



## **Support Unit Review**

## **Self-Study Report**

**April 2008**

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# University Library Support Unit Review Self-Study Report

## Introduction

### *Mission Statement*

*The mission of the University Library is to provide access to information resources and services that facilitate teaching, learning and research, and to provide an environment that encourages and enables those in our diverse community to expand their intellectual, cultural and artistic horizons.*

*--Approved by the Library Faculty, February 2008.*

The community served by the University Library includes all currently registered CSU Stanislaus students as its primary clientele, who are provided with access to library collections, information resources, services and facilities that support their curricular and extra-curricular needs. The library faculty is directly responsible for instructing students in the use of library resources and services. The University Library also serves the faculty of the University, who need library collections and services to support the curriculum they deliver, as well as their own research and scholarly activities. The staff of the University, as well as citizens of the region and state, also rely on the University Library for collections and services that meet the needs of their independent research and scholarly activities. The University Library also considers libraries in other parts of the country and world as members of its community, and responds to requests from those libraries for materials and information resources that are not available elsewhere. In addition, the University Library attempts to fulfill its mission by providing special services, coordinating activities and hosting events that are focused on increasing learning and cultural awareness throughout the community of the University and the Library.

### *Organization*

The Library is a department within the Academic Affairs Division, and the Dean of the Library Services, who is the chief administrative officer of the department, reports directly to the Provost and Vice President for Academic Affairs. To fulfill its mission, the faculty and staff of the University Library work together to perform the following functions: collect and provide access to a variety of physical and virtual information resources; provide reference service and research assistance to students, faculty, and staff; provide instruction to students in the retrieval and use of information resources; support the faculty, who develop and deliver the curricula of the University through the various academic departments and programs; archive the history and scholarly output of the academic community; serve the research and scholarship needs of members of the larger community and region; and provide a physical environment that facilitates research and scholarship and meets the diverse needs of the community. In order to perform these various functions, library faculty and staff serve in one or more of the following organizational units: technical services, collection development, reference and instruction, circulation, interlibrary loan, special collections, library systems, and library administration.

[\[Organization chart\]](#)

The library faculty includes nine full-time librarians, five of whom have achieved tenure. All nine librarians hold a master's degree in library science or the equivalent, which is the

terminal degree for the profession, and seven of the nine hold an additional master's degree in another discipline. The dean of the library faculty and director of the University Library also holds the terminal professional degree, as well as a master's degree in business administration.

The staff of the University Library consists of 16 full-time employees, as well as occasional part-time employees in various classifications. All but two members of the staff hold the bachelor's degree, and several staff members also hold, or are in the process of completing the master's degree in library science or other graduate degrees. The University Library also provides year-round, part-time employment for 30, or more, currently registered CSU Stanislaus students, who play a vital role in assisting library faculty and staff to carry out the various functions and services for which they have responsibility.

### ***Technical Services***

The staff of the technical services unit, under the direction of the Technical Services Librarian, is responsible for the acquisition and processing of all library materials, maintenance of the library collections, and creation and maintenance of bibliographic records in the online catalog. Divisions within the technical services unit include acquisitions, cataloging, book repair and bindery preparation, serials, periodicals, and government documents. The technical services staff consists of six classified Library Assistants and 6-8 student assistants.

### ***Collection Development***

Development of library collections is a cross-divisional function that involves faculty and staff in several service units within the library, as well as discipline-based faculty in the academic departments and programs. Collection development activities are coordinated by the Collection Development Librarian who also works closely with the Technical Services Librarian, other members of the library faculty, and the Dean of Library Services to insure an even flow of library materials into the physical collections, access to appropriate electronic information resources, and a balanced expenditure of allocated funds.

### ***Reference and Instruction***

Five members of the library faculty comprise the reference and instruction unit of the University Library. The primary function of the unit is to provide reference and research services at the Reference Desk, and formal and informal library instruction. One faculty member serves as Reference Coordinator and is responsible for planning, scheduling and evaluating reference and research services, as well as for reviewing and evaluating the reference collection and making recommendations for purchase. Another faculty member serves as Instruction Coordinator, with responsibility for planning and evaluating the library instruction program and for fielding requests from teaching faculty for classroom instruction sessions. Other members of the library faculty and staff also contribute to this activity on an as-needed basis.

### ***Circulation***

The circulation unit, which includes five Library Assistants reporting directly to the Dean of Library Services, has primary responsibility for the day-to-day operations of the University Library. A Library Assistant IV serves as Circulation Coordinator and work leader for the staff in the unit and as many as 20 student assistants. The Circulation Coordinator participates in the performance evaluation of other staff in the unit, coordinates their work and schedules, hires and evaluates the performance of student assistants, and prepares the schedule of library hours.

Circulation staff and student assistants work together as a team to open and close the library facility each day, circulate materials from the collections in and out of the library, re-shelve materials that have been used and maintain the book stacks, prepare course reserves, manage the submission and review process for graduate theses and projects, serve as cashiers for a variety of self-service and fee-for-service functions, maintain equipment used by the public and call for service or repair as needed, and answer general questions about library facilities and services.

### ***Interlibrary Loan***

The staff of the interlibrary loan unit (ILL), which fulfills requests from students and faculty for materials and information resources that have not been acquired for the collections of the University Library, includes two Library Assistants and one or two student assistants. Staff in this unit report to the Reference Coordinator, who oversees their work, evaluates their performance, and assists in identifying requested materials and troubleshooting difficult requests. ILL staff also provide backup support for staff in the circulation unit as needed.

### ***Special Collections***

The special collections unit is staffed by a Library Assistant, who is responsible for managing and maintaining library special collections, including the University Archives, under the direction and supervision of the Collection Development Librarian. Library special collections include old, fragile, rare, or valuable materials in a variety of formats, mostly of local historical interest, that are separated from the main circulating collections and made available on a limited or restricted basis.

### ***Library Systems***

The library systems unit is directed by the Systems Librarian and is responsible for the technical infrastructure that supports all library functions, services and activities. This includes desktop support for all library faculty and staff computers and peripherals in Turlock and Stockton, support for all software applications running on library equipment, support for the library's internal network and website, administration of all library servers, backup and security of all data stored on library equipment, and management of the integrated library system and online library catalog. The systems unit is also responsible for developing, implementing and maintaining the interfaces to all campus and other external systems. The work of the unit is carried out by the Systems Librarian, two Information Technology Consultants, and one or two student assistants. The Web Services Librarian also works closely with the staff of this unit in developing and maintaining the public interfaces to the various library computer systems and electronic information resources.

### ***Library Administration***

The library administration unit includes the Dean of Library Services, an Administrative Support Coordinator, and one or two student assistants. This unit performs the functions typically associated with library administration, which include budget management, human resources administration, annual reporting, long range planning, development and maintenance of library facilities, maintenance of central files and records, ordering and maintenance of supplies and equipment, liaison with other departments in Academic Affairs and in other divisions, administrative support for library faculty and staff, etc.

## Functions and Services Provided

### *Physical Collections*

Physical collections available to CSU Stanislaus students and faculty, as well as to members of the wider community of scholars and researchers, include materials in a variety of formats. While books and periodicals, i.e., print on paper, comprise the bulk of materials historically collected by the Library, a substantial portion of the physical collections is composed of non-print media and materials, including microfilm and microfiche, sound and video recordings, documents, maps, and manuscripts, etc. As of June, 2007, physical collections included 372,231 bound volumes, 116,495 government documents, 1,238 periodical subscriptions, 1,138,989 microform units, 2,570 linear feet of manuscripts, 11,383 maps and other graphic materials, and 5,061 sound and video recordings. The vast majority of these materials are housed in open stacks and available to be checked out of the Library by CSU Stanislaus students, faculty, staff and other eligible borrowers.

In addition to the general circulating collection, the Library maintains a collection of reference materials, many of which are non-circulating, that is intended primarily to support the research needs of CSU Stanislaus students and faculty. The Reference Collection contains, but is not limited to, encyclopedias, dictionaries, atlases, directories, indexes to books and periodical literature, bibliographies, statistical compilations, law codes, and handbooks. Materials in the collection are selected by the library faculty, and reference librarians periodically assess the collection for currency and accuracy, withdrawing unused or outdated items and generally maintaining the collection for optimum public use. Although items selected for this collection support in large part the academic programs at CSU Stanislaus, the collection also includes important reference resources in related subject areas that provide fundamental bibliographic access to, or an overview of, associated academic disciplines. Electronic, Internet-accessible reference sources increasingly provide fast, accurate, and comprehensive reference coverage and have become a prominent adjunct to the Library's print reference collection. Because of the increasing availability, variety and comprehensiveness of electronic reference sources accessible via the Internet, acquisition of reference works in print has declined and much of this physical collection has been integrated into the regular circulating collection. Because of the increasing reliance on electronic reference sources and a decline in the use of print sources, the need to build and maintain a print reference collection is diminishing.

The Library also maintains a collection of U.S. and California government documents in print format and has been a selective federal and state depository since 1965. The majority of publications in the Government Documents Collection have not been cataloged and require the use of special finding aids to locate them within the collection, which is housed separately in the Library and is openly accessible. In the case of U.S. publications, for example, the Government Printing Office Catalog of Government Publications is one such aid. Another useful finding aid for government publications is the subject guide to government information resources that was produced in-house by the Technical Services Librarian. The collection also contains materials produced by local government agencies from the six counties that comprise the University's historical service area (Amador, Calaveras, Mariposa, San Joaquin, Stanislaus and Tuolumne counties). In recent years, many government publications are also being made available electronically and can be found with relative ease using specialized search engines available on government sponsored websites. As mentioned above with regard to the reference collection, the

need to maintain a discrete collection of government publications in print may also be diminishing.

The Library also has a representative collection of literature written for children, primarily preschool through Grade 6. Intended for the use of students in teacher education and children's literature courses, as well as for those preparing for related careers, this collection consists of picture books, fiction and non-fiction, including many biographies. Emphasis is placed on acquiring award-winning and special merit books, specifically Caldecott, Newberry, and Coretta Scott King award and honor books. In addition, significant secondary sources, such as best books, books about children's authors and illustrators, and the history of children's literature, as well as reviews and selection aids, are also included in the collection. This collection is housed in open stacks, and materials can be borrowed for standard loan periods.

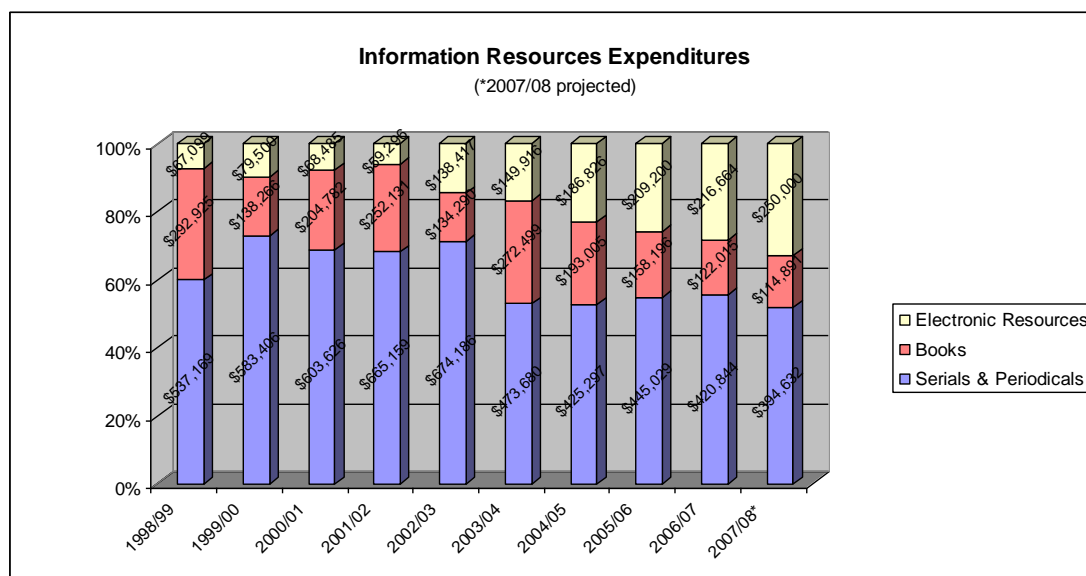
From its outset, the University Library has actively involved teaching faculty in building its physical collections in order to insure the availability of library resources that support subjects actively being taught. Thus, the practice of selecting publications and other materials for library collections involves the full participation of discipline-based faculty, as well as library faculty, and a significant portion of the library acquisitions budget is allocated to the academic departments and programs to support this activity. Departmental allocations vary from year to year depending on available funds and are determined annually by a formula that is based fundamentally on the number of students served by a department. Other factors are also taken into consideration in deriving the allocation formula, such as the cost of library materials in a given discipline and the history of allocations to the department. Annual allocations to the departments are available to faculty members in the department for the purchase of books and other non-subscription publications. Departmental allocations in total equal about half of the funds available for such purchases. The remainder of these funds is allocated to the Collection Development Librarian for the purchase of interdisciplinary works. A substantial portion of the library acquisitions budget is also allocated to cover the ongoing cost of discipline based print subscriptions and other serial publications that are attributed to the various academic departments and programs. However, the amount of funds allocated for these print publications is fixed due to budget constraints, and a new subscription can only be ordered when an existing subscription of equal cost is cancelled.

To facilitate this model of collection development, each librarian serves as a liaison to one or more of the various departments and programs, and each of the departments and programs designates a library representative from among its faculty, who coordinates selection of library materials within the department and communicates with the designated librarian liaison. The liaisons act as resource persons, advisors and communication links to the departmental faculty, who in turn retain responsibility for selection of library materials in their own discipline. Liaisons may also interact with departmental faculty in other collection development and management activities, such as evaluation and weeding of collections related to specific subjects or disciplines, consultation on needed reference items or electronic resources, and planning for the resource needs of newly developed curricula.

Librarian liaisons also work closely with the Collection Development Librarian to monitor fund allocations and departmental expenditures and support the Library's collection development and management policies and procedures. However, it is the Collection Development Librarian who has primary responsibility for building well balanced, interdisciplinary collections that are sufficiently broad and deep in coverage to meet current and future needs of the University's evolving curricula. The Collection Development Librarian has

access to approximately half of the funds available for the purchase of monographs (books), as well as a portion of the funds needed for continuations (subscriptions and other serial publications). The library faculty works as a team, coordinated by the Collection Development Librarian to expend these funds on interdisciplinary books and periodicals, core works within the various disciplines, reference works, and other library materials needed to ensure the depth and breadth of the physical collections.

Over the last ten years, library expenditures for information resources (physical and virtual collections) have ranged from about \$775,000 to \$985,000 and have stayed fairly close to an average allocation of nearly 35% of the total annual library budget. During the same period of time, however, as the demand for and availability of electronic information resources has grown, the proportion of the 35% that has been devoted annually to electronic resources has grown from less than 10% to more than 30%. The result has been a corresponding decline in the proportion spent on physical collections, as shown in the following chart.



Because the net gain over the last ten years in the total budget available to spend on information resources is negligible, the actual annual expenditure on physical collections will have shrunk from a high of \$927,000 in 2001, to a low this year of \$526,000. Nevertheless, consistent spending and vigilant oversight from the Collection Development Librarian and Technical Services Librarian have resulted in physical collections that are well rounded in the humanities and social sciences, and sufficient in breadth to meet the basic needs of most of the disciplines that are relevant to the current curricula of CSU Stanislaus.

Even though the budget at CSU Stanislaus for library materials and information resources has exceeded that of several of its CSU peers over the last ten years, constricted spending in the previous forty years has led to gaps in coverage of the physical collections that need special attention and bolstering, and continue to be a challenge to address given current budget constraints. Gaps are especially evident among the more than 370,000 volumes that comprise the classified collection, which includes books, reference works and some government documents, but excludes periodicals and newspapers. A [recent analysis of this collection](#) reveals that more than 80% of the titles are related to the humanities and social sciences, while less than 20% cover subjects in the natural and physical sciences. While some of this imbalance can be

attributed to differences in the nature of research and publication in the various disciplines, the disparity between the proportions is nonetheless striking. However, it is perhaps more telling to note that while 80% of the titles in this collection have pre-1990 imprint dates, only 20% have imprint dates from 1990 on.

As indicated above, there is a major trend that is bringing fundamental changes to the physical collections in many academic libraries; it is the increasing availability of and demand for digitized or electronic, Internet-accessible information resources. The impact of this trend has been evident for more than a decade, particularly with regard to the popular and scholarly literature traditionally found in periodicals and other serially issued print publications. While the volume of physical items added annually to the permanent collections of the University Library has remained relatively constant, the number of print periodical subscriptions has been reduced by almost 50% over the last ten years from more than 2,000 to just over 1,000 titles, many having been cancelled due to the online availability of electronic surrogates. During the same period of time, the number of periodical titles accessible via the Internet to users of the CSU Stanislaus Library has grown to more than 30,000. Furthermore, use of the print periodical collection has declined by more than 65% over the last five years, while use of the Library's electronic resources has nearly doubled. There is no reason to doubt that the trend toward electronic access to virtual collections of information resources and away from more traditional methods of access to physical collections will only accelerate in the years ahead.

### ***Virtual Collections***

Over the last ten years, the amount of information available electronically via the Internet has grown dramatically, as has demand from students and faculty for Internet-accessible information resources. As a consequence, the proportion of the library materials budget allocated to electronic information resources has grown to more than 30% (approximately \$250,000) in 2007/08. Furthermore, usage of electronic information resources provided by the Library has more than doubled since 2001. Currently, the library provides online access to nearly 12,000 scholarly journals and 20,000 news, business, legal, and trade periodicals in databases accessible from the library website. Online access to the full, cover-to-cover text of 6,288 titles is also available via the Internet from the library website. Students have access via the online library catalog to 5,698 electronic books and via 118 electronic reference sources to articles, abstracts and citations. In 2006/07, the library logged 164,653 online sessions accessing those various electronic information resources, and more than 260,000 full-text retrievals.

The rapid growth of library virtual collections and their use has also had, and will continue to have, a dramatic impact on staffing resources in the Library. Staff resources in the technical services unit have been reallocated to provide additional support for maintenance of the records associated with the growing collection of cataloged and uncataloged electronic information resources. Library systems staff have also been stretched to make sure the technical infrastructure needed to support access to virtual collections is adequate and even robust. Reference and instruction librarians have had to retool their services in response to library users' increasing reliance on electronic resources, and more and more library faculty time is being devoted to evaluating available resources, enhancing access to them, and tracking usage.

In 2005, an Electronic Resources Librarian was appointed and assigned a full-time set of responsibilities that included managing all web-accessible electronic information resources, managing and developing the library website, implementing discovery and retrieval tools, enhancing electronic access, and providing training and support for faculty and staff users. This

pulled together and provided more time for some of the work that had previously been accomplished by faculty and staff in several library units. Recently, the ever increasing demand for electronic access has made it necessary for the Collection Development Librarian to expand his set of responsibilities to include virtual collections, as well as physical collections, and for the Electronic Resources Librarian to become the Web Services Librarian in order to focus exclusively on, and give more time and attention to, providing and enhancing electronic access to the full range of information resources. This trend will undoubtedly continue for the foreseeable future, and library faculty and staff at all levels will continue to be stretched to meet the exploding availability of and demand for electronic information resources.

### ***Special Collections***

Special collections of the University Library include materials in a wide variety of print and non-print formats and generally are oriented towards topics or subjects that are of particular interest to local scholars and researchers. Most of the users of these collections are either affiliated with CSU Stanislaus as students or faculty, or non-affiliated individuals who need access to primary sources of local or regional information for their independent historical or other related research activities. The Library's special collections may be integrated into the open stacks where they are freely accessible to the public and circulate without restrictions, or they may be housed separately from regular circulating materials and accessible on a limited or restricted basis, or not at all in some cases. Some notable special collections of the University Library are briefly described in the following paragraphs.

The Library's Stanislaus County and Cities History Collection contains selected historical documents from a variety of local county and city government entities within Stanislaus County covering the period from the mid-19th to mid-20th Centuries. Major segments of the collection include meeting minutes of the Stanislaus County Board of Supervisors, case calendars and other documents from local courts, property assessment and poll tax rolls, marriage license affidavits, local school registers, and burial permits. Materials in this non-circulating collection may be viewed onsite in the Special Collections Room during regular hours or by appointment.

Over 200 historical photographs and a commemorative scrapbook from among the many images and artifacts housed in Special Collections have been digitized by the University Library and are now available online in the Stanislaus Region History and Culture Image Collection. Works in this digital collection illustrate the history of Turlock, Stanislaus County and the Central Valley region. The collection is accessible via the Internet through either of two California digital archive portals, [Calisphere](#) and the [Online Archive of California](#), which are projects of the California Digital Library of the University of California. Funding to digitize the collection was provided through a grant from the California State Library to support the Local History Digital Resources Project of the U.S. Institute of Museum and Library Services.

The Library also maintains an archive of selected university publications from various sectors of the CSU Stanislaus campus community reflecting the history of the university since its inception in 1957. This non-circulating collection includes campus catalogs, yearbooks, press releases, photographs, student newspapers, curriculum materials, faculty publications, university publications, administrative documents, etc. The collection also contains archival copies of master's theses and projects authored by CSU Stanislaus graduate students. Archived materials may be retrieved for viewing under special circumstances and by appointment only in the Special Collections Room.

The Dias Photographic Collection contains more than 30,000 prints, slides and negatives of photographs taken by professional photographer Manuel Dias. Mr. Dias worked for the Modesto Bee and the Stanislaus County Office of Education as an aerial photographer, and maintained his own private photography business for more than half of the 20th Century. The aerial photography section includes photographs that depict the agriculture, industry, irrigation, recreation, roadways, schools, and urban areas of the San Joaquin Valley. The Portuguese culture section includes photographs that depict Portuguese culture in the Azores and Madeira, Portugal, California, and Hawaii, with a focus on farming, seafaring, bullfighting, and portraiture. Images in the collection may be viewed by appointment only in the Special Collections Room.

The Assyrian book collection of the Rev. Eshoo Paul Sayad of Turlock was acquired by the University Library in 1970. The Sayad Collection includes many rare and unusual books about Assyrian culture and religion from the times of the ancient civilizations of Mesopotamia to modern times in Northwestern Iran. The collection includes more than 100 books in the Assyrian language, some English translations, and many books in English and other languages. Much of the material is cataloged and available for circulation, but a substantial portion of the collection, mostly in the Assyrian language and theological in nature, is non-circulating and available for viewing by appointment only in the Special Collections Room.

The University Library also hosts several independent projects and archives. The California Institute for Peruvian Studies (CIPS), which archives studies of Peruvian archaeology and antiquities, is housed in the Library. The Assyrian Archive Project, also housed in the Library, is an externally funded project that is collecting oral histories to record and preserve the experiences and culture of Assyrian Americans who have immigrated to this region over the last 50-100 years. The University Library also houses a collection of oral histories recorded by faculty of the History Department that chronicle the history of CSU Stanislaus, as well as a collection recorded by local historians affiliated with the McHenry Museum and Historical Society that focuses on archiving the history of the region and its inhabitants.

University Library special collections and archives are destined to become increasingly important and receive greater attention as a means of achieving distinction and definition, which is a goal that has been set for all academic programs and departments at CSU Stanislaus. These collections hold materials that are unique to this library and this institution. At present, only some of these materials are cataloged, which makes discovery difficult at best and therefore unlikely. Consequently, usage is relatively low. However, recent projects to digitize some materials and plans to expand those projects and seek funding for new projects hold the promise of increased access and use. It will be essential to allocate the resources needed to develop special collections and find ways to reveal them to scholars and researchers. Library special collections contribute substantially to institutional goals by providing a mechanism to advance the library and an opportunity for contributors and donors to express their support for the Library and the University.

### ***Access Services***

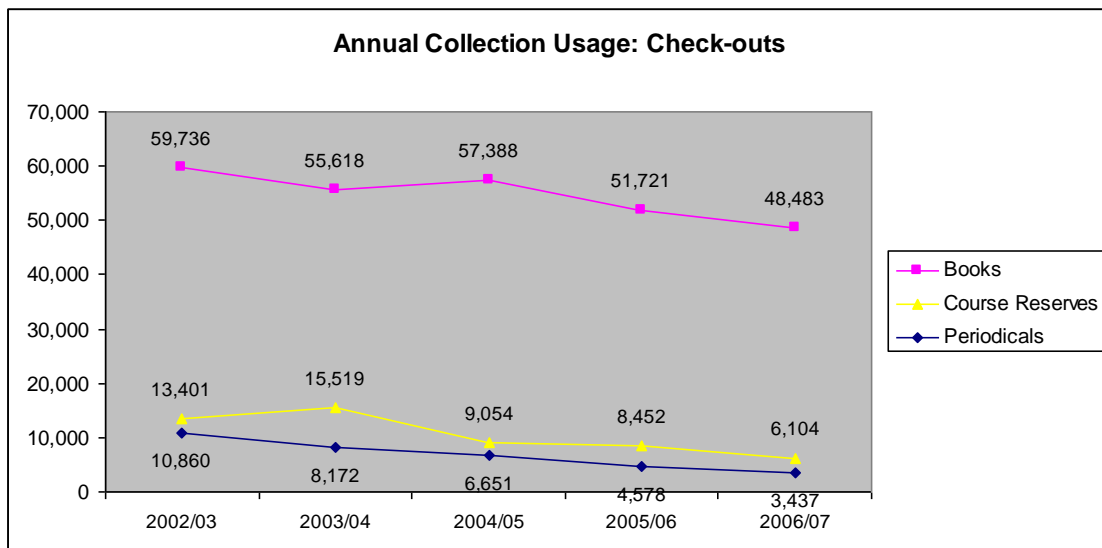
Circulation unit staff and a crew of student assistants maintain and provide access to all physical collections housed in the University Library. Responsibilities of the circulation unit include opening and closing the Library, shelving and re-shelving materials, identifying materials that need repair or replacement, helping students and other library users find needed library materials, checking materials in and out of the Library, monitoring overdue materials and

assessing and collecting fines, providing general information about the Library and the University, etc. Materials circulating out of the library facilities in 2006/07 included nearly 60,000 books, periodical issues, government documents, course reserves, microforms, and other non-print materials. Another 13,000 items were used in-house and re-shelved.

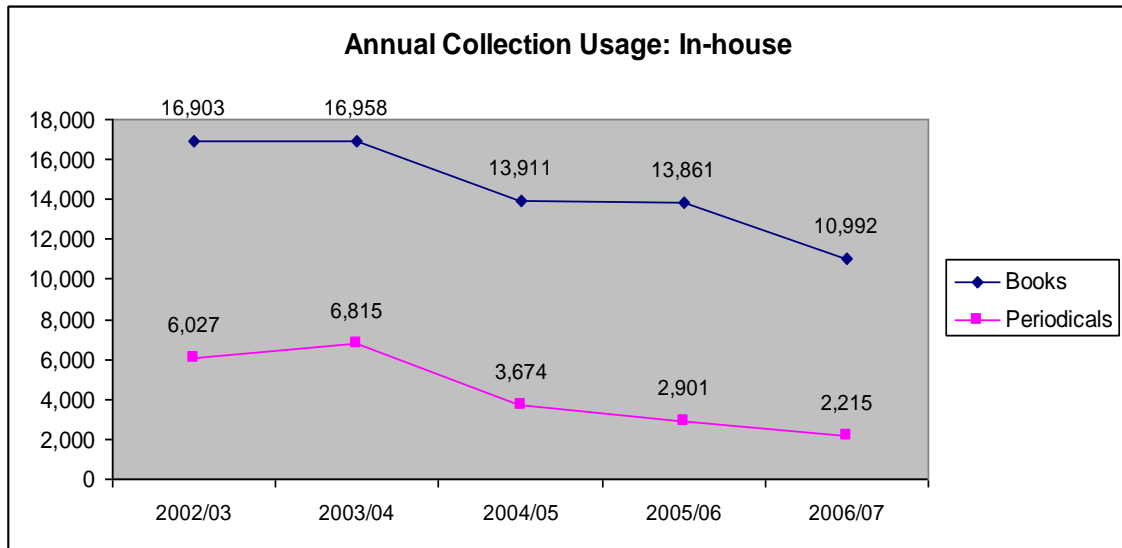
Staff of the circulation unit also play a major role in managing and maintaining library facilities. The main library in Turlock encompasses nearly 65,000 square feet of assignable space on three floors, 90% of which consists of book stacks and public areas, and may be occupied by hundreds of people at any given time. Circulation staff monitor use of the facility by the public during open hours, report problems to facilities and public safety staff, evacuate public areas in case of emergency, give directions and provide general information about the Library and campus, assist graduate students with thesis preparation and processing, provide and maintain photocopying and printing services, provide cashiering services, etc. Circulation staff also have primary responsibility for managing the library facility at the Stockton Center. In 2006/07, the main University Library in Turlock was open 81 hours per week, including evenings and weekends, throughout the fall and spring terms. The Stockton Library Access Center was open 32 hours per week. Summer and winter term hours were somewhat reduced at each location. The total number of people entering library facilities increased in 2006/07 to more than 236,000.

Library access services also incorporate the activities of the Interlibrary Loan (ILL) Office, which enables faculty, as well as students, to extend their research to library collections throughout the state, nation and world. In 2006/07, ILL staff processed approximately 1,200 faculty requests and 4,100 student requests for information resources from other libraries.

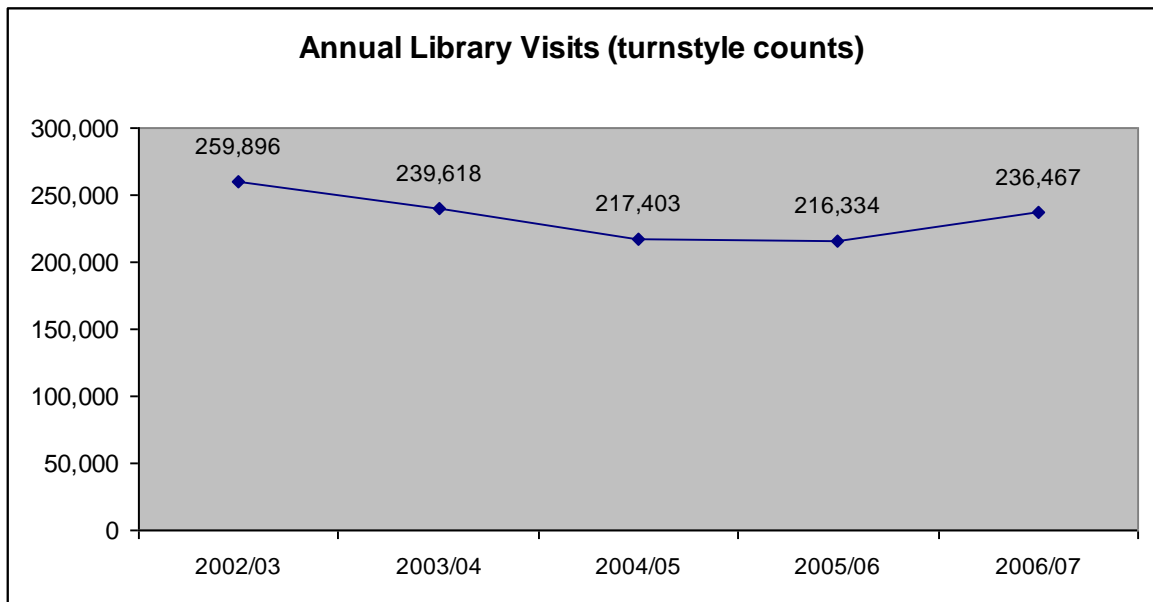
There are clear trends in the use of local library collections and services that are having and will continue to have a significant impact on access services in the University Library. Use of library physical collections is declining both in terms of materials circulating out of the library (check-outs) and in terms of materials being used in-house. The following chart shows the decline in usage of the physical collections based on items checked out of the library annually over the last five years.

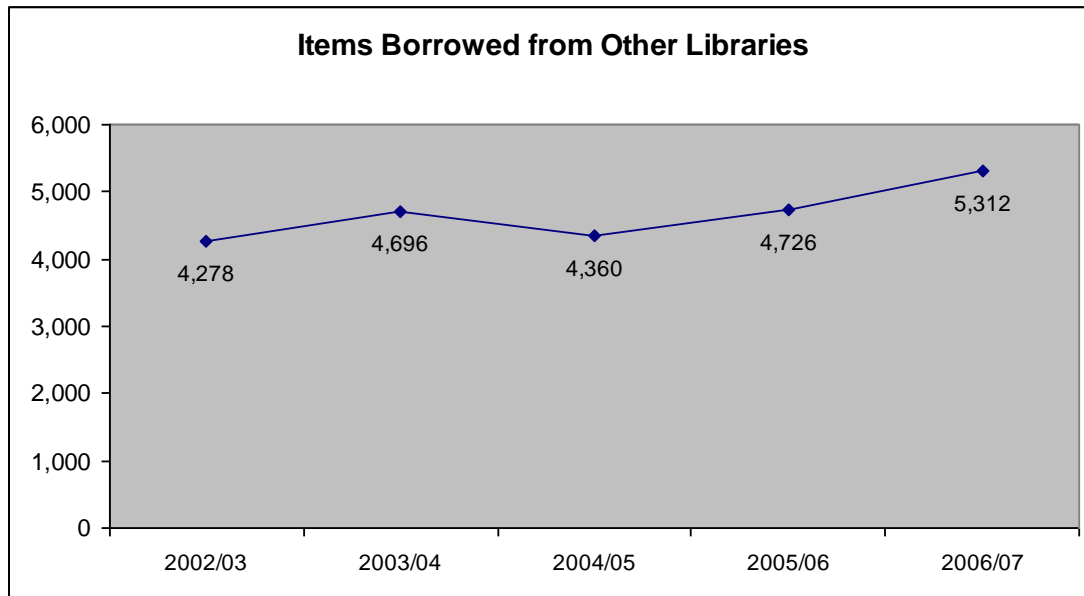
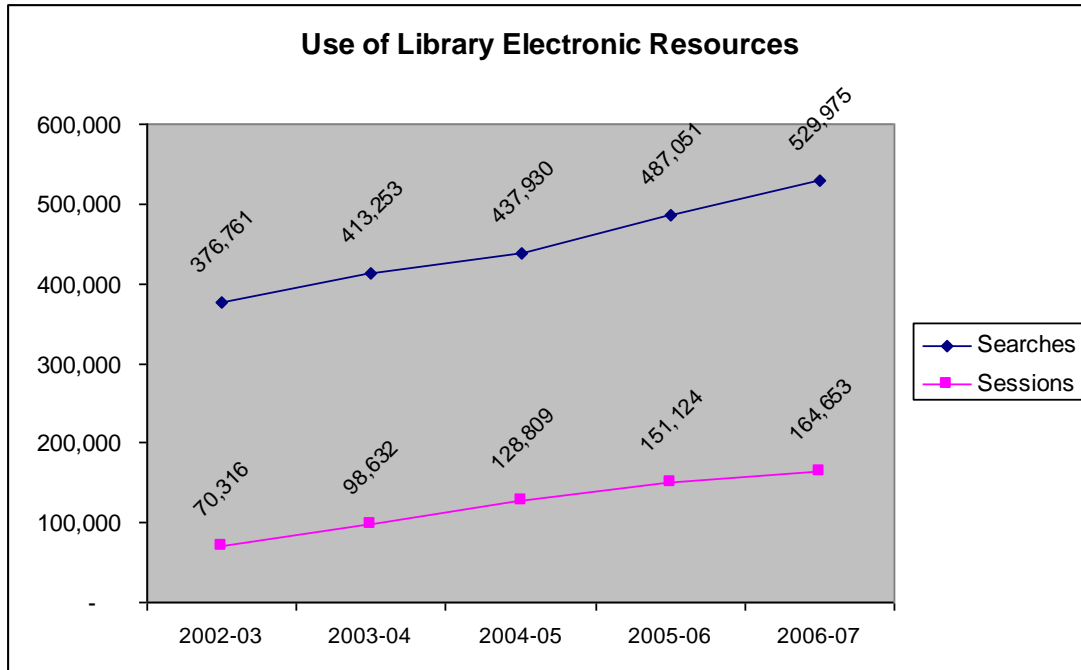


The following chart shows the decline of in-house usage of periodical issues and books over the same period of time.



At the same time, the number of visits to the Library, virtual library visits (i.e., Internet use of library-provided electronic resources), and items borrowed for students and faculty from other libraries has increased, as shown in the following charts.





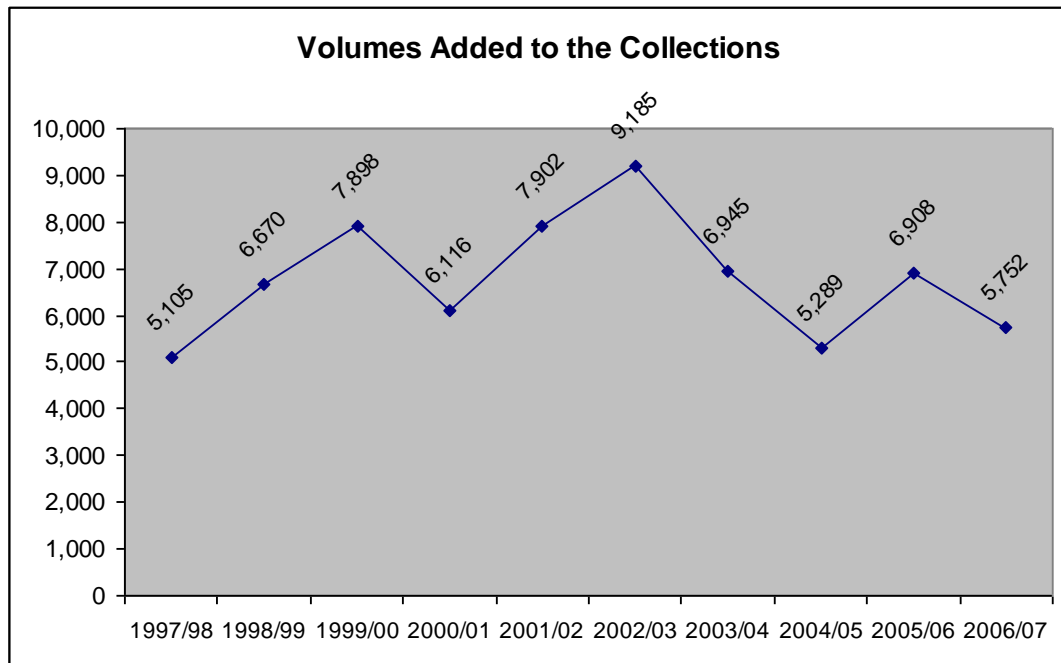
These statistics lead one to the conclusion that students particularly are using the library and library services for activities that are related less and less to the Library's local physical collections and more and more to what is available beyond the walls of the Library. The increasing number of students entering the Library coincides with the opening of the Collaboratory, the new library computer lab, and the increased availability of computer workstations, accompanying productivity software and access to the Internet. Use of library electronic resources has been on the rise since they first became readily available more than a decade ago. Increased use of the interlibrary borrowing service may reflect no more than growth in enrollment, but it may also reflect easier access to this service via the Internet, as well as the

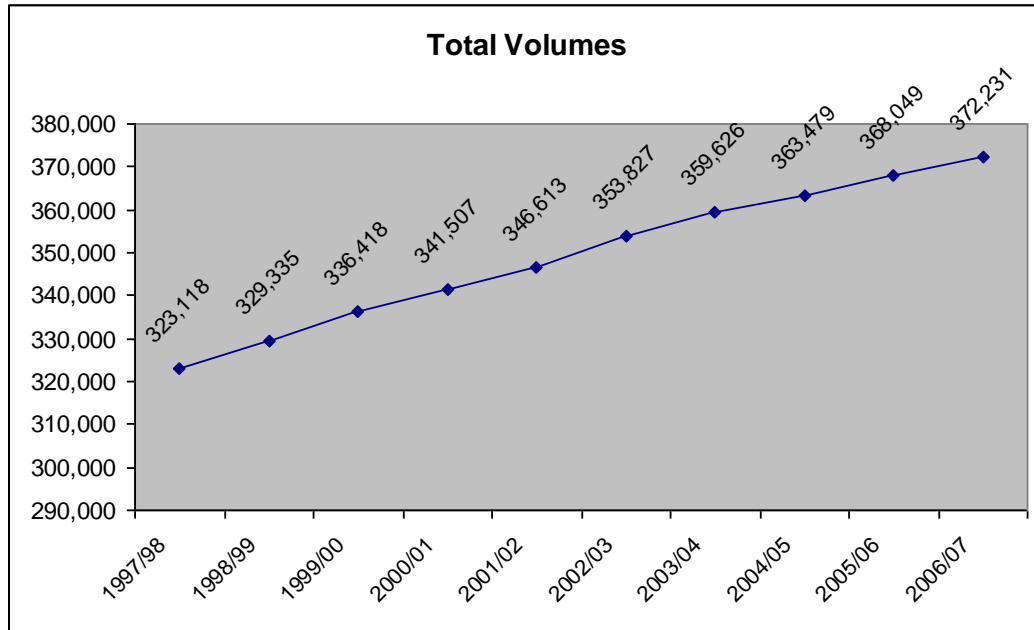
growing disparity between what is published in print and what the Library is able to acquire for its local collections. Thus, the future of library access services seems to lie more in facilitating access to virtual collections and less in maintaining and facilitating access to local physical collections. Retraining and reorganizing access services staff will be essential in meeting this challenge.

### ***Technical Services***

The staff of the technical services unit carry out one of the most important functions of the University Library, which is to acquire, process, catalog, and maintain the materials, both physical and virtual, that comprise the library collections. The unit is also responsible for creating and maintaining all the associated bibliographic records that appear in the online library catalog and facilitate access to the collections. As of this writing, the online catalog includes bibliographic records for 332,398 individual information resources and 627,317 related physical items available to CSU Stanislaus students and faculty. These records form the basis for most of the functions and activities related to library collections, including ordering and processing new acquisitions, inventory control and collection maintenance, borrowing and lending items from the physical collections, local and remote access to virtual collections, reference and research services, etc.

Although relatively modest, growth of the physical collections has been fairly consistent over the last ten years due to the careful planning, strong leadership and diligence of technical services staff. Over each of the last ten years, staff have added an average net total of 6,800 volumes, increasing the total number of volumes in the physical collections to 372,231 as of June, 2007. Annual growth of the physical collections is reflected in the following charts.





Not included in this figure but also processed by technical services staff are numerous unbound periodical issues and government documents, microform units, sound and video recordings, digital media (CDs and DVDs), and other materials that are not treated as individual bound volumes. Technical services staff also participate in the maintenance of library virtual collections by acquiring, cataloging or otherwise facilitating electronic access to a wide variety of books and journals individually and through aggregated full-text databases.

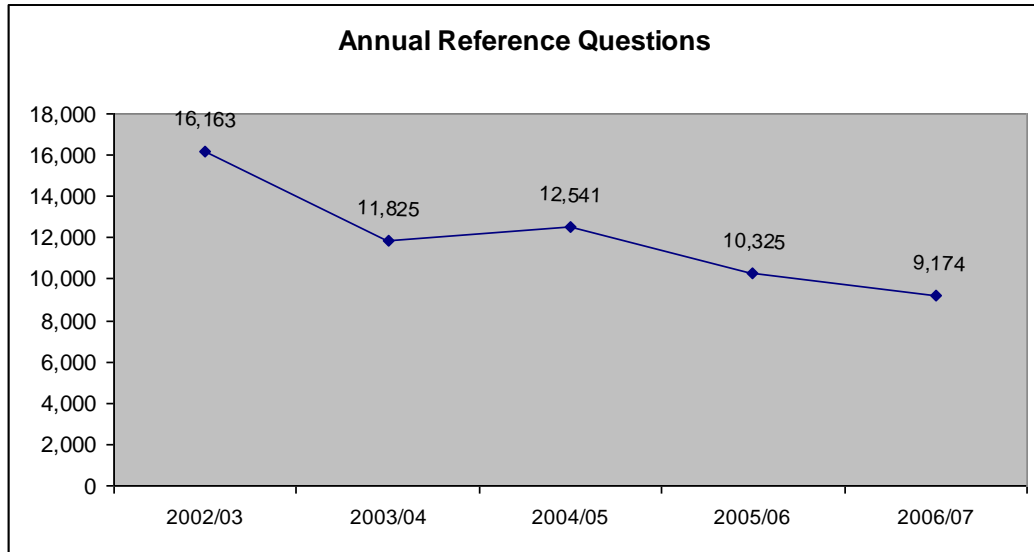
Another important technical service provided by the Library is the processing and archiving of all graduate theses and projects. Although library staff have been cataloging, archiving and providing access to the scholarly output of CSU Stanislaus graduate students since the University began offering the master's degree, the role of the Library increased last year to include quality assurance and bindery preparation, encompassing all aspects of the process that begins after a thesis or project has been successfully defended and continues until it has been archived and added to the library collection. Special consultants are hired to review theses and projects for formatting errors, and library staff help graduate students work their way through the preparation and submission process to ensure that graduation requirements are met in a timely fashion. In 2006/07, 164 graduate theses and projects were submitted to the Library for review and processed for binding and addition to the library collections.

As noted above, a decreasing emphasis on physical collections and an increasing emphasis on virtual collections will inevitably have a significant impact on library technical services. The rapid evolution and development of information technologies is already transforming the nature of bibliographic control and access. Technical services staff have learned and will continue to need to learn new skills as the Library refocuses its resources and reorganizes its services and collections to meet the challenges of technological change.

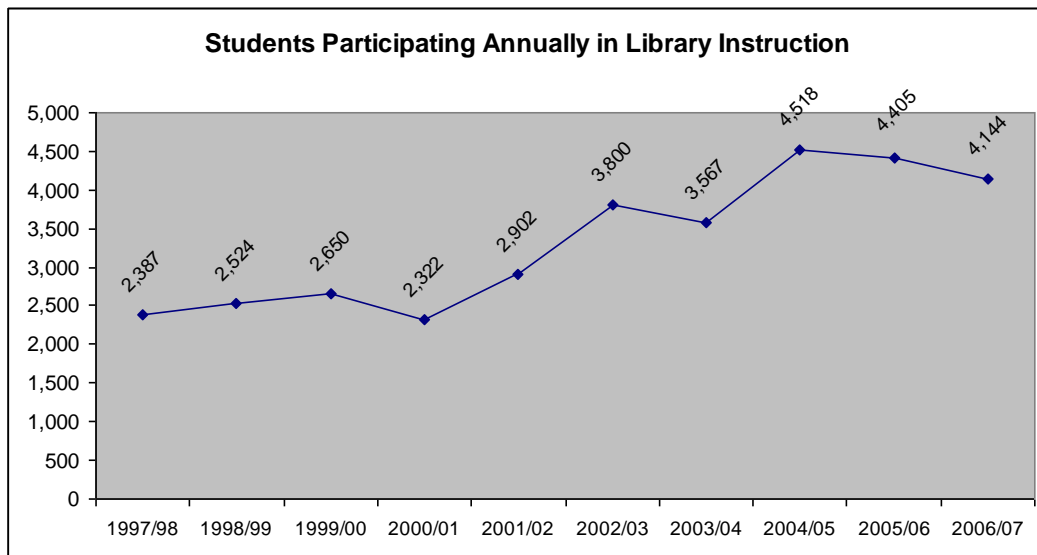
### ***Reference and Instruction***

Library faculty provide traditional reference service and research assistance to the students and faculty of the University, as well as to members of the non-university public on an occasional basis. The University Library maintains reference desks both in the main library in

Turlock and in the Stockton Library Access Center. In 2006/07, librarians responded to more than 9,000 reference questions. Although the number of questions asked at the reference desks has declined by more than 40% over the last five years, due most likely to the increasing capability for self-service via the Internet, this is still perceived to be a vital and necessary library service. The following chart reflects the number of questions answered by librarians at the reference desk over the last five years.



Library faculty also teach students how to find and use information resources, whether for specific class assignments or to meet their general research and information needs, by providing instruction in both formal and informal settings. With the increasing availability of electronic information resources and complexity of navigating vast arrays of information in a variety of formats, activity in this area has nearly doubled over the last ten years. The following chart shows the total number of students who participated annually in some form of instruction provided by a member of the library faculty.



Informally, students may come individually to the library and ask for assistance at the reference desk or make an appointment for an extended session with a librarian. These informal instruction sessions focus on teaching students to use available library and Internet resources to find the information they need, as well as on basic instruction in formulating research questions, conducting literature searches, and formatting citations and research papers.

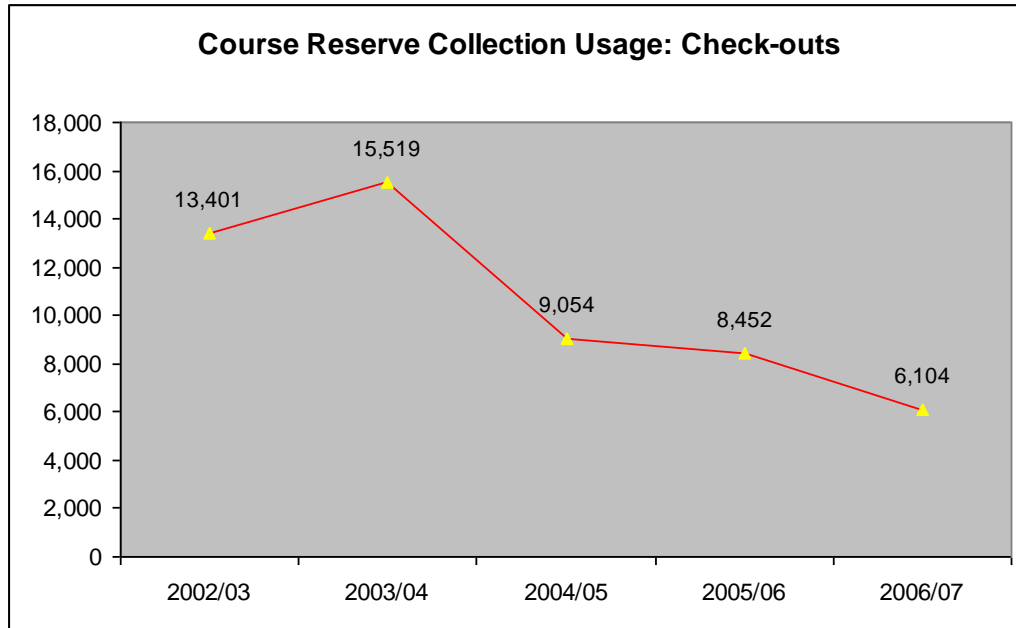
Library faculty provide formal classroom instruction in a variety of formats and settings. In 2006/07, library faculty conducted close to 200 formal instruction sessions, providing library instruction to a total of more than 4,000 students. Instructors may bring their classes to the library instruction lab or invite a librarian to come to their classroom during a regular class meeting for a focused presentation on library and information resources. Library faculty also teach several sections annually of a 2-credit course, called *Research and Information Literacy* (MDIS or SSCI 3005), which fulfills a requirement for the Bachelor of Arts degree in both History and Social Sciences and is available as an elective to students in other disciplines.

Two other trends are having and will continue to have a significant impact on activities in the area of library reference and instruction. An increased focus on the assessment of student learning has necessitated a reexamination of library instructional programs and reference services. Mechanisms must be developed that will link these activities to successful student learning outcomes and provide direct measures of effectiveness. The Library is also experiencing an increasing demand for self-paced and online learning in virtual classroom settings. Reference and instruction librarians are meeting regularly and looking for ways to meet this challenge.

### ***Faculty Support***

Library faculty and staff provide a significant level of direct support for faculty who are engaged in delivering the curricula of their academic departments and programs, as well as in their own independent research and scholarship. Through the campus Faculty Development Center, library faculty conduct occasional workshops to help the teaching faculty develop information-seeking skills and integrate the use of electronic information resources and technologies into their courses and programs. Faculty in the academic departments and programs take advantage of library reference and research services and interlibrary loan to support their research, as well as their course development. As the pressure on faculty for research, scholarly activity and professional development becomes more acute, it will be necessary for the Library to redefine and intensify its support for these activities.

Library staff in the circulation unit work directly with faculty in the academic departments and programs to place heavily used library materials or materials from their personal collections in the library course reserves collection. These materials are then available to students on a restricted basis for limited or shortened loan periods. In 2006/07, check-outs from the course reserves collection totaled 6,104. Usage of the course reserves collection over the last five years is shown in the following chart.



A clear downward trend can be seen in student usage of this collection following a precipitous decline in 2004/05. The decline coincides with a substantial increase in faculty use of the BlackBoard learning management system and the availability of full-text periodical articles online. The downward trend in use of course reserves in the Library is likely to continue as the use of online learning modalities and online information resources to support the curriculum expands. The Library will be challenged to find effective ways to link students in virtual classrooms with the electronic information resources it provides that are included in course syllabi, required for class assignments, or needed to support student research.

### ***Information Technology Services***

A variety of information technology services are provided by a team of library faculty and staff in partnership with staff of the campus Office of Information Technology (OIT). OIT is responsible for providing and maintaining the campus broadband and wireless networks that bring the Internet and other campus networked services to desktops and workstations throughout the Library. OIT staff also monitor and maintain a drop-in computer lab adjacent to the Reference Desk in the Library, called the Collaboratory. The Collaboratory provides students with access to printing and a variety of productivity and curricular software, as well as to the Internet.

Staff of the library systems unit maintain two computer labs that are reserved for library related instruction. Together these two restricted labs are equipped with 24 computer workstations and can accommodate up to 60 students in classroom settings. Library systems staff also maintain 81 computer workstations for library staff and 10 additional workstations for Internet and online library catalog access by students and the general public, as well as 18 servers and an array of printers and other peripheral equipment. Systems staff also maintain several staff workstations at the Stockton Library Access Center, as well as the five student research workstations and computer peripherals located there.

Staff of the library systems unit also maintain hardware and software associated with the integrated library system (ILS), which is the foundation for all automated and online activities

related to library physical and virtual collections. Functions supported by the ILS include identification of authorized library patrons, circulation of materials out of the physical collections, maintenance of circulation records, search and discovery of materials in the physical and virtual collections, acquisition and cataloging of new library materials and electronic information resources, maintenance of bibliographic records, etc. The University acquired a new ILS for the Library in 2007, requiring a substantial effort on the part of library staff over a period of six months to migrate all associated data files and automated services from the legacy system that was replaced by the new ILS.

Access to most of the Library's information resources and services is facilitated by the library website, which is maintained jointly by library faculty and systems staff. The library website includes more than 500 pages created by library faculty and staff and is currently receiving about 800,000 virtual visits annually. The various resources and services library users and staff can access via the website include the library catalog and ILS, electronic information resources and digital collections, tutorials and finding aids, ILL services, course reserves, links to external library collections and information resources, information on various library services, and other general library information.

As clearly indicated in the preceding sections of this report, nearly every library function is becoming increasingly dependent on information technology. Furthermore, it is unlikely that a sole information technology unit within the Library will be able to meet the growing demand for IT services. The solution to this dilemma must be the retraining and perhaps redeployment of faculty and staff in other units so that they can more independently and more effectively contribute to technological development of the services and resources provided by the University Library.

### ***Outreach***

Leslie Burger, President of the American Library Association in 2007, said "Librarians and libraries have been through a decade of great change, spurred by a revolution in technology. Now is not the time to stop. We have changed how we do business, now we must change how others see us. Marketing and communication must become as important as delivering the service." The purpose of the library outreach program is to inform members of the campus community, students and faculty, about the services provided by the University Library. Communicating the nature and value of these services has become increasingly important as the evolution of information technologies has lured students away from traditional library services and collections.

A number of important activities coordinated by the Outreach Librarian have been effective in raising awareness of both traditional and non-traditional library services. These include regular publication of a library newsletter, participation in new student orientations, development of an outreach plan for the Library, organizing the annual Warrior Book Collection Contest, enhancing public spaces in the Library, arranging for coffee service in the Library to welcome students and reduce the stress of final exams, etc. Because libraries are no longer the sole gatekeepers of information and knowledge in higher education institutions, outreach to our university community will play an increasingly important role in maintaining the vitality of the University Library in this new technological age.

## **Role Within the University**

### ***Relationship to Other University Departments and Units***

The University Library is an integral part of the university and interacts regularly with departments and units in each of the five campus divisions and the President's Office. The Dean of Library Services is a member of the President's Executive Cabinet and participates in a variety of activities and events coordinated by the President's Office. Library faculty and staff respond to requests for research and information from staff in the President's Office as needed. Staff in the President's Office also refer members of the wider community to the Library from time to time. Such referrals generally are in response to requests for materials or information related to library collections and services, or to receive gifts of books, artifacts and other library related materials.

Receipt of gifts is, of course, coordinated by the Office of University Advancement, which also provides support to library faculty and staff for library fund raising and development activities. Advancement staff facilitate production of a newsletter and a variety of other promotional materials for the University Library. The University Advancement Office also manages several gift accounts, funds from which are designated to support a variety of specific activities in the Library, including the purchase of books and other materials on specified subjects. Gift accounts held by the University Foundation and managed by University Advancement currently include a book endowment of approximately \$32,000, as well as several other smaller restricted funds.

With an annual budget in excess of \$2.5 million, a physical plant that encompasses nearly 110,000 gross square feet, a service center in Stockton, and a staff of more than 30 F.T.E., the University Library has a particularly strong working relationship with the Business and Finance Division. Interactions with the Human Resources Department are frequent and productive. The Library relies heavily on the Facilities Services Department for custodial services, routine maintenance and emergency repairs, space reconfiguration and renovations, and long range space planning. Effective management of the annual library budget would not be possible without regular assistance and advice from the Financial Services Department. The University Police Department responds promptly to emergency situations, as well as routine calls for assistance, and is vital to ensuring a safe environment for all library workers and users. All non-state funded library services and activities are provided with assistance from the Auxiliary and Business Services Department. These include managing Foundation (gift) funds, providing campus IDs (library cards) to students, faculty and staff, and facilitating externally funded programs and activities hosted by the Library.

Library interactions with the Student Affairs Division are somewhat more limited and are generally related to students' needs for library collections and services. Interactions are sometimes related to student behavior in the Library, or misbehavior as the case may be, in which case consultation with either or both the Judicial Affairs Office and the Counseling Services Department may be appropriate. The Library attempts to address the special needs of disabled students in consultation with the Disability Services Department. Library faculty work with staff in the Academic Resource Center to provide library instruction to students through the Office of First-Year Programs. The Career Development Services Department provides a steady stream of student employees, who provide some of the basic library services and assist library staff in a variety of support roles, and the Library maintains a close relationship with the Tutoring Center, which is co-located in the library building. Library faculty and staff also work

with members of Associated Student, Inc., as the need arises, to promote and execute various library services and outreach programs.

As mentioned elsewhere in this report, the Library has a very close working relationship with the Office of Information Technology and has partnered with OIT staff on a number of important projects. Over the last two years, the Library and OIT have been working together to provide a drop-in student computer lab adjacent to the library Reference Desk. The Library provided funding for the 46 computer workstations housed in this second open computer lab on campus, and OIT provided the software, maintenance, peripherals, and lab monitors for the new facility, called the Collaboratory. It has been in operation since the fall of 2006, and has become extremely popular with students. Computer work stations are in use during most of the library service hours, and frequently at 100% of capacity. During the 2006/07 academic year, OIT recorded over 91,000 logins on Collaboratory workstations. The Library also relies on OIT for assistance in building and maintaining interfaces that load student records into the library system, as well as for providing access for library workers and library users to the campus network and e-mail server. A partnership with OIT was also crucial to installing wireless connectivity to the campus broadband network throughout the library building, which has enabled students to access the Internet and library information resources from anywhere in the Library via their laptops. It would truly be an understatement to say that the Library could not be successful in carrying out its mission today without the support of the Office of Information Technology.

Because of the Library's direct contributions to student learning, some of its most critically important relationships exist with the division of Academic Affairs. Library faculty are full partners with the faculty in other academic departments and programs in providing students with the tools they need to succeed academically. They work directly with each of the academic departments and programs to build library collections that are responsive to the curriculum and the scholarly needs of students and faculty. They serve on various faculty committees in order to bring the Library's voice to discussions of academic policy and the curriculum. Library faculty also teach library related courses in several academic departments, sometimes teaching independently and sometimes team-teaching with their colleagues in other departments. Library staff work closely with staff of the Graduate School and students in the various graduate programs to assist and advise in the preparation, submission, review and processing of master's theses and projects. The Dean of Library Services reports directly to the Provost and Vice President for Academic Affairs and is a member of the Provost's Council of Deans, as well as the all-encompassing Academic Affairs Council. These mechanisms provide direct channels for the Library to contribute to all academic and institutional planning processes.

### ***External Relationships***

The University Library is connected to other libraries and organizations within the region, state and beyond through a variety of library networks, consortia and cooperatives. Within the CSU, the Council of Library Deans (COLD) provides advice and guidance to staff in the Chancellor's Office who coordinate system-wide library initiatives. With the director from each of the 23 campus libraries participating in regular quarterly meetings, COLD oversees an annual expenditure in excess of \$6 million to support library initiatives and projects developed cooperatively to benefit all CSU students equally. Among the most important of these is the Electronic Core Collection (ECC), which is an assortment of 45 different commercially available electronic information resources. These resources, which are licensed centrally by the CSU and accessible to students and faculty from any of the campus networks, include a wide variety of

databases that encompass abstracts and indexes, as well as the full text of articles from scholarly journals, magazines and other sources. Recent plans for a CSU “virtual library,” developed collaboratively by COLD, will ultimately enable students and faculty of the CSU to derive the maximum benefit from the ECC and other cooperative ventures, as well as from the physical collections of the individual campus libraries.

The University Library is engaged with other external library consortia and maintains its connections and good relations with libraries in this region and beyond. It participates as an associate member of the 49-99 cooperative library system, which receives funding to support a variety of regional library programs and initiatives distributed by the California State Library. The Library is also a member of an international library cooperative, OCLC, which uses member fees to develop and provide automated cataloging, interlibrary loan and other related library services and products. Recently, the Library has joined a network of libraries that have purchased their integrated library system (ILS) products from the same vendor. An ILS is the complex system of computer hardware and software that is used by a library to maintain and provide access to the online catalog of its physical and virtual collections. These external networks and consortia enable libraries to learn from each other and maximize their capabilities and efficiency.

## Plans And Planning Processes

### *Description of the Library Planning Process*

Library planning at CSU Stanislaus is an iterative and ongoing process that strategically attempts to address long and short term needs and trends in each of the functional areas described above. As stated in the [University Library Strategic Plan](#), “the goal of the library strategic planning process is to synthesize and document current thinking about library collections and services at California State University, Stanislaus, to provide guideposts for current and future pathways to change, and to measure the effectiveness of actions and accomplishments.” The [first iteration of a strategic plan](#) for the University Library was developed by the library dean, in consultation with the library faculty, and covered the period from 1999-2004. It was an outgrowth of the master academic planning process that had been initiated in response to recommendations from the WASC accreditation review of 1998. The library plan laid out several strategies for achieving goals that had been identified previously by the library faculty, as well as a series of action steps associated with each strategy. Since the implementation of that first plan in 1999, the library dean and faculty have conducted annual or semi-annual planning sessions to review progress on action steps, consider changes in the environment, reestablish priorities, and devise new action steps.

In the current iteration of the University Library Strategic Plan, which was finalized and promulgated in November, 2007, a framework is provided for developing the annual action plans that will guide library faculty and staff over the next five years. The framework is based on themes identified in the 2005 strategic plan for the CSU libraries, [Advancing Together: 21<sup>st</sup> Century Strategies for the CSU Libraries](#), developed by the Council of Library Directors, and in the current CSU Stanislaus university strategic plan ([link](#)). Goal areas are identified for each of the themes, and strategies and actions will be developed annually to address each of the goal areas. A major focus of the planning process over the next five years will be to prepare for the proposed renovation and expansion of the library facility, which is currently scheduled for completion in 2012. The proposed project provides the opportunity to transform and revitalize library services at CSU Stanislaus, heighten the Library’s focus on teaching, learning, research, and scholarship, and enable the University Library to meet needs of the university community for the foreseeable future.

### *Goal Areas and Strategies*

*Partnerships and collaboration:* Strategies and activities will focus on enhancing established relationships and fostering new collaborations across campus, within the larger regional community, among the libraries on our sister campuses, and within the academic library community at large.

*Information fluency:* Strategies will focus on developing library instruction programs. Activities will include infusing the General Education curriculum with library instruction, developing and offering credit bearing courses, enhancing and promoting workshop offerings, and strengthening ties with academic departments and programs.

*Collections:* Strategies will focus on clarifying and refining collection development policies to assure that adequate library collections and other information resources and services will be available to meet current and future needs of students and faculty. Activities will include participating in the development of new academic programs, regularly assessing collections, continuously reevaluating priorities, expanding the Library’s role in archiving and providing

access to graduate theses and projects, enhancing bibliographic control and access mechanisms, educating library users about collection strengths, and cooperatively developing and sharing collections with other libraries.

*Technology:* Strategies will focus on improving remote access to library collections and services by enhancing the infrastructure that supports them. Activities will include upgrading hardware and software, improving user interfaces, enhancing technology-based library services, increasing electronic resources, building the capacity to store and distribute digital collections, and making traditional print collections more easily accessible.

*Library building:* Strategies and activities will focus on revitalizing and optimizing space in the current and future library facility by enhancing comfort, appeal, functionality, accessibility, capacity, and versatility.

*Public relations:* Strategies will focus on promoting the library in order to increase awareness and use. Activities will include developing targeted outreach programs, developing partnerships with student and other constituent groups, co-sponsoring cultural events with our partners, and developing the use of newsletters and electronic media to enhance external communication.

*Environmental scan:* Strategies will focus on tracking trends in library service and information technology, as well as in curriculum delivery and pedagogy.

*Assessment:* Strategies will focus on assessing user needs, user satisfaction, effectiveness of services, adequacy of collections, value added to teaching and learning, benefits to campus constituencies and community, effectiveness of planning efforts, etc. Activities will include conducting focus groups, user satisfaction surveys, statistical analyses of collections and usage patterns, etc.

*Continuous improvement:* Strategies will focus on examining the organizational structure of the library, developing the library faculty and staff, refining and clarifying roles and responsibilities, improving internal communication, and maximizing faculty and staff efficiency and productivity. Activities will include providing team building exercises, in-service workshops, external professional development and training opportunities, cross training, orientation programs for new employees, etc.

*Funding:* Strategies will focus on developing avenues for new and expanded sources of funding. Possible activities include building partnerships with various campus constituencies, identifying sources of external funding, pursuing student fees, and reexamining and realigning library budget priorities.

### ***Action Steps and Timetables***

As indicated in the strategic plan, action steps related to the various goal areas will be developed annually for each of the five years, 2008-2013. Library faculty will work together and with the staff in their various areas of responsibility to identify specific actions and strategies, and the library dean and faculty will meet regularly to review progress on action steps and goals. Regular planning meetings throughout the year will also enable the library faculty and dean to continuously scan the environment and adjust or revise goals and strategies as needed.

During the current year, planning efforts have focused on finalizing the revised library strategic plan and reaffirming and restating the mission of the Library. Both of those objectives have been accomplished (see 1.a. and 3.a. above). A number of action steps were developed for last year (2006/07) but not completed and thus were carried over to the present year. Current activities based on last year's action steps include the following: implementation of the new

integrated library system (ILS) , review of the periodicals collection and elimination of overlap with electronic information resources, enhancement of the search and retrieval capabilities for electronic resources, reconfiguration of public spaces in the Library, further development of the master plan for library instruction and information literacy, further development of the capacity to create, store and access digital collections, and further development of standards and processes for electronic submission of graduate theses and projects.

### ***Contribution to the University Mission and Relationship to the Campus Strategic Plan***

The recently revised library mission statement (see 1.a. above) aligns the mission of the University Library with the university mission. The current library strategic plan establishes goal areas and strategies that are based on the three basic themes of the campus strategic plan. In recent years the Library has taken a number of steps, which are listed with status reports in the Library's various annual action plans, that advance the mission of the university and reflect the themes of the campus strategic plan.

For example, the Library has intensified its outreach efforts to students by increasing the number of multi-function computer workstations in the Library, renovating and enhancing study spaces, hosting and sponsoring academic events, and increasing access to library related instruction and courses. These activities correlate with the first theme of the campus strategic plan, which is "student engagement, development, and academic achievement." Library faculty have engaged faculty in the academic departments and programs in the process of reviewing and reshaping library physical and virtual collections, and partnered with them to help students find more effective ways to discover and use library resources. The Library has also expanded its role in archiving and assuring the quality of the scholarly output (masters theses and projects) of CSU Stanislaus graduate students. These activities reinforce the second theme of the campus strategic plan, which is "support for teaching, learning, scholarship, and service."

The third theme of the campus strategic plan focuses on "the University and the community." Along the lines of this theme, the Library in partnership with the Office of Information Technology has completely revised the feasibility study that will guide the proposed library facility expansion and renovation project so that the facility will ultimately better meet the needs of the University and the community. The recent implementation of the new integrated library system along with enhancements to the library website will substantially improve access to library collections and services for all campus and community library users. Grant sponsored digitization of a portion of the Library's special collections will extend access to these important and unique materials far beyond the University and will provide a foundation for future digitization and preservation projects, as well. Semi-annual publication and distribution of a new library newsletter within the University and to libraries throughout the region and the CSU, will call attention to the accomplishments of the University Library and foster increased awareness and use of library services and collections.

## Assessment and Effectiveness

### *Mechanisms and Processes*

The primary tools currently available for assessing the effectiveness of library collections and services are user satisfaction surveys. The campus Office of Institutional Research administers a number of such surveys, several of which gather data about students' perceptions of library service quality. The most useful of these is the Graduating Senior Survey, which surveys students about their satisfaction and experiences in 10 categories, including a category for the Library. The survey uses 5-point and progressive scales and provides an opportunity for students to respond to several open-ended questions related to overall satisfaction, areas of strength and needed improvements. It is administered annually to students who have graduated during the previous academic year. During the 2006/07 academic year, the total number of graduating seniors was 1,459. Seniors completing the 2007 online, web-based survey numbered 226, for a response rate of 15 percent.

In 2005 and 2007, the University Library administered the LibQUAL+™ online survey of library service quality. The LibQUAL+™ survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector, and was developed by Texas A&M University in cooperation with the Association of Research Libraries (ARL). Since its inception, this survey instrument has been administered in more than 1,000 libraries worldwide, and results have been compiled from hundreds of thousands of completed surveys. The survey instrument attempts to measure library users' desired level of service, minimum acceptable level of service, and the level of library service they actually perceive by asking them to rate each dimension on a scale of 1 to 9, with 9 being the highest level of service imaginable. The survey has 22 standardized core questions, divided among three aspects of library service: affect of service, information control, and library as place. There are also five questions chosen by the local library from a standardized list, three questions related to general satisfaction with library services, five related to information literacy outcomes, and three related to frequency of library use. The survey also includes a free-text box where respondents can include comments. Demographic information about the respondents, including a variety of academic and personal characteristics, is gathered via the online survey and cross-tabulated with the responses to each question.

In the spring of 2005, approximately 7,000 e-mail invitations to participate in the LibQUAL+™ survey were distributed to CSU Stanislaus students, faculty and staff. During the month of May, 2005, 448 completed surveys were received and subsequently tabulated and the results summarized by ARL. In the spring of 2007, e-mail invitations were distributed to another random sample of 1,134 sophomore and junior CSU Stanislaus students. Seventy-three responses to the survey were received over the course of the 2007 administration, yielding a response rate of approximately six percent, which is about the same rate achieved in the 2005 administration.

### *Assessment of Service Quality*

In the [2007 administration of the Graduating Senior Survey](#), participants were asked to rate their level of satisfaction with the services provided by the University Library and also indicate the extent of their knowledge and use of the various library collections and services. On a 4-point scale of very satisfied to very dissatisfied, the overwhelming majority of seniors (90%) indicated that they were satisfied or very satisfied with the quality of services overall. In fact,

each of the following indicators received more than 80 percent “satisfied” or “very satisfied:” the courtesy of library staff (94%), the physical environment (91%), the circulation service desk (89%), the knowledge of library staff (89%), the hours of service (88%), and the “books and journals in my major” (82%). It was found that only 3 percent did not use any library services at all during the last 12 months. Furthermore, 29 percent used the services 1-5 times; 24 percent used the services 6-10 times; 15 percent used them from 11-20 times, and 30 percent used the services more than 20 times during the last 12 months. Specifically, databases or other electronic sources were most in demand at 96 percent utilization, followed by books or journals at 91 percent usage. Also in high demand was use of the study areas (75%) and reference librarians (58%). Course reserves revealed the lowest usage during the last 12 months at 49 percent. Seniors were also asked to indicate their preference for a particular type of library instruction: 77 percent indicated a preference for written guides or handouts, 66 percent indicated a preference for web-based tutorials, and 61 percent preferred workshops, orientations, or tours. Less than half of seniors (44%) preferred credit classes. The results of the 2007 administration of the Graduating Senior Survey show a slightly greater satisfaction with and use of library collections and services than previous administrations and clearly demonstrate that recent CSU Stanislaus graduates consider the Library to be an important and useful tool in achieving their academic goals and objectives.

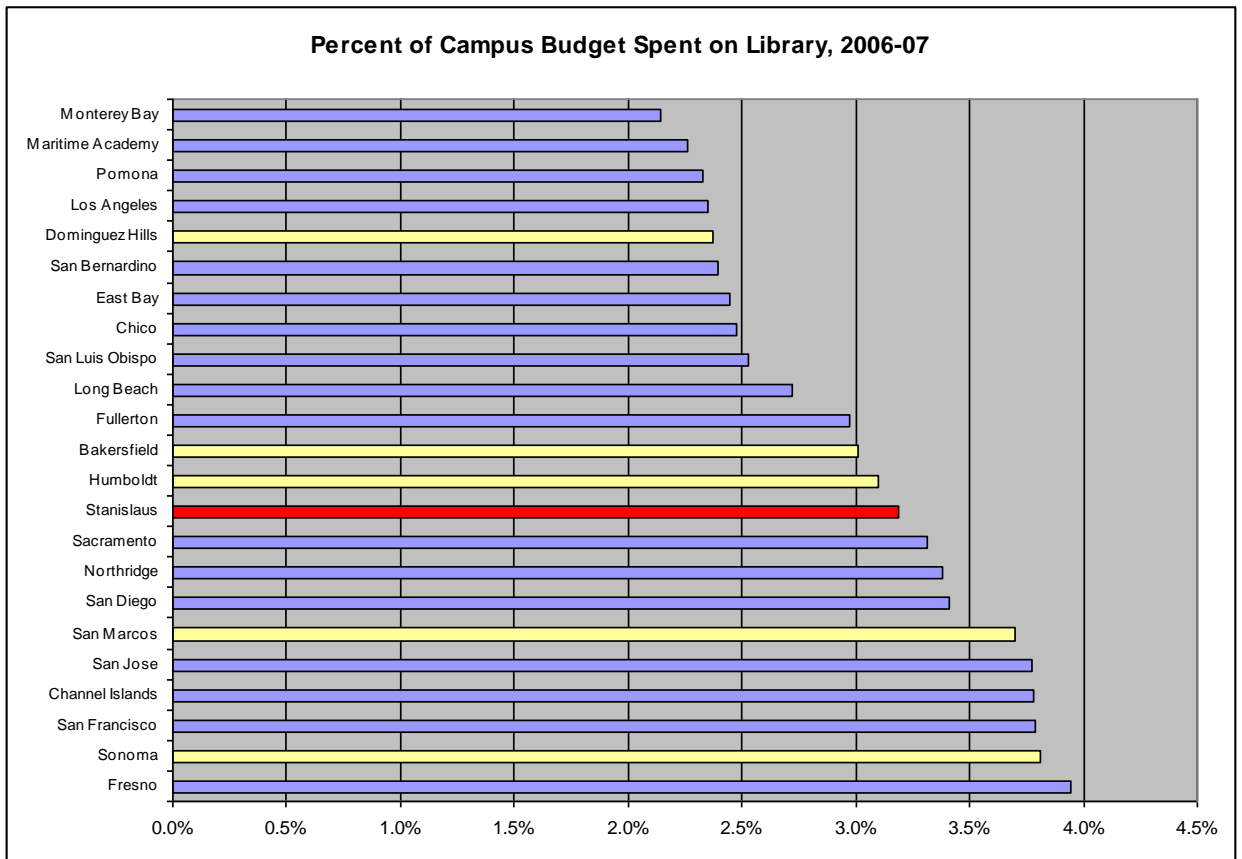
The results of neither the 2005 administration nor the 2007 administration of the [LibQUAL+™ online survey of library service quality](#) revealed any areas where students’ perceived level of library service is lower than their minimum acceptable level of service. With regard to the dimension of information control, however, the results of both administrations appear generally to reflect relatively large gaps between students’ desired level of service and their perceived level of service. In the 2005 administration, the gaps were even more pronounced for faculty and especially graduate students, whose responses to the questions in this dimension suggest that the level of information control provided by the library is below the minimum acceptable in several respects. Both administrations suggest the need for further investigation in this area, which relates to whether users are able to find the required information in the library in the format of their choosing in an independent and autonomous way. Results of the CSU Stanislaus administrations suggest that undergraduate students and to a greater extent graduate students and faculty, require considerably more information resources, print and electronic, than are being provided by the library. Tools available to help find and retrieve needed resources also seem to be notably inadequate.

Another result of the 2007 administration reinforces results from the 2005 administration and also bears further investigation. The five questions related to information literacy outcomes received the lowest satisfaction rating in both administrations. The results suggest that library efforts to increase or enhance the information seeking skills of students may be inadequate. It could also be the case that students are unaware of or indifferent to such efforts. Since information literacy is a core element of the library mission, the apparent disconnect between library efforts and students’ perceptions in this regard certainly bears further examination.

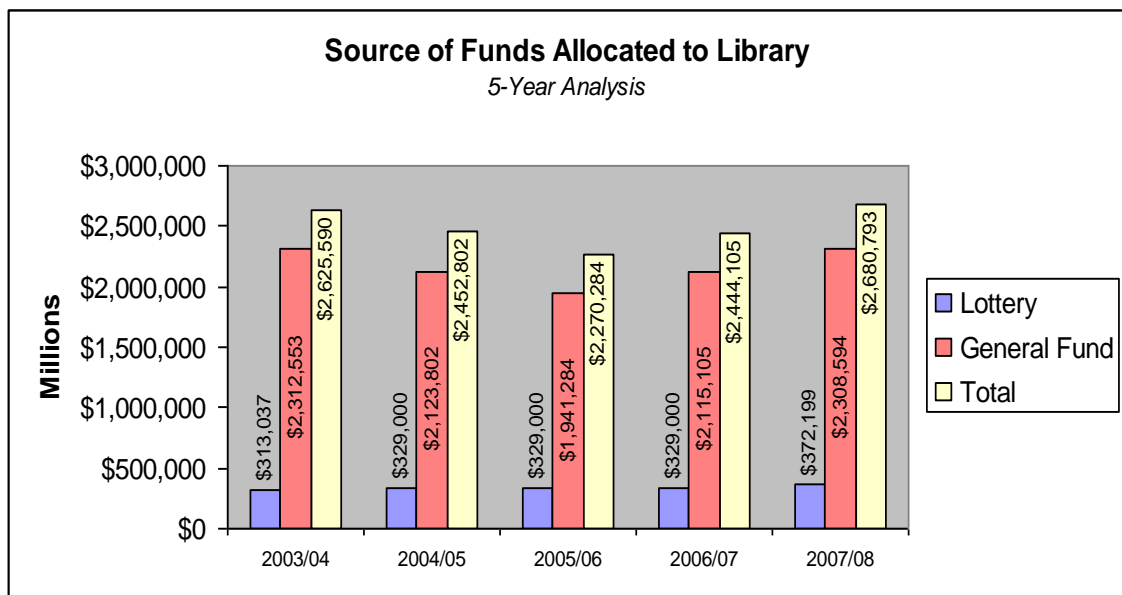
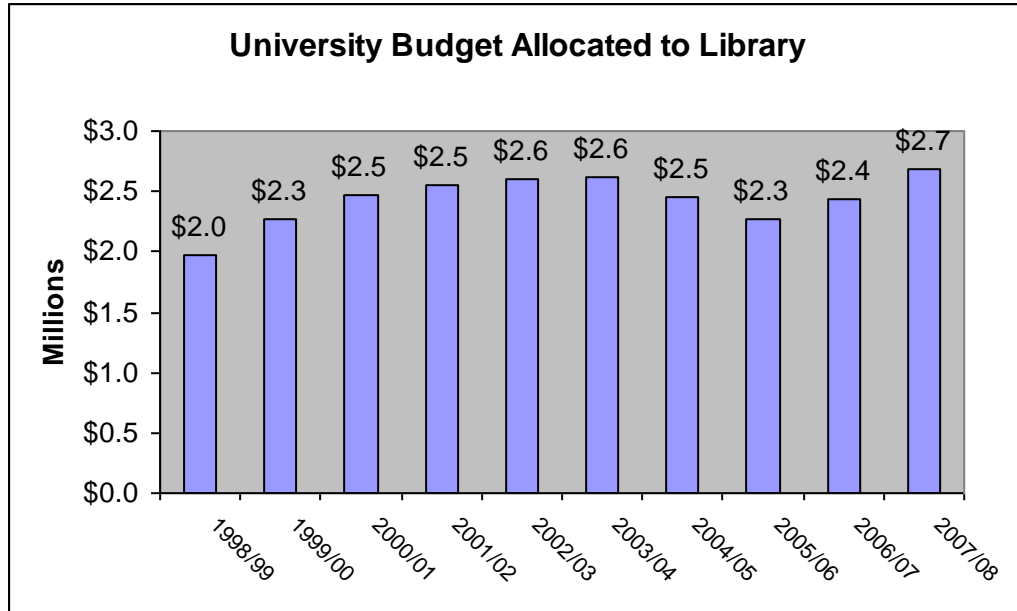
## Adequacy of Resources

### *Budget Analysis*

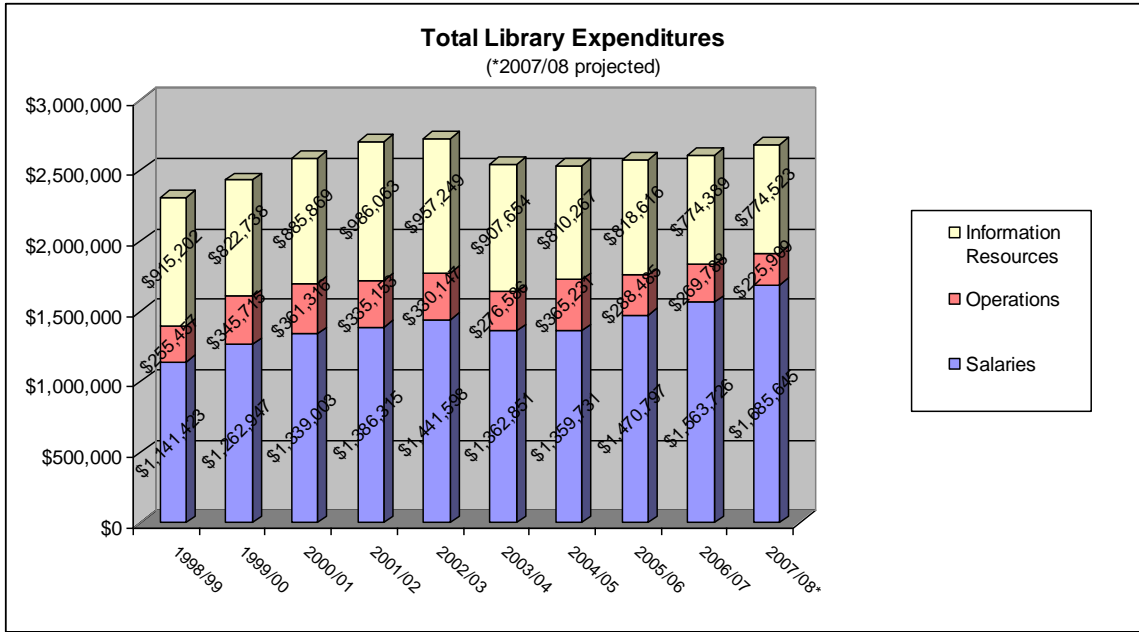
Over the last ten years, the total annual budget allocated to the Library, exclusive of benefits paid to library employees, has grown from \$2.0 million in 1998/99, to \$2.7 million in the current year, 2007/08. In 2006/07, the library budget amounted to approximately 3.2% of the total budget allocated to the University. The following chart compares the percentage of the 2006/07 university budget allocated to the library for all 23 CSU campuses. CSU Stanislaus is identified with a red bar, and the five CSU campuses that could be considered peers of CSU Stanislaus in size are highlighted in yellow. The chart shows that the CSU Stanislaus percentage is near the midpoint among its peers.



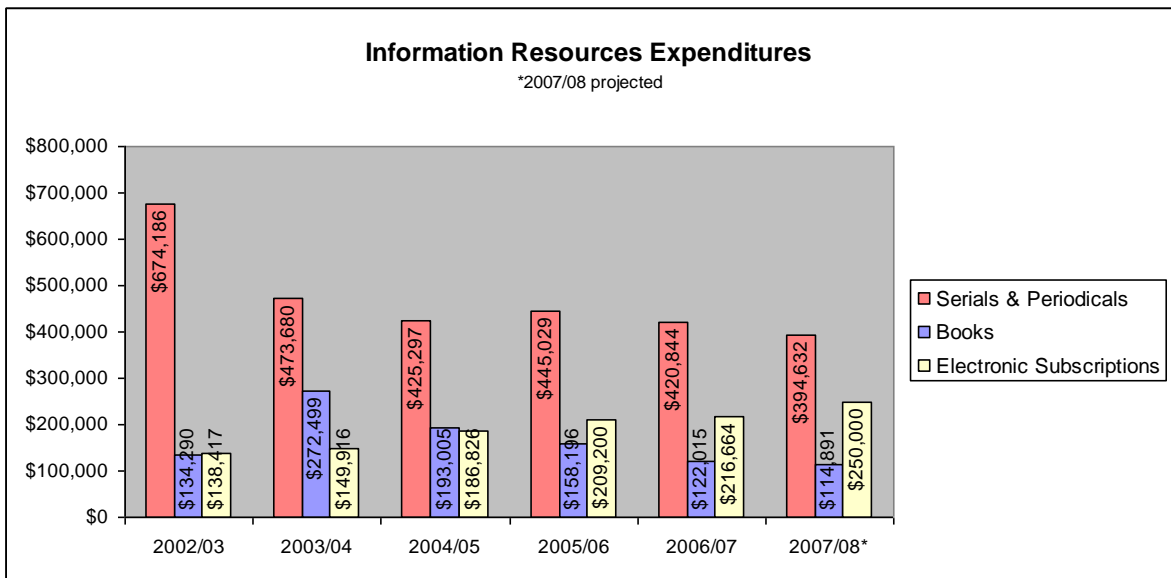
Total allocations to the University Library over the last ten years and the source of the allocations are shown in the following charts.



During that time, an average of 33% has been allocated annually for information resources (physical and virtual collections), and 67% for salaries and other operational expenses. This year, only 29% of the library budget will be expended on information resources, reflecting the severe impact of allocations to the Library that have not grown measurably over the last five years and have even been reduced in two of those years. During the same time, the amount spent on information resources has decreased by 15% and the amount spent on operations has decreased by 18%, while the amount spent on salaries and wages has increased by 24%. Annual library expenditures since 1998/99 are summarized in the following charts.



Increases over the last five years in costs associated with compensation combined with increases in the cost of library materials, supplies and equipment in a period of static or decreasing allocations has placed tremendous pressure on the library materials budget. The pressure is compounded by increasing demand for and availability of electronic information resources. During the last five years expenditures for the purchase of books and other non-subscription materials have decreased by more than \$150,000 and for periodicals and other print subscriptions by about \$75,000, while expenditures for electronic resources have increased by more than \$100,000. This trend is summarized in the following chart.

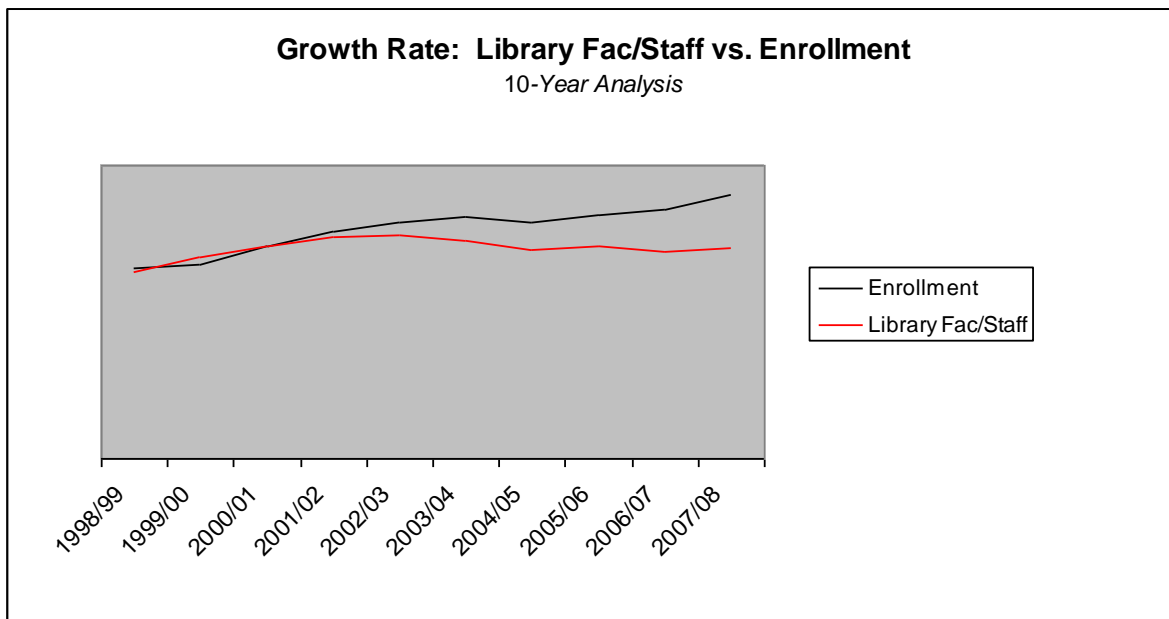


Nevertheless, it is clear that this growing expenditure represents a good investment of library budget dollars, based on the high usage and popularity of the vast array of periodical

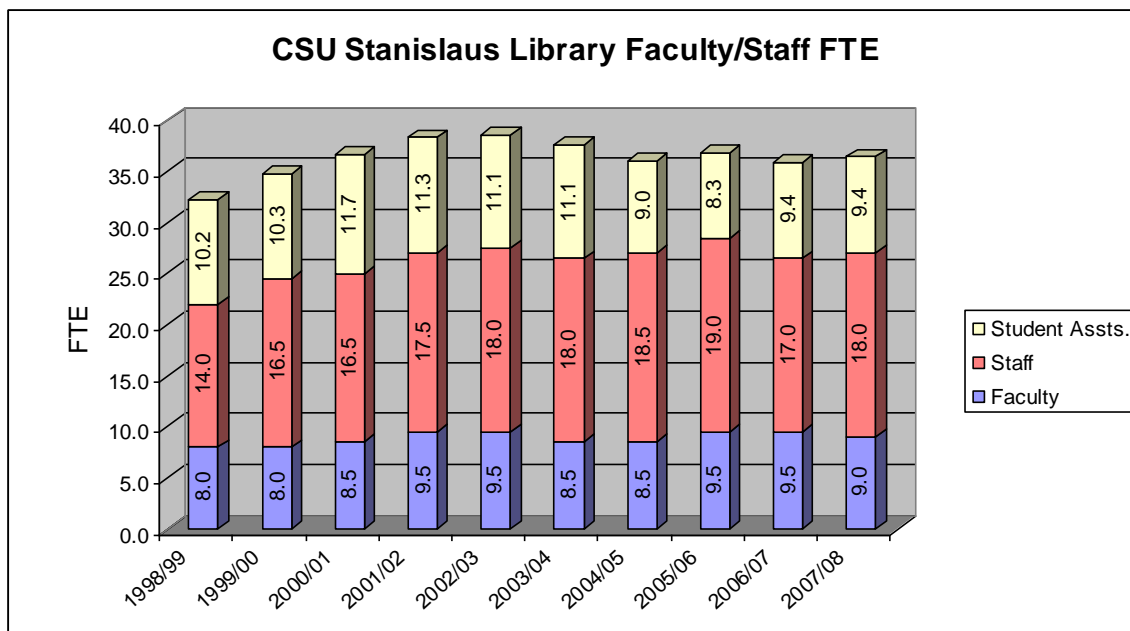
literature and other information now available electronically. However, it is equally clear that the Library is becoming less and less able to build physical collections that will provide students and faculty with immediate and convenient access to the ever growing body of information published exclusively in print.

**Staffing Analysis**

The staff of the University Library is composed of a combination of full-time, permanent and part-time, temporary employees who provide library support and services in two locations, the main library in Turlock and a satellite Library Access Center in Stockton. The total staff currently includes 9 Librarians, 14 Library Assistants, 2 Information Technology Consultants, 1 Administrative Support Coordinator, 1 Administrator, and 34 (about 9.4 F.T.E.) Student Assistants. While enrollment at CSU Stanislaus has grown by nearly 9% over the last five years, the number of library faculty and staff has remained relatively constant. The following chart shows the relative growth rates of student enrollment and the library faculty and staff over the last ten years.



Furthermore, because of budget reductions and minimum wage increases, the number of hours worked annually by student library employees has declined significantly. Student assistants will work in the Library about 3,000 hours less in 2007/08, than in 2003/04. During the preceding five years (1998/99-2002/03) growth of the library workforce had kept pace with enrollment. However, this trend stopped abruptly and actually reversed in 2003/04, with a state budget crisis that resulted in budget reductions for the CSU and its 23 campuses. As a result, the Library is functioning today with a total workforce that is about 2.2 F.T.E. less than in 2002/03. The following chart shows the size and breakdown of the total library staff F.T.E. in each of the last ten years.



### ***Facilities and Equipment Analysis***

The University Library is prominently situated on the Turlock campus in the Vasche Library Building, where it occupies more than two-thirds of the available space, or about 63,000 assignable square feet spread over three floors. The Library shares the building with the Office of Information Technology, the Tutoring Center, several specialized computer labs, and a collection of faculty and other administrative offices. The second and third floors are occupied exclusively by the Library and house all library public services including reference, circulation, interlibrary loan, special collections, reading rooms, group study rooms, and the Collaboratory, as well as library faculty and staff offices, the library computer room, and open stacks for most of the materials that comprise library collections. Library administrative and technical services are located on the first floor, along with compact shelving for storage of low-use and in-process materials.

Physical collections of the University Library are distributed on all three floors of the building in a combination of conventional book stacks and compact shelving. The current capacity of the library facility is estimated at 350,000 volumes in open stacks on the second and third floors, and 100,000 volumes in compact shelving on the first floor, for a total of approximately 450,000 volumes. Thus, the current collection of 372,000+ volumes occupies about 83% of the total capacity. Since it is virtually impossible to fill every available inch of shelf space with books, the effective capacity of a library for physical collections is only about 90% of its total capacity. Thus, at the current rate of acquisition, it is estimated that the physical collections of the University Library will exceed the effective capacity of the existing facility within 3-5 years. However, a major capital project is planned to expand and renovate the library building, which would substantially increase the capacity of the Library. If the project is not completed within five years, it will be necessary to find additional storage space outside the Library to accommodate anticipated growth of the collections.

As mentioned above, the University Library also maintains a satellite facility at the CSU Stanislaus-Stockton Center, called the Library Access Center (LAC). This comfortable one-room facility provides a service desk at the Stockton Center where students and faculty can come

in person to request and pick up materials paged from the main library in Turlock or consult with a reference librarian during regularly schedule hours. Several computers maintained by the Library are available in the LAC for student access to the Internet and the Library's electronic resources. Small circulating and reference collections are also housed there, as well as a course reserves collection for library and other materials Stockton faculty wish to make available to their students on a restricted basis. Surveys of Stockton students and faculty express a desire for more library services, both in terms of onsite collections and LAC service hours. It remains to be seen whether outreach efforts can raise students' understanding and acceptance of the library service model adopted for the Stockton Center and whether that model can meet the needs of the growing population onsite. An essential element of the model is onsite library faculty and support staff F.T.E. that is commensurate with Stockton enrollment growth.

In addition to standard office supplies and equipment, the Library maintains a variety of computer equipment and peripherals to support its operations. Beginning in 2002, the Library received a special annual allocation of \$32,000 earmarked for computer equipment, and at that time initiated a systematic replacement program to refresh and upgrade its inventory of computer workstations. Since then, computers at all public and staff workstations have been refreshed with new equipment or components on a 3-year replacement cycle, which has enabled the Library to place the newest and most up-to-date hardware and software where needed. Unfortunately, because of constrained budgets in recent years, it is unlikely that the Library will be able to continue this program at its current level. Furthermore, funds have been inadequate to date to extend the replacement program to the library server farm, which means that important servers can only be refreshed and upgraded as funds become available. Nevertheless, an important step to address this problem was taken this year when the Library received university funding to replace the hardware and software associated with its automated catalog and integrated library system (ILS) as part of a major upgrade effort.

## **Evaluation of Operations**

### ***Management Structure***

The Dean of Library Services has program development, management, operational, and budget responsibility for all aspects of library service at both the main campus in Turlock and the Library Access Center in Stockton. The Dean works with the library faculty to ensure that collections and information resources support and enhance the University curriculum. The Dean also provides direction and leadership for the library faculty and staff in planning, developing, implementing and delivering library services. The Dean oversees the library budget, leads library fund-raising efforts, participates with faculty and administrators in university governance, and represents the Library and the University when appropriate, within the CSU system and elsewhere.

Members of the library faculty have multiple and varied responsibilities in their dual roles as librarians and faculty members. Within the library profession, their areas of responsibility generally include reference, collection development, bibliographic display and control (i.e., cataloging and indexing), information literacy instruction, and outreach activities. Librarians must perform at a high professional level in one or more of these areas, and they are typically also responsible for planning and leading the development of those areas. This may involve managing staff in day-to-day operations or coordinating the work of other librarians. As faculty, librarians bear the responsibility for ensuring that library collections, services and instructional programs meet the needs of students and faculty, and for establishing and maintaining library policies. Library faculty also work closely with the library dean in developing and implementing long-range and strategic plans.

Library support staff are responsible for carrying out a wide range of day-to-day and technical library operations. All members of the support staff report either to a librarian or directly to the library dean. Library planning often begins in the various organizational units where librarian supervisors work with staff to identify operational needs, develop and refine procedures, and bring proposals related to library policy forward for consideration by the library faculty and dean. Policy decisions are communicated back to staff either by unit supervisors or the library dean, and staff in turn are responsible for implementing or modifying procedures as appropriate. Support staff and librarians from various library units may also work together in ad hoc teams to address issues or implement procedures that cross library functional divisions.

### ***Organizational Climate***

Because of the unambiguous nature of the role of the Library and its contribution to the mission of the University, library faculty and staff members have a clear understanding of their purpose and their jobs, and morale is generally high. When conflicts or problems do arise within the library organization, they typically can be attributed either to gaps in or a lack of communication, or to differing priorities and points of view among units or individuals. These internal sources of conflict and low morale can be difficult to overcome. There are certainly other stressors in the library organizational environment, but they usually result from external and often uncontrollable sources at the institutional level, such as changes in administrative leadership, reorganization, and budget crises, for example.

Generally, perhaps because so many members of the library faculty and staff are long term employees and have experienced the vicissitudes of work life in a public institution of higher education, external sources of anxiety seem to have less of a negative impact on the

organizational climate than those that come from within. Thus, it would seem particularly prudent to pay close attention to the internal stressors over which we may have more control. Mechanisms designed to improve internal communication and contribute to establishing clear priorities that are understood and shared library-wide would seem to hold great promise for improving the organizational climate of the Library, and also for building a better understanding of the impact of both internal and external influences. Worth exploring is the idea of a “library council,” composed of all interested library faculty and staff members, that meets regularly as a forum in which to discuss and debate matters of policy and procedure that arise in the various organizational units. Such library-wide discussions could illuminate the decision-making process in the Library, as well as provide a direct communication channel for library faculty and staff to share and receive information and express concerns and opinions.

## **Special Issues and Challenges**

### ***Contribution to University Student Learning Outcomes***

One of the most challenging aspects of academic library service today is the need to quantify the Library's contribution to student learning. While we know intuitively and even anecdotally that we as library professionals make a substantial contribution to learning and the development of knowledge, we have not yet been successful in establishing a direct link between our efforts and positive student outcomes. In the absence of this ability, we have developed an impressive array of indirect assessment methods. These include satisfaction surveys, which at best measure only students' perceptions of the benefits of library collections and services, and benchmark studies that compare inputs and outputs, i.e., statistics related to budgets, collections and services to "acceptable standards." However, direct assessments of student learning that measure outcomes rather than perceptions, inputs and outputs remain elusive. Meaningful assessment of library collections and services will require longitudinal studies that track the impact on student learning outcomes of various interventions over time.

### ***Changing Nature of Academic Libraries and Library Collections***

Another significant challenge that academic libraries face is the escalating evolution of information technologies. It is conceivable that the totality of recorded information could reside on a memory chip in our cell phone or other personal information and communication device within our lifetimes. This will inevitably and radically change the relationship between students and libraries, continuing a process that began only a few decades ago. Libraries will less and less be the guardians and dispensers of information resources and recorded knowledge, and more and more the facilitators of access to information and learning. This transformation will require a greater emphasis on library instruction and information literacy. It will also require the development of new skills that will enable the library profession to build and disseminate tools that will enhance the discovery and retrieval of information from the vast digital warehouses that are evolving today, and continue to assist students in the process of converting information into knowledge.

### ***Proposed Library Building Expansion and Renovation***

An immediate challenge for the University Library is planning for the proposed expansion and renovation of the Vasche Library Building. This major capital project, currently scheduled to begin in 2011, will be the third and perhaps most significant project of this nature in the history of the University Library. The first phase of the project, currently scheduled for completion in 2013, encompasses a modest expansion and renovation of the existing building, and will add approximately 25,000 square feet of assignable new space for library collections and services. The 80,000 square foot addition planned for Phase I will increase the size of the Vasche Library Building to a total of 203,000 gross square feet. The addition will ultimately allow the further expansion of the space available to the University Library as more extensive renovation of the existing building takes place in a subsequent phase of the project. This project will require the library faculty and staff to re-envision library collections and services over the next few years in order to fashion an adequate response to the changing environments of academic libraries and higher education and an effective plan to meet the challenges they pose.

### ***Self-Study Process and Participants***

This self-study was conducted by the Dean of Library Services, who gathered information and data from library faculty and staff in the various library units and prepared the self-study report over a period of three years. During that time, of course, library planning on all levels proceeded and the Library continued to advance its mission and accomplish its goals and objectives, responding to changes in the environment of varying significance along the way. In a sense the study has been focused on a moving target and many shifting variables, which has created a set of challenges undoubtedly not unique to the process, but that have nonetheless compounded the difficulty of keeping library faculty and staff engaged with it. In order to institutionalize reflection and self-study it will be important in the years ahead to develop an ongoing process of assessment and evaluation of library collections and services that will engage library faculty and staff at all levels.

## Appendices

1. [University Library Organization Chart](#)
2. [University Library Strategic Plan, 2007](#)
3. [Library Strategic Plan, 1999-2004](#)
4. [Annual Action Plans](#)
5. [Library collections – analyzed by discipline and currency](#)
6. [LibQUAL Survey Results](#)