline.

2) Librarians

**Director:** To provide the authority and the resources needed to comply with the Collection Development Policy of Westmont College Library. These resources include budget, personnel and equipment. The Director has the ultimate authority for the direction and shape of the collection.

**Reference Librarians:** To develop and maintain the Reference Collection, a selected Reference Librarian will be appointed overseer, and will work in conjunction with the input from all other Reference Librarians.

**Library Faculty:** To select for the general collection in specific areas of expertise, as well as to select materials where a need is ascertained.
3) Media Services Coordinator

To make recommendations for selection to faculty members and the Director of the Library, as needs in the collection are ascertained.

b) Responsibility of Faculty

1) Individual Faculty Members

- To familiarize themselves with the materials and information relevant to their discipline available in the library.
- To keep abreast of the review literature in their fields of expertise including interdisciplinary areas related to these fields.

2) Department Chairs

- To select materials according to individual faculty responsibilities based upon the Selection Criteria (IV. A. 5.), the Objectives of Selection (IV. A. 2.), the Subject Category Analysis and the department's Evaluation Conspectus (Appendix A).
- To oversee allocation of departmental funds.
- To coordinate departmental material selection and the expenditure of departmental funds to best optimize the individual faculty selections.

5. Selection Guidelines

a) Statement of Purpose

The selection guidelines are intended to be used in conjunction with each other. They are meant to assist both professors and library faculty in deciding which materials would best meet the stated selection objectives (See IV.A.2). This accomplishes the goal of including a diversity of ideas into the collection.
b) Specific Selection Guidelines

1) **Use/Need**: Is the item selected based on anticipated use by the Westmont community? Is the item selected based on the anticipated needs of the Westmont community?
2) **Content/Relevance**: Is the content of the item selected relevant to the goals of the collection?
3) **Scope/Audience Level**: Will the item selected meet the needs of an undergraduate institution or augment the research needs of the faculty?
4) **Quality**: Is the item selected based on an intellectual standard of excellence, taking into consideration the authority of the author and/or publisher?
5) **Price**: Based on departmental budgets, does the priority/need of the item selected justify its cost?
6) **Language**: Except where class curriculum or faculty research and professional development would be enhanced by the addition of materials in other languages, is the item selected an English language material?
7) **Uniqueness**: Is the item selected unique in the information it contains? Or is the item selected adding to a new subject/area of the collection? (This guideline is not always applicable.)
8) **Quantity**: Is there compelling reason to order more than one copy? (Single copies only are the rule.)
9) **Binding**: Is a paperback available at a cost-savings? (When acquired through our primary vendor, the paperback covers are automatically reinforced.)

6. Policy on Controversial Materials

a) Purpose

The controversial materials statement is intended to make clear the library's policy concerning our intellectual freedom in selecting the materials that are consistent with the goals of the collection as a whole and the community that we serve.

b) General Statement

The Library will abide by the Library Bill of Rights (See Appendix C) as set forth by the American Library
Association in order to assure an environment of academic freedom and to support a true liberal arts community.

Because of varying opinions, questions and challenges may arise concerning items that are selected or not selected for the Library collection. All questions concerning selection of materials may be submitted in writing to the Director of the Library. In turn the Director will reply in writing to the person or group involved.

B. Procedures for Selection of Library Materials

1. Procedure for Implementation of the Selection Policy

   a) Familiarization with the Selection Policy
      1) Faculty Library Orientation
      2) **Read Collection Development Policy**
      3) If you have questions, ask Library Staff.

   b) Utilize Selection Aids

      The following list of sources have been chosen to serve as tools to assist the selection process. Use review sources for critical evaluation of an item under consideration. Publishers announcements and catalogs, along with review sources, will inform you of the latest items available, and bibliographies will provide lists of sources that are recommended in your discipline.

      1) Review Sources
         • *Choice*
         • *Booklist*
         • *Library Journal*
         • *New York Times Book Reviews*
         • *Los Angeles Times*
         • *Books in Print (Plus) on CD-ROM*
         • Scholarly journal book review sections

      2) Other
         • Publisher announcements and catalogs
         • Bibliographies
         • *Books for College Libraries*
         • *Topical Reference Books*
2. Procedures and Policies for Special Concerns

a) Recommendation Procedures for Non-Academic Departments
All recommendations other than those made by the faculty or library staff will be reviewed by the Acquisitions Librarian. These requests may require funding from outside sources or from an administrative unit, or may be routed to the appropriate department for their review and consideration, or may be funded from the general library allocation.

b) Gifts
Encouraging gifts is one area which the entire college staff, faculty, and administration can be involved in by helping build the Library collection, as well as strengthening our ties with the outside community. The Library invites all such endeavors towards the goal of developing the collection, in accordance with the Gift Policy as stated in Appendix D.

c) Special Collections and Concerns
Special items will be evaluated by library staff, who will base their decision on the appropriateness of the materials to the mission of the Library.

C. Procedures for the Evaluation and Review of Existing Materials

1. Evaluation Policies and Procedures

Use the following list to evaluate existing materials within the collection.

a) **Inventory:** The library will conduct an inventory of the collection in order to determine actual holdings. This information will be useful to evaluate weak areas within the collection. It is recommended that an inventory be done every 2 years.

b) **Use:** Use of a particular item, whether formal or informal, should be considered in evaluating its value to the collection.

c) **Currency of Material:** The currency of material is crucial for many disciplines, because out of date information is misleading and often inaccurate. Therefore, it is important to determine if an item still contributes to the body of knowledge, or whether it is superseded by more current material.
d) **Condition:** The condition of an item should be such that the item is fully usable by the patron.

e) **Subject Analysis:** Consult the Subject Analysis (Appendix A) of the Collection Development Policy in order to determine the subject areas to be emphasized within the collection. The Subject Analysis will also provide the level of collection depth desired.

f) **Selection Aids:** Each area of study within the collection should have the support of bibliographies and other selection aids, such as *Books for College Libraries*, that will aid in collection decisions.

2. **Weeding Policies**

Weeding is as essential a process to collection development as is selection. To keep the collection viable and current, older materials that have lost their intellectual value must be removed from the collection. Unnecessary duplicates and materials in irreparable condition must also be weeded from the collection. Follow the procedures in Appendix E.

3. **Discarding Procedures**

a) Follow weeding policy, working in conjunction with Library Faculty.

b) Final review of all weeding decisions will be done by the Library Director or Collection Development Librarian.

c) Discarded items will be sent to the Catalog Librarian in order to update the database.

d) Acquisitions will make available weeded items for sale.

V. **Review Procedures**

*After appointing a standing Collection Development Policy Committee and its chairperson, the Director of the Library may make additional appointments as staff and library needs evolve. This committee will make annual reviews of the Collection Development Policy. Any adjustments must be approved by the Director of the Library, who will pursue final approval from the Academic Senate.*
Westmont College Library Survey
Services to Students
March 2000

This survey is being conducted to evaluate our current services and to suggest areas for future improvement. $3 will be donated to the Westmont College Student Ministries for the first 300 completed student questionnaires turned in by 1:30 p.m. today.

Please checkmark your class:
1st Year: 73 (24.3%)
Sophomore: 91 (30.3%)
Junior: 59 (19.7%)
Senior: 58 (19.3%)
5th Year: 0
Missing data: 19 (6.3%)
Total = 300 (100%)

Please write in your declared major or specify "undeclared." 

Major
Ant 1 (0.33%) 
Art 6 (2%) 
Bio 20 (6.7%) 
Chem 4 (1.3%) 
Com 36 (12%) 
econ 21 (7%) 
Eng 15 (5%) 
His 3 (1%) 
Kin 9 (3%) 
Math 1 (0.33%) 
Music 3 (1%) 
Neuroscience 1 (0.33%) 
Physics 9 (3%) 
Psych 13 (4.3%) 
RS 19 (6.3%)

Soc 13 (4.3%)
Soc science 3 (1%)
Spanish 2 (0.67%)
Theater 2 (0.67%)
Undeclared 39 (13%)
Double major 30 (10%)
Missing data 27 (9%)

Do you have or have you had a job working for the Voskuyl Library?
YES: 23 (7.7%) 
NO: 269 (82%) 
Missing data: 31 (10.3%)

Use of the Library

1. I use the Voskuyl Library to: (Check all that apply)
   Do research: 243 (81%)
   See my friends: 33 (11%)
   Relax and read: 74 (25%)
   Study: 210 (70%)
   Use Media Services: 71 (24%)
   Use the Computer Lab: 126 (42%)
   Other: 22 (7.3%) (SEE ATTACHED)

2. During an average week, how much time do you spend in the library? (Check one.)
   Several hours daily: 11 (3.7%)
   Several hours on alternate days: 53 (17.7)
   A few hours per week: 111 (37%)
   Less than 1 hour per week: 88 (29.3%)
   None: 16 (5.3%)
   Missing data: 21 (7%)

3. Do you use a computer in your dorm to search library resources for assignments?
   YES: 189 (63%)
   NO: 87 (29%)
   Missing data: 24 (8%)
   b) If YES, have library research skills or instruction helped you to find information and complete course assignments? 
      YES: 156 (82.5%)
      NO: 32 (17%)
      Missing data: 1 (0.5%)

4. How do you feel about your ability to use the library to perform research tasks (e.g., term paper research or other course assignments)? (Check one.)
   Empowered: 34 (11.3%)
   Satisfied: 176 (58.7%)
   Dissatisfied: 49 (16.3%)
   Not Sure: 22 (7.3%)
   Missing data: 19 (6.3%)

5. Are you comfortable asking for help from the library staff?
   YES: 258 (86%)
   NO: 17 (5.7%)
   Missing data: 25 (8.3%)
6. Which of the following services or resources have you used? (Check all that apply.)
Library Instruction: 97 (32.3%)  Reference Help: 188 (62.7%)  Journals Collection: 144 (48%)
Media Services: 111 (37%)  Online Searching: 221 (73.7%)  Book Collection: 138 (46%)
Individual Study: 134 (44.7%)  Interlibrary Loan: 82 (27.3%)  Reserve Collection: 111 (37%)
Group Study: 103 (34.3%)  Other: 2 (0.7%)

7. How did you learn to use the resources in the library? (Check all that apply.)
Librarian gave instruction to our class here at Westmont: 143 (47.7%)
Someone at the Reference Desk helped me: 154 (51.3%)
I had previous library skills instruction at another college or in high school: 100 (33.3%)
I learned on my own: 151 (50.3%)
I have worked in a library before: 17 (5.7%)
Other: 12 (4%) (SEE ATTACHED)

8. When using the online library catalog (Roger), I am able to find what I am looking for. (Check one.)
Always: 18 (6%)  Usually: 141 (47%)  Sometimes: 98 (32.6%)  Seldom: 14 (4.6%)
Missing data: 29 (9.6%)

9. If I could make one change to the online library catalog (Roger), it would be:
(SEE ATTACHED)

10. Have you searched any of the databases available through the Library Resources web page (http://library.westmont.edu)?  YES: 198 (66%)  NO: 77 (25.7%)  Missing data: 25 (8.3%)
If YES, indicate how you typically do your searches? (Check only one response.)
Search by keyword only: 68 (34.3%)
Search by keyword and search specific fields (author, title, subject, journal name, etc.) in the database, but have no knowledge of special features of a particular database: 56 (28.3%)
Search by keywords, author, title, and subjects, plus use limits (language, publication type, by date, etc.) to refine search results: 71 (35.9%)
Missing data: 3 (1.5%)

11. Have you searched the World Wide Web for scholarly information?
YES: 232 (77.3%)  NO: 41 (13.6%)  Missing data: 27 (9%)
If YES, please check one response that best matches your opinion: 14 (6%)
You can find everything on the World Wide Web and all of the information is accurate.
Scholarly information can be found on the World Wide Web. Some of it is accurate; some is questionable: 200 (86.2%)
Many interesting items can be found on the World Wide Web, but none of it is scholarly: 13 (5.6%)
Missing data: 5 (2.2%)

Library Facility
12. The Library is: (Check all that apply)
A quiet place to study: 155 (52%)  Noisy place to study: 32 (11%)
A good place to study: 172 (57%)  Crowded: 16 (5%)  Not very crowded: 48 (16%)

13. During the semester, the Library is open:
Monday-Thursday: 7:45 a.m. to midnight
Friday: 7:45 a.m. - 6:00 p.m.
Saturday: 9:30 a.m. to 6:00 p.m.
Sunday: 1:30 p.m. to 11:00 p.m.
During Finals Week, the hours are extended to 2 a.m.
In your opinion, the Library is: (Check only one.)
Open enough hours: 185 (61.66%)  Not open enough hours: 83 (27.66%) (SEE ATTACHED)
Missing data: 32 (10.66%)
14. Information about the Library is: (Check one response.)
   Readily available: 198 (62.33%)  Not readily available: 27 (9%)  Confusing: 31 (10.33%)
   Other: 10 (3.33%) (SEE ATTACHED)

Other Suggestions/Comments
What could we do to improve the Library to make it easier or more helpful for your use?

   (SEE ATTACHED)

Any other comments:

   (SEE ATTACHED)

Thank you for taking the time to complete this survey. Please return this form before leaving the D.C.
Student Body Survey: Comments

How to Read the Compiled Comments

Some survey questions provided space for comments or for respondents to fill in the blank. The students’ responses have been compiled and arranged in the following format:

1) question number (e.g., Q1)
2) survey question (e.g., “I use the Voskuyl Library to”)
3) total number of comments or number of times the “other” category was check-marked (e.g., Other: 22)
4) corresponding percentage for the “other” category, when applicable (e.g., Other: 22 (7.3%))
5) unique responses are provided verbatim; multiple similar responses are grouped together under a common theme, followed by the number of times that theme occurred, followed in brackets by the unique comments. For example, under the first survey question, four students reported that they use the Voskuyl Library to work. Of the four students that provided additional clarification, the comments included “Writer’s Corner job” and “I work w Julie DeGraw.” That is, the numbers within brackets represent the comments in numbered sequence, i.e., first, second, etc. Numbers after a colon represent the number of occurrences.

Q1: I use the Voskuyl Library to:
Other: 22 (7.3%)
• Work: 4 [1) Writer’s Corner job. 2) I work w Julie DeGraw.]
• Use facilities: Bathroom: 3 [Bathroom seat covers I love!]; Copier: 2; Phone: 2; Printer: 1; Attend class: 2; Visit the Multicultural Office: 1; Language labs: 1; Career Center: 3; Drinking fountain: 1.
• Sleep.
• I don’t use it [the library]: 2
• To get textbooks.

Q6: Which of the following services or resources have you used?
Other: 2 (0.7%)
• None.
• Music library.

Q7: How did you learn to use the resources in the library?
Other: 12 (4%)
• [Library] Research class: 2
• Another student/friend: 2
• Staff training: 3 [1) Learned on the job.]
• In class: 4 [1) English class. 2) Arg. & Adv. Class. 3) Teacher told how.]
• I wish I had more help.
• Never used.
• Have not [learned].

Q9: If I could make one change to the online library catalog (Roger), it would be: 70 students commented.
• Ease of use/search/access (include more info, more user friendly): 27 [1)To make it a user friendly catalog with icons & a clean look. 2) Make the keyword searches more user friendly. 3) Make it more efficient and externally accessible. 4) Easier to log on to. 5) More user friendly – better operating system. 6) Less confusing. 7) Make it easy to begin. 8) Translate it into English. 9) More understandable. 10) Easier topic find – wording gets difficult [keyword searching or natural language searching?]. 11) Easier location #’s. I can find it on the computer but not in the Library stacks. 12) Easier to pull up on screen.]
• Improve speed/efficiency: 6 [1) Quicker sign-on. 2) The computer is extremely slow. 3) More direct. 4) More efficient search. 5) Faster is better.]
• Improve features: 13 [1) Tell where books are. 2) It’d be nice to do successive searches, i.e., narrow down selection using successive search terms. 3) Needs more info available. 4) More visually pleasing/stimulating. 5) More pictures. 6) To itemize which items are available. 7) Have the books listed, more key words recognized. 8) More modern. 9) Have advanced search options. 10) Separate novels & text books. 11) For it to just “look” better – sometimes too much stuff that seems unnecessary is listed.]
• How to use: 5 [1) I don’t even know how to use it. 2) Just to understand it all better & know how to use it better. 3) Clearer instructions. 4) Tell people how to use better.]
• Accuracy: 1 [1] Have the books that it lists.
• Reliable access: 2
• Telnet vs web: 1 Bring back Telnet!!! It's easier to use, and the web doesn't have many library holdings. Right now telnet doesn't work, & the web usually doesn't have many holdings. Their is no reliable way to look things up!
• I think it should be called "Jedidiah" instead of Roger.

Q12: The Library is: (Check all that apply)
A quiet place to study: 155 (52%) Noisy place to study: 32 (11%) A good place to study: 172 (57%).
Crowded: 16 (5%) Not very crowded: 48 (16%)

Q13: During the semester, the Library is open:
Monday-Thursday: 7:45 a.m. to midnight
Friday: 7:45 a.m. - 6:00 p.m.
Saturday: 9:30 a.m. to 6:00 p.m.
Sunday: 1:30 p.m. to 11:00 p.m.
During Finals Week, the hours are extended to 2 a.m.
In your opinion, the Library is: (Check only one.)
Not open enough hours: 83 (27.66%)
• More Sunday hours: 20 (1) 11 a.m. 2) Until 12 a.m. 3) Open it earlier on Sundays. 4) Sunday from 10 to 1. 5) 10 a.m. – 11 p.m.]
• Later: 42 [1] Until 1 a.m. 2) Till 2 a.m. 3) Open longer Friday & Sat & till 12 on Sun. 4) Later on Friday & Saturday. 5) Friday to midnight; Saturday to 1 a.m.; Sunday to midnight. 6) 2 a.m. every day. 7) Friday and Saturday to 10 p.m. or 11 p.m. 8) Saturday till midnight. 9) Saturday 11 a.m. – midnight. 10) Longer on weekends like weekdays. 11) More hours! No one goes to bed @ 12:00 a.m. 12) Saturday nights. 13) Should be later. We are small school, but university libraries are 24 hour places. 14) All nights. 15) 9:30 a.m. – 7:00 p.m. on Fri., 9:30-8:00 on Sat. 16) M-Thursday 8-3:00.]
• Later & earlier: 10 [1] Needs to be open till later at night, on Friday nights, and Sundays mornings. 2) 24 hours/day, like any real college or univ. 3) 24 hrs./day, like any real college or univ. 4) Earlier on Sun., later on Fri/Sat.; until 1 the rest of the week. 5) 6 a.m. – 2 a.m. 6) 7:45 – 12 Mon-Sat., 10 a.m.-11 p.m. Sun.]
• Earlier: 3 [1] Open at 7 a.m. on weekdays. 2) Open earlier on Sat/Sun.]
• More (in general): 2 [1] More hours on Fri. & Sat. 2) Definitely Sunday morning. Also more hours on long weekends. And Friday & Sat nights would be nice. Later hours? Esp. Sunday.]
• Midterm & finals: 1 [1] Open all night.]
• Other Comments: I can't tell you how many Sunday and Saturday nights it's been hard to study in my dorm!!

Q14: Information about the Library is: (Check one response.)
Other: 10 (3.33%)
• Who knows
• I don't understand.
• But sometimes students don't know.
• I've never looked.
• Okay.
• Never thought to look for info about library.

What could we do to improve the Library to make it easier or more helpful for your use?
Materials/resources
• More books (and more recent): 19 [1] The most ridiculous experience was researching gangs & Westmont having no books newer than the 1970's. 2) We need more funding to increase the # of recent books available. 3) More recent books would be helpful – a lot of them are really old & don't contain newer information/studies/research. 4) Hard to find a lot of updated resources, i.e., books especially. 5) More books. Update them. Many are too old to be used for upper division research. 6) Many books are very old and dirty and fragile and unpleasant to read for these reasons.]
• More resources (and more updated): 23 [1] Improve holdings. 2) We need more info available for students - its hard to find research material. 3) Bring in more info so we don't have to send out for interlibrary loans as often. 4) Wider range of info. 5) Maybe get newer sources. 6) Sometimes for research, etc., our library doesn't have certain journals, books. And UCSB does not necessarily have
them either. Work on expanding collections... But overall, I think the library is good! 7) More full text articles. 8) More journals available here. 9) Carry more popular magazines as well as scholarly journals. I don't want to purchase these mags, so I have to go to the City Library. I wish we had them. (Fitness, McCalls, People, etc.). 10) More online full text. 11) More journals, books, etc., to choose from. Updated, not from the 1920's. Many classes require information later than 1980. 12) I would appreciate a broader newspaper selection.]

Equipment/Technology
- Computer lab: 9 [1] The computer lab needs more memory (RAM) for computer graphics. 2) Sometimes it is very difficult when classes use the entire computer lab so it is closed to other students. This is very difficult for students who don't have other access to computers and they rely on the lab to complete their assignments due. We have no were else to go and the assignments are due. 3) More comp lab hours. 4) Don't put classes in the Computer Lab. 5) Larger computer lab. 6) Ensure CPU lab is open always during lib hours. 7) Not open enough hours; hours unreliable, difficult to work on papers. 8) Friendlier computer staff (not the students – they are great.).
- More computers: 3
- Better connection in dorms.
- Easy fax machine use needed; more computer memory and more upgrades.
- Online resources: 6 [1] Make online resources more direct. 2) Attempt to make the library less intimidating. Easy to use technologies in the library – more explanation. 3) Online connection to UCSB library could be better, since I have needed most of my resources from there. 4) Have a better connection to other places. 5) More adequate religion databases. 6) Make it faster.

Facility/environment/atmosphere
- Reduce noise: 11 [1] Library is often loud. Many times staff in the offices upstairs are loud, esp. Career & Life Planning. 2) Make those rooms upstairs SOUNDBPROOF – noise just amplifies in them & its annoying. 3) The women librarians need to be quieter. They yell on the phone and can be heard throughout the building. 4) The cubicle has been a lifesaver, but it's so noisy because of the people in the offices who talk loudly. 5) Perhaps a specified "noisy area" for those who want to listen to walkmans or type on laptop; can be distracting for those who need absolute quiet.]
- Room temperature: 3 [1] Too warm!!! Turn on the AC!!! 2) Cold. 3) The place is freezing & uncomfortable.]
- Redesigned/reorganized: 6 [1] It think it needs to be redesigned. It needs to be more inclusive for personal study, like desks w/ lamps yet have facilities for group studies and a much [more] up to date Reference Section. It just needs to be expanded to look like a real professional scholarly place to study. 2) I would make the Library more organized so books are easier to find. 3) More group study rooms. 4) Move copy machines. They are loud, not to mention cost to much. 5) More study spaces. It would be nice to have at least some portion of the library accessible 24/7 so that there's always a quiet, well-lit place to study.]
- Better lighting (book corners): 3
- Couches, more comfortable chairs/furniture: 5 [1] I don't study in the library because it's difficult to get comfortable.]
- Language lab.
- Add a café to the library – would be a more fun place to read & would have caffeine to keep us awake. We need color to keep us awake.
- Niceties: 1 [I like the little Dixie cups for water – keep them coming.]
- Not my preferred study atmosphere; prefer to research online, haven't had many research papers.

Staffing/service
- More staff: 5 [1] Have more help available to understand how to do research & all the computer search engines & stuff. 2) More people there to help. It's a little limited. 3) Have more people ready & willing to help find books/info.]
- Availability of staff: 1 [1] I forget how to search for things on the Westmont web page. It'd be good to have someone there specifically to help you do research.]
- Staff improvements: 4 [1] Educate workers more. 2) Please tell library help not to talk so loud. 3) Friendlier staff. 4) Make an announcement 15 minutes before the library closes to you know it's your last chance to check out a book before it closes.
- Staff compliments: 1) I love the library helpers especially Ryan Krabill & Simon & Erik Loper. 2) Barnaby Gloger is an amazing library worker and a wonderful guy. Additionally, many women consider him to be the hottest man on campus and this fact is good for business. 3) I love Jim & Kevin. 4) The staff is awesome (faculty), so friendly and helpful.
- ILL: 1 [1] Shorten the time it takes to get a book from interlibrary loan.]

User education/support materials
- Instruction: 3 [1] Better intro during orientation. 2) Don't know how to use it enough. 3) More introduction to resources.]
- User materials: 8 [1] Pamphlets telling me where things are. 2) More how to use pamphlets set up at each computer. 3) More helpful guides (written). 4) Perhaps a diagram as to how the periodicals are organized. 5) Explain/publicize the interlibrary loan process. 6) Send emails or put stuff in boxes about how to use. 7) Book stacks seem confusing. Post a "Master Chart" of the layout. 8) Written instructions available about best way to use & search databases.]

Miscellaneous
- Put better books in the for sale bin.
- Let us use the copy cards if we put $ on them.
- Searching for a book is very confusing. [? Not sure if student means shelving arrangement or searching Roger.]
- Have Westmont Student ID cards be able to check out books from Davidson library @ UCSB.
- Free fax: 2 [1] Fax should be free with long distance access codes provided by the student. The marginal cost to you is essentially zero. Charge $0.05 if you feel you need to, but the current rate is not a service to the students at all.]

Thanks/compliments
- Thanks (or other compliments): 13 [1] The library is fantastic. Simply fantastic. 2) I think all is great. Thanks! 3) I think it is very easy to use & there are always people around to help. 4) I find it very helpful as it is. 5) You do a great job.]
- I think it's A-OK.
- I love the lib.
Westmont College Library Services  
Survey of Faculty (March 2000)

This survey is being conducted as part of the Irvine Self-Study. For every completed survey returned to the Library returned by Friday, March 24th, $20 will be added to your department's library book budget. Return questionnaires to Kristyn Thurman, Library. Your department will be notified of the total amount awarded by March 31st.

Please circle your department.

<table>
<thead>
<tr>
<th>Department</th>
<th># of Responses</th>
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<tbody>
<tr>
<td>Art</td>
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<td>Biology</td>
<td>3</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Comm. Studies</td>
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<td>Kinesiology</td>
<td>2</td>
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<tr>
<td>Math/Computer Science</td>
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<tr>
<td>Music</td>
<td>1</td>
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<tr>
<td>Modern Languages</td>
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<td>Philosophy</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>Religious Studies</td>
<td>4</td>
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<tr>
<td>Sociology</td>
<td>1</td>
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<tr>
<td>Theatre Arts</td>
<td>0</td>
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<tr>
<td>TOTAL =</td>
<td>39</td>
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</table>

Library Collection
1. How satisfied are you with the following Library collections for your students’ research needs? (Check one.)

   a. Reference collection.  
      Satisfied #: (%)  
      Dissatisfied  
      Not Used  
      Missing Data
      27 (69.2%)  
      9 (23.1%)  
      1 (2.6%)  
      2 (5.1%)  

   b. Circulating books.  
      23 (59%)  
      12 (31%)  
      2 (5%)  
      2 (5%)  

   c. Printed periodicals.  
      21 (53.8%)  
      15 (38.5%)  
      1 (2.6%)  
      2 (5.1%)  

   d. Electronic journals.  
      19 (48.7%)  
      8 (20.5%)  
      7 (18%)  
      5 (12.8%)  

   e. Media collection.  
      14 (36%)  
      7 (18%)  
      12 (31%)  
      6 (15%)  

Comments: (SEE ATTACHED)

Library Services
2. How satisfied are you personally with the following services? (Check one.)

   a. Interlibrary Loan.  
      Satisfied  
      Dissatisfied  
      Not Used  
      Missing data
      31 (79.5%)  
      2 (5.1%)  
      6 (15.4%)  
      0  

   b. Reserves.  
      32 (82%)  
      2 (5.1%)  
      4 (10.3%)  
      1 (2.6%)  

   c. Circulation (Checkout).  
      38 (97.4%)  
      0  
      1 (2.6%)  
      0  

   d. Acquisitions.  
      34 (87.2%)  
      2 (5.1%)  
      1 (2.6%)  
      2 (5.1%)  

   e. Serials Dept.  
      28 (71.8%)  
      2 (5.1%)  
      4 (10.3%)  
      5 (12.8%)  

   f. Reference Service.  
      32 (82.1%)  
      0  
      5 (12.8%)  
      2 (5.1%)  

   g. Media Services.  
      30 (76.9%)  
      4 (10.3%)  
      3 (7.7%)  
      2 (5.1%)  

   h. Online Catalog.  
      28 (71.8%)  
      1 (2.6%)  
      5 (12.8%)  
      5 (12.8%)  

Comments: (SEE ATTACHED)

Bibliographic/Library Instruction (Check one.)
3. Instructors may request an instructional session on library resources (online, print) for their courses by contacting one of the Reference Librarians. Within the past two years, have you scheduled a session for one of your classes?  
   YES: 12 (30.7%)  
   NO: 26 (66.7%)  
   Missing data: 1 (2.6%)  

If you answered NO, skip down to question #4. If you answered YES, please answer questions a-e.

   a) Please rate the overall ease of scheduling the session(s) and working with one of the Reference Librarians to prepare specific handouts and online demonstrations for your students.  
      Easy: 10 (83.3%)  
      Somewhat Easy: 1 (8.3%)  
      Somewhat Difficult: 0  
      Difficult: 0  
      Missing data: 1 (8.3%)  

   If somewhat difficult or difficult, please explain.  

   }
b) Where was the session held?  Computer Lab: 5 (41.67%)  Assigned classroom: 6 (50%)
Library Alcove: 1 (8.3%)  Other location (write-in): 1 (8.3%) Moving from resource to resource
w/small # of students. [Communication Studies]. [Note: Some responded with more than one
answer.]

c) If the instruction was not provided in the Computer Lab, what was the reason?
Computer Lab was already in use: 1 (14.3%)  I preferred my classroom setting: 0
I preferred the Library Alcove: 0  Don't know: 2 (28.6%)
Other: 0  Missing data: 4 (57.1%)

If the Computer Lab was already in use, would you have preferred to have the session taught in the
Computer Lab?  YES: 1 (100%)  NO: 0  No Opinion: 0

d) Please rate your overall satisfaction with the instruction provided for your students.
Satisfied: 9 (75%)  Somewhat Satisfied: 2 (16.67%)  Somewhat Dissatisfied: 0
Dissatisfied: 1 (8.3%) With last session. [Psychology]

e) In what ways could the instructional session be improved for your class? (SEE ATTACHED)

4. Please rate your overall satisfaction with the availability of options and opportunities to incorporate some
form of library/research instruction into your classes. (Check one.)
Satisfied: 25 (64%)  Somewhat Satisfied: 5 (12.8%)  Somewhat Dissatisfied: 1 (2.6%)
Dissatisfied: 1 (2.6%)  No Opinion: 1 (2.6%)  Missing data: 6 (15.4%)

If you are either somewhat dissatisfied or dissatisfied, please provide clarification. (SEE ATTACHED)

5. If you have not scheduled a library instructional session during the past 2 years, please check all of the
reasons which apply.
Students in my course(s) are not required to perform library research: 11 (28.2%)
Extra class time is not available to devote to library research skills and instruction: 10 (25.6%)
The students have received adequate library research instruction in prior classes: 15 (38.5%)
I tried to schedule a session, but a Reference Librarian was not available: 0
Other: 5 (12.8%) (SEE ATTACHED)

6. What kind of services have you used from Media Services? (Check all that apply.)
Rental orders: 10 (25.6%)  Equipment pickup: 22 (56.4%)  Videos: 21 (53.8%)
Listening Rooms: 3 (7.7%)  Equipment delivery: 16 (41%)  Laser discs: 3 (7.7%)
Language Lab: 3 (7.7%)  Training on equipment: 5 (12.8%)  Phonos: 2 (5.1%)
Language tapes: 3 (7.7%)  CDs: 5 (12.8%)

7. How do you use the equipment provided by Media Services? (Check all that apply.)
In a classroom: 33 (85%)  Special projects/presentations: 14 (36%)  Off-campus presentations: 4 (10%)

8. What media equipment do you use or have you used in the past? (Check all that apply.)
TV /VCR: 29 (74%)  Laser disc player: 10 (26%)  Cassette/CD deck: 14 (36%)
LCD Projection: 13 (33.3%)  Overhead: 30 (77%)  Video camera: 11 (28%)
Slide Projector: 16 (41%)  Doublestack/sync/dissolve: 1 (3%)

9. What other media equipment would you like to access? (SEE ATTACHED)
10. Would you like your students to be able to take Media Services materials out of the library? 
   YES: 9 (23%)   NO: 21 (54%)   Missing data: 9 (23%) 
   If YES, please specify which type of materials: (SEE ATTACHED) 

11. Media Services is open: 
   Monday-Thursday: 8:00 a.m. to 10:45 p.m. 
   Friday: 8:00 a.m. to 5:00 p.m. 
   Sunday 1:30 p.m. to 10:00 p.m. 
   There is no service during chapel (10:15-11:30 a.m., MWF). 
   Would you like Media Services to be open more hours? 
   YES: 2 (5%)   NO: 29 (74%)   Missing data: 8 (21%) 
   If yes, which days? (SEE ATTACHED) 
   What hours would you like added? (SEE ATTACHED) 

12. What other services would you like Media Services to offer? (SEE ATTACHED) 

Other 
Comments on any Library Service: 

(SEE ATTACHED) 

Thank you for taking the time to complete this survey. Please return completed surveys by Friday, March 24th, to Kristyn Thurman, Library.
Faculty Surveys
Comments

The name of the department is enclosed in brackets at the end of each comment. Added information is also enclosed in brackets where clarification seemed helpful.

Q1: How satisfied are you with the following Library collections for your students’ research needs?

- Is it reasonable for us to dream that we could have the same funding as Pomona and Occidental? Someday, maybe. [Chem]
- Sorry, we come from large research institutions. For Westmont’s size, I suppose we’re doing all right. Would like more music scores though. [Music]
- We are always looking and adding for contemporary needs. [Art]
- We don’t carry any of the standard art historical periodicals (w/the exception of Art Bulletin) but I am not sure how much use they would actually get by students. [Art]
- For the size of the college, the more important journals are available. [Bio]
- For research – students need primary lit sources (journals) & symposia – UCSB provides probably to the point that we will never be competitive. [Bio]
- I typically send students to use UCSB & Cottage libraries. [Bio]
- It would be good to have greater access to electronic journals. [Chem]
- I am not horribly dissatisfied but things could be much better. [Econ]
- We need to add more books and particularly periodicals which address faith & learning integration. [Econ]
- I would like somewhere between Satisfied & Dissatisfied. [His]
- [Printed periodicals; electronic journals; Media collection: Not Used] Don’t know yet – will use in future. [Math/CS]
- Reference collection; circulating books; printed periodicals: Dissatisfied] The above has been checked for Language Acquisition course. [Mod lang]
- Reference collection; printed periodicals: Dissatisfied] Note: I am in the process of reviewing what is available. My comment re: printed periodicals largely pertains to an insufficient breadth/quantity; however, I am aware that given the size of the college, this is understandable. [Psych]

Q2: How satisfied are you personally with the following services?

- Generally service is good. [Chem]
- Would appreciate being able to dub videos and audio tapes at no charge. [Music]
- Your staff has been very efficient in granting our requests. Book orders are very timely – we LOVE getting notified of recent arrivals/purchases. [Art]
- [Serials Dept.:] See above. [We don’t carry any of the standard art historical periodicals (w/the exception of Art Bulletin) but I am not sure how much use they would actually get by students.] [Art]
- The ILL department is phenomenal. That dept. has kept my research going. Richard & his staff do an excellent job! [Bio]
- [Acquisitions:] would always be nice to have [more] $. [Bio]
- Media seems like bureaucracy rather than service. [Econ]
- The software (or interface) for Roger is not as user friendly as some online catalogs. [Eng]
- I would like somewhere between Satisfied & Dissatisfied. [His]
- I would still love for us to add America: History and Life to our online catalog. [His]
- Do we have the MLA Bibliography on-line? [Mod lang]
- Courteous & efficient & competent workers – Thanks! [Philo]
- I’m very satisfied with personnel and their work but collection is meager. [RS]
- Re: Media [dissatisfied], see * on reverse [quality of video projector equipment in Porter – poor.] [RS]

Q3: Within past two years, have your scheduled a [bib instruction] session for one of your classes?

- No, only upper div. courses. [Kinesiology]

Q3e: In what ways could the instructional session be improved for your class?

- One idea would be to have any materials to be distributed to students sent to the professor beforehand so he/she can preview them. [His]
• [Q3d: Dissatisfied with last session] Provide step by step info about search strategies, using thesaurus terms & LCSH. No hands-on while instruction is occurring. Have all students do same exercise while in class so instructor can monitor their success. [Psych]
• Hands-on exercises – searching for biblio. [RS]

Q4: If you are either somewhat dissatisfaction or dissatisfied [with availability of options and opportunities to incorporate some form of library/research instruction into your classes], please provide clarification.
• See #5 – also #1. [1: Is it reasonable for us to dream that we could have the same funding as Pomona and Occidental? Someday, maybe.] [5: Too specialized instruction required so I do it myself. We do not have a science librarian.] [Chem]

Q5: Other [reason(s) why you have not scheduled bib instruction within past two years]:
• Too specialized instruction required so I do it myself. We do not have a science librarian. [Chem]
• I may schedule a session when it suits my needs – it's a GREAT service I'm sure... Thank you for creating it. I am new & am still getting oriented to campus. [Art]
• I have upper division/grad students. [Ed]
• Use of library resources for term papers is optional (though philosophical essays are required). [Philo]
• Some classes too large – but I plan to begin to incorporate instruction. [RS]

Q6: What kind of services have you used from Media Services?
• Haven't this year – we like having our own. [Art]

Q9: What other media equipment would you like to access?
• Audio tape dubbing. [Music]
• DVD drive on computer (Mac). [Bio]
• [Re: Q8. LCD Projection:] Is this a data projector? If so, yes. [Eng]
• More digital projectors in classrooms! [Math/CS]
• Software for editing videos/CD ROMS – e.g., "Media 100" program. [Mod lang]
• I want to use computers more for Powerpoint and/or Internet presentations. [Philo]
• Data projector w/accompanying laptop. [Psych]
• Web-linked laptop for use of Powerpoint and web resources during lectures. [RS]

Q10: If YES [you would like your students to be able to take Media Services materials out of the library], please specify which type of materials:
• CD's LP's [Music]
• [No] – only because they have a propensity not to get them back on time. [Bio]
• Video camera. [Ed]
• [6 requests for] Videos. [3 His; 2 Mod lang; 1 Philo] On occasion, having them be able to check out videos would be helpful. [His]
• Not sure. Perhaps limited access with instructor permission. [Type of material not identified] [RS]

Q11: Would you like Media Services to be open more hours? If yes, which days? What hours would you like added?
• Open to faculty during chapel. [Music]
• Saturday 10-5. [His]
• Different hours: begin at 7:30 a.m. so can get things before class. [Psych]

Q12: What other services would you like Media Services to offer?
• Delivery & set up (at least I was not told that was an option). [His]
• Some of the charges are excessive for some media services (e.g., copying tapes/videos, etc.) [Mod lang]
• Copies of slides. [Physics]
• Better help w/ pickup/delivery & set up of equipment – this has been like pulling teeth. [Psych]
• Video editing – I would like to build a collection of small clips from various films (many of which I own) but I need help & equipment to do the tape-tape transfer/recording. [RS]
Comments on any Library Service:

- I would like to see a xerox machine available for faculty/staff in the non-public areas. After hours access by faculty to stacks, and xerox machine. [Chem]
- Has met my needs to date. [Kinesiology]
- Thank you for your efficiency, your availability, your desire to be helpful to all of us! [Art]
- I’m very pleased with the library & its services. My only request is a better microfilm machine, particularly for making photo copies. [Bio]
- Library should focus on providing electronic databases and online journals for faculty/student access via the web. [Chem]
- Have always found library services of all types to be extremely helpful. [Ed]
- Westmont’s library staff does very well with the resources available, & very well with helping students understand how to make use of the services available. [Eng]
- The staff is wonderful, helpful and generous with their time. The ILL has improved a lot in the last 2 years – Ruth is excellent. I am very pleased with the people in the library. I wish we had more money for books – AND salaries for people in the library. [His]
- I am personally very satisfied with the library. But continue to be puzzled by the fact that students do not make more use of the library for study. Can we get a handle on this?? [His]
- [Q6: What kind of services have you used from Media Services?] None – we have created our own “media services” because Library Media Services is user unfriendly. [RS]
- Multi-media training in classroom equipment – helpful. Responsiveness to requests – excellent. Quality of video projector equipment in Porter – poor. Thanks for your good work! [RS]