FIVE YEAR PROGRAM REVIEW
2010 – 2015

Harvey A. AndruSS Library
Bloomsburg University of Pennsylvania
PA State System of Higher Education
Academic Program Review

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

5-Year Program Review Report
2010-2011 to 2014-2015

Andruss Library
PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic and Student Support Program Review Summary Form
Board of Governors Policy 1986-04-A

*Required

University:* Bloomsburg  
Degree(s) Offered: * NA

Division: * Academic Affairs  
Date of Last Review: * March 2010

Completion Date of Current Review:* May 2016

I. Composition of Review Team

*Chair:  Charlotte Droll, Director of Library Services

*External Review Team Members:  Holly Heller-Ross, Dean of Library and Information Technology Services, SUNY-Plattsburgh

*Campus Review Team Members:  
The Library’s Five Year Review team includes the director, library faculty, library staff who head work areas, and an administrative assistant:

Charlotte Droll, Director of Library Services
Darla Bressler, Associate Professor, Research Librarian
Michael Coffta, Associate Professor, Research Librarian
Robert Dunkelberger, Associate Professor, University Archivist & Coordinator of Special Collections
Marilou Hinchcliff, Associate Professor, Coordinator of Cataloging and Interim Coordinator of Collection Development
Linda Neyer, Associate Professor, Chair of Library Faculty, Research Librarian, Database Coordinator
Kathryn Yelinek, Associate Professor, Research Librarian, Coordinator of Government Documents
Joyce Hauck, Library Technician, Acquisitions
Linda Lapp, Evening Library Assistant Supervisor, Access Services/Circulation
Beth Ann Norton, Library Technician, Cataloging
Lori Osborne, Daytime Library Assistant Supervisor, Access Services/Circulation
Andrea Schwartz, Library Technician, Access Services/Interlibrary Loan
Lissa Clark, Administrative Assistant

The two on-campus non-library members of the review team are:  
Tom Kresch, Assistant Vice President for Student Affairs
Timothy Oleksiak, Assistant Professor, English, Writing in the Disciplines Coordinator
II. Program Data - Insert other program data related to the program review in the blank rows. Insert appropriate academic years in header.

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<tbody>
<tr>
<td>Students Served (headcount) if applicable. Please define. Library serves all students = Total University Enrollment</td>
<td>*10,091</td>
<td>10,159</td>
<td>9,950</td>
<td>10,127</td>
<td>9,998</td>
</tr>
<tr>
<td>Program Budget/Cost* (personnel, operating, equipment) personnel includes fringe benefits</td>
<td>*$3,577,024</td>
<td>$4,285,280</td>
<td>$3,705,284</td>
<td>$3,658,889</td>
<td>$3,782,149</td>
</tr>
<tr>
<td>Cost per Student Served</td>
<td>*$354.48</td>
<td>$421.82</td>
<td>$372.39</td>
<td>$361.30</td>
<td>$378.29</td>
</tr>
<tr>
<td>Total University Enrollment (headcount) (Common Data Set Fall Total Enrollment)</td>
<td>*10,091</td>
<td>10,159</td>
<td>9,950</td>
<td>10,127</td>
<td>9,998</td>
</tr>
<tr>
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<td>*$354.48</td>
<td>$421.82</td>
<td>$372.39</td>
<td>$361.30</td>
<td>$378.29</td>
</tr>
<tr>
<td>% of Student Body Utilizing Program</td>
<td>*100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
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</table>

*Either reflect the portion of the department’s budget (personnel, operating, and equipment) associated with this program, or reflect the Common Cost Accounting costs associated with this program.

III. Staffing

<table>
<thead>
<tr>
<th>Job Title*</th>
<th>Total #*</th>
<th>Job Title*</th>
<th>Total #*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Library Services</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Faculty</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager, Technology Support Svs.</td>
<td>.25</td>
<td></td>
<td></td>
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</tbody>
</table>

IV. Progress since last review (This should be a status of actions taken from review, if applicable)

<table>
<thead>
<tr>
<th>Action Item*</th>
<th>Steps Taken*</th>
<th>Date*</th>
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<tbody>
<tr>
<td>1. Aggressively weed Reference Collection</td>
<td>Print Reference Collection extensively weeded three times; simultaneously accompanied by growth in online reference resources.</td>
<td>Complete</td>
</tr>
<tr>
<td>2. Re-evaluate print and electronic Government Documents information</td>
<td>Government Documents Collections Coordinator has supervised an active weeding project of print and microform collections, choosing materials in online format when available.</td>
<td>Significant Progress and Ongoing</td>
</tr>
<tr>
<td>3. Physical Space</td>
<td>Print reference collection was reduced; print periodicals collection weeded and unified, driven primarily by replacement of print volumes with online journal access (JSTOR); juvenile and curriculum collection relocated to more visible space; print periodicals, reference, curriculum and juvenile collections were reduced or consolidated to free up space on the first and second floors for open study areas. New upholstered furniture acquired for all floors. Office and storage rooms repurposed. Currently 32 group study rooms.</td>
<td>Complete</td>
</tr>
<tr>
<td>4. Remain in league with trends in database industry</td>
<td>The Database Coordinator, Interim Coordinator of Collection Development, Acquisitions Staff and the Director stay informed of industry developments. Reduced costs by conducting reviews of journal and index subscriptions based on usage and curriculum needs. KLN Electronic Resources Committee acquired new EBSCO core and optional electronic resources, significantly increasing the Library's full-text content with a very low investment. Library faculty continually gather and prioritize suggestions for additional databases for the collection. These suggestions are reviewed annually with the Director and materials are added as funds are available, keeping in mind needs of new programs.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. Devise internships involving Special Collections</td>
<td>Archives and/or Special Collections accept interns on an annual basis.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Infuse information literacy into the curriculum</td>
<td>The newly implemented General Education Program (MyCore) includes a goal for information literacy, requiring students to complete courses that address how to find, evaluate, and ethically use information. The Library's information literacy program has experienced annual steady and notable increases in sessions taught and in meeting these sessions' respective learning objectives.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Disjointed functions in Technical Services</td>
<td>Consolidation of leadership in Cataloging, Acquisitions and Collection Development from four to two persons; workflows have been streamlined.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
V. Outcomes Assessment (Board Policy 1997-01) *

The mission of the Andruss Library to “facilitate and advocate for the exploration and creation of knowledge for personal and professional success” is defined within the larger framework of the mission of Bloomsburg University: to prepare “students for personal and professional success in an increasingly complex global environment.” The Library advances and measures student learning outcomes and positive patron experience.

The Library’s Information Literacy Instruction Program is a significant component of the work of the Library in facilitating both missions. The Library uses the Information Literacy Competency Standards for Higher Education (ACRL 2000) as well as the more recently developed Framework for Information Literacy for Higher Education (ACRL 2016) to guide information literacy instruction and assessment. The five information literacy competency standards are:

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The six frames are:
1. Authority is constructed and contextual
2. Information creation as a process
3. Information has value
4. Research as inquiry
5. Scholarship as conversation
6. Searching as strategic exploration

The Library Information Literacy Instruction Program has used Instruction Session Summary Forms reports since 2011 to document the learning objectives, instructional strategies and achievement of objectives for each instructional session. Both narrative and numerical data are reported by librarians and analyzed and compiled in the Outcomes Assessment Report published on the Library website at the end of each academic year. More recently, the Library has chosen to implement an additional measurement tool, the Information Literacy module of the National Survey of Student Engagement (NSSE); this module was administered for the first time in the spring of 2015.
In addition, Library Faculty and Staff focus on positive patron experience. The Library administers LibQUAL, a nationally recognized survey which measures Library service quality, over three year cycles (2009, 2012 and 2015). The results of the survey are available on the Library website at http://guides.library.bloomu.edu/libqual. Additionally, summaries of the 2012 top responses and corresponding actions taken were published in a series of blog posts.

VI. Program Strengths*

1. The addition of a permanent highly regarded, and operationally effective director.
2. Significant improvements in technology and building spaces, especially group study.
3. Weeding of lesser used print and e-collections and the addition of new relevant resources, and appropriate shifting of collection and study space placements.
4. Innovative strategies that have enhanced the teaching effectiveness of the library faculty.
5. Partnerships for enhanced student success through general education and the department of academic enrichment among others.
6. Additional attention to (and resulting book publication from) the university archives as a result of the 175th anniversary celebration.

VII. Areas in Need of Improvement*

A. Broad national issues indicated by the reviewer:
   1. Highlighting the intellectual profile of the campus
   2. Making college more affordable
   3. Strengthening partnerships in student success initiatives
   4. Personalizing the educational experience

B. Specific recommendations by the reviewer:
   1. Curriculum integrated instruction
   2. Co-curricular integrated instruction
   3. Online course integration
   4. Visible web presence
   5. Collections management/weeding for curricular relevance and space for additional collections
   6. New course & program planning -- involvement of library director
   7. Stacks management/planning
   8. Archives/special collections space and staffing
   9. New initiatives will require additional library faculty and staff
   10. Professional development for staff – use and effectiveness

C. Additional challenges noted by reviewer:
   1. Flat or declining budgets (supplemented by technology fees and endowment support)
   2. Staff reassignments from specific areas of expertise to new areas with service demands
   3. Technology challenges with discovery layer implementation and an aging library management system (Voyager)
VIII. **Action Plan***

Alphanumeric codes (e.g. A1, B2) correspond to the Areas in Need of Improvement.

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Steps To Be Taken</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Enhancing Academic Excellence:</strong></td>
<td>Students will be able to demonstrate increased information literacy and critical thinking in the disciplinary and general education curricula.</td>
<td>on-going</td>
</tr>
<tr>
<td>• advocate for course-related and independent exploration and creation of knowledge within the disciplines and in general education; A1, A3, B1, B2, B3</td>
<td>Library faculty will be able to demonstrate/gain awareness of effective instructional strategies.</td>
<td></td>
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<tr>
<td>• build relationships that lead to information literate critical thinkers; A1, A3, B1, B2, B3</td>
<td>Subject faculty will work with library faculty to identify and address students' research skills and habits of mind/perspectives.</td>
<td></td>
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<tr>
<td>• develop the library faculty as educators; A1, A3, B1, B2, B3</td>
<td>Patrons, regardless of research questions or stage of inquiry, receive individual guidance that enables them to make progress and achieve greater independence.</td>
<td></td>
</tr>
<tr>
<td>• make available the human and material resources to facilitate and advocate for the exploration and creation of knowledge. A1, A3, B6</td>
<td>Patrons will be able to discover the human and material resources, in-person and online, in a way that enables them to make progress and achieve greater independence.</td>
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<tr>
<td></td>
<td>Patrons will have access to all library holdings.</td>
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<tr>
<td></td>
<td>Participants in University's research-oriented student programming (e.g. URSCA, interns, academic support programs) will be able to make progress and achieve greater independence.</td>
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<td></td>
<td>Faculty campus-wide will look to the human and material resources of the Library as they develop as scholars.</td>
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<td></td>
<td>Library faculty and staff continue to develop professionally.</td>
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<tr>
<td><strong>2. Achieving Excellence while Ensuring Financial Sustainability:</strong></td>
<td>Use human and monetary resources carefully.</td>
<td>on-going</td>
</tr>
<tr>
<td>• being good stewards of human and monetary resources and supporting the Universities' priorities; A2</td>
<td>Support University fundraising.</td>
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</table>
- make needed research materials available promptly and as seamlessly as possible; B9, C1
- maintain an environment, virtual and physical, conducive to learning and academic work; B4, B5, B7, B8
- develop the library staff and faculty and make best use of their talents and time; B10, C2
- in concert with PASSHE library colleagues, choose consortial resources and systems and share expertise; C3
- assist the university in securing new funding sources. A2, C1

<table>
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<tr>
<th>3. Designing an Enrollment Vision in terms of Demand, Program Mix and Capacity:</th>
<th>Identify/develop opportunities among the University Seminar and graduate student populations for retention</th>
<th>on-going</th>
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<tr>
<td>• support recruitment and retention of students, especially in targeted populations. A4, B3</td>
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<tr>
<th>4. Fostering and Developing a Strong Sense of Community:</th>
<th>Partnerships with other campus entities committed to student and faculty learning are formed and lead to actions that further student and faculty learning.</th>
<th>on-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>• create communities of action where partnerships are formed and acted upon to further student and faculty learning; A3, B1, B2, B3</td>
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<tr>
<td>• create working environments that facilitate greater cohesion with the academic community; A3, B1, B2, B3</td>
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<tr>
<td>• communicate effectively among partners and stakeholders, including students, professors, staff, community members, PASSHE counterparts, and library consortial colleagues; A1</td>
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<td>• contribute to an understanding of the University's organizational history and its place in the surrounding community; A1</td>
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<tr>
<td>• welcome local and visiting patrons;</td>
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<tr>
<td>• work with the Bloomsburg Public Library and complement one another's work.</td>
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<tr>
<td>• Partners and stakeholders are kept informed of the Library's role and contributions.</td>
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<tr>
<td>• Additional study space secured at other locations on campus.</td>
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<tr>
<td>• Complementary relationships established with the Bloomsburg Public Library, local schools, and county and regional organizations that focus on the history of the community.</td>
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PASSHE Program Review

Descriptive Information

Introduction
The faculty and staff of the Harvey A. Andruss Library of Bloomsburg University, named for a former Bloomsburg University president, provide research assistance, materials for study and teaching, and an environment conducive to individual and group learning. Last year nearly 7,000 students and other patrons received guidance on projects. They had access to over 150 online databases; more than 200,000 ebooks; more than 450,000 volumes of printed books, bound periodicals, and government documents; 2 million microforms; and approximately 50,000 journals, magazines, and newspapers, almost all in electronic form. All electronically available materials, and human guidance on making the most of the resources, are accessible remotely by University students, faculty, and staff through the Library's website. The Library building holds more than 900 individual study spaces, 32 group study rooms, over 260 computers, scanners and color printing, wireless access, a graduate student/faculty study, exhibit spaces, and the University Archives and Special Collections Reading Room. The Library building and its resources are open to the public onsite.

The Library is a member of the Keystone Library Network (KLN), a consortium including all PASSHE libraries, and of the Pennsylvania Academic Library Consortium, Inc. (PALCI), a consortium of nearly 70 academic libraries in the Commonwealth and neighboring states.

The Library's Five Year Review team includes the director, library faculty, library staff who head work areas, and an administrative assistant:

Charlotte Droll, Director of Library Services
Darla Bressler, Associate Professor, Research Librarian
Michael Coffta, Associate Professor, Research Librarian
Robert Dunkelberger, Associate Professor, University Archivist & Coordinator of Special Collections
Marilou Hinchcliff, Associate Professor, Coordinator of Cataloging and Interim Coordinator of Collection Development
Linda Neyer, Associate Professor, Chair of Library Faculty, Research Librarian, Database Coordinator
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Beth Ann Norton, Library Technician, Cataloging
Lori Osborne, Daytime Library Assistant Supervisor, Access Services/Circulation
Andrea Schwartz, Library Technician, Access Services/Interlibrary Loan
Lissa Clark, Administrative Assistant
The two on-campus non-library members of the review team are:

Tom Kresch, Assistant Vice President for Student Affairs  
Timothy Oleksiak, Assistant Professor, English, Writing in the Disciplines Coordinator

The external reviewer is:

Holly Heller-Ross, Dean of Library and Information Technology Services, SUNY-Plattsburgh

The Library’s review process involved all of the Library faculty and staff as well as the Director of Library Services, Associate Vice President for Technology and Library Services, and, as called for by the University’s review guidelines, two on-campus non-Library reviewers. The process offered Library faculty and staff the chance to give input into the initial framework and multiple opportunities to comment on each section of the Program Appraisal. It began with the formation in summer of 2014 of the Library’s in-house review team which reviewed the guidelines and timeframe for the process and made suggestions for potential on-campus and external reviewers. After conferring with PASSHE counterparts and the Assistant Vice President for Planning and Assessment, the Director chose the ACRL Standards for Libraries in Higher Education as the framework for the Program Appraisal. Following an initial mapping out, in the spring of 2015, of Library accomplishments in alignment with the ACRL Standards, a working group consisting of the Director and two Library faculty members engaged in intensive conferencing and writing in late summer and for much of the fall semester, sharing drafts with all Library faculty and staff and incorporating feedback as appropriate along the way. In the fall of 2015 the members of the Library Advisory Committee were asked to, and readily did, comment on selected sections of the Program Appraisal. At the same time the two on-campus non-Library reviewers gave feedback on the Program Appraisal portion in its entirety. Final editing and preparation of the Environmental Analysis and remaining Template sections were completed by the Director and then followed by a final review of the document for Library faculty and staff. At the invitation of the Director, a brief commentary from Library faculty will be forthcoming, in which they summarize their assessment of their role in the Library’s work.
Vision of the Purpose of the Program and its Role in the University Mission

- Describe how the program supports and is aligned with the Department, College, and University missions. Please list each mission statement.
- What is the department’s vision of where this program should be in five years, both within the university mission and within the academic discipline?

The Library’s Mission is modelled directly after the University’s as is the Library’s new Strategic Plan, with outcomes that flow from the same four strategic directions: enhancing academic excellence, achieving excellence while ensuring financial sustainability, designing an enrollment vision, and fostering and developing a strong sense of community.

**University Mission** –
Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

**University Vision** –
Bloomsburg University aspires to:
- be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence
- anticipate and address the changing needs of the Commonwealth
- be a diverse community that produces positive change
- provide resources to maximize opportunities for success
- be a good steward of our resources and the environment
- develop individuals to be contributing citizens

**Library Mission** –
The faculty and staff of the Andruss Library at Bloomsburg University of Pennsylvania facilitate and advocate for the exploration and creation of knowledge for personal and professional success.

**Library Vision** –
Be a leader –
on campus in advocating the exploration and creation of knowledge in the PASSHE system as a provider of and guide to needed research materials
in the PASSHE system as provider of the library faculty and staff expertise to colleagues
Be a part of the larger dialogue about the effectiveness and quality of higher education

**Library Strategic Plan** –
Modelled directly after the [Bloomsburg University Strategic Plan, Impact 2017](#)
Strategic Issue 1 - Enhancing academic excellence

- Advocate for course-related and independent exploration and creation of knowledge within the disciplines and in general education
- Build relationships that lead to information literate critical thinkers
- Develop the library faculty as educators
- Make available the human and material resources to facilitate and advocate for the exploration and creation of knowledge

Strategic Issue 2 - Achieving excellence while ensuring financial sustainability

- While being good stewards of human and monetary resources and supporting the University's priorities
  - Make needed research materials available promptly and as seamlessly as possible
  - Maintain an environment, virtual and physical, conducive to learning and academic work
  - Develop the library staff and faculty and make best use of their talents and time
  - In concert with PASSHE library colleagues, choose consortial resources and systems and share expertise
- Assist the University in securing new funding sources

Strategic Issue 3 - Designing an enrollment vision in terms of demand, program mix, and capacity

- Support recruitment and retention of students, especially in targeted populations

Strategic Issue 4 - Fostering and developing a strong sense of community

- Create communities of action where partnerships are formed and acted upon to further student and faculty learning
- Create working environments that facilitate greater cohesion with the academic community
- Communicate effectively among partners and stakeholders, including students, professors, staff, community members, PASSHE counterparts, and library consortial colleagues
- Contribute to an understanding of the University’s organizational history and its place in the surrounding community
- Welcome local and visiting patrons
- Work with Bloomsburg Public Library and complement one another’s work
Faculty & Staff

- Provide a summary description of the current full-time faculty and staff, their academic preparation, professional experience and maintenance of current knowledge, teaching and research specializations. Current resumes/curriculum vitae for all current full-time faculty and staff can be attached as an appendix.
- Describe relevant faculty and staff development activities, in both teaching and research, over the past five years. Relevant faculty development activities reported in other reports or documents can be included as an appendix.
- Describe and assess the numbers and qualifications of adjuncts teaching in the program. Current resumes/curriculum vitae for adjuncts who have taught key courses in the program and/or who have taught in the program for two years or more can be attached as an appendix.

All Library faculty possess an American Library Association (ALA) - accredited master’s degree in library and information studies as well as at least one additional subject or professional master’s degree and offer a wealth of experience in a variety of disciplines. Each year the Library faculty participate in conferences, webinars, and workshops to maintain their currency.

Many Library staff have worked at Andruss Library and other positions at the University for many years and therefore possess a wealth of institutional knowledge. Newer Library staff members have brought with them library-related skills acquired from previous positions. Staff members are encouraged to attend and participate in conferences and workshops, and they participate as schedules and opportunities allow.

The Library faculty and staff are led by the Director of Library Services, who has both academic credentials and professional Library management experience. The Director enhances her expertise through active participation in organizations focused on academic librarianship.

Faculty are active in both teaching and scholarship development activities. In addition to attending conferences and webinars specific to each librarian’s responsibilities, all Library faculty regularly attended Teaching Excellence Academy for Librarians (TEAL) workshops, meeting on average once a month for two academic years.

Staff have the opportunity to attend the annual state wide State System of Higher Education Libraries Council (SSHELCO) meeting. In addition, some attend national conferences, local workshops, and special vendor presentations relevant to their duties.
The Director of Library Services participates in professional development related to academic library management, trends in student learning, and information technology.

Library faculty, staff, and administrators have access to online resources that can help with technology and personal and profession development, such as Lynda.com and the PASSHE Academy.

In summer 2014 Andruss Library employed a Temporary Technical Services Librarians for four weeks to catalog backlogged materials; she came well qualified, with a master's degree in library and information studies and works at Mansfield University's Library during the academic year.

No other Adjunct Faculty were employed during this review period.

**Budget**

- Provide a summary of the program budget along with the overall department budget.

Over the first three years of the review period the Library's budget varied, but in the last two years it decreased and stayed static, with drops in Education & General (E & G) funds. This decrease prompted a review of expenses and a reduction in subscriptions based on low usage and curricular changes. Approximately one third of the Library’s funding for collections is regularly covered by the Technology Fees monies. In the last three years the Library has drawn upon endowment interest to make it possible to add new items to the collection and purchase new furniture and carpeting.

Appendix C provides a numerical summary of the five year budgets.

**Progress on Previous Goals**

- List all goals and associated outcomes from the previous program review.
  - Include analysis, challenges, and comments

From 2010 Program Review:

1. Aggressively weed Reference Collection
   Status: Complete

   The print Reference Collection was collaboratively and extensively weeded three times during this review period, in order to ease researchers' use of contemporary and perennial print Reference resources and to secure additional space. The weeding of the print collection was accompanied by a growth in online reference resources.

2. Reevaluate print and electronic Government information
   Status: Significant progress, and Ongoing
For five years, the Government Documents Collections Coordinator has led an active weeding project of print and microform collections and reduced the Library's selection list. Where the materials are available in an online format, the Coordinator has chosen those.

3. Physical Space
   Status: Complete
   a. Collections
      The print Reference Collection was reduced; the Periodicals Collections was weeded and unified. The weeding of the periodicals was driven largely by the supplanting of print volumes with online journal access, chiefly JSTOR. The Juvenile and Curriculum Collections were relocated to a more visible space.
   b. Study Space
      The Periodicals, Reference, Curriculum, and Juvenile Collections were reduced or consolidated, thereby freeing up space on the first and second floors for open study areas for groups of students. The Library acquired new upholstered furniture for all floors of the Library. Offices and storage rooms were repurposed as Group Study Rooms for collaborative learning. Andruss Library now has 32 Group Study Rooms, the highest number among PASSHE University libraries.

4. Remain in league with trends in database industry
   Status: Ongoing
   The Database Coordinator, Interim Coordinator of Collection Development, Acquisitions staff, and the Director generally stay abreast of industry developments. They communicated concerns and questions to the Library faculty about rising database and journal costs, and, in response, the librarians, Director of Library Services, and Acquisitions staff met to cut journal and index subscriptions based on low usage and curriculum changes, and have obtained lower pricing from journal-package vendors.

   The Database Coordinator participates in an email list of the Electronic Resources Committee (ERC) of the Keystone Library Network, a PASSHE-focused library consortium. Thanks to the work of ERC leaders, Andruss Library was able to acquire a number of new EBSCO core and optional electronic resources, which significantly added to the Library's full-text content while keeping costs relatively low.

   Library faculty have gathered and prioritized suggestions for additional databases for the collection. When funding is available, they and the Director review the suggestions annually and add materials when possible, especially
bearing in mind new programs including the new Nursing DNP (Doctor of Nursing Practice).

5. Devise internships involving Special Collections  
   Status: Ongoing

   Annually, there are interns in Archives and/or Special Collections.

6. Infuse information literacy into the curriculum  
   Status: Ongoing

   The newly implemented General Education Program (MyCore) includes a Goal for information literacy, whereby students must complete courses that address how to find, evaluate, and ethically use information. Further, the Library’s Information Literacy program has experienced annual steady and notable increases in sessions taught and in meeting these sessions’ respective learning objectives.

7. Disjointed functions in Technical Services  
   Status: Ongoing

   Leadership for the areas of Cataloging, Acquisitions, and Collection Development is more consolidated (lying with 2 people as opposed to 4), and workflows are more streamlined.

Summary of Program Achievements

- List all faculty achievements (e.g. grants, publications, awards, etc.) that are relevant to the program.
- List all achievements (e.g. publications, presentations, awards, etc.) by students enrolled in the program.

Highlights include:

Pennsylvania Library Association (PaLA) Certificate of Merit – L Neyer  
175th Anniversary Faculty Lecture Series speaker – R Dunkelberger  
Teaching and Learning Enhancement (TALE) Innovation in Teaching Award:  
Honorable Mention – K Yelinek

2014-15 University Student Employee of the Year: Second Place – C Tloczynski

For details on the Library personnel’s publications and professional development, please see Appendix D.
Program Appraisal
Because the academic program of Andruss Library differs from other academic programs at Bloomsburg University, the Library is addressing the Program Appraisal component of this review by using the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education, linked below. ACRL is the premier national organization for academic libraries. The ACRL Standards are used to address the PASSHE Template sections on: Review of Program Performance, Student Learning Outcomes, Program Demand, Academic Support Services, and Resources.

http://www.ala.org/acrl/standards/standardslibraries

[For reference, the original PASSHE Template Sections Review of Program Performance, Student Learning Outcomes, Program Demand, Academic Support Services and Resources are available in the Additional Information section at the end of the document.]
ACRL STANDARDS FOR LIBRARIES IN HIGHER EDUCATION

PRINCIPLES

Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

Management/Administration: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

PRINCIPLE 1: Institutional Effectiveness

1. Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

1.1 The Library defines and measures outcomes in the context of institutional mission.

ACTIONS
The mission of Bloomsburg University is to prepare “students for personal and professional success in an increasingly complex global environment.” The mission of the Library faculty and staff is to “facilitate and advocate for the exploration and creation of knowledge for personal and professional success.” In the context of the Bloomsburg University Strategic Plan, the Andruss Library recently created a new Strategic Plan (2014). Progress towards the Plan’s goals will be reviewed annually.

OUTCOMES
The Library’s mission, goals, and strategic plan are now closely aligned with the University’s strategic plan.

1.2 The Library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.

The Library’s new Strategic Plan is modelled directly after the University’s Strategic Plan, with outcomes that flow from those strategic directions. Each plan contains the same four elements:

1. Enhancing academic excellence

ACTIONS
The Library faculty have significantly increased time spent in instruction and developing educational programming. The Library faculty have partnered with the Teaching and Learning Enhancement (TALE) Center for three semesters to discuss developing partnerships with subject faculty and pedagogy for advancing students’ information literacy.

OUTCOMES
Students benefit from targeted, in-class learning activities that are based on research and shared experience. The relationships between subject and Library faculty have been strengthened through the increased focus on instructional objectives.

2. Achieving excellence while ensuring financial sustainability

ACTIONS
Bloomsburg’s Andruss Library is a member of the Keystone Library Network (KLN), a Library consortium of the State System Universities, State Library, and
other partner institutions. This enables the Library to benefit from consortial pricing for many electronic resources.

The Library faculty and staff assist the University in securing new funding sources through various endeavors such as contributing to the 175th anniversary and the cultivation of donors through the Friends of the Bloomsburg University Library Association (FOBULA).

OUTCOMES
Students and professors have access to a larger number of curriculum-relevant materials than would be available if the University were a stand-alone institution. Students and faculty benefit from the contributions made by alumni and community donors.

3. Designing an enrollment vision in terms of demand, program mix and capacity

ACTIONS
Library faculty and the Director of Library Services collaborated with the Department of Academic Enrichment in the fall of 2014 to work with students in Foundations of College Success. This course was designed to align with the University goal of retention and with the explicit intention of motivating students to declare a major earlier.

Library faculty host high school students to introduce them to college-level research. For example, classes in the Allentown School District Summer STEM Program come to campus to research and present results; students in the Model UN program research and debate contemporary political issues.

OUTCOMES
Data on the progress of students towards retention and declaring a major are still pending. High school students benefit from learning about college-level resources and are provided an introduction to college life at Bloomsburg University. Program organizers are pleased with the exposure to college-level work and continue to take advantage of our instruction. There has been a small but steady increase in the number of enrolled students from the Allentown School District.

4. Fostering and developing a strong sense of community

ACTIONS
The Library provides free access to resources, space, and research assistance to community patrons to support their lifelong learning, career development, and personal enrichment.

Bloomsburg University’s Andruss Library has developed a good relationship with the local public library. The Director of Library Services serves on the Board of Directors at Bloomsburg Public Library and served on the search
committee for a new director of the public library. In addition, the University Library's Government Documents Collection Coordinator has identified a selection of resources to be co-hosted at the Bloomsburg Public Library. The Children's Librarian at the Public Library and the Education Librarian at the University Library have met to discuss the children's literature collections at both libraries to better meet the needs of future teachers and local parents. The Library's University Archivist & Coordinator of Special Collections provided major support for the University's 175th anniversary celebration. This included giving a public lecture, screening films, and providing photos and facts from the University Archives to support public awareness of University history and its role in the community.

OUTCOMES
Community members benefit from free access to the Library's resources, space, and research assistance, e.g. parents obtain curriculum resources to homeschool their children; job seekers have access to computers; and community members have access to legal resources.

The partnership between the University and the Public Library enhances their shared purposes and promotes the positive profile of the University within the community. Community patrons have easier access to government documents materials, including information on becoming a citizen, national parks, and health advice. Future teachers and local parents have access to a much larger selection of children's literature than either library could provide separately.

The book written by the Library’s University Archivist and Coordinator of Special Collections to commemorate the 175th anniversary was a significant contribution to the history of the institution. The work on the anniversary celebration contributed to fiscal sustainability as it provided a platform for outreach to potential donors among alumni and community members.

1.3 The Library develops outcomes that are aligned with accreditation guidelines for the institution.

ACTIONS
Because the Middle States Commission on Higher Education, the accrediting body for Bloomsburg University, emphasizes information literacy, the Library faculty have advocated for it at the institutional level and included it in their instruction. In conjunction with the Middle States emphasis on information literacy, the Library faculty have incorporated and measured the ACRL Information Literacy standards in their instruction.

Library faculty and the director collaborate with subject faculty to respond to subject accrediting requirements and PASSHE five-year program and departmental reviews. Library faculty stay abreast of subject accrediting expectations and act accordingly. When programs and departments initially seek accreditation, Library
faculty and subject faculty collaborate to ensure that the requirements from the accrediting body are satisfied.

OUTCOMES
When the University restructured its General Education Curriculum in 2012, it chose to include Information Literacy as one of the ten required student learning goals, in part as a result of the Library faculty’s advocacy.

Students have a greater opportunity to acquire and demonstrate their information literacy because the Library faculty have increased the number of instructional sessions during this review period. As a result of more uniform data collection and reflection upon the local instructional activity and national guidelines, information literacy is more clearly understood and practiced by the Library and subject faculty. As a result of consultation with visiting subject accreditors and reviewers there have been instances of continued and concerted emphasis on student learning; for example, in 2011 the nursing accreditors focused the conversation on student learning of information literacy, not on the collection’s age or breadth, and the librarian’s role in student learning.

Colleges, departments, and programs that have been successfully accredited and/or reaccredited, following consultation with the Library faculty and Director of Library Services, include:

- Chemistry & Biochemistry – American Chemical Society (ACS)
- College of Business – Association to Advance Collegiate Schools of Business (AACSB)
- College of Education – National Council for Accreditation of Teacher Education (NCATE)
- Education of the Deaf – Council on the Education of the Deaf (CED)
- Engineering & Physics (Engineering) – Accreditation Board for Engineering and Technology (ABET)
- Mathematics, Computer Science & Statistics – Accreditation Board for Engineering and Technology (ABET)
- Nursing – Commission on Collegiate Nursing Education (CCNE)
- Music – National Association of Schools of Music (NASM)
- Social Work – Council on Social Work Education (CSWE)
- Theatre & Dance (Theatre Arts) – National Association for Schools of Theatre (NAST)

A number of academic departments, including English, Economics, and Languages and Cultures have successfully completed their five-year program reviews following consultation with the Library faculty and the Director of Library Services.

1.4 The Library develops and maintains a body of evidence that demonstrates its impact in convincing ways.

ACTIONS
Since 2000 the Library has produced annual Outcomes Assessment reports summarizing its activities in support of information literacy, outcomes assessment, and student learning. Since 2004 the Library Outcomes Assessment and Information Literacy Reports have been posted on the Library website, and since 2011 the Library has collected literacy-specific information from its Library Information Literacy Instruction Session Summary Forms. These forms include narrative and
numerical data reported by librarians for information literacy sessions. This narrative information identifies learning objectives for the individual sessions, the instructional strategies for the sessions, and comments on if and to what extent the students achieved the objectives.

The Library administers LibQUAL, a nationally recognized survey that measures Library service quality, in three year cycles: 2009, 2012, and, most recently, in the fall of 2015. It develops and maintains this body of evidence by making the results of the survey available on its website at http://guides.library.bloomu.edu/libqual. For the 2012 survey summaries of the top responses, and the Library's actions, were published in a series of blog posts.

The Information Literacy module of the National Survey of Student Engagement (NSSE) was administered for the first time by the University in the spring of 2015.

Since the 1990’s, Library personnel have contributed to the national and international body of data on the health and status of academic libraries, especially through its contributions to the PASSHE survey, Academic Libraries Survey/IPEDS for the National Center for Education Statistics, and to the ACRL Trends and Statistics Survey.

OUTCOMES
University personnel use the collected body of evidence to demonstrate the Library’s impact in convincing ways. Specifically, evidence of the Library’s impact was part of the review that led to the success of the University’s Periodic Review Report for Middle States; the Report made several references to the Library’s services, resources, and other endeavors, including services and resources for off-campus learners, liaisons to academic departments for assistance in course development and scholarly activities, management of physical space for student learning, the utility of the Library’s homepage, cooperation with the Teaching and Learning Enhancement (TALE) Center, the General Library Research Tutorial, and assessment of student learning vis-a-vis information literacy. Consequently, the Library has a positive reputation on campus for its active outcomes assessment.

Due to the findings in the Library’s annual Outcomes Assessment and Information Literacy Reports, Library faculty identified standards such as Standard 4 ("uses information effectively to accomplish a specific purpose") that were addressed the least in Information Literacy Instructional sessions. This finding underscores the need for the Library faculty’s existing efforts to collaborate with subject faculty in developing student learning goals and assignments.

Library employees and patrons and the University community can know that its efforts are largely well-received and properly directed, and, where there is less satisfaction, can know where those concerns lie and take steps as possible and necessary. The LibQUAL survey results consistently provide evidence over time that Bloomsburg University students are pleased with the level of service being
provided by the Library staff. In 2009 and 2012 students, faculty, and staff expressed confidence in the Library employees and satisfaction with the Library as a study space (See Appendix A Item 15 for summary of comments). Several individuals were mentioned by name as providing outstanding service. Both years the Library received positive results, with the Library meeting or exceeding patron expectations in all categories except for undergraduate student desire for “community space for group learning and group study” in 2009. This result correlates with patron comments in both years about the perceived need for additional group study space. In response to the results, several spaces in the Library were converted to group study rooms. In the last two years additional study space during finals week was made available in student affairs buildings such as the student union on lower campus and the dining and meeting facility on upper campus. In 2012 the major concern was slow computers; in response to this feedback, the slower computers were replaced in the spring of 2013. The full results of the 2015 LibQUAL survey are pending, but an early analysis of respondents’ comments indicates that patrons have an ongoing interest in group study rooms, find the Library building a nice place to be, and think that the Library employees are helpful. The Andruss Library is in the enviable and challenging situation of having both a) far more group study rooms, at 32, than its PASSHE counterparts (Millersville has the second highest number at 14) or even much larger institutions (Towson has one), and b) students who have correspondingly high expectations of securing a group study room on each visit; in the last three years student patrons have been encouraged, through in-library signage and presentations at student government, to ask for assistance in finding a group study room and there have been fewer reported incidents involving student-to-student frustration.

Data from the NSSE survey’s Information Literacy module of Spring 2016 indicate that Bloomsburg University is on a par with other PASSHE schools and national peers. If this module is repeated by PASSHE the resulting data will be compared with the baseline information.

Using data contributed by the Andruss Library to PASSHE, national, and international surveys, colleagues at fellow academic libraries can improve their own institutions and engage in research for the field of librarianship.

1.5 **The Library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.**

**ACTIONS**
The actions take place within three venues:

1. **One-on-one research assistance**
   Library faculty work with individual students each day to enable them to explore and create knowledge for personal and professional success.
   Research librarians record data about each research assistance interaction,
including duration, subject matter, and READ Scale value. Research Assistance data are summarized each month, and Research Librarians meet at least once per semester to discuss issues related to research assistance and make improvements as needed.

2. **Course-based instruction**
   Library faculty provide a growing Information Literacy Instruction program to enable students to effectively and efficiently perform research to meet the learning objectives and goals of their courses. All Library faculty contribute to the success of this program. As they design their instruction, they regularly collaborate with subject faculty to ensure that students are learning sound Library research skills and principles, and are able to demonstrate learning through in-session exercises and assignments.

For the last two years, the Library faculty have regularly measured, observed, and/or solicited student feedback regarding students’ performance in meeting the stated student learning goals. The Library faculty follow up with their subject faculty colleagues as necessary to improve students’ learning experiences. Further, the Library faculty and the Director of Library Services cooperated with the TALE Director to form the Teaching Excellence Academy for Librarians (TEAL). Discussions in the TEAL meetings ranged from practical instructional applications to conceptual dialogs. Library faculty also advise their subject faculty colleagues on assignment and course design in order to target and assess information literacy, critical thinking, and communication skills.

3. **Curriculum-oriented instruction**
   The Library personnel have identified a need for a curriculum map to articulate how the Library contributes to student learning throughout the curriculum and within the disciplines, and they are developing a plan for generating and incorporating the curriculum map into the Library’s educational work.

**OUTCOMES**
Students who have received information literacy instruction can engage in research to creatively and effectively meet the research needs of their courses. See especially 2014-15 Outcomes Assessment Report. Library faculty have a better understanding of what the students are learning as a result of articulating student learning goals with subject faculty, collecting evidence of student performance, and reviewing the collected evidence. The Library has a positive reputation among subject faculty for enabling students to successfully complete assignments, and subject faculty regularly refer their students to librarians by name. The Library has a positive reputation on campus for its contributions to and knowledge about information literacy outcomes assessment.
1.6 The Library contributes to student recruitment, retention, time to degree, and academic success.

ACTIONS
The Library contributes to students’ overall satisfaction with their experience at BU and, therefore, contributes to retention, recruitment, and time to degree, and the Library directly contributes to students’ academic success. In order to measure students’ overall satisfaction, the University administers the National Survey of Student Engagement (NSSE) and, in 2015, included the Information Literacy module.

The attractive and user-centered Library building and the Library’s website are frequently presented to potential students and their parents, giving them a positive impression of the Library’s capability to help students complete their research.

Librarians worked closely with instructors of the Foundations of College Success course, implemented in the Fall of 2014 by the department of Academic Enrichment. This course was explicitly designed to retain undeclared students, reduce time-to-degree, and foster academic success. In this course, students received brief instruction and opportunities for one-on-one assistance with their Library research. Librarians collaborated with the course instructors to develop a Library assignment and supplied feedback on the course’s Library assignment to the facilitator/supervisor for this interdisciplinary course. The course is in transition, and the Library director and librarians are interested in continuing the work as the course develops.

The Library has made other targeted efforts to reach the distinct populations of students that comprise the Bloomsburg University student body in an effort to retain students and enable them to improve their academic performance.

- One-on-one research assistance and course-based instruction available for all disciplines and at all stages of students’ academic careers
- A unified web page outlining off-campus students’ access to online resources
- Information literacy instruction screencasts for students who take classes remotely
- Library component in Orientation for University Freshmen available via online video and short quiz in the learning management software
- General Library Research Tutorial as a baseline introductory instructional instrument
- Video tour to orient people to the Library building available on digital signage

OUTCOMES
The Middle States Periodic Review Report was successful in part because of contributions from the Library to the students’ overall success. Data from the NSSE Information Literacy module indicates that Bloomsburg is on a par with its PASSHE counterparts and national peers.
Admissions personnel believe it is important for student recruitment to include a visit to the Library for all prospective students coming on a campus tour. Information regarding the impact of the Library’s work with the Academic Enrichment course is pending. Academic Enrichment is changing its approach to working with the undeclared students, and the Library faculty and director are continuing to stay in touch with the Academic Enrichment faculty and students.

1.7 The Library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

**ACTIONS**
The Library communicates its value in the educational mission and institutional effectiveness through:

- Vital information and guidance to Middle States Periodic Review Committee
- Annual Outcomes Assessment and Information Literacy Reports
- Website providing current information on Library resources, services, and developments
- Library Advisory Committee (LAC), an inclusive body with representatives from the student body and from across the subject faculty
- Liaisons’ regular communications with subject faculty on topics such as instruction, collection development, and database trials
- Director’s membership on the Academic Affairs Leadership Council
- Active participation in shared governance on campus, including the University Forum, General Education Council, Bloomsburg University Curriculum Committee, and Strategic Planning and Resource Council (SPARC)
- Library Faculty member chosen to be a member of the BU Assessment Working Group (2012-14), a member of the BU Periodic Review Report Committee (2012-14), and a Summer Assessment Fellow with the Office of Planning and Assessment (2015)
- Library faculty member chosen to co-chair the University’s 175th Anniversary Planning Committee (2013-14)
- Articles in the University’s magazine and in the local and student newspapers on archival and special collections
- Displays and emails highlighting collections important to the University and regional communities, including Federal Depository, Juvenile and Curriculum Collections, and Archives & Special Collections

**OUTCOMES**
The Periodic Review Report for the Middle States accreditation process makes several positive mentions of the Library in advancing the University’s mission. Campus administration demonstrates Library support by providing appropriate resources for the acquisition of print and online resources.
Subject faculty have a high regard for the worth of the Library faculty’s contributions to their students as evidenced by the steady increase in the number of instructional requests.

University faculty and students have a high level of confidence in the Library employees and a high regard for the employees’ readiness to respond to questions as indicated by the LibQUAL responses.

The University President and the University’s Advancement and Marketing personnel appreciate and rely upon the Library’s collections, and especially the University Archivist and Coordinator of Special Collections, for University outreach and fundraising. Students and faculty value the Library’s InterLibrary Loan (ILL) and Document Delivery services; it is used heavily and is well regarded.

**Discussion**

In this review period, Andruss Library personnel carefully reviewed and reconstituted the Library’s mission and vision statements, in addition to crafting a new fully developed Strategic Plan. This review involved close consideration of the University’s recently adopted mission, vision, and strategic plan as well as the standards from the national professional organization for academic libraries. The Library is on solid ground in terms of its vision and mission having strong congruence with those of the institution and accrediting bodies. This is an organizational strength and is owed to collaboration of Library personnel, subject faculty, and students. The Library has developed a body of evidence over time, as long as a decade or more, through participation in the national LibQUAL survey and publishing its reflections and improvements on the Library website. The Library also communicates its value to the educational mission and institutional effectiveness through a now active Library Advisory Committee and significant participation by library faculty on University committees for general education, curriculum, accreditation, and advancement. In addition to contributing regularly to the University’s recruitment efforts by being a highlight on the campus visits for prospective students, the Library has begun a new collaboration with colleagues who are developing a college success course. The Library personnel want to develop more ways to support student retention, degree completion, and time to degree, as well as to articulate the Library’s contributions to student learning.
PRINCIPLE 2: Professional Values

2. Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

2.1 The Library resists all efforts to censor library resources.

ACTIONS
Andruss Library supports the Library Bill of Rights and the Code of Ethics of the American Library Association and has posted links to these documents on the Library website. Andruss Library is mindful of developing its collections to support research interests of the campus community, and complies with the American Library Association’s Intellectual Freedom Principles for Academic Libraries.

OUTCOMES
All constituencies in the Bloomsburg community, including students, faculty, and community at large, can pursue their personal and professional research and studies in comprehensive and uncensored learning environments.

2.2 The Library protects each library user’s right to privacy and confidentiality.

ACTIONS
As information professionals, all Library administration, staff, faculty, and student workers honor researchers’ privacy with respect to collection development, personal service, and technology support. Student workers in Access Services are instructed to keep all researchers’ information, interactions, etc. confidential. All student workers must sign a University confidentiality statement as a requirement of employment. The library circulation system purges borrower information after a prescribed interval.

OUTCOMES
All constituencies in the Bloomsburg community, including students, faculty, and community at large, can pursue their personal and professional research and studies in comprehensive and uncensored learning environments.

2.3 The Library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.

ACTIONS
Andruss Library promotes the understanding of the legal and ethical use of information and does its part to preserve the rights of lawful owners of intellectual property. Faculty and administrators across campus turn to the Director of Library Services and Library faculty for guidance on copyright and fair use issues. In response to faculty questions, a guide with information on Fair Use of copyrighted
materials is available. Furthermore, the Director of Library Services and a Library faculty member led a TALE session on Copyright and Fair Use.

The Library operates within the permissible guidelines for usage of and access to databases’ content and complies with licenses. The Interlibrary Loan unit observes copyright rules while still meeting the needs of researchers. Moreover, the Library has posted appropriate signage by photocopiers and scanners, with brief reminders about fair use and copyright.

OUTCOMES
All constituencies in the Bloomsburg community, including students, faculty, and community at large, can pursue their personal and professional research and studies in comprehensive and uncensored learning environments.

Faculty benefit from the expertise on fair use and copyright among the Library personnel. Faculty often approach the Learning Management System and Instructional Media staff with questions about fair use and copyright, and they are referred to the Director of Library Services for further information and/or further referrals.

2.4 The Library supports academic integrity and deters plagiarism through policy and education.

ACTIONS
The Library supports and promotes the University’s efforts and expectations of researchers’ academic integrity and fair use of others’ works as expressed in the University’s PRP 3512 Academic Integrity Policy.

Library faculty often respond to individual researcher’s needs, both students and faculty, for proper citation, in terms of both formatting and judging appropriate needs for citation of others’ works. Further, the Library faculty have addressed citation and fair use (ACRL Information Literacy Standard 5) in 47.1% of their Information Literacy Instruction Sessions during this review period, and frequently incorporate this standard into their Course and Subject Research Guides.

The Library offers numerous print and online resources to aid in students’ citation formats, as well as guidelines on the circumstances in which a researcher is ethically bound to cite.

OUTCOMES
All constituencies in the Bloomsburg community, including students, faculty, and community at large, can pursue their personal and professional creative work making full use of resources while also respecting academic integrity.
2.5 The Library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

**Actions: Mission Statement and Strategic Plan**
In the course of developing a new Mission Statement and Strategic Plan for the Library, Library personnel used comments and suggestions from students and other patrons that were written on whiteboards at the entrance of the building. The Library Advisory Committee, consisting of faculty and students, was consulted at regular intervals for its input.

**Outcomes: Mission Statement and Strategic Plan**
The Library's Mission Statement and Strategic Plan was shaped by direct feedback from University students and faculty.

**Actions: Physical Space**
The Library has made numerous adjustments to its physical spaces with researchers’ needs in mind. In response to LibQUAL results calling for more group study space, the Library responded by identifying additional space for private and group study. Print collections were condensed and/or moved, in some cases more than once, to make them more visible and browsable, and to provide more space for study tables and carrels. Shelving ranges were removed to widen major aisles.

The main part of the first floor was repurposed from a bound periodicals room to a large study and meeting room for patrons. A second study and reading room was created in the Tiffany Windows Alcove on the second floor. Available office and storage rooms were converted to group study rooms as well as the Teaching and Learning Enhancement (TALE) Center. In addition the Library has provided space to the Writing Center tutors on a long-term basis and provided temporary space for the Writing Fellows program that supports the developmental writing courses.

During the review period, the Library created a small Popular Reading Collection based on student requests for “fun reading” material. The collection consists mostly of genre and Young Adult fiction. It is located on the first floor near the Circulation Desk, which makes for easy browsing of the collection. Student reception has been positive, with a circulation rate just over 60%.

The Library has made several adjustments to improve computing resources in the building with researchers’ needs in mind. In response to LibQUAL results calling for faster computers, the Library advocated for replacement of slower devices. Reference and Information Desks were moved in an effort to be more visible and then were ultimately converted to additional work space for patrons.

Research Assistance remains a visible and important resource to patrons via a referral system through the Circulation Desk staff.
The Library expanded hours on Friday evenings and at the end of semester in response to student government request.

Recently the University launched construction to repurpose a portion of the Library and create adjoining space for other University offices. The construction disrupted study space, but all study furniture was retained in the building, noise abatement earplugs were made available, and alternate study space was secured for finals week. The repurposing of the Library space permanently reduces the work area for Acquisitions and Cataloging staff, but the change ultimately makes possible other construction projects on campus that will expand space for residence halls, classrooms, and faculty offices.

**Outcomes: Physical Space**

Students and other patrons use the building frequently, especially from the midpoint of the semester onwards. Students and other patrons have several study space options throughout the building. On the first floor, patrons can study individually in carrels, at tables, or in soft seating, including couches with writing surfaces, and beanbag chairs. They can also study with a group at tables or in clusters of soft seating. On upper floors, patrons can choose from a similar array of study spaces. Students and other patrons have a quieter reading room on the second floor in the Tiffany Windows Alcove. Students may also check out rolling whiteboards to use in these open study areas. Students can find computer workstations throughout the building with the greatest concentration being on the second floor.

Students and other patrons have ready access to a streamlined print Reference Collection. Patrons can easily find the Collection and benefit from improved lighting and some lower shelving.

Education students, local parents, and teachers have easy access to the Juvenile, Young Adult, and Curriculum collections which were moved to a more visible location on the second floor.

Students and other patrons ordinarily have access to 32 group study rooms, all equipped with a computer as well as most rooms having large wall screens for group viewing (see Appendix A Item 3).

Students and other patrons have access to faster computers as a result of the Library’s advocacy for replacement of slower machines. Students and other patrons also have access to a large number of computer resources, with nearly 300 computer/study carrels as well as 20 laptops. In addition, scanners, color printers and specialized and accommodative software is readily available. Students have additional computer work space at the ‘study bars’ created from the former reference and information desks; by adding some wooden stools and a few computers, these substantial desks were put to good use at fairly low cost.
Students and other patrons have ready access to research assistance via a scheduled on-call system from the prominently located Circulation Desk. Patrons approach the Circulation Desk, and the Library faculty are paged to come to work with the patron in the workspace of the patron’s choice.

Students wanting advice on their writing have easy access to tutors via the Writing Center satellite office and the Writing Fellows presence established in the Library.

Students and other patrons have access to the library building for more hours on Fridays and at end of semester.

Students and faculty benefit from the repurposing of Library space because ultimately it allows the campus to expand access to personal space that has often been lost in overcrowded residence halls, insufficient number of classrooms, and inadequate subject faculty offices. Reduction in staff work area and resulting layout of work area may require more active oversight of student assistants who are at a greater remove than before.

**Actions: Online Space**
The Library has made several changes to the online environment as well, in an effort to improve user experience. A major home page redesign in 2012 and an upgraded platform in 2015 are purposely more user-centered in language and function. The login requirements were changed to permit entry of campus username and password rather than a long numerical code. The Library invested funds and human resources to improve virtual ILL and create a document delivery service (a service of online transmission of documents in the Library’s print holdings).

**Outcomes: Online Space**
Patrons have quick access via the homepage to:
- easy off-campus login and other vital information for off-campus users
- all-in-one search box for books and articles
- contact information for expert research guidance via phone, email, SMS, and IM
- hours for the Library building and various services
- University Writing Center
- guides for *Developing a Topic* and *Citing*
- real-time service to find out the number of available computers on each floor of the Library

Patrons have quick access via the website to:
- request and receive quick delivery of materials from other libraries
- guides for specific audiences, by subject and for special topics, such as graduate school test preparation
- electronic forms for ILL, Reserves, book purchase request, and Information Literacy Instruction request
- General Library Research Tutorial
2.6 The Library engages in collaborations both on campus and across institutional boundaries.

ACTIONS
The Library administration, faculty, and staff consistently contribute to the collaborations on campus in a variety of ways. Librarians make an impact on numerous campus-wide committees and working groups because of their collaborative nature, interdisciplinary backgrounds, and unique perspectives. In addition to the contributions of individual Library faculty to significant University-wide efforts on assessment, curriculum, strategic planning, University/community relations, and University governance, the Library works with colleagues across campus in improving teaching and learning through initiatives in writing, faculty development, student recruitment, student retention, new student and faculty orientation, student career preparation, and online instruction.

Strong collaborations with the local public libraries and historical societies continue to be fostered through, for example, the long-time contributions of the University Archivist & Coordinator of Special Collections as well as the recent appointment of the Director to the Public Library’s Board of Directors.

As a member of the Keystone Library Network (KLN), a consortium of 17 Pennsylvania colleges and universities, including all of the PASSHE universities, Bloomsburg University's Andruss Library exhibits an organizational commitment to working with peer organizations across the state. In fact, the Director of Library Services and Library faculty exhibit leadership through the Chairship of the KLN Council and strong participation and/or leadership of KLN initiatives.

Library administration, faculty, and staff contribute to the activities of regional, state, national, and international library organizations.

For a complete list of activities, please see Appendix A Item 4.

OUTCOMES
Campus decision-making bodies benefit not only from the knowledge of librarians, but also their collaborative and cross-campus perspective. This contributes to solidifying librarians’ roles as educators. The Library faculty and the Director of Library Services contribute to shared governance, decision making and strategic planning to ensure that the priority of students’ and faculty’s research is represented amongst many University initiatives.

The University’s profile is heightened by the roles that Library personnel play in the local community, and the relations between the University and the community are improved.
Students, faculty, staff, and the community at large benefit from the resources made available through the consortial work of the KLN since they are able to access more and different resources than Bloomsburg University would be able to provide as a single institution.

The library profession as a whole, as well as members of the Bloomsburg University community, benefit from librarian participation in regional, state, and national library organizations; not only do their contributions contribute to the advancement of the library profession, but they also lead to improved library practices.

**Discussion**

The Library is largely satisfied with its performance in the advancement of values that are critical to the library profession, which include intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service. All Library personnel work consistently to uphold these ideals, and this requires specific knowledge and skills, depending upon the position and role of the personnel member. To date, the Andruss Library has encountered few, if any, challenges that might conflict with these values.

In efforts to promote the professional values of Librarianship, the Library Director and Library faculty have endeavored to promote knowledge about intellectual freedom and property rights with members of the BU community. They have created an online guide that provides in-depth knowledge about *Copyright* and *Fair Use* issues. They have also been speakers at TALE sessions and other professional development events to share information about Fair Use and scholarly communication. However, the Library hopes to further develop its advocacy efforts in this area. As a starting point, the Library can collaborate with subject faculty to see how they can further exercise Fair Use in BOLT, the University’s course management system. The next logical step would be to determine how librarians can help with this, as well as with the integration of Library services into these courses.

The Library has also demonstrated its commitment to a user-centered approach in the services it provides, as well as its physical and virtual environments. This commitment is evident in many significant changes the Library has made throughout the review period to improve services, as well as physical and virtual spaces to meet the needs of students, faculty, staff, and the Bloomsburg community at large. The change from the traditional Reference Desk to the new on-call Research Assistance service simplifies the procedure for students, as now they can request any service, including research assistance, from one service point. The redesigned website provides all members of the BU community with a better organized and more user-friendly access point from which to begin research. Finally, there were many steps taken to provide more study space and improve existing study environments. Many print journal volumes were converted to electronic versions. Some print collections were consolidated and moved. Moveable soft furniture was purchased. Study carrels, large tables and chairs, soft furniture, and computers were carefully placed to provide a student-centered environment that provides
more study space for both individuals and groups.

Furthermore, Library personnel have demonstrated continued commitment to collaboration as a professional value through their work and leadership within consortia such as the Keystone Library Network and professional organizations such as the Pennsylvania Library Association and the American Library Association.

Library personnel have been strong contributors to significant University-wide efforts on assessment, curriculum, strategic planning, University/community relations, and University governance. In addition Library personnel work with colleagues across campus in improving teaching and learning through initiatives in writing, faculty development, student recruitment, student retention, new student and faculty orientation, student career preparation, and online instruction. Library personnel continue to collaborate through their roles as instructors and liaisons. However, they also seek opportunities to increase on-campus collaboration, and projects with the Office of Student Affairs and the new Writing in the Disciplines program are promising areas of interest.
**PRINCIPLE 3: Educational Role**

3. Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

3.1 Library personnel collaborate with faculty and others on ways to incorporate library collections and services into effective education experiences for students.

**ACTIONS**
Library personnel collaborate with faculty and others in a variety of ways. Examples include:

1. Consultation with subject faculty before each instructional encounter to plan for good timing and targeted student learning
2. Consultation with subject faculty regarding new course proposals
3. Selection of library materials to support specific topics, courses, delivery method, and programs, including materials on commonly studied topics and online resources for both distance and on-campus students
4. Selection, organization, and sharing of appropriate tools and approaches through course guides and classroom activities; distribution of instructional materials through Library website, classroom management system, and handouts

**OUTCOMES**
As a result of Library faculty collaboration with subject faculty:

1. Students are more likely to have well timed, manageable, targeted assignments, while still focused on broader learning.
2. Faculty and students have access to materials needed for their study and research.
3. Students have access to library materials to meet their needs, regardless of their location.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

**ACTIONS**
Courtesy of the Provost’s mandate, a librarian has served on the campus-wide General Education Council since its inception in 2012. Information Literacy is one of the University’s ten General Education goals.

Library faculty regularly consult with Subject faculty to examine assignments and establish clear learning objectives for Information Literacy Instruction sessions.

Some Library faculty have created unique opportunities in their partnerships with Subject faculty. For example, one librarian works closely with students in the...
elective course *History of Mathematics*, incorporating two instructional sessions, individual office consultations with the librarian, and assessment.

Library faculty partnered with the Department of Academic Enrichment in the Fall of 2014 to offer *Foundations of College Success*. This was a two-credit course designed to enable students who have not yet declared a major to concentrate on prospective careers, paths to student success, and library research. The Library Director and Library faculty collaborated with the faculty course developer to create the research-related assignment and offer interactive instruction for over 800 students. The course is in transition, and the Library remains interested in continuing the successful collaboration.

**OUTCOMES**

One library faculty member was invited to be an Assessment Fellow by the Office of Planning and Assessment to aid the General Education Council in the analysis of data for the first three General Education Goals. The library faculty member was tasked with leading a Specialist Group on Goal 2, Information Literacy, which will synthesize the campus-wide assessment data for Goal 2.

Subject faculty have sought advice from librarians when developing course proposals and student learning objectives to ensure that they will be approved for General Education points related to Information Literacy. Examples of this collaboration can be seen in the course proposals for *FYS Liberal Arts Seminar*, *Introduction to Chemical Literature*, *History of Mathematics*, and *Writing in Biology*.

Library faculty have collaborated with subject faculty to develop and improve information literacy components of assignments. A number of assignments have been reviewed and altered to make sure the level of sophistication in the assignments matches the level of the coursework. The timing of assignments also has been discussed, with an eye toward optimum learning. Courses within the Colleges of Education, Liberal Arts, Science & Technology, Business, and a number of Enrichment courses in the Academic Achievement Unit have benefited from reevaluation.

Students enrolled in *History of Mathematics* were able to pose quality, well-informed research questions following multiple interactions with the Librarian and subject faculty member.

Undeclared students in *Foundations of College Success* were able to satisfactorily complete an exploration exercise for both a career and major. Students exhibited a competent level of information literacy as indicated by classroom-based observation and follow-up conversation with course instructors. In addition, the exercise was shared with some subject faculty in College of Science and Technology (COST), who adapted it for use with their first year students.
3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.

ACTIONS
One of the Library’s strategic goals is to strengthen the Librarians’ role as educators. To that end, the Teaching Excellence Academy for Librarians (TEAL) was established as a community of practice. The purpose of TEAL has been to enhance Library faculty’s knowledge and skills pertaining to information literacy instruction. The Library faculty have been involved with TEAL for two years. During TEAL meetings Library faculty have discussed instructional strategies, concepts, best practices, and their own experiences in the classroom. The Library Director took the initiative to gather the Library faculty, enlist the collaboration of the Teaching and Learning Enhancement (TALE) Center Director, and make the effort a priority.

Library faculty collaboratively developed the General Library Research Tutorial (GLRT), an online library tutorial using the LibGuides platform, to introduce information literacy skills.

Library faculty have incorporated various technologies into their information literacy instruction classes to enhance instruction, including PollEverywhere, Google Docs, and embedded LibGuides surveys and forms.

OUTCOMES
As a result of TEAL, the Library faculty’s teaching is more student-centered, and more emphasis is placed on assessment; all librarians use a common form to record the achievement of their learning outcomes. Library faculty conscientiously reflect upon their teaching strategies, and often revise their approaches based upon outcomes from previous strategies, changes in class assignments, and literature in academic librarianship suggesting new approaches. And, as an overall result, the Library faculty have, as a whole group, engaged deliberately in professional development that concerns their role as educators.

A number of BU subject faculty have used the GLRT to introduce information literacy skills to their students. Furthermore, librarians at other institutions have adapted the General Library Research Tutorial (GLRT) (with permission) for their own use. To date, 43 academic libraries worldwide have personalized the GLRT to use with students at their institutions.

One Library faculty member received an honorable mention from TALE for her innovative use of technology in teaching.

3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

ACTIONS
Andruss Library offers diverse instruction in a number of settings to students in a wide array of disciplines, using appropriate technologies. In addition to on-campus instruction in classrooms in the Library and other campus buildings, the Library faculty have taught off-campus in support of the University’s curricula at various satellite locations including in the town of Sunbury and at the Geisinger Medical Center. In addition to broadly available instructional guides and video tutorials for asynchronous learning at undergraduate and graduate levels, one Library faculty member has also provided effective synchronous instruction for off-campus students via the classroom management software. For both face-to-face and distance education courses, many librarian-created materials are made available in BOLT, the local course management software, at the discretion of the course professor.

Library faculty created a community of practice, the Teaching Excellence Academy for Librarians (TEAL), to enhance their knowledge and skills of multiple learning platforms and pedagogies.

Library faculty, at times, visit subject faculty in their offices to provide instruction for specific purposes. Library faculty also offer research assistance to Subject faculty upon request via telephone, email, SMS, etc.

Library faculty provide Research Assistance services in a variety of mediums to meet the research needs of students and faculty, regardless of time or place; these services include in-person research assistance, as well as assistance by telephone, email, SMS, and Instant Messaging.

OUTCOMES
Students in face-to-face learning environments experience instruction that varies according to student need and includes individual and group work, active learning, reinforcement, and individualized pacing as necessary. Students enrolled in both face-to-face and distance learning environments have instruction available through their course management software via guides created specifically for their class and through instruction that is customized for their course level, content, and instructor’s learning goals.

Library faculty have modified and, in some cases, reinvented their pedagogies to address the needs of diverse students based upon TEAL readings and discussions. For example, Library faculty have used what they learned through TEAL readings and discussions to influence subject faculty regarding the timing and structure of assignments.

Subject faculty benefit from individualized instruction and research assistance from Library faculty members.
Students, faculty, and other Library users benefit from the convenience of individualized Research Assistance services delivered in-person, telephone, email, SMS, and Instant Messaging.

3.5 **Library personnel collaborate with campus partners to provide opportunities for faculty professional development.**

**ACTIONS**
Library faculty have been collaborative in campus-wide initiatives for faculty professional development in the area of assessment.

Library personnel have hosted Teaching and Learning Enhancement (TALE) sessions on several topics: to discuss fair use and copyright in the context of scholarly communication; to explore sophisticated information resources (e.g. *American FactFinder*); and to introduce educational technologies (e.g. Prezi). Library faculty also offered several sessions in which they advised faculty members on information literacy assignments and discussed curriculum mapping of information literacy outcomes in a specific discipline. For two years Library faculty have shared advice for information literacy assignments at poster sessions hosted by the TALE Center for new faculty members. Library personnel also speak at the annual new faculty orientation.

**OUTCOMES**
As a result of long-term contributions to general education, one Library faculty member was selected to serve on the University’s Assessment Committee and was asked to be an Assessment Fellow for the evaluation of general education learning goals. As such, the Library faculty member will have influence on the development of the University’s assessment plan, and its Middle States reaccreditation. She and her colleagues have been charged with facilitating faculty assessment of general education learning, especially information literacy, communication, and critical thinking.

Subject faculty participate on a modest scale in workshops or other professional development provided by Library faculty. New subject faculty have the opportunity to develop and improve their information literacy assignments with their Library faculty liaisons. New subject faculty have embedded information literacy into coursework and developed assignments as a result of professional development directed at new faculty.

3.6 **The Library has the IT infrastructure to keep current with advances in teaching and learning technologies.**

**ACTIONS**
In the 2012 LibQUAL results, students indicated dissatisfaction with the speed of many of the Library’s computers. The following year all the slower computers, roughly a third of the total, were replaced with faster machines.
The Library provides necessary technologies to enable patrons to request and receive Research Assistance services in a variety of settings (email, chat, and text messaging).

A classroom in the Library building is outfitted with 38 computers and an instructor station with overhead projector and screen and sound.

Library faculty use a variety of teaching and learning technologies and pedagogical methods.

The Library building offers full Wi-Fi, Wi-Fi printing, and basic technical assistance within the Library.

During daytime hours the Library has access to .25 time of an IT support person, student workers, and help desk telephone/ticket system to provide support for students, faculty, and other patrons.

OUTCOMES:
As of 2013, students have access to faster computers throughout the Library building.

Students and faculty regularly use various technologies (email, chat, text messaging) to request and receive research assistance. If the individual subject faculty member has made arrangements with the Library faculty liaison, students can ask questions from within their classroom management system.

Subject faculty regularly bring their students to the library for Information literacy instruction knowing that each student will have a computer to practice the concepts that are taught.

Subject faculty judge the Library faculty’s pedagogical methods using technology to be sufficient for their purposes. A Library faculty member received honorable mention for a campus innovation in teaching award for her use of technology in the classroom. Subject faculty regularly request collaboration with library faculty regarding integration of various instructional technologies to keep classes interactive and challenging.

Students and other patrons use wireless technologies and basic assistance to learn and communicate independently or within a virtual class.

During the daytime, technology problems can often be addressed by the support system in place. When technological problems arise in the evenings, the Library has access to student workers with basic troubleshooting skills and after-hours emergency support.
Discussion
The Library has made a number of changes over the review period to enhance its educational role within the University. Overall, the Library is proud of what accomplishments it could make during the review period and is dedicated to continuing to develop and support information-literate learners. The importance of developing the Library's instruction program and the role of the librarians as educators first became evident when it was chosen to be one of four key issues in the Library's new strategic plan. To get started, the Teaching Excellence Academy for Librarians (TEAL) was established to provide a forum for discussion and experimentation that, over a two year period, led to a change in priorities and, ultimately, more student-centered instruction, greater emphasis on assessment, and a more thorough and consistent method of data collection. Throughout the review period, the number of requests for information literacy instruction sessions increased, even though there was one fewer Library faculty member to teach classes. It seems that changes made to improve the program were effective. Even though the Library is pleased with these changes, efforts to strengthen the program will continue as time and staffing permit.

An important future goal is to prioritize the way in which courses with a critical need for Information literacy instruction are identified. Rather than continue to teach classes solely upon request, the Library will evaluate the curriculum to determine where the need for information literacy instruction is greatest, and then prioritize instruction for those students for whom the impact will be most significant. This process will also involve developing alternative methods of instruction, identifying unaddressed critical opportunities, and continued refinement of assessment tools/processes to better monitor student learning. Continued work with implementing multiple pedagogies and technologies is being planned as well. In time, the Library will develop a pedagogically sound program that provides targeted instruction to students who need it, based on providing the appropriate students with instruction and reducing the number of students who have received redundant instruction in previous classes. Eventually, the Library hopes to address other goals, such as branching out to work with students and faculty in other high-impact areas of the curriculum that it currently does not reach, such as the Writing in the Disciplines (WID) program, while it continues to cultivate opportunities to collaborate in courses designed for undeclared students. Additionally, the Library plans to work more closely with faculty who teach online distance education courses to provide more support for those students within the online course management system. Partnerships with other campus entities to reach specific audiences is an ongoing goal.
**PRINCIPLE 4: Discovery**

4. Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

**BACKGROUND**
To address these points the Library draws upon feedback provided through the 2012 LibQUAL survey, a national measure of patron response to physical and virtual library structures, informal observation of patrons, and feedback from students and professors during and following instruction.

4.1 The Library organizes information for effective discovery and access.

**ACTIONS**

Cataloging
The Library provides a catalog of its holdings, owned and leased. Bibliographic information is included in the online catalog for Library-owned materials in all formats (e.g. print books, journals, and government documents, media, microforms, digital materials) as well as for leased print or demand-driven ebook collections, and subscription collections of ebooks, streaming music, and streaming video. The catalog currently contains information on 827,829 titles. Enhancement of bibliographic records for print books with tables of contents and/or summaries is provided in-house and by vendor services in order to facilitate keyword access. Authority control is applied regularly to headings for all owned materials to ensure consistent, complete subject and name access regardless of changes in terminology over time. Care is exercised in the classification of print books to ensure consistency and appropriateness and, consequently, the grouping of like materials on the shelves and in the catalog for effective physical and online browsing discovery.

The Library provides finding aids for archival and special collections materials. Metadata for those digitized Archives and Special Collections materials available via the ContentDM interface includes keyword-searchable summaries, captions, and transcripts, while the newspapers and magazines digitized through Olive and the publications through the Internet Archive are completely full-text searchable.

The Library provides a website for online discovery. The Library uses the LibGuides platform for its website to organize and provide access to all of the Library’s resources. LibGuides streamlines the research process by allowing students to more readily identify materials for use on-campus and remotely. Library personnel work to comply with the LibGuides platform upgrades and update the homepage and all associated pages in response to patron feedback and new options. The webpages for Archives and Special Collections were migrated to the LibGuides platform during Summer and Fall 2015.

The Library makes efforts to organize and facilitate access to all of its materials.
At the beginning of the review period, there was a backlog of uncatalogued library materials. Towards the end of the review period, the backlog was in the initial stages of being organized and incorporated. Additionally, archival and special collections materials are organized and added if they are suited (by policy) to the foci of the collections and as they become available.

OUTCOMES
Patrons have access to Library resources that are organized according to universal good professional practices. Patrons have access to a structure that provides intellectual connections from one item to another via the organizational schema within the catalog.

Patrons have access to the Library's archival and special collections materials through the finding aids. Patrons have access to a structure that provides intellectual and structural connections based on provenance.

Patrons, regardless of location, have access through the Library's website to structures that provide intellectual connections and concrete finding information for all the Library's collections.

Patrons will have access to the additional valuable backlogged materials and archival/special collections materials as they become available.

4.2 The Library integrates library resource access into institutional web and other information portals.

ACTIONS
The Library's website/resources are available via secondary links from the University's main page, but there is no direct link from the University’s main page. The Library unified its login process for off-campus users. Now students and faculty use the same login information to access the Library's online resources as they do their email, online course management system, and their individual student information account.

The Library has a nominal presence in BOLT, the University's learning management system. There is no universal and automatic integration of Library resources into individual courses in BOLT because campus practice indicates that course-level links or materials are under the purview of the individual instructor. Library personnel have customized materials ready to place into BOLT course pages and are very willing and interested in providing those across the board to online learners and teachers should the campus make the opportunity available. In the meantime, with permission or invitation from individual subject faculty, Library faculty provide course-specific library information to subject faculty, who post it as Announcements and/or in course syllabi on their BOLT course pages. Within the general BOLT framework, there are links to the Library’s website under the drop-down menus for Student Resources and Faculty Resources. Some librarians have requested or been
offered the ability to function as Course Builders or Assistant Instructors and have the abilities to manually add content and interact directly with students. Library personnel continue to seek opportunities to expand student access to Library resources and assistance through BOLT.

The Library has participated in Google's Library Links and Library Search programs for Google Scholar since 2006. This enables students and faculty to access library-subscribed or library-purchased materials through a Google Scholar search both on and off campus. The Library registered for the Library Link program through Serials Solutions, which makes article-level links available. The Library also participates in the Library Search program through its membership in WorldCat, a heavily used catalog of library holdings worldwide to which the Library submits its holdings' records.

The Library makes archival and special collections materials available electronically via ContentDM, the Internet Archive and Olive.

OUTCOMES
Students and other patrons are able to access the Library website from the University’s main webpage via second-level links.

Students, faculty, and staff no longer deal with the confusion of multiple login points and user information. This minimizes obstacles for students and faculty researching both on-campus and off.

Students have direct access to course-specific Library resources via the learning management system if their professors authorize those arrangements. Although all students have access to the Library’s homepage as part of a set of general Universal links within the learning management system, students do not necessarily have access to course-level resources.

Through Google Scholar, students, faculty, and staff can identify and access full-text, and can also access the Interlibrary Loan form to request a print article via document delivery, or an unavailable article via Interlibrary Loan. Students and other patrons can identify BU materials listed in WorldCat. Furthermore, because the University participates in a network of worldwide sharing, they can also request materials through Interlibrary Loan. Students and other patrons can find and use electronically available archival and special collections materials.

4.3 The Library develops resource guides to provide guidance and multiple points of entry to information.

ACTIONS
Library faculty create research guides and web pages for a wide array of audiences and purposes, including ones for students, faculty, and other audiences such as
Pennsylvania residents, Bloomsburg University student clubs, fellow librarians at BU and elsewhere, and local high school students.

Library faculty have made discipline-specific research guides, to provide specialized guidance and resources on a broad or introductory level. These discipline-specific research guides are now a part of the University’s Writing Fellows program and increase the visibility of Library services for students and faculty.

Library faculty have also made course-specific Research Guides, to treat nuances of research pertinent to some courses in the curricula; guides are created at the request of faculty members, and librarians typically create unique guides to support information literacy instruction sessions. These guides are offered each time there is instruction and routinely made available through the Library’s website and, with the instructor’s permission, through BOLT. Further, the Library faculty have developed extensive Special Topic guides on research-related topics, such as Government Documents @ BU, the General Library Research Tutorial, and the Literature Review, as well as community-related guides including those for the Bloomsburg Investment Group (student group with community and alumni members), Recycling Resources, and the Citizens’ Guide to Legal Research. Other specialized guides include offerings for Off-Campus students and Faculty resources. Most recently, the Archives and Special Collections web pages were migrated to the LibGuides platform, making it searchable using the Library website’s search box. In addition, finding aids have been written for processed materials found in the University Archives and Andruss Library Special Collections.

OUTCOMES
Through user surveys following instruction and informal feedback, students and other patrons report that the guides are useful, and the guides provide a sense of ownership, structure, and easy access to resources needed for assignments.

Students and faculty have access to searchable Archives and Special Collections web pages and resources using the LibGuides search feature on the Library homepage.

4.4 The Library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

ACTIONS
The Library maintains and updates its own website to facilitate access to Library resources. The Library has used LibGuides for its entire Library website since 2009, when the former Social Sciences Librarian/Webmaster became interim Library Director, and responsibility for the website was assigned to the Health Sciences/Science Librarian/Database Coordinator and the Government Documents Librarian. Because the LibGuides platform was developed specifically for libraries, it allows for easier editing and updating of the website. From 2009 until 2013, the website design was adequate in representing the Library’s many resources and
services but lacked coherence because there was not a body or structure to set priorities as new content for the website continued to arrive. In addition, the Special Collections/Archives pages remained on the old interface and, while retrievable through internet search engines, was not integrated with the new content. Following feedback from a 2012 LibQUAL survey, the newly appointed Library Director initiated a comprehensive restructure and redesign of the Library's website. In 2013, an ad hoc website committee was created to overhaul the Library homepage to improve access to important and commonly needed resources, including prominent links for off-campus access, study spaces, available computers, building hours, and research assistance. The redesigned website was launched in the summer of 2013.

In summer 2015, the Health Sciences/Science Librarian/Database Coordinator and the new Library faculty support staff member migrated the existing website to an upgraded platform, which incorporated the Special Collections and Archives pages. The Library started offering *EBSCO’s Discovery Search* (EDS) in 2013; EDS is a discovery layer that enables researchers to look for books, journal articles, audiovisual materials, and digital archives in one interface. At that time an EDS search widget (called Search Everything) was added to the Library's homepage. The initial integration of the search widget proved technically challenging and the launching of the new redesigned website required further technical modifications. The arrangement is now mostly sufficient, but more work will need to be done over the next five years to improve the integration. This widget was further modified September 2015 and renamed Search Everything @ BU so that searches were limited to results from the Library's collections and subscriptions in order to benefit the broader base of less experienced users; Library personnel will continue to monitor user experience and needs.

The Library is a dues-paying member of the Keystone Library Network consortium, the staff of which creates, maintains, and troubleshoots the system architecture for the Library catalog and associated discovery mechanisms. In addition, the KLN assists in the development of architectures for Archives and Special Collections.

OUTCOMES
Students and other patrons find *EBSCO’s Discovery Search* very effective and easy to use. However, it is not a perfect system; sometimes owned materials do not appear when they should or non-requestable materials are included when they should not be. Nevertheless, usage of EDS has grown substantially since implementation, from over 13 million searches in 2013 to over 76 million searches in 2015 to date. Anecdotal evidence based on comments from students who knew the old system and received instruction on the new indicate that overall the change has been a positive one.

Librarians and staff members have a website development software that makes it easier and less time-consuming to maintain pages and guides. They know that some transitions will require additional technical support.
Students and other patrons reported varying degrees of satisfaction with the Library’s website. In the 2012 LibQUAL+ survey, a significant number of students reported that it was difficult for them to do their research independently using the Library website. Students will have a fresh opportunity in Fall 2015 to respond to the LibQual survey; as of this writing the findings of the 2015 survey are not available.

Students and other patrons will have access to a more current website because the latest version of LibGuides makes it easier to maintain and update. As a result of changes made, patrons can now more easily choose:

- the Search Everything @ BU box for the EBSCO’s Discovery Service
- links for the A-Z database list
- databases by subject
- BU Journal List
- research guides

Furthermore, with the incorporation of the University Archives and Andruss Library Special Collections pages into LibGuides platform, patrons have the ability to search the entire contents of the Library’s website. BU students, faculty, and staff have access to all of the Library’s electronic resources remotely.

Students and other patrons can navigate easily from databases to full-text articles or to an Interlibrary Loan form via SerialsSolutions 360 Link Resolver. Furthermore, users can also easily navigate from Google Scholar to full-text articles and an Interlibrary Loan form because the Library participates in Google’s Library Links and Library Search programs. Students and other patrons, according to survey and other feedback, do not find PILOT, the online catalog, user friendly. For example, the search limits are difficult to find and use.

Students and other patrons have easier access to finding aids for archival and special collections materials via system architectures (Archives Space) supported by consortium staff. While LibGuides hosts all other information related to archives and special collections holdings, Archives Space provides access to standardized finding aids listing the contents of the collections and serve as their online catalog. Users overall appear satisfied with the Library website; usage has remained fairly constant with some growth. However, the 2015 LibQUAL survey will provide more user feedback. Although the Library uses Google Analytics, there is currently no procedure for review of the data to reveal patterns of use.

**4.5 The Library has technological infrastructure that supports changing modes of information and resource discovery.**

**ACTIONS**
The Library has the ability—through University, consortial, and vendor services—to make purchased and subscribed digital materials discoverable through the online catalog and Library website. The wireless network is accessible throughout the building and the campus. The Library has optimized the mobile interface for its website. Additionally, full text access to BU resources is made available through Google Scholar.

The Library offers EBSCO's Discovery Search, to identify materials regardless of format, including the holdings listed by the Library's online catalog. An Open URL link resolver, SerialsSolutions 360 Link, enable researchers to locate materials either outside or in conjunction with research databases.

The catalog offers students the option of texting call numbers and locations to themselves. The Library's technology promotes navigation to its print collections, and eases this process to the extent possible.

The Library uses Springshare's LibAnswers platform, which allows librarians to answer reference questions via email, instant messaging, text messaging, and Twitter. Research librarians use a dedicated cell phone to provide the On-Call Research Assistance service. Research librarians may also use a tablet that is dedicated for librarians’ use with patrons. The Library uses subject guides and LibAnswers to provide advice at any time, especially when no librarian is available.

OUTCOMES
Students and other patrons may tap into the Library's information inside and outside the building, through a variety of devices, and from many starting points.

Students and other patrons can follow a citation trail to go from known citation elements and/or search terms to the actual desired item.

Students and other patrons can use a familiar device like a cell phone to carry call numbers with them as they navigate the print collection.

Students and other patrons can search the Library's webpages and collections, receive research assistance, and request interlibrary loan / document delivery from any location, through any device, and at any time.

4.6 The Library provides one-on-one assistance through multiple platforms to help users find information.

ACTIONS
In 2014, Andrus Library's Research Assistance service evolved into an on-call arrangement, whereby in-house researchers come to the Circulation Desk in order to ask for a Librarian to be called to assist them in the workspace of their choosing. This model was instituted to replace the traditional Reference Desk arrangement, in which Librarians generally remained at a fixed location that was
not near students’ computers. In the Fall of 2014, librarians began providing On-call Research Assistance in lieu of the traditional Reference Desk. The rationale for the change was to have the librarian work with students in the student’s own workspace, as opposed to the student working in the librarian’s space.

The “Ask a Librarian” icon on the Library website directs students and other patrons to chat, email, telephone, and texting options. As time and circumstances permit, Librarians rove throughout the building to engage students in their research. The Research Assistance schedule is posted online, and patrons can get contact information for individual librarians. Subject faculty frequently refer students to liaison librarians for individual research consultations. Similarly, by reputation, students often refer their fellow students to Library faculty for research assistance.

Librarians schedule research assistance consultation times in other building on campus in collaboration with subject faculty. These times/hours are often planned around assignments.

OUTCOMES
Data of frequency, audience, and READ scale for one-on-one Research Assistance as well as comments from patrons from the Basic Assistance Survey and Research Assistance Survey may be reviewed in Appendix A.

Students and other patrons now have more access points for one-on-one assistance and they have convenient ways in which to request and receive that assistance. Students and other patrons have ready access to research assistance in the workspace of their choosing and when they need it. Students and other patrons find one-on-one consultations with librarians to be very helpful. Results from 2014-15 Student Survey given at the end of a consultation indicated that the overwhelming majority of users either located the information they asked for or found other information that would be helpful for their research. Students recommend the one-on-one assistance to their classmates and friends. Some students return to the librarian’s office with follow up questions. Some students feel comfortable approaching the librarians whose offices are visibly located on the second floor. Librarians receive fewer basic assistance questions since access services staff will sometimes be able to assist students who initially contact the circulation desk. Librarians have the flexibility to work in a space of their choosing (e.g. office, Archives, stacks, etc.) when not working with a patron.

Students and other patrons can request research assistance through the medium of their choice.

Students can receive research assistance coordinated with their class assignments and in the classroom buildings with which they are familiar and find convenient
Discussion

The Library's online catalog records match professional standards even while the backlog is being addressed. The Library must devise a long-term plan to process materials as they arrive, and therefore have the ability to accommodate large donations and other sizable inflows of materials.

Students and other researchers have numerous interfaces to services and resources. Research Guides are now in place for a majority of subject areas, and other principal areas such as University Archives and Special Collections. Several interface improvements have been made on the Library's homepage including a uniform login, experimentation with the Discovery layer, and Google Scholar access. Although the Library’s website redesign addressed many navigational, educational, and aesthetic attributes, more needs to be done to improve the Library’s web presence, particularly the online catalog, and to a lesser degree the Discovery layer. Library personnel continue to look for ways to integrate the Library’s services and resources into University’s course management system.

Although overall frequency of one-to-one research assistance has dropped, this does not diminish the value of this assistance to the students who take advantage of it. This drop in overall activity, as is nationally observed in the profession, coincides with a steep increase in group information literacy instruction. Largely as a product of this lower frequency and increased online availability to librarians, the Library introduced a new research assistance model whereby research librarians are on-call, as opposed to stationing themselves at a reference desk. The new on-call system is working well, based upon experiences of Library faculty, Library staff, and students and other patrons. In addition to the on-call system, the librarians have positioned themselves in new places on campus for research assistance, chiefly McCormick Center for Nursing students and Sutliff Hall for Business, Economics and Instructional Technology students. This experiment has been well received, and the Library must consider how to effectively match times of availability with student patterns.

Library personnel are dedicated to investigating and implementing technological options that support student research and research instruction. The Library’s website is already easily accessed by mobile devices, and the Library supports ongoing research and development of its technological infrastructure with the goal of staying abreast of current and relevant information technology trends.

Library personnel plan to continue to experiment with technologies. The Library will continue to reevaluate its services, adapting to researchers’ needs, habits, and preferences, as evidenced by the Library's adoption of the on-call research assistance system. Librarians will continue to monitor and discuss the on-call research assistance model. Similarly, user studies should be done to test the website’s usability, but there has been insufficient time and personnel for this. A great deal on this matter and others will come to light from the findings from the 2015 LibQUAL+ survey.
PRINCIPLE 5: Collections

5. Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

5.1 The Library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

ACTIONS

For information in support of the appropriate allocation of funds for information resources, see Appendix A.

The majority of titles added to the Library’s collections are acquired through an approval plan. Each department participated in developing a profile with the Library’s primary book vendor that, based on agreed-upon criteria in the profile, delivers weekly notices of newly-published titles as well as actual books. Led by the Interim Coordinator of Collection Development and prompted by a vendor change, Library faculty collaborated with subject faculty to re-assess subject profiles for the Library’s approval plan to ensure that materials received via the approval plan were relevant and necessary.

Furthermore, the Library utilizes an allocation formula for so-called “firm orders” which assigns funds for faculty-requested book and media purchases proportionately to each University department and program offering at least a minor, as well as other selected programs such as Gender Studies and Developmental Instruction/Academic Enrichment. The formula is based on weightings for the following criteria: number of enrolled students, majors and graduate majors, average book cost in the discipline, and number of faculty in the department. In the last two years the allocations were then adjusted according to previous buying patterns and anticipated needs. Spending decisions are made with the students’ study and research needs having priority because Bloomsburg University is principally a teaching institution.

Librarians have been responsive to faculty suggestions for new information resources to support new programs and courses. For example, some newly acquired resources include NAXOS (Music Files) Nursing Collection (Streaming Video), and Anatomy and Physiology Online (database with 3-D images).

As part of keeping the collection aligned with curricular foci and areas of research, the Library faculty review the general and reference collections as they are able. Prior to 2011 Library personnel conducted a large scale deselection of outdated books in the Juvenile Collection, outdated or no longer relevant books in the Reference Collection, duplicate and outdated books in the General Collection, and bound journal volumes available in purchased online backfiles. Bound journal volumes will continue to be deselected as owned/perpetual access online content...
becomes available. The Government Documents Coordinator continues a thorough
de-selection process, involving subject faculty and Library faculty.

The Library acquires materials for several specialty collections, including Juvenile,
Curriculum, Reference, the University and Special Collections, and Government
Documents.

The Library provides two specialized collections primarily for students who are
training to become teachers. The Juvenile Collection provides access to a large
number of fiction and nonfiction books written for children and young adults. The
Curriculum Collection provides future teachers with practical, hands-on teaching
materials that include educational methodology books, K-12 textbooks, curriculum
guides, ‘big books’ for shared reading, educational kits, and software. The Juvenile
and Curriculum Collections have grown due to increased budget and use of more
diverse vendors.

The Reference Collection includes resources for topic selection, time series data,
summary information, reference fact-finding, etc. The physical collection has shrunk
significantly during this review period, coinciding with the inclusion of more
reference ebooks (e.g. online encyclopedias).

The University Archives serves as a depository for all records of historical value
relating to the history of Bloomsburg University. Material in the Archives consists of
non-current University records, regardless of medium, generated by University
officials, faculty, staff, and students in conducting the business of the institution.
This material includes office files, minutes, photographs, films, correspondence,
artifacts, and memorabilia, publications, scrapbooks, blueprints, oral history tapes,
and manuscript collections. The Harvey A. Andruss Library Special Collections at
Bloomsburg University consists of books that are set aside for a number of reasons,
such as early imprint date, uniqueness or scarcity, local value or interest, or
relationship to existing collections; books relating to art exhibitions, covered
bridges, and juvenile award winners; as well as unique materials, including radical
labor publications, photographs of the local trolley system, the records of the
Bloomsburg Theatre Ensemble, Revolutionary War diaries, and photographic
negatives from the Morning Press newspaper.

Andruss Library is both a Federal Depository Library Program Library and a
Pennsylvania State Documents Depository Library, curating both print and online
government documents.

OUTCOMES
While a library can never have all of the resources necessary to fill every
educational and research need, for the most part, students, faculty, and other
patrons have had access during this review period to collections sufficient to
support their educational and research needs. For needs that go beyond local
holdings, researchers turn to Interlibrary Loan.
Overall the funds allocated for firm orders and approval books have been appropriate and sufficient; adjustments in the last few years have accommodated increased demand in some areas and lessening demand in others. While the high cost of many subscription resources—journals and databases—has made budgeting challenging, students and other patrons have had access to a satisfactory collection as a result of two extensive reviews/cancellations of subscriptions, plus additional University Technology Fee monies, and continued cost-savings through the KLN consortium. The Library collects requests from faculty for new long-term subscription access to article indexes, journals, and other information sources. Over the past three years, these requests have been reviewed annually, with student research and study needs in mind and with resources added as funding allows. Students and other patrons hold Interlibrary Loan in high regard and use it to meet their more specialized needs.

Students, student teachers, and community members use the Juvenile collection frequently. Future and current teachers rely heavily on the Curriculum collection to help them create lesson plans for their assignments and to enhance their student teaching experiences. Students’ needs for a variety of media, including kits and manipulatives, are amply met.

Campus patrons, including administration, communication and marketing, students, alumni, and community residents are regular users of University Archives and Special Collections.

Students and professors in a broad range of disciplines, especially History and Environmental, Geographical, and Geological Sciences, use the Government Documents collection regularly.

5.2 The Library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

ACTIONS
The Library acquires materials in formats appropriate to the subject matter and mode of study, and within its means. The Library holds over 379,000 titles and over 476,000 volumes of books, bound journals, and print government documents; over 8900 titles and over 11,000 pieces of media (DVDs, CDs, etc.); over 111,375 titles and over 2,000,000 items in microform; and over 337,000 digital titles, including subscription ebooks and subscription streaming video.

For ease of searching and remote accessibility for all students and professors, the Library has invested in online access to article indexes and electronic collections of journals, books, and media. Major article indexes are online, with a selection of print historical indexes retained. The Library provides standard academic e-journal collections, such as JSTOR, and has therefore deselected numerous volumes in the physical journal collection. Journals currently received in print have decreased as
titles are converted to online subscriptions whenever feasible and appropriate. Recent years have seen rapid growth in ebook and ejournal collections. From the initial 2009 collection of 15,600 titles in the NetLibrary collection, the Library's accessible ebook collections have grown to include over 258,000 titles in subscription collections, two patron-driven acquisition collections, and various owned subject collections including Evans Early American Imprints and Afro-Americana Imprints, and individual e-titles. Collections of streaming music and online animation and video, such as Naxos Music Library and Anatomy and Physiology Online, have also been added within the review period. Over the last five years, the Government Documents Coordinator has switched formats for many of the government publications received through the Federal Depository Library Program; many publications received in paper or on microfiche are now received online.

The Library continues to acquire print and other analog media materials for their ease of use and storage, familiarity, and comparatively low cost. The Library retains well-used, unique, and exclusively print resources, for which there are no online counterparts, since many scholarly works are only published in print.

Articles from print or microform journals, chapters from print books, and analog media can be requested via Library's Interlibrary Loan/Document Delivery service (ILLiad). The Library has invested in RapidILL to speed up delivery of more commonly held materials. Electronic copies are delivered to patrons within an average of 14 hours.

OUTCOMES
Students and professors on-site and in remote or online programs are able to access needed materials, in a variety of formats, from the Library's own collections or borrowed from elsewhere.

5.3 The Library builds and ensures access to unique materials, including digital collections.

ACTIONS
The Bloomsburg University Archives preserves the historical record of the institution though the preservation of materials in all formats.

The Andruss Library Special Collections contains material of research value to students, faculty and the general public in subject areas aligned with the curricula and topics of local interest.

Where permissible and feasible, the Library digitizes material of likely interest to alumni and researchers of the region and of immediate usefulness for University offices and departments. Items from the University Archives that have been placed online include yearbooks, course catalogs, the student newspaper, alumni magazines, directories, newsletters, magazines, published histories, postcards,
photographic negatives, and scrapbooks. Selected books from Special Collections are also online, as well as maps and local newspapers from the Library’s microfilm collection.

OUTCOMES
University offices and departments, as well as students, faculty, and the general public, use the University Archives for public relations, academic, or personal research. Through combined analog and digital collections, researchers have access to a large historical repository of information on the University and the local area.

Courtesy of the Library’s digitization of primary, unique materials, researchers have greater access to University Archives and Special Collections. The digitized material can be accessed online and is keyword-searchable, making research far more efficient. Future researchers are helped by the digitization effort because it provides access and enables the Library to preserve the original artifact.

5.4 The Library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

ACTIONS
While a library can never have all of the resources necessary to fill every educational and research need, for the most part, the Library has had, over this review period, sufficient monies, personnel, space, established workflow, and equipment to collect, organize, provide access to, disseminate, and preserve collections needed by users.

There have been challenges. The processing of gift materials puts pressure on available time. The organization of complex materials strains the available expertise and time. Workflows are not yet smooth. Time and expertise for proactive collective management and advocacy for sustainable scholarly communication have not been available. Commitments to consortium-wide activities, while important and necessary to the consortium’s, and ultimately to the University’s, long-term benefit, take time and expertise. Where there have been challenges, Library personnel have identified and participated in experiments that have resulted in some improvements, including referring a large uncatalogued backlog to a PASSHE counterpart, cross-training among staff, reassigning work, and setting of priorities.

Library faculty are responsible for working with subject faculty to identify and address areas of need in the collections. The Library holds regular Collection Development meetings to address emerging trends and standing issues, decide on policies, assign priorities for budget allocations, and make decisions for special circumstances. During the review period, a Periodicals Work Group met over the course of a year to identify good workflows and problem areas. Access Services staff and the Director meet weekly to address ongoing needs. A Website Working Group met for a year to produce a major redesign of the Library website; a later upgrade was managed principally by a two-member team.
Collect
The vendor approval plans assist with regular, consistent, faculty-advised collection activity. Firm order allocations are set aside for all subject areas and for several specialty areas such as Government Documents and Juvenile collections. In addition, online patron request forms and automatic ebook purchases triggered by patron usage supplement the collection.

Organize
Physical materials are consistently described and organized according to national and international standards for resource description, subject terminology, and classification. Vendor-provided bibliographic data is obtained for government documents, and large microform and digital collections. Vendor-supplied authority control ensures current, consistent terminology over time.

External cataloging services have recently been utilized when existing staffing levels proved inadequate for the volume of backlogged gift and purchased materials and in the face of local and consortial priorities that required local attention. There is an ongoing in-house project to update print and microform serial holdings information in both the catalog and the international OCLC database in order to provide accurate information to both patrons and other libraries needing to borrow journal articles. Another in-house project underway is to implement automated ongoing online journal holdings maintenance through the OCLC Collection Management knowledge base.

Provide Access and Disseminate
The Library provides a point of service during all building hours for researchers to check out materials, including Course Reserves, Document Delivery and Interlibrary Loan. When patrons need new items right away, these items are rush-processed. The Library purchased microfilm scanners to enable patrons to read and transfer microforms to file format for storage and/or dissemination by the patron. Research Librarians and Access Services staff aid patrons in accessing the collections, often assisting patrons in retrieving needed volumes by escorting them to the correct location within the Library building.

Links to electronic subscriptions are mostly kept up to date, and connection problems are addressed as promptly as possible. Links inside the Library's catalog are not easy to keep up to date, and this strongly and negatively impacts patrons' abilities to locate information online; it is hoped that the new library system coming in the next review period will make such maintenance easier. The Library's website offers easy navigation and easy login to online resources. The Library subscribes to a discovery search layer (EBSCO Discovery Search) that offers access to almost all of its collections within one search. The Library also subscribes to a link resolver (Serials Solutions 360 Link) to link researchers immediately to most electronic materials amongst the Library's databases. The Library participates in Google Scholar's Library Links program so that University-provided materials are accessible both on and off-campus.
The Library provides access to items not immediately available through both Document Delivery and Interlibrary Loan. Document delivery began in FY09/10 and provides students and faculty researchers with electronic scans of items owned in Andruss Library’s print or microform collections—approximately 300 requests per year, filled in an average of 14 hours. Interlibrary Loan service has grown in the past 5 years from about 22,000 requests received per year to around 32,000 requests received per year. For the last year of the review period, twenty-two percent (approximately 7,000 requests) were for our own researchers; the remainder is requests from other libraries. Participation in RapidILL, starting in August 2013, has yielded turnaround times averaging 12 hours with a 97% fill rate for articles via RapidILL for our users. Books requested via our consortial E-ZBorrow system average 4.5 days from request to arrival. Infrastructure in place for Interlibrary Loan and Document Delivery is ILLiad, which allows users to place requests for all types of items, whether owned locally or not. Staff distribute requests behind the scenes; patrons only need to deal with one system.

Preserve
The Library has a Disaster Plan in place, which has created a level of preparedness that was needed on two separate occasions when water leaked through the ceiling of the fourth floor from the roof. Book shelving was covered with plastic until the leaking ceased and wet books were frozen and then slowly dried. Many were only slightly damp and could be saved and kept in the collections. Humidity monitoring, pest control, and fire suppression systems are in place. Low humidity remains an issue.

Worn, damaged, or lost materials are bound, replaced, or withdrawn as appropriate in order to preserve useful materials. Digitization projects preserve the information of the originals.

OUTCOMES

Collect
Students and other researchers have access to a wide array of current and relevant resources.

Organize
Students and other researchers have access to organizational schema that allow them to follow patterns of thought within research.

Provide Access and Disseminate
Students and other researchers have reliable and moderately easy access to a wide array of current and relevant resources both through local holdings and other libraries.
Students and other researchers have continued access to the information contained within valuable originals. The status of collections is monitored, protected, and preserved.

5.5 The Library educates users on issues related to economic and sustainable models of scholarly communication.

ACTIONS
In small settings, such as academic department meetings, librarians have the opportunity to share information on the costs associated with subscribing to journals and databases. In addition, topics such as cost-effectiveness in collection development and resource sharing are occasionally discussed in information literacy instruction sessions and in communications with subject faculty. The Library includes freely available and academic Open Access resources in its article link resolver. These journals, however, are not separately promoted to users as Open Access journals. Currently there is little discussion on campus concerning new models of scholarly communication, such as open access publishing.

OUTCOMES
Those students and subject faculty who engage with these issues generally express a more realistic understanding of the Library's policies and choices in regards to acquisitions and subscriptions.

5.6 The Library ensures long-term access to the scholarly and cultural record.

ACTIONS
The Library is diligent about maintaining the integrity of the physical structure to protect the physical materials. It participates in a consortium, or pays vendors, to back up electronic holdings.

Generally, the Library prefers long-term subscriptions, when appropriate, for resources in support of research in the curricula. Physical journal volumes relevant to the curriculum are retained unless access is provided through multiple databases, owned content, or perpetual access license coverage. Replacement or binding and repair of physical volumes is undertaken for those items deemed useful for long-term study and research.

University Archives and Special Collections provide the proper facility, resources and environment for the long-term access and preservation of rare, unique and fragile research materials related to the historical records of the University and historical artifacts of the region, including community newspapers and records of the local theater ensemble. Long-term access and preservation is also aided by the digitization of items. Sufficient space for current and future physical collections is a concern, however, as after 17 years in the Library building, the growth of the collections has led to difficulty in finding space to house the material. This issue will
need to be addressed in the next five years and new space located to safely house collections.

The Library preserves at least one copy of BU faculty’s print book publications. Planning for implementing an electronic institutional repository has taken place and resulted in access to Fedora, utilizing the Islandora interface. As the software is learned, digitized materials and born-digital publications will be placed in the repository.

OUTCOMES
Students and other researchers have long-term access to the scholarly and cultural record of the University and community.

Discussion
The Library has made concerted efforts to provide the best collections possible to support the research and teaching mission of Bloomsburg University, and the Library personnel are generally pleased with the results of these efforts. Library faculty continue to work closely with subject faculty to create accurate profiles that guide the acquisition of books through the Library’s approval plan and to acquire additional materials using designated departmental funds; these collaborations, in addition to Library faculty subject expertise, ensure that the Library’s collections are aligned with the curricular focus of the institution. Although always a work in progress, access to unique materials in the University’s Archives and Special Collections has improved over the review period, largely due to the digitization of a number of unique materials. Currently there is a good representation of archival materials freely available online, as well as good access to physical materials in this collection that are valuable to University public relations, many alumni, and those with regional research interests.

The Library provides access to Library collections in a variety of print and electronic formats to students, faculty, and all members of the BU community, and this access has improved over the review period. Through careful planning, the Library decreased print journal subscriptions, increased electronic journal and database subscriptions, and increased the number of ebooks significantly. Now the majority of the Library’s resources can be accessed anywhere and used by students both on and off campus. Although the Library provides collections that are accessible both physically and virtually, efforts to further achieve better access will continue.

The Library’s infrastructure that supports its ability to collect, organize, provide access to, disseminate, and preserve collections, is sometimes challenged but generally sufficient. Library personnel have engaged in workflow experiments that have resulted in some improvements and will continue to try out ways to make collections available. The current approval plan works well, and Library personnel will continue to monitor it for significant changes in the curriculum. Library personnel have made some very modest efforts to educate students and subject
faculty regarding sustainable scholarly communication but, ideally, there would be much more education in this area, and it would include a focus on fair use options.

To date, the Library has worked to maintain long-term access to a variety of materials through the purchase of the backfiles of a number of electronic journals and the digitization of materials in Archives and Special Collections. There is also the potential for shared access to lesser-used reference materials via a regional library consortium. However, Library personnel are aware that efforts to provide long-term access to materials must continue year to year.

Overall, the Library is proud of the accomplishments it could make during this review period and will continue to work towards balanced, well-organized Library collections that are aligned with the University curriculum, and that can be easily accessed by students in a physical or virtual environment.
PRINCIPLE 6: Space

6. Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6.1 The Library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

ACTIONS

Online
During the review period the Library’s website underwent a major redesign and a software upgrade. A mobile version of the website was also introduced that automatically adapts to any size mobile device screen. In terms of website design, a judicious number of key starting points were placed on the homepage to create a good start to researchers’ experience. An example of this selection of specially designed starting points is the Off Campus Access link. Commonly accessed information like building hours are also prominently linked. The Library’s catalog includes a service to text call numbers of books and other materials to students. These texts contain additional location information including the collection and floor on which the item resides. Most recently, the EBSCO Discovery Search (EDS) was limited to materials held at Andruss Library and renamed Search Everything @ BU.

ADA compliance
LibGuides CMS provides alternative pages for screen readers and hidden skip-to-navigation links for patrons using adaptive technologies. Testing of individual webpages for ADA compliance remains to be done. More information may be found at LibGuides ADA compliance link.

Physical
The Library has an appropriate amount of signage to direct researchers to important locations, services, and alerts; earlier in the review period it was necessary to remove or update signage to reflect the many moves of materials, people, and services. The building has numerous open spaces for researchers to congregate or simply relax. The Library has taken accommodative services into account; the building is ADA compliant with accommodative software on a dedicated computer for those with visual impairments and a dedicated room for accommodative services, for an individual or a group. The Circulation Desk staff are prominently located at the entrance to the building and near the elevators and main stairwell, and therefore well situated to direct people throughout the building.

To further support students’ gaining an understanding of navigating and significant landmarks within the Library, the Library also offers the General Library Research Tutorial (GLRT) and the video tour of the building; these are posted on the website. Floor maps are located on the Library’s website and near the building elevators.
OUTCOMES

Online
In the 2012 LibQUAL survey students reported a lack of confidence in their ability to navigate the Library’s website independently. A Library task force completed a website redesign with those concerns in mind. Based on informal student comments during and after instruction, students report a better user experience with the Library’s website.

Students and faculty have benefitted from the EDS (Search Everything @ BU) being limited to locally-held items, thereby making it easier to access materials, and requests for non-requestable items have gone down. Another improvement that has simplified on-campus research is patrons are able to text call numbers to themselves to easily locate materials.

Physical
Students and other researchers can independently navigate the building through accurate signage and human guidance.

6.2 The Library provides safe and secure physical and virtual environments conducive to study and research.

ACTIONS

Physical
There is professional staff in the building during all open hours. The building is well lit and has good lines of sight. All group study rooms have large windows to, again, maintain good lines of sight. There are emergency phones throughout the building, and administrative protocols are in place for emergencies (e.g. building evacuation). In selected locations, there are security cameras with monitors at the Circulation Desk or with digital recording. Reminders to protect personal property from theft are posted on digital signage.

As a result of new Pennsylvania state law enacted to protect children, all University employees, regular and student, have completed child abuse clearances.

Online
All sensitive information and services, including Interlibrary Loan, and private network drives, are password protected. Borrowing records are restricted to Access Services regular and student staff; all student staff must sign a confidentiality agreement as part of their employment. Borrowing records of patrons, aligning patron to title, are expunged upon the return of the title.

OUTCOMES

Physical
Students and other researchers have access to a safe and secure learning environment in the Library building. In fact students have felt so at ease that they
have left personal belongings unattended; when students reported a series of thefts of unattended cell phone, textbooks, and other belongings in 2013, reminders to protect personal property were posted. With the help of the student newspaper and the campus police, the community was alerted and a suspect was arrested.

*Online*
Students and other researchers’ borrowing and identity information is protected and handled in accordance with the ALA Bill of Rights and University rules on digital security.

**6.3 The Library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.**

**ACTIONS**
The Library uses the Keystone Library Network (KLN) Hub, a consortial network support, for remote authentication to its online resources. The University maintains power and digital connectivity.

Approximately 300 computers are available to students and other researchers; no other location on campus provides as many. In addition 20 laptops are available for checkout. These laptops and researchers’ personal devices may access the wireless network. Scanners, color printers, specialized software for coursework, and accommodative software for persons with disabilities are available. Almost all of the group study rooms have a computer and large-screen monitors.

The Library’s network and systems are maintained by the University Technology Support Services. Desktop support for Library staff and faculty is provided by skilled student workers housed within the building and a University computer helpline. Computer support for students and other researchers is provided by student workers.

Funding for most computers and software is provided by the Office of Technology and Library Services.

**OUTCOMES**
Students and other researchers have a reliable network to use for connecting to online resources and creating new work.

Students and other researchers have access within the Library to hardware and software that is generally sufficient. When the 2012 LibQUAL survey revealed dissatisfaction with slow computers, a third of the computers were replaced with faster models; this action was appreciated in that preliminary results from the 2015 LibQUAL survey show an absence of complaints about computer speed.
The campus administration demonstrates support through appropriate resource allocation for hardware and software and through maintenance of digital connectivity.

Students use the computing resources at the Library frequently.

**6.4 The Library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.**

**ACTIONS**
The Library building is used often to advance the University’s intellectual life. The University’s main meeting room, the Schweiker Room, is frequently used by the University for committee meetings, the Writing Center evening tutoring sessions, Friends of the Bloomsburg University Library Association book sales, film screenings, art displays, and other campus events. Similarly, the Library’s Instruction Room, when not being used for information literacy instruction or for open work space, is used by other entities on campus for academic and/or professional instruction and training. The Library’s conference rooms have been used for meetings and a book discussion series. Other campus entities such as the Writing Center, Writing Fellows, the Teaching and Learning Enhancement (TALE) Center, and the Instructional Media and Design Center (for support for faculty’s online course management system needs and students’ automated response system/‘clicker’ needs) are included in the Library building.

The physical spaces are enhanced with themed displays of artifacts on University or local history, artwork exhibited throughout the Library, and digital signage with news alerts and promotions for campus events. The Library occasionally offers workshops, often in conjunction with TALE, to audiences to promote a new service, examine an issue related to Library research, or examine the history of the University. Presentations and programs have been held in conjunction with the University’s 175th anniversary and through sponsorship of the Friends of the Bloomsburg University Library Association (FOBULA).

**Virtual exhibits** expand the reach of the Library’s programming. Some of these online exhibits correspond to physical exhibits, programs, and events, while others treat independent topics. Furthermore, the Library’s home page provides a virtual starting point for campus community research.

**OUTCOMES**
Students, professors, and administration use the Library building frequently to advance the intellectual life of the University.

Alumni, the campus community, and the community at large often use the Library’s virtual space to further their connections with the University and their study of local history.
Faculty and students benefit from the Library’s home page because they are able to easily access many resources and get assistance in one space.

6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

ACTIONS
The Library’s Classroom (AL 243), when not in use for instruction, doubles as additional computer work space for students and others. It provides a lecture-style setup, with large front screen and instructor station, and short rows to facilitate small group work. With a capacity of 38 persons, it is flexible enough to accommodate small and large classes. Because the Library classroom offers the largest number of computers in one room on campus, it is in high demand by faculty and administration. Printers are close by.

The Library provides a variety of study spaces and zones that support collaboration and learning. The first floor provides large study tables, a collaborative study bar, and a cluster of scanners and color printers for collaborative creation; collaboration and conversation is encouraged on this floor. The second floor has individual and collaborative study spaces, a collaborative study bar, and a mix of large tables and individual carrels. Students have additional computer work space at the ‘study bars’ created from the former reference and information desks; by adding some wooden stools and a few computers, these substantial desks were put to good use at fairly low cost. The third and fourth floors have a mix of collaborative group study rooms and individual carrels. By design and practice, the upper floors are places of greater quiet.

The Library has the most group study rooms of all of the libraries in the State System and more than many larger institutions (see Appendix A). In addition it has the most group study rooms per student full-time-equivalent (FTE) compared to other schools in the State System. In response to student feedback on LibQUAL surveys, the Library has, over time, converted spaces to create additional group study rooms and added two free-standing group study cubicles.

The Library has a Graduate Student/Faculty Study Room with computers, a printer, and a whiteboard.

The Library provides ancillary tools, such as rolling white boards and markers, to support students’ group studies and conferencing. The Library also provides some office services, such as lamination and faxing as well as printing overhead transparencies for student projects.

OUTCOMES
Students, as well as Library faculty and subject faculty, have access to a classroom space and technology that encourages collaboration and facilitates learning. Students have the freedom to select from a variety of workspaces to suit the needs
of their studies and collaborative projects. Students use these spaces heavily and often ask for more. The Andruss Library is in the enviable and challenging situation of having significantly more group study rooms (32) than its PASSHE counterparts (Millersville University has the second highest number at 14) or even much larger institutions (Towson University has one), as well as students who have correspondingly high expectations of securing a group study room on each visit. For the last three years, in-Library signage and presentations at student government meetings have been utilized to encourage student patrons to ask for assistance in finding a group study room; these actions have resulted in fewer reported incidents involving student-to-student frustration.

Administration supports the Library’s efforts to create and retain student collaborative learning space; this was demonstrated when recent construction plans were modified to ensure that the first floor study space was preserved.

6.6 The Library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

ACTIONS

Wireless access, including wireless printing capability, is available throughout the building. Approximately one third of the Library’s computers are just two years old; all computers, for patrons and Library faculty and staff, are on a regular four-year replacement schedule.

In 2012 the Library made major investments in furnishings for the public areas, including upholstered furniture, low tables, and two group study cubicles. Soft seating with wheels and foldout writing surfaces, and beanbag chairs were purchased. In 2013 the carpeting on a large area of the first floor was replaced.

The Library’s public-use technology includes printers, scanners, microfilm scanners, digital microfilm scanners, photocopiers, laptops, and color printers; these are replaced and kept up to date. Service contracts are in place for regular and ad hoc maintenance. Students also have access to a fax machine and laminator through the Circulation Desk.

JAWS, an accommodative software for students and other patrons with disabilities, is available and kept up to date.

OUTCOMES

Students and other patrons have access to up-to-date computers, a third of which were replaced two years ago.

Students and other patrons use a variety of comfortable, safe, well-lit seating areas for study and group work. Students appreciate the diversity and mobility of the furnishings. Students freely arrange furniture to fit their groups’ configurations and
comfort levels. Students have informally, and favorably, commented on the comfort of the soft seating, and particularly the bean bag chairs, and the open study areas.

Students and other patrons have access to adequate and convenient technology, such as scanners and color printers that support students’ knowledge creation.

Students and other patrons with disabilities use accommodative software in order to access the Library’s materials.

6.7 The Library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

ACTIONS
The study environment in the Library is clean, well-lit, and well maintained. The building has designated areas for conversation and group work as well as areas for individual quiet study. The air conditioning and heat are satisfactory for the most part. The Library works with University Facilities to address leaks and water seepage.

The Library has 290 well-maintained individual study carrels, 174 of which have computers. Additionally, the Library offers 32 group study rooms (one is currently in use as an office due to construction); 22 large tables, each with six chairs; and 79 soft seating units for student collaboration and study.

The Library is open for a total of 98 weekly public service hours. The Library faculty provide research assistance from 11 AM to 9 PM Monday through Thursday, with additional hours Friday through Sunday. The main service desk for the building, the Circulation Desk, is staffed every hour that the building is open. The Library is open even when classes are cancelled, and selected Library personnel are considered *Essential Personnel* in order to keep the Library open and functioning in these circumstances. After consultation with student government representatives, the Library began offering later hours on Friday evening during the regular semester—closing at 7 pm instead of 4:30 pm—and extended weekend hours for two weeks at the end of the semester to accommodate students preparing for final exams and projects.

Regular Fall and Spring Semester hours are:
- Monday through Thursday – 7:30 am to 12 midnight
- Friday – 7:30 am to 7 pm
- Saturday – 9 am to 5 pm
- Sunday – 12 noon to 12 midnight

Late night study space is available Sunday through Wednesday evenings from 12 midnight until 2 am in two front lobby spaces that can be secured separately after
the main building closes. Students provide their own computers for late night studying, and the Library provides student worker monitors for the space.

The Library has collaborated with the Student Affairs in the last two years to provide extra study spaces on campus during finals week (Kehr Union and Monty’s).

OUTCOMES
Students and other patrons heavily use the building, with a gate count of around 30,000 for a typical week for 2013-14, an increase from around 15,000 in 2010-11, according to Academic Libraries Survey data, with a similar enrollment of about 10,000 students in the Fall semesters of those two academic years. While the gate count process is not wholly reliable, direct observation and recollection from Access Services staff indicate that the traffic into the building increased considerably over the review period.

The individual study carrels, as well as the group study rooms and tables, are heavily used by students and other patrons.

Although there is always a demand for 24/7 service, patrons have access to 98 hours per week of operation, plus extended study hours at the end of the semester. Based on headcounts taken for the Friday evenings and observation by the late-night student workers, students use the extended hours on Friday evenings and the late night hours, with traffic being light until the middle of the semester.

As a result of the collaborative work between the Library and Student Affairs, students’ access to study space for finals week has grown considerably over the last two years. Following a discussion of student needs, Student Affairs personnel designated space, and together the Library and Student Affairs advertised the new options through posters and social media. The amount of floor space made available in activity and large meeting rooms within the student union building on main campus and in similar spaces on upper campus exceeded what was available in the larger open common study spaces within the Andruss Library building. In feedback forms and through headcount rosters, students indicated their appreciation and use of the extra study space made available by Student Affairs during finals week. The number of students using the additional study space has grown steadily over the two years the spaces have been available. Students appreciated particularly the quieter atmosphere in the Student Affairs spaces. In Fall 2015, in a move outside of the review period but showing a further outcome of the partnership, Student Affairs was able to make a secured section of the student union building accessible 24/7 during finals week, and this step was well-received by students.

6.8 The Library’s physical and virtual spaces are informed by consultation with users.
ACTIONS
The Library has actively solicited input through a number of avenues and has responded to this feedback. Researchers may leave comments using the online Suggestion Box. Whiteboards have been used at the entrance to the Library for informal suggestions. The Library collected data and comments from students, faculty, and staff using the LibQUAL survey twice during the review period. The Library recently ran a new LibQUAL survey in Fall 2015, for which data is still pending. The 2012 LibQUAL survey feedback was analyzed for themes and posted on the Library blog in a special topic section entitled, “You Spoke. We Listened.” In addition, these responses were available through the Library’s website and were also displayed on the Library’s large screen televisions.

The Library has been responsive to the Library Advisory Committee (LAC), and the student and community government association. Students and subject faculty have representation on the LAC, which was heavily involved with crafting the Library’s Mission Statement.

OUTCOMES
The Library personnel have benefitted from the feedback because it gives both confidence and direction for how to proceed. Students and other patrons benefit from the improvements they suggest based upon their experiences.

Students and other patrons have confidence in the Library’s personnel to make changes based on their feedback. LibQUAL responses indicate a high level of confidence; the two statements rated most highly were: 1) Employees who instill confidence in users and 2) Readiness to respond to users’ questions. The LibQUAL response sample has been excellent, with a valid sample of 1493 responses in 2012, and 1268 in 2009, indicating an expectation that feedback will be forthcoming.

For the first three years of this review period, the Library Advisory Committee was a committee in name only and did not meet. Under the leadership of the new Director of Library Services, the Committee has been revitalized with regular meetings, enthusiastic participation, and idea exchange with Library faculty and administration, subject faculty, and students. As a result, it is a highly inclusive and active body. Library Advisory Committee members attend regularly and make contributions.

Discussion
Library personnel have made improvements and continue to monitor the way students and other researchers navigate and use the Library’s building, resources, and services.

In terms of technology, the Library’s website redesign was a noteworthy effort to improve navigation of this research instrument, including an off-campus login on the Library homepage. The Library’s website was upgraded for mobile accessibility.
The ongoing commitment to appropriate technologies is evident in the provision of newer and faster computers, a stable wireless network, large screen monitors and computers in most of the group study rooms, public laptops for checkout and in-Library use, accommodative software for persons with disabilities, and specialized course software. A modest media creation space is currently available.

The Library has addressed minor episodic security problems regarding its physical space with quick fixes, such as alerts for students to be mindful of unattended items in an attempt to deter thefts. Secure practices are in place for patron information. The building’s signage has been improved, and practices for letting Library staff and faculty know the location of specialized software are in place.

In the first three years of this review period, the Library made prominent efforts to make student-centered use of the Library’s physical space. This repurposing of collection spaces to study spaces was one of the Library’s top two priorities during this period. The print Periodicals, Government Documents, and Reference collections were significantly condensed, and the Curriculum and Juvenile/Young Adult collections were moved, in order to create more open study spaces. Through relocating personnel offices and emptying storage rooms, several rooms were transformed into group study rooms, which are always in high demand. Over the review period the number of desktop computers increased from about 260 to about 300. A central location for computers with scanners and color printers and two ‘study bars’ created from the former reference desks were added. During this review period the Library made major investments in upholstered furniture, carpeting, and computers to improve the physical space. Between the newer furniture and the existing carrels and large study tables, students and other researchers have many different kinds of study space from which to choose. Although the Library is not open 24/7, the hours have been allocated to peak activity times. The building provides a convenient central location for an intellectual commons, and is used by the University for a variety of academic purposes such as lectures and trainings. The building has also afforded some practical utilizations; for example, hosting other University offices during renovations on campus.

Alternate study space is still needed for peak times. To address this need, colleagues in Student Affairs have collaborated over the last two years with the Director of Library Services to provide additional study spaces on campus during finals week. As a result of the collaborative work between the Library and Student Affairs, students’ access to study space for finals week has grown considerably over the last two years.

Based on various forms of feedback, many patrons are pleased with the Library’s use of physical space. The major moves seem to be done, but the Library will continue to solicit and observe feedback on physical space to match confluences of instructional needs, information resources, technological advantages, and students’ habits.
**PRINCIPLE 7: Management/Administration**

7. Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

7.1 The Library’s mission statement and goals align with and advance those developed by the institution.

**ACTIONS**

In 2013-14 Library administration, faculty, and staff, along with other representation (i.e. Library Advisory Committee (LAC)) created a new mission statement and strategic plan, working together to ensure that the Library’s mission statement and strategic goals aligned with and advanced those developed by the University. Library personnel engaged in visioning and strategic planning sessions and shared drafts with LAC in developing the final product.

**OUTCOMES**

The Library’s mission, values and vision statement and strategic plan were modelled after the University Mission and Strategic Plan, with emphases on student learning and academic excellence, student enrollment and retention, fiscal responsibility, and community relations.

7.2 Library personnel participate in campus decision making needed for effective library management.

**ACTIONS**

Library administration, faculty, and staff participate in decision making on campus that is needed for effective library management within a local context where: the overall budgets for Library personnel, collections, and operations are established by the President and the Provost & Senior President for Academic Affairs; requests for positions or funding beyond the existing allocation are considered on a competitive basis by University Administration; and responsibility for directing the work of the Library personnel and for use of the Library’s allocated budgets lies with the Director of Library Services.

The Director serves on the Academic Affairs Leadership Council, which is convened by the Provost & Senior Vice President for Academic Affairs. The Director also serves on the Writing in the Disciplines Advisory Committee. Library faculty have been elected to and contribute to numerous University-wide committees including the Bloomsburg University Curriculum Committee and the General Education Council. Additionally, Library faculty have been appointed to and contribute to other University-wide decision-making bodies, including the Strategic Planning and Resource Council (SPARC), the University Forum, and the 175th Anniversary Committee.
OUTCOMES
Upper level administration recognize and appreciate the role and contributions of the library personnel to University committees and goals. As a result of librarian participation in a campus-wide discussion, information literacy was adopted as part of the campus-wide General Education requirements and the General Education Council now includes a Library faculty member as a standing member. Additionally, Library participation in discussions on the future of the University’s writing programs contributed to the Director’s membership on the Writing in the Disciplines Advisory Committee, and therefore the advancement of information literacy into the disciplines. Further, faculty members planning new courses and programs now bear in mind the potential contributions of Library faculty and Library funding when submitting course proposals to the University Curriculum Committee. This represents a change in practice and came about because of active service by two Library faculty members on the Committee.

7.3 The Library allocates human and financial resources effectively and efficiently to advance the Library’s mission.

BACKGROUND
During this review period the number and focus of human resources and the sources and amounts of funding for collections and operations changed. A summary of trends and issues follows; for personnel and budget details see Appendices B and C.

In mid-2009, shortly before the start of this review period, there were ten Library faculty. Two years later there were six. While there were some changes in the staff holding positions and changes in duties during the current review period, the number of staff remained the same. In the previous review period, 2005 to 2010, the number of staff went from 13 to 11. Access to Library technology personnel remained the same, one-quarter time, over the current review period. Midway in this review period a permanent director joined the organization following a six year period with two interim leaders. Bloomsburg University has the highest student to professional staff ratio of all its PASSHE and University peers (see 2012 and 2014 Library Staff data in Appendix B).

Early in the review period Library personnel--staff, faculty, and Director--adjusted priorities to focus on working more directly with students in their coursework and making building space available for students. They, individually or severally:

• took on additional responsibilities in instruction, subject liaison, and work area supervision
• increased instruction of students
• increased study seating
• expanded building hours
• reviewed and reduced print serial, reference, and government documents collections in favor of electronic access
• reduced record verification
• continued reliance on the Keystone Library Consortium (KLN) for management of core electronic resources
• continued reliance on a publisher approval plan for receipt of core print materials

Later they also:
• redesigned the website
• reduced research assistance hours
• moved to an on-call research assistance model that enabled Library faculty to continue other work while still remaining available to patrons
• involved staff members in providing basic assistance
• hired a temporary Library faculty member to address a backlog
• contracted with an outside provider for some materials processing

Midway through the review period came initiatives designed to set priorities within the work, improve communication within the Library, and enhance the educational role of the Library faculty. As a result, the staff, faculty, and Director, individually or severally:
• established a community of practice with the Teaching Excellence Academy for Librarians (TEAL)
• delegated as appropriate
• increased cross-training
• formed working groups to improve three significant functions: website, use of space, and management of periodicals
• designated a staff member’s time for Library faculty support
• identified priorities for summer and intersession work
• reviewed all staff job descriptions and completed a performance review for nearly all staff

In the first three years of the review period the Library’s expenses for collections and operations increased in response to vendors’ higher charges and because of added resources. In the first two years of the period the University allocation well exceeded the Library’s expenses; in the last three years the allocations went down, so, with existing costs up, a review and reduction of costs and the use of other sources of funding were necessary. In 2013-14 there was a nine percent cut in the Library’s allocations, reflecting difficulties in the overall University and Commonwealth budgets. The cut was addressed by several strategies: a review of all Library subscriptions, and cancellation of low-use resources, and transfer of some expenses to Technology Fee monies and others to Library endowment accounts. The Library’s allocations were flat the last year of the review; expenses continued to go up so there was a further review of collections and use of additional Technology Fee monies and Library endowment accounts. The Technology Fee was available throughout the review period, covering between approximately 26% and 31% of expenses for the Library including database and journal subscriptions,
electronic journal backfiles and other one-time electronic purchases, and computers. Special University monies called Performance Funding were available the first two years of the review period; in the last three years any special expenses—for furniture, carpeting, new resources, and one-time projects—were covered directly or offset by Technology Fee monies or Library endowment accounts.

**ACTIONS**

*Human Resources*

All decisions regarding the use of human resources are undertaken carefully, with the mission of the Library and the University at the forefront, in an effort to maintain core activities, while prioritizing as necessary, and within the local budgetary context. As the nature of the work and the priorities of the institution change, the work of individual Library personnel changes correspondingly. When vacancies occur, careful consideration is given to the need for and the nature of the position. Positions are not automatically filled and require justification to University administration in light of University and Library goals.

*Financial Resources*

All decisions in collection development, where the great majority of funds is expended, are guided by the University curricula, student learning, ease of access, and available funding. All Library faculty partake in Collection Development, often as coordinators of specific Collections such as the Curriculum Collection. Library faculty and the Director of Library Services meet regularly to discuss the appropriate allocation of funds.

Throughout the year there are ongoing discussions of the Library’s budget situation.

**OUTCOMES**

*Human Resources*

The missions and fiscal sustainability of the Library and the University are advanced by careful consideration of the need for and nature of each Library position. An instance of this careful consideration recently took place in Access Services when a staff vacancy was converted into a Faculty Support / Access Services Library Assistant position in order to make progress on the website upgrade, assist Library faculty with projects, as well as maintain circulation services for patrons. In addition, job descriptions for staff have been reviewed and changed to reflect Library and University priorities. The drop in the number of Library faculty from ten to six over a two-year period was noticeable, resulting in responsibilities in instruction and in functions that were brand new for some Library faculty. The Library faculty believe that the advice of the last external reviewer—to consider adding “librarian positions in order to meet the needs for information literacy instruction, departmental outreach, faculty liaison, collection development and deselection, innovative use of technologies, and research assistance”—still pertains, and they advocate for additional Library faculty to provide truly excellent outcomes.
Financial Resources

Students, faculty, and the community at large benefit from the Library's informed and deliberate choice of resources and conscientious use of funds. Students and other patrons have access to materials necessary for their learning and research due to Library personnel's careful planning, research, and regular discussion.

7.4 The Library's budget is sufficient to provide resources to meet the reasonable expectations of Library users when balanced against other institutional needs.

ACTIONS

The Library Director confers regularly with the Associate Vice President for Technology and Library Services to discuss and make decisions about funding priorities related to materials, operations, and personnel, as well as for the Library's funding in light of the overall University budget and priorities. These meetings provide the foundation for the Library's short and long-term planning. The Library has had funds to cover its core needs but has needed to forego more specialized or especially large commitments and rely more on the holdings and personnel of other libraries. Since the Library is aligned with the Office of Technology, Technology Fee monies have been made available to support the Library's efforts, and they represent approximately one-third of the collections budget. In addition, the Library allocates annual interest from its endowment to the operating budget with an annual average need of approximately $44,000 for each of the last three years.

The Library Director and the Library faculty confer regularly to discuss collection priorities and make informed decisions, with the Library budget, curriculum changes, and the needs of students, faculty, and other patrons in mind. Database and journal subscriptions were reviewed each of the past two years with a view to budget reduction, with the result that resources of limited applicability to the curriculum and/or with a high cost per use were dropped. Each year for the last three years, the Director of Library Services and the Library faculty reviewed suggestions of large and/or ongoing commitments with the objective of adding vital items needed within the curriculum and by students, and each year several items were approved.

OUTCOMES

Students, faculty and other patrons benefit from the planned, regular meetings between the Library Director and the Associate Vice President for Technology and Library Services and from those between the Director and the Library Faculty. These regular meetings support an ongoing conversation that informs both short and long-term planning and stability, as opposed to quick decisions made necessary by budget restrictions.

7.5 The Library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.
ACTIONS
The Library participates in several purchasing cooperatives that enable the Library to expand its collections in a cost-effective manner: Keystone Library Network (KLN); Pennsylvania Academic Library Consortium, Inc. (PALCI); Westchester Academic Library Directors Organization (WALDO); Susquehanna Library Cooperative (SLC); Interlibrary Delivery System (IDS); RapidILL; and Lyrasis.

OUTCOMES
Students, faculty, and others in the Bloomsburg community benefit from the Library’s consortial participation in terms of greater cost-effectiveness and expanded access to collections. For example, the Library’s participation in Keystone Library Network, along with the other PASSHE libraries, has resulted in significant savings for the University and PASSHE as a whole. A 2003-04 PASSHE risk assessment study noted a savings of $1.2 million for the 14 university libraries in the PASSHE system. Another significant avenue of expanded access to resources comes from interlibrary loan. Last year Bloomsburg University students and other patrons received nearly 7000 articles and books borrowed from other libraries, thereby expanding their research options considerably.

7.6 The Library plans based on data and outcomes assessment using a variety of methods both formal and informal.

ACTIONS
The Library employs data collected from a variety of formal and informal sources to inform and guide both short and long-term planning and decision-making. These sources include:

- periodic LibQUAL surveys; this international survey measures user perceptions of service quality in three dimensions (Affect of Service, Information Control, and Library as Place), originated from a tool used in the private sector, was developed for use by libraries by the Association of Research Libraries and Department of Education grant, and has been widely used by academic libraries for the last fifteen years and been administered by over 1200 libraries
- Academic Library Survey (ALS) – Integrated Postsecondary Education Data System (IPEDS) / Association of College & Research Libraries Trends and Statistics; both surveys provide individual institutional and comparative data on expenditures, activities, and personnel
- data collected by Library faculty from students and subject faculty regarding information literacy instruction
- study of the Library performed by University anthropology students
- collection usage data and interlibrary loan data
- website usability studies
- knowledge about the curriculum gained from subject faculty members
• knowledge gained through collaboration with sister libraries in the Pennsylvania State System of Higher Education
• knowledge of trends gained from professional listservs, blogs, and publications

Additionally, informal conversations with students, faculty, staff, and administrators often produce insights and observations. A new source of data begin in Spring 2015 when, for the first time, the Information Literacy module for the National Survey of Student Engagement (NSSE) survey was administered at the University; an anticipated second year may provide some data to compare with the baseline. Data obtained from these sources influence planning and decisions about Library collections, information literacy instruction, research assistance, Library services, equipment and technology, as well as the function and maintenance of the Library building.

OUTCOMES
Students, faculty, and other patrons benefit from the Library's practice of soliciting feedback/gathering data from its users and using that feedback to inform short and long-term planning and decision-making; this practice gives students and other Library users a voice to influence all aspects of the Library. Examples include:

• Evaluation of usage data collected from the Voyager Circulation module and electronic databases, as well as consistent knowledge of curricular needs, has resulted in Library collections that closely support the University curriculum.
• Evaluation of assessment data collected from students in information literacy instruction classes has contributed to revised information literacy instruction and increased student learning.
• Evaluation of data collected from students and faculty in individual research assistance consultations has contributed to revised research assistance hours to better match the availability of Library personnel with student demand for assistance.
• Evaluation of data collected from usage statistics has prompted the Library to make changes to Library services; when usage statistics revealed a demand for increased interlibrary loan services, funds were designated for this purpose.
• Evaluation of data collected from LibQUAL+ surveys has prompted the Library to provide a larger number of updated computers and access to other technologies to meet student demand; furthermore, the Library has obtained the Job Access with Speech (JAWS) screen reader computer software to meet the special needs of students, faculty and other patrons with disabilities.
• Evaluation of data collected from LibQUAL+ surveys has prompted the Library to make changes to the Library building and learning environment; examples include increasing the number of group study rooms throughout the Library, redesigning the Library's website with top-level links for off-campus access and hours, and placing increased emphasis on the location, availability, and stability of computer support in the Library.
7.7 The Library communicates assessment results to Library stakeholders.

**ACTIONS**
The Library continuously compiles and evaluates various assessment data, and the results are periodically shared with invested Library stakeholders. Monthly reports on research assistance activity, bi-annual reports on information literacy instruction, and annual Outcomes Assessment Reports are regularly shared by Library faculty with Library administration. Moreover, decisions that are made using local data (usage statistics, repeat requests, etc.) about collection management issues are regularly reported to the Associate Vice President of Technology and Library Services.

The Library shares on the website its annual Outcomes Assessment Report. This report was also shared with the Middle States Review Committee during the last accreditation process.

The Library shared the results of its 2009 Five Year Review with University administration, specifically the Associate Vice President of Technology and Library Services, the Provost, and the Chancellor’s Office.

The Library shared the results of LibQUAL+ surveys with a variety of stakeholders. The results of the two LibQUAL+ surveys given during this review period, as well as Library responses, were posted to the Library’s blog for public access. Digests of the LibQUAL+ data and its findings were shared with the Associate Vice President of Technology and Library Services, and the results were also discussed among the Library faculty and staff.

The Library shared data, feedback, and artifacts pertaining to the University’s General Education goals, especially regarding Information Literacy (General Education Goal 2), with the General Education Council and subject faculty who teach courses bearing Goal 2 General Education Points (GEPs).

The Library shared data with the Library Advisory Committee obtained from a sociological study conducted by BU Anthropology students that focused on how students view and use the Library.

**OUTCOMES**
The Library benefits from sharing accurate Library data, such as research assistance activity and information literacy instruction data, with University administration and invested stakeholders. Feedback gained from stakeholders has led to decision making that is more informed and transparent; these decisions are wide-reaching and affect all students, faculty, and other patrons who use the Library’s services and resources. Furthermore, the Library faculty benefit from an ongoing profile of student learning that provides a comparative understanding over time and informs changes and choices that fit students’ needs. All of this knowledge is necessary for
the Library to make improvements where needed, which in turn inspires support and confidence from the BU community.

The Library benefits from sharing its annual Outcomes Assessment Report with the Middle States Review Committee and other stakeholders. The Library’s self-study, along with the Middle States peer-review process, provides valuable information about the effectiveness of the Library’s resources and services that instills confidence in students, faculty, administration and other invested members of the BU community.

The Library benefits from sharing the results of its 2009 Five Year Review with the University Provost and the Chancellor’s Office; the report documents how the Library is making responsible, well-informed decisions that justify the continued funding for Library collections.

The Library benefits from sharing the results of periodic LibQUAL+ Surveys. Survey results provide stakeholders with a look at how well the Library meets the needs of students, faculty, and other patrons. University administrators use this knowledge to provide funds for Library improvements where needed, and to inspire support and confidence from the BU community.

The Library benefits from sharing assessment data pertaining to the University’s General Education goals with the General Education Council and subject faculty who teach courses bearing Goal 2 General Education points. Through this collaboration, Library faculty have been given greater opportunity to influence the inclusion and development of the Goal 2 Information Literacy General Education Point (GEP). Moreover, as a result of this collaboration a Library faculty member has been asked to play a larger role in University-wide assessment efforts through her appointment as a General Education Assessment Fellowship.

The Library, as well as members of the BU community, benefit from knowledge shared with the Library Advisory Committee from the sociological study conducted by BU Anthropology students (LAC) that focused on how students view and use the Library. The study provided unique information about the Library that is not available elsewhere, and the LAC, along with Library personnel, used this information to give direction on the new mission and strategic plan.

7.8 Library personnel model a culture of continuous improvement.

ACTIONS
Library personnel are committed to continuous learning, change, and improvement. It is a priority for Library faculty and staff to stay abreast of and proficient in current instructional practices, technological developments, and Library work processes. These efforts include education, experimentation, learning from experimentation, and moving forward to implement what is learned. Examples include:
The Teaching Excellence Academy for Librarians (TEAL) has become emblematic of the Library’s commitment to improving and sharing ideas in the context of student learning. One of the Library’s strategic goals is to strengthen the Librarians’ role as educators. Initiated by the Director of Library Services, supported by Teaching and Learning Enhancement (TALE) Center Director, and shaped by the Library faculty, TEAL provides a community of practice for all Library faculty to discuss and share ideas about and experiences with Information Literacy instruction, which often inspires others to experiment with new instructional practices. Over the two years of its existence thus far, discussions have ranged from practical applications to conceptual dialogs. Future plans include the discussion of instructional activity plans written by each of the Library faculty for the areas in which they work and mapping out important areas of current and potential impact.

The Director of Library Services initiated a series of Library-wide visioning meetings, where all Library faculty and staff were encouraged to work together to brainstorm and formulate ideas for the future of the Library, with the goal of creating a Library Mission Statement and Strategic Plan.

The Director of Library Services, Library faculty, and staff all participate in professional development endeavors, which include research and publication as well as conference and workshop attendance and presentations. All Library personnel are encouraged to participate in continuing education, and designated funding is available for professional development-related travel.

Library personnel participate in various standing committees that provide a venue for ongoing improvement and communication, such as Library Faculty meetings, Access Services meetings, the Collection Development Committee, and the Information Literacy / Outcomes Assessment Committee. Library personnel participated in ad hoc working groups that support ongoing improvement and communication, such as those for Physical Space, the Budget, Website Redesign, and Periodicals.

Library faculty continually learn, experiment with, and employ a variety of instructional strategies to improve information literacy instruction and, therefore, student learning. For example, Library faculty frequently experiment with integrating new technologies, such as PollEverywhere, Prezi, and Google Docs, into instruction sessions to increase student engagement and learning. Blackboard Collaborate is used for synchronous instruction for students taking online classes. Some Library faculty provide research assistance in campus buildings outside of the Library. Several Library faculty travel off-campus to provide information literacy instruction for Bloomsburg University Nursing students at Geisinger Medical Center in Danville, and students taking classes in Sunbury and Nanticoke.
Library faculty continually learn, experiment with, and employ a variety of new and/or novel technologies to improve Library services and increase student learning. They are adept at learning and staying current with new software platforms and updates that are necessary for essential Library services, such as the LibGuides platform that supports the Library's homepage, website, online subject and course guides, as well as online research assistance and data.

Library faculty and staff continually learn, experiment with, and employ a variety of techniques to improve/enhance the efficiency of Library work processes. For example, the Library faculty experimented with various research assistance models before deciding that the current on-call model best met the needs of students and Library faculty. Library personnel kept up with the frequent updates and changes to the Library website and database interfaces and functions, as well as those technologies that support essential Library services, such as Voyager, RapidIIL, ILLIAD, the financial reporting system, and all Library equipment. Furthermore, when searching for ways to streamline the flow of materials in the Cataloging Department, Library personnel chose to think ‘outside-the-box’ and decided to outsource selected materials for cataloging by personnel from the Technical Services Department at Mansfield University; this opportunity arose from an innovative program set up by the Library at Mansfield University to provide fee-based services to its sister institutions for temporary or ongoing projects.

OUTCOMES
The Library, as well as students, faculty, and members of the BU community benefit from the commitment of Library personnel to continuous learning, change, and improvement. Some examples include:

Library faculty benefitted from participation in the Teaching Excellence Academy for Librarians (TEAL). TEAL provides a forum for Library faculty who teach Information Literacy instruction classes to share and discuss a variety of teaching strategies in the context of student learning. Knowledge gained from these meetings has motivated instructors to experiment with new teaching strategies and assessment practices, and to adopt only those that are most meaningful to student learning. Ultimately, BU students and faculty benefit from this practice, as well.

As a result of the Library-wide visioning meetings, Library personnel had direct input into the development of the Library’s new Vision Statement and Strategic Plan. Because the new directives were designed to support student and faculty educational goals and to align with the Bloomsburg University Vision Statement and Strategic Plan, all members of the BU community can be assured of the Library’s ongoing progress in line with the University’s progress.

The Director of Library Services, library faculty, and staff benefit by participating in professional development endeavors. This newly acquired knowledge helps
Library personnel stay current in their respective areas of librarianship and proficient in their daily job performances which, ultimately, benefits students, faculty, and other members of the BU community. The Library and its personnel benefit from a culture of continuous improvement that is fostered by Library committee participation. Committee meetings provide Library personnel with opportunities to share ideas, solve problems, and plan for the future, which are all essential components of change. Even though the Library is the initial beneficiary, the entire BU community is enhanced by the Library’s culture of continuous improvement.

Students, faculty and other members of the BU community benefit from the Library faculty’s efforts to experiment with a variety of instructional strategies in their ongoing quest to improve information literacy instruction. Because Library faculty continually discuss and experiment with new ways to connect with students and clarify concepts, students are typically more engaged and open to learning concepts and skills needed to excel in their studies. Students who take classes off-campus benefit from receiving instruction in their own environment.

Students, faculty, and other members of the BU community benefit from the Library faculty’s ongoing efforts to explore and employ new technologies that improve access to Library resources and increase student learning. Everyone in the BU community who uses Library resources benefits from convenient online access to electronic Library resources, both on-campus and off, as well as the user-friendly Library website, online subject and course guides, and Research Assistance. This 24-hour access to necessary research materials contributes to scholarship and student learning.

Library personnel, as well as students, faculty, and other members of the BU community, benefit from the ongoing efforts of Library personnel to explore and employ new techniques that will improve/enhance the efficiency of Library work processes. Due to this commitment, Library personnel have developed an increased willingness to experiment with new ways of doing things. Consequently, Library personnel have adopted a new model of Research Assistance; employed numerous new instructional strategies; implemented an expanded ILL system; and have found new ways to address old problems with regard to workflow and accessibility of Library materials and to enhance collaboration with a sister institution at the same time. All enhancements to Library work processes obviously benefit the Library, but the effects of these enhancements indirectly affect every member of the BU community who uses Library resources.

7.9 The Library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement.
ACTIONS
The Library has the necessary IT infrastructure to support continuous improvement.

The Library has successfully used free and fee-based services to collect, use, and analyze data and other assessments to achieve the Library’s goals. For the storage and review of documents, the Library has used GoogleDocs. For the General Library Research Tutorial self-checks and quiz, the Library has used Qualtrics. For information literacy instruction sessions, Library faculty have used LibGuides and Poll Everywhere. In order to record and create reports for information literacy and outcomes assessment, the Library faculty have made extensive use of LibGuides forms, RefAnalytics and LibAnalytics. Similarly, various units of the Library use specialized software for usage reports, including Voyager, vendor usage reports, and Interlibrary Loan (ILLIAD and Rapid ILL). The Library has also taken advantage of unique free online services, such as Google Analytics, to collect meaningful data. The Library uses a gate counter software to track traffic into the building.

OUTCOMES
Students, faculty and other patrons benefit from the Library’s use of IT infrastructure to collect, analyze, and use data and other assessments. The Library carefully tracks, observes, and analyzes information about its initiatives and programs. The data and their analysis enables the Library to make informed decisions regarding student learning, instruction, and relevant collections, thereby supporting the Library’s efforts for continuous improvement.

Discussion
Overall the Library personnel’s efforts to engage in continuous planning and assessment have resulted in continuing efforts to inform resource allocation and to meet its mission effectively and efficiently. The Library’s mission statement and goals are closely aligned with those of the University; currently in planning is the implementation of an annual or periodic appraisal for the Library’s strategic goals. The Library has a history of personnel involved in significant University assessment and planning efforts. Steps have been taken to review the available human and financial resources and allocate them carefully to further the University’s mission for both the short and long term. Since concerns remain about the budget trends—funding allocations stressed by regular increases in ongoing annual expenses and state/national budgetary issues—efforts are being made to identify external funding opportunities and continue the benefits of library consortial acquisitions. The Bloomsburg University Library has a strong history of partnering with its fellow PASSHE institutions and other libraries for greater cost-effectiveness and expanded access to collections; Library personnel have provided leadership for several consortial teams. Library personnel are largely satisfied with efforts at planning based on assessment when making significant decisions such as collection budget management and the research assistance model. Library personnel regard their efforts to communicate assessment results as sufficient, but believe that there are better approaches, perhaps through targeting particular
audiences. Library personnel have engaged in some activities of continuous improvement but recognize there are areas of potential growth and for shared learning. Library personnel regard the IT infrastructure for assessment as sufficient; the resources and expertise for gathering budget and collection usage statistics are good but there is a need for an improved gate counter.
PRINCIPLE 8: Personnel

8. Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

BACKGROUND
In mid-2009, shortly before the start of this review period, there were ten Library faculty. Two years later there were six. While there were some changes in the staff holding positions and changes in duties during the current review period, the number of staff remained the same. In the previous review period, 2005 to 2010, the number of staff went from 13 to 11. Access to library technology personnel remained the same, one-quarter time, over the current review period. Midway in this review period a permanent director joined the organization following a six year period with two interim leaders.

As a result of these changes in faculty and staff, Library personnel spent much of this review period adjusting to new and more responsibilities. Early in the review period emphasis was placed on working more directly with students in their courses and making the building’s space more available to students. Basic library operations continued: students were instructed, subject faculty consulted, researchers guided, collections managed, and the building and website kept available. Taking secondary roles were thoughtful long-term planning, research and writing/presenting, intentional integration of instruction within the curriculum and within retention/degree completion/employment readiness goals, timeliness in making materials available, proactive collection management, and advocacy for sustainable scholarly communication. Faculty and staff morale has been low at times. The Library faculty and staff continue to strive for the ability to successfully progress beyond provision of basic services to the performance of continuous outstanding, progressive, thorough, and timely endeavors that closely align with the University’s strategic goal of achieving excellence.

8.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

ACTIONS
The current number of Library personnel is sufficient to meet the basic teaching and research needs of faculty and students. However, it is not clear that the current number, and the kind, of personnel are sufficient to meet the diverse needs of faculty and students. This conclusion acknowledges that the basics of providing research assistance, a collection, a building, and a website were maintained over the review period. The Library personnel--staff, faculty, and Director--adjusted priorities to focus on working more directly with students in their coursework and making building space available for students. They took on additional responsibilities in subject liaison and work area supervision; delegated as appropriate; reduced research assistance hours; moved to an on-call research assistance model that enabled Library faculty to continue other work while still
remaining available to patrons; involved staff members in providing basic assistance; contracted with an outside provider for some materials processing; hired a temporary Library faculty member to address a long-standing backlog; reduced record verification; continued reliance on the Keystone Library Consortium (KLN) for management of core electronic resources; and continued reliance on a publisher approval plan for receipt of core print materials.

Library personnel have not been able to give much attention to thoughtful long-term planning, research and writing/presenting, intentional integration of instruction within the curriculum and within retention/degree completion/employment readiness goals, timeliness in making materials available, proactive collection management, and advocacy for sustainable scholarly communication. Initial good faith efforts have begun in several of these important areas including strategic planning, outreach to the Writing in the Disciplines and College Research Writing efforts, outreach and work with integrating undeclared students and thereby improving retention. However it remains a challenge to maintain those efforts.

OUTCOMES
Library faculty and staff are sufficient in quantity to meet basic student, faculty and patron needs. During the review period, amid numerous changes, basic Library operations continued, with an emphasis on working with students in courses and using more Library space for study space. Library personnel instructed students, guided researchers, managed collections, and kept the building and website available. From the academic year of 2008/09, the last year in which there were ten Library faculty members, to 2014/15, the number of information literacy instruction classes increased about 16.9%. In 2008/09, there were six librarians actively teaching Information Literacy sessions; there were five in 2014/15. The 16.9% increase in activity during this period therefore represents an increase from an average of 30.5 sessions per teaching librarian in the academic year 2008/09 to 42.8 sessions per teaching librarian in the academic year 2014/15 (See Appendix A for details). This activity also translates into an increase in preparation time required, as librarians led instruction sessions in disciplines in which they had not taught before.

The physical space was altered considerably on the first and second floors: the bound periodicals area became a group study and reading room; a reference room has been transformed into an area for four consolidated collections (Reference, Juvenile, Curriculum, Government Documents); the Juvenile and Curriculum collections space became group and individual study space; and reference desks were repurposed as student study bars. While the number of research assistance interactions went down, satisfaction with basic and research assistance was strong based on feedback forms. Similarly, satisfaction with information literacy instruction was also evident, as the number of requests increased. Students displayed satisfaction with the new study spaces through their frequent use. However, some polite, informal complaints and/or concerns came in from subject faculty. Some reported a lack of timely access to consultation with Library faculty
and limited off-site access to expert research assistance. Some reported a lack of timely access to materials, analog and digital, because of delays in making materials available. Some also reported a lack of well-timed access to information literacy instruction because Library faculty had difficulty meeting the demand for a large number of classes in a timely manner, especially at the beginning of semesters when requests for information literacy instruction are at their peak. Furthermore, a number of Library personnel have voiced frustration about responsibilities that are not being done well or in a timely fashion due to redistribution of responsibilities and energies; lack of time has forced them to operate in a reactive rather than a proactive mode, preventing them from exploring new initiatives/innovations.

8.2 Library personnel have education and experience sufficient to their positions and the needs of the organization.

ACTIONS
Current Library personnel have earned the necessary educational credentials and gained the experience sufficient to meet many of the needs of the organization. The Director and Library faculty members have earned multiple masters degrees, including an ALA-accredited master's degree in library and information studies. The Library faculty possess advanced knowledge in many subject specialties to assist students and other researchers, effectively build collections, and offer quality instruction. Library faculty are held to the same standards as teaching faculty, and all six Library faculty members have been tenured and promoted to the rank of Associate Professor. All staff have earned the necessary educational credentials, and some Library staff members have earned relevant post-secondary degrees. All possess many years of experience in their chosen area within the Library.

OUTCOMES
Students, faculty, and other patrons consider faculty and staff to be sufficient in quality to meet their needs. In the 2012 LibQUAL survey, the statement “Employees who install confidence in users” was one of the areas in which the Library exceeded the expectations of survey respondents. Feedback in response to basic assistance and research assistance indicates the patrons are satisfied with the help they receive. Students, faculty and other patrons benefit from the librarians’ advanced subject-specific knowledge. For example the Business Librarian understands and demonstrates how one may navigate through complex company financial information (e.g. balance sheets) to find sources of information for accounting students. Library faculty have been tenured and promoted, as evidence of their quality contributions to the University. The Information Literacy Instruction program has grown rapidly in the last six years (see Appendix A), suggesting a trust in the competence of the Library faculty.

8.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
ACTIONS
Library administration, faculty, and staff are committed to ongoing professional development and to maintaining and enhancing knowledge and skills for themselves and their coworkers. The Director of Library Services encourages Library faculty and staff to attend professional development events, and designated monies are available. Although constraints such as time, money, and ability to travel impact opportunities for individual employees, Library personnel generally prioritize the need for training appropriately to meet immediate and long-term Library needs. Professional development endeavors include participation in professional conferences, webinars, workshops, professional and scholarly publications, listservs and blogs, etc. Library personnel also participate in training in supportive areas, such as PASSHE-sponsored workforce development webinars, CPR classes, Lynda.com training on software and other organizational training, and CITI Program’s human subjects research review training. For a listing of workshops, conferences, webinars, etc., please see Appendix A.

OUTCOMES
Students, faculty and other members of the BU community consider Library faculty and staff to be sufficient and up-to-date in their skills. In the 2012 LibQUAL survey, the statement “Employees who install confidence in users” was one of areas in which the Library exceeded the expectations of survey respondents. Comments from LibQUAL and from individual students, faculty, and other members of the BU community offer praise for a number of specific Library personnel.

8.4 Library personnel contribute to the knowledge base of the profession.

ACTIONS
Library administration, faculty, and staff contribute to the knowledge base of the library profession. Library faculty have conducted research and presented or published their findings for other library professionals. They are also active members of professional library organizations at the national, state, regional, and local levels where, as members of committees, they create knowledge and make decisions that inform librarians and educators at institutions around the world. Some examples of contributions by Library personnel include, but are not limited to, the following:

- Several Library faculty members have publications amongst the scholarly library literature, including articles in peer-reviewed journals.

- Several Library faculty members have given presentations at state, regional, and local professional conferences and meetings.

- One Library faculty member served as President of the College & Research Division (CRD) of the Pennsylvania Library Association (PaLA). During her tenure, she organized a CRD Workshop on the topic of higher education assessment at Bloomsburg University with keynote speaker, Megan Oakleaf. She
also was the driving force behind the PA Forward Information Literacy Summit, now in its 4th year, held at Penn State University.

Several Library faculty members were involved in the creation of the Pennsylvania Library Association’s new open-access peer-reviewed journal Pennsylvania Libraries: Research & Practice (PaLRaP).

One Library faculty member contributed to the creation of the Rubric for Assessing the Information Literacy Standards for Teacher Education EBSS, as a member of the American Library Association’s EBSS Instruction for Educators Committee.

One Library faculty member serves as facilitator for statewide cataloger’s discussions.

One Library faculty member reviews video documentaries for Educational Media Reviews Online EMRO, which serves as a selection tool for librarians.

All Library faculty participated in the creation of the Library’s online General Library Research Tutorial (GLRT), which was accepted for online publication by PRIMO and has been adapted and re-used by 43 other academic libraries in 5 countries and 19 states.

One Library staff member hosted a regional interlibrary loan conference.

All Library personnel attend and participate in State System of Higher Education Libraries Council (SSHELCO) conferences and meetings, as well as other regional conferences, when possible. Library personnel who are involved in interlibrary loan and document delivery services attend regional and national conferences specific to ILL.

OUTCOMES
The Library personnel have been well-regarded by their professional colleagues within academic librarianship. Evidence of this regard includes: the BU Health /Sciences Subject Specialist received a PaLA award; the Coordinator of Cataloging was chosen as a training resource for new staff/librarians by several PASSHE schools; and several faculty have had articles published in scholarly peer-reviewed professional library journals.

As a result of contributions by the Library personnel:

Pennsylvania librarians have a new peer-reviewed journal, Pennsylvania Libraries: Research & Practice (PaLRaP) in which to publish their research. Articles within the journal are freely shared worldwide, as there is no subscription fee.

Pennsylvania Librarians can learn from invited speakers and their colleagues at the PA Forward Information Literacy Summit, now in its fourth year.
Librarians and professors in teacher education benefit from a new assessment tool: Rubric for Assessing the Information Literacy Standards for Teacher Education.

Other librarians benefit from a video selection tool to help them make collection development decisions.

Students and other researchers benefit by using the content of the BU Library's General Library Research Tutorial (GLRT). The Library's GLRT has been adapted and re-used by 43 other academic libraries in 5 countries and 19 states, firmly establishing the BU Library's reputation as a contributor to the universal mission of academic libraries.

8.5 Library personnel are professionally competent, diverse, and empowered.

ACTIONS
The Library personnel are professionally competent in their individual areas of library work. Library personnel hold diversified and professional expertise, experience, and credentials as evidenced in their resumes and vitas. The Library administration empowers Library personnel to employ their expertise to make decisions about their work on a day-to-day basis and provides the time, money, and opportunity to enhance their skills and knowledge through conferences, webinars, and other learning tools.

OUTCOMES
Students, faculty, and other patrons benefit on a day-to-day basis from the professional competence, diversity and expertise of faculty and staff who are empowered to make decisions within their position responsibilities and to grow within their areas of expertise.

8.6 Personnel responsible for enhancing and maintaining the Library's IT infrastructure keep current with Library technology applications and participate in ongoing training.

ACTIONS
The Library’s IT infrastructure is maintained by a combination of consortial technology staff, on-campus technology staff, and student workers. The technology staff at both the consortial and campus levels are committed to remaining up-to-date with new resources, software, initiatives, and procedures; monies from the Library and Technology budgets are designated to support these staff.

For the management of current hardware, network, services, and software, the Library has access to the campus Manager of Technology Support Services, who has many years of experience working with the Library’s systems. The University’s Computing Help Desk offers daytime telephone support for immediate needs of
Library faculty, staff, and patrons, and an online ticket system for less urgent needs. For day-to-day repairs and scheduled maintenance, Library faculty, staff, and patrons have access to assistance from student workers. All personnel involved in the management of technology keep current with Library technology applications and participate in ongoing training.

OUTCOMES
Students, faculty, and other patrons benefit on a day-to-day basis from the up-to-date knowledge and expertise of all personnel who are responsible for enhancing and maintaining the Library’s IT infrastructure, as well as their dedication to remaining current with Library technology applications and participate in ongoing training.

Discussion
The Library personnel experienced a great deal of change over a short period of time. Priorities for the Library personnel’s work were changed, and much of the review period was devoted to adapting to new and additional responsibilities. Upon her arrival, the Library Director took steps to review the recently changed priorities and to develop priorities within individual work areas with the goal of making day-to-day work more manageable for fewer personnel. One of the Director’s first priorities was better communication within the Library to facilitate information exchange and work processes. In order to address this, the Director created working groups to foster communication among work areas. Another high priority was to strengthen the role of the Librarians as educators. To this end, the Library Director introduced new models of instruction including a teaching-the-teacher approach to render work with highly subscribed courses more manageable. Furthermore, she instituted the Teaching Excellence Academy for Librarians (TEAL) as a community of practice to share pedagogical approaches to make instructional work both more effective and more feasible. The Director also facilitated the adoption of an on-call research assistance model that enables Library faculty to accomplish other duties while remaining available to those who request research assistance. In an attempt to assist both Library faculty and staff, the Director filled a staff vacancy with a hybrid position to provide support for Library faculty as well as continue direct patron service in Access Services. In addition, she arranged for cross-training in multiple areas to provide back up. Finally, in an effort to assist in the timely access of materials, the Director contracted with an external provider to address a long-standing backlog and catalog a number of items that the current level of staffing had not been able to address.

Through all of this change, the Library personnel competency managed basic Library operations. There were two significant improvements: Library faculty were able to reach more students in classes; and the reorganization of the Library’s physical space garnered more study space for students. However, given the effort needed to sustain basic operations, minor progress was made towards initiatives such as proactive collection management and well-designed integration of instruction within the curriculum. Amid the changes and the pressures of daily...
work, some concerns arose among Library personnel regarding their perceived value, leading to low morale. Some of these concerns remain.

Looking back over the review period, Library personnel can take pride in having weathered many changes. They have, for the most part, adjusted to the changes in responsibilities associated with the loss of several Library faculty members and the more recent change in priorities. Library personnel are aware that priority changes initiated by the new Library Director were steps toward positive change within the Library. In addition to the encouragement to set priorities, initiatives designed to improve communication within the Library and enhance the educational role of the Library faculty such as implementing a new On-Call Research Assistance model, designating a staff member’s time for Library faculty support, ensuring continuity of services through cross-training, and outsourcing materials to be cataloged have all contributed to more efficient and stable Library operations. The Library personnel as a whole now possess a stronger instructional presence, more manageable work responsibilities, and improved employee morale. However, in light of the fact that Bloomsburg University has the highest student to professional staff ration of all its PASSHE and University peers (see 2012 and 2014 Library Staff data in Appendix B), some Library personnel still feel that there are simply too few Library faculty members to provide excellent library services as well as contribute meaningfully to the library profession, the University, and the community. Efforts to improve the effectiveness of current Library personnel and operations will continue to be a top priority. Administration is aware of the limits current staffing places on the Library’s ability to support students and professors in their learning, teaching, and research.
PRINCIPLE 9: External Relations

9. Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

9.1 The Library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

ACTIONS
The Library employs a variety of strategies to develop and strengthen relationships within the campus and broader community. As one of the 14 Universities within the State System of Higher Education, Bloomsburg University and its Library are open to and welcome Pennsylvania residents and other visitors. Library faculty and staff also prepare publications and exhibits featuring local and University history that serve to educate the entire community; work with the Friends of the Bloomsburg University Library Association (FOBULA) group and the University’s Advancement office to stay in touch with current and potential donors of financial support; and acknowledge donors of books and other materials.

The University Archives and Special Collections plays an important role in the Library’s community relations and the promotion of the Library’s reputation among external groups. The University Archivist & Coordinator of Special Collections frequently exhibits themed displays featuring University artifacts, and he often composes articles that are published in *Bloomsburg: The University Magazine*. Recently, he worked to prepare the University for the University’s 175th Anniversary in 2014, authoring a book, giving an accompanying lecture, and offering film screenings with commentary.

In addition to the historical materials of interest to the community, librarians create subject and topic research guides for contemporary community use, including ones on genealogy, recycling, water resources, and legal resources for non-lawyers.

The Library cultivate potential donors in several ways. The Library works closely with the Friends’ group to conduct semiannual book sales, which for the review period raised more than $15,000 for special projects and student textbook scholarships; sponsored programs of interest to the community on such diverse subjects as art professor and wild animal trainer George Keller, the role of the local volunteer group AGAPE, the Amish and Mennonites of the Central Susquehanna Valley, and a farm commune in the 1970s; and hosted dinners recognizing local or noted authors publishing works on the Revolutionary War, roadside attractions, growing up in Korea, being a science writer, life as an actor, and Native Americans in the Susquehanna Valley. Additionally, the Director of Library Services is committed to cultivating donors for the Library, and she has met with a donor who intends to make a bequest to the Library.

The Library welcomes gifts in kind from donors. The Coordinator of Cataloging and Interim Coordinator of Collection Development serves as a point of contact for
donors, who are primarily alumni and retired faculty and staff. She often facilitates deliveries of donations, and she arranges for review of the donations by Library faculty subject specialists or other non-Library subject faculty when appropriate. For those books added to the Library’s collection, the Cataloging Unit inserts bookplates with the donor’s name if the donor so requests; that name is also included in the bibliographic record and is thus searchable in the Library catalog. Letters of thanks from the Library are sent to donors of materials and financial support.

The Education Subject Specialist librarian collaborates with the Bloomsburg School District to periodically obtain K-12 textbook materials, which have been reviewed by the district for adoption, for the Andruss Library Curriculum Collection.

The University Archivist works with the BU History department and a locally prominent family to facilitate digitization of historical documents.

OUTCOMES
The community demonstrates its appreciation of the Library’s contributions to external relations in a variety of ways. Community members from campus and the broader community donate money and materials. They also express their thanks and make active use of the Library.

The President of the University has publicly acknowledged and praised the work of the University Archivist & Coordinator of Special Collections in supporting the University’s public relations and advancement work. The Assistant Vice President for Marketing and Communications has also expressed her appreciation. Several University entities consistently use the University Archives & Special Collections and the Archivist’s expertise as a source of information, images, and objects; they include University Advancement, the Office of Marketing and Communications, Sports Information, the University Foundation, and the Alumni Association. On occasion the Library’s displays have been recognized by a third party, such as the local newspaper, the Press Enterprise; this recognition, in turn, enhances the image of the University.

University efforts to recruit students and stay connected to alumni are greatly enhanced by the archival images supplied by the Library for the Athletics Department, the Alumni Association, and University Advancement.

Students, faculty, and other members of the community benefit from the Library’s well-established relationships with donors through the Library’s ability to provide access to valuable, and often unique, one-of-a-kind local historical materials, for example, digitized University yearbooks, which have high usage via the Internet Archive.

Students, faculty and other members of the BU community benefit from the community’s willingness to share books and other materials with the Library.
Community members regularly donate books and other materials to the Library's collections or for sale at the FOBULA book sales.

Students, faculty, and other members of the BU community benefit from the community’s willingness to give financial support to the Library. Over 15 years, FOBULA has raised about $32,000 from its book sales. The profits of the sale are given as scholarships to Library student workers and to support Library digitization projects and promotional items such as incentives to complete surveys.

The Library, future teachers, student teachers, and members of the broader community benefit from the Library’s collaboration with the Bloomsburg School District. This collaboration not only provides BU future teachers with valuable, up-to-date K-12 textbook materials, it also strengthens the existing relationship between the university and the Bloomsburg School District, which regularly facilitates internships and provides student-teaching opportunities for BU education students.

The broader Bloomsburg community demonstrates a need for the Library through its active use of the Library. In Fall 2014, there were 464 community residents with borrowing cards. These community members are able to enrich their learning by using the Library’s resources and services, including for genealogical research.

9.2 The Library communicates with the campus community regularly.

ACTIONS
Library faculty communicate developments in resources, services, and research-related issues to subject faculty as part of their liaison responsibilities. Every academic department on campus has a Library faculty liaison. Library faculty often attend academic department meetings to discuss Library concerns and share information on resources and services. When the Library subscribes to a new interdisciplinary database, acquires a new digital collection, etc., the Library’s Database Coordinator will send email announcements to the ‘Everyone’ list, which is a faculty-staff email list for the whole University. If a new database is subject-specific, then the librarian with liaison responsibilities for interested departments will send emails to those departments. Often times, liaison librarians will email wording to departments so that subject faculty may paste this wording into BOLT as announcements for their students. In some instances, subject faculty have assigned librarians as ‘course builders’ in BOLT, and the librarian may insert content to facilitate students’ library research.

The University Archivist sends out periodic notices to campus of significant events in the University's history, with information and images taken from the Archives’ collections. The Government Documents Librarian sends out occasional news items related to significant government documents.
The Library held a special outdoor event to celebrate the Library building’s 15th anniversary in 2013. It was well-attended by members of the BU community. Similarly, to celebrate the 20th anniversary of the Library’s Government Depository status in 2015, the Coordinator of Government Documents created an exhibit on the third floor of the Library to educate students, faculty, and others.

Andruss Library uses its website blog, Facebook, and Twitter to announce significant events and developments in the Library, and the Library’s blog is now linked to its social media accounts.

OUTCOMES
The Subject faculty look to the Library faculty for updates on resources and services and incorporate these into their course assignments and webpages.

During the Library building’s 15th anniversary event students and other patrons connected informally with Library personnel.

The President has expressed an interest in the periodic messages about the University’s history. The University’s social media coordinator has appreciated the contemporary and historical information the Library shares.

The number of ‘friends’ and ‘followers’ on the Library’s social media has increased in the last year as a result of a reinvigorated social media presence.

9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

ACTIONS
The Director of Library Services made immediate associations with campus constituents upon arrival, and she periodically attends College Faculty meetings and Department Chairs’ meetings to keep open lines of communication between the Library and the rest of the University. The Director of Library Services has regular consultations with the Community Government Association and Library Advisory Committee (LAC). She became a member of the Writing in the Disciplines advisory committee, and she took additional steps to integrate the Library into the importance of writing on campus, including working with the director of the Writing Center and contributing to the development of a new interdisciplinary course focused on research writing. Following a discussion of student needs for additional study space during finals week, the Director and the Assistant Vice President in Student Affairs collaborated to secure the additional space, and together the Library and Student Affairs advertised the new options through posters and social media.

Library faculty work intensively with the Undergraduate Research and Scholarly Creative Activities (URSCA) program and with area high school students. Two projects that have allowed a substantive and successful partnership between
Library Faculty and the local school districts are the Model United Nations project and the Allentown School District Summer Program. The Allentown annual summer program offers promising high school students the chance to spend three weeks taking classes, pursuing research, and sharing their findings.

The Director of Library Services serves on the Bloomsburg Public Library Board of Directors. In addition, the Andruss Library and the Bloomsburg Public Library have teamed up on a pilot project to allow Bloomsburg community members’ greater access to official government information, especially concerning health education, citizenship, and the national parks. The Education Librarian has met with the Children’s Librarian of the local public library to strengthen communication about children’s literature, especially in meeting the needs of future teachers.

The Coordinator of Cataloging/Interim Coordinator of Collection Development serves on the board of the Luzerne County Library System (LCLS). She has served as an advisor on cataloging issues for the Wilkes-Barre Osterhout Library’s cataloger and works with the LCLS system’s administrator to transfer to the Osterhout Library book sale those items not suited for the FOBULA book sale.

The Library maintains a strong relationship with the Columbia County Historical and Genealogical Society, as the Library is the exclusive holder of microfilm of volumes of local newspapers, critical to historical research of the community.

Library personnel maintain their roles as Library ambassadors as they participate on a variety of campus-wide committees; these committee meetings provide a platform for sharing information about Library-related issues with diverse members of the BU community.

Librarians contact and/or meet with new faculty in their liaison departments to provide information on resources and services. Librarians notify their liaison departments of new databases and other major new resources and of new or expanded services.

OUTCOMES
The Director was invited to participate in the campus visits of the Writing in the Disciplines (WID) Coordinator candidates and to serve ex officio on the WID Advisory Committee as a direct result of her committed support of writing efforts on campus. Director and library faculty advocacy significantly influenced the passage of the new interdisciplinary research writing course with a General Education Point for information literacy. For the last two years students used and expressed appreciation for the additional study space made available to them by Student Affairs staff in activity and meeting rooms; as a result of this collaboration the Library and Student Affairs were able to double the amount of open study space available to students during finals week.
The University has benefitted from the significant contributions made by the Library faculty to the intellectual community of the University and to good relations with surrounding communities. For example, the University's coordinator of the special program of undergraduate research expressed great appreciation for the help from one of the library faculty members in establishing and maintaining the program since its inception four years ago. In addition, the Model United Nations has been a strong program for several years and regularly asks the library faculty to participate. The Allentown School District Summer Program completed a successful first outing to the Library in 2014 and returned for the summer of 2015 due to their positive first experience; the University at large has benefitted through a doubling in the admissions of students from 2014 to 2015 from the Allentown School District. Because of the relationships cultivated with the local public library, there are now stronger ties with the University Library. The Director was included on the public library's committee to choose a new director; selected government documents from the Andruss Library are now housed at the Bloomsburg Public Library to be accessed by a wider audience; and each of the Libraries affirmed that their children’s literature collections are open to the patrons of both libraries.

Because of the relationship with the Columbia County Historical and Genealogical Society, members of the Society are able to provide a research service to the community at large because they know to come to the Andruss Library to use local newspaper collections and specialized indexes.

Appearances of the Library's Archives and Special Collections items in the local newspaper heighten awareness of the uniqueness of the University, promote the positive image of the University, and prompt donations or tips for new additions to the Archives and Special collections.

Members of the BU community benefit from information gained and professional relationships established with Library personnel during University-wide committee meetings.

Discussion
Library personnel are engaged in multiple activities to engage members of the campus and broader community. Relations are strong in some areas, and Library personnel are satisfied with those efforts while they also see other areas needing improvement. The Director has been active in building relationships across campus. She has reached out to the deans, department chairs, and Student Affairs leadership, and online learning management specialists; formed relationships with student government leaders and with the Director of the Teaching and Learning Enhancement Center; and reinstated the Library Advisory Committee. The Library, in particular through the work of the Coordinator for Archives and Special Collections, has been strong in helping the University with its public relations and donor cultivation. Areas in which Library personnel are looking to build a stronger
presence are: social media, particularly through collaboration with the University’s social media manager, and further connections with the University Foundation.

Library personnel are pleased with their communication efforts within the campus community and are continually looking for additional opportunities to disseminate relevant and essential information. Library faculty and staff communicate with the campus as the need arises and as opportunities present themselves. There is an interest in establishing routine meetings with campus constituencies; so far communication has often been reactive, and Library personnel would like time to plan and be proactive in meeting subject faculty in certain departments and campus offices/officials.

As ambassadors, the Library personnel take good advantage of opportunities as they are able; they would like to do more if more time were available. They have been proactive in some areas such as Writing in the Disciplines and URSCA (Undergraduate Research, Scholarship, and Creative Activity), maintained some longstanding relationships, and cultivated some new ones. In the future, Library personnel are interested in working with the campus staff who coordinate internships and experiential learning, the new director at the public library, and colleagues at area high schools. Their primary goal is to identify collaborative opportunities which may yield recruitment potential for the University as well as greater community use of Library resources.
Environmental Analysis

- Add results of certification exams, employer and alumni surveys as applicable.
- List any notable changing student characteristics or demographics.
- Describe any changes in technology or how technology is used that had or will have an impact on the program.
- What are the top trends in the field or related fields, and how do they relate to existing curriculum and experiences?
- What areas of collaboration, either internal or external to PASSHE have been explored? What was the outcome?

Summarized below are four trend areas that do or may significantly affect the work of the Andruss Library:

- **Framework for Information Literacy**: formal document and direction, adopted by the Association of College & Research Libraries (ACRL) Board in January 2016 after three years of development. It clearly positions librarians as collaborative partners in the academic mission.
- **ACRL Environmental Scan 2015**: most recent biannual review of trends within academic librarianship as analyzed by the field’s national organization. This year the focus was on hybrid collections, research data services, search interface capability, use of facilities, sustainable scholarly communication, and library impact on student success initiatives.
- **NMC Horizon Report: 2015 Library Edition**: most recent annual review of trends surrounding technology in higher education as prepared by an organization founded by technology companies to influence higher education. This year the focus was on the long term trends of accessibility of research and hands-on learning, the challenges of improving digital literacy among library personnel and campus populations and of encouraging the adoption of radical change, and the opportunities posed by ‘makerspaces’ for media creation and online learning.
- Collaborative work with PASSHE counterparts within the formal library consortium of the Keystone Library Network (KLN) and the regular sharing of information and expertise with colleagues across the State System of Higher Education Libraries Council (SSHELCO). The KLN provides the backbone for collaborative collecting of electronic materials and sharing of all PASSHE library holdings. The SSHELCO group provides an informal network as well as an annual meeting/conference at which to exchange ideas and improve practices.

**Framework for Information Literacy for Higher Education: significant development for library faculty as educators**

“This Framework for Information Literacy for Higher Education (Framework) grows out of a belief that information literacy as an
educational reform movement will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the *Information Literacy Competency Standards for Higher Education*¹, academic librarians and their partners in higher education associations have developed learning outcomes, tools, and resources that some institutions have deployed to infuse information literacy concepts and skills into their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem. Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines. Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.” (Excerpted from the Framework's *Introduction* and emphasis added)

As described in the summary document, *About the Framework for Information Literacy for Higher Education*, this is a different direction from that of the Information Literacy Competency Standards in that the Framework is:

“...built around six frames, each consisting of a concept central to information literacy and anchored in threshold concepts, which are those ideas in any discipline that are essential portals to ways of thinking and practicing in that discipline. Rather than a linear set of skills and search techniques, each frame prompts questions about what learners will need to know, experience, and do to demonstrate their increased understanding as they progress from novice to expert in the scholarly journey and as information literate individuals.” (ACRL, 2015)

Those frames, presented alphabetically, are:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation

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• Searching as Strategic Exploration

The impact of this document may be considerable; it calls for an explicit conceptual connection to the thinking and practice of the disciplines and for collaboration with their faculty colleagues for a much greater cohesiveness in the information literacy curriculum.

Further information on the Framework may be found at
- About the Framework for Information Literacy for Higher Education: an executive summary
- Update from the ACRL Board of Directors on the Framework for Information Literacy for Higher Education: news item from January 15, 2016

ACRL Environmental Scan 2015

The Andruess Library’s past experience and future plans are largely in keeping with the Scan’s findings regarding Library Collections and Acquisition. Library personnel expect to manage a hybrid collection for some time, have engaged in multiple ebook and demand-driven acquisition models (e.g. EBSCO, Ebrary, and individual publishers of ebooks) with the intent of matching collections to curricula and patrons’ usage patterns), and prompted the implementation of software to make online course-adopted readings more accessible to students in their course management software. If campus need were demonstrated, a new area could be working with faculty and others on measuring the scholarly impact of new modes of communication such as social media and institutional repositories.

Research Data Services is an area that larger research institutions have developed more fully in response to the expectation that federally funded research be made available to the public. Given some local research activities, this is an area that may benefit from further exploration.

The trend towards search capabilities that cover all or many of a library’s resources, both material and human, is called Discovery Services. The Andruess Library has had a discovery layer in place since 2013; it allows researchers access to many of the Library’s holdings—including print and ebooks, electronically available articles and films, and research guides—in one search. Like many other academic libraries, the Andruess Library has a behind-the-scenes resource management infrastructure that it shares with its partners in the Keystone Library Network, a consortium including all of the PASSHE libraries. The Library does not provide sophisticated data-mining tools.

As at many other libraries, the personnel of Andruess Library have sought to achieve a balance in providing space needed by other campus entities (technology staff, instructional technologists, teaching excellence center, writing center, and others) and ensuring collection and study space. The footprint of the physical collections
was noticeably reduced in the last review period to provide study space. Sophisticated technologies such as 3-D printers and multimedia production are provided elsewhere on campus for specialized audiences; the Library provides a self-service multimedia area for general scanning, image manipulation, and color printing needs.

Library personnel have an interest in supporting sustainable communication and have made some modest efforts, through a webpage, a workshop, and on an individual basis, to raise awareness about fair use rights. The Library does not act as publisher or have a formal online institutional repository, but the latter is in development with its consortial partners.

Library personnel have taken definite steps towards an impact on student success initiatives and being able to articulate and document the impact of the Library on student learning and success. Library faculty are working with subject faculty on learning goals and are sometimes explicitly involved in how the students’ work will be assessed. Through participation over the last two years in a community of practice, the Library faculty shared ideas and gave each other support for experimenting with learning activities and collaboration with subject faculty on assignment development and timing. They began noting student learning goals and designing ways to measure the students’ accomplishments, focusing on active learning and identifying high impact areas such as writing-focused programs. The *Framework for Information Literacy for Higher Education* is emphasized in the Scan as an opportunity for collaboration with faculty, and, as stated above in the discussion of the *Framework*, this direction may be significant in its future impact.

In the online learning environment Library personnel participate as opportunities present themselves and are ready to provide fuller access to resources and research assistance when a greater opportunity develops. Library personnel have stayed abreast of options in competency-based instruction as applied to information literacy. Library personnel have contributed to student and faculty recruitment, retention, and teaching and learning success through work with regional high school students, new faculty and student orientations, students in the Academic Enrichment courses, undeclared students, and contributions to the teaching excellence center’s offerings.

**Technology Trends**

The two trends that the *NMC Horizon Report: Library Edition* highlights, accessibility of research and hands-on learning, are ones that the Andruss Library has been a part of for many years. During the review period: many electronic journals were added to the collection; a discovery search interface was introduced to facilitate access across book and article collections in one search; and students were often instructed in a classroom where each student has access to their own computer for hands-on learning. The challenges of improving digital literacy among library personnel and campus populations and of encouraging the adoption of radical change are challenges here too; however the University makes available Lynda.com,
a large collection of tutorials and videos with a focus on technological learning, and there are instructional and media technologists on campus to respond to faculty and students questions. The opportunity posed by 'makerspaces' for media creation are in beginning stages here with a modest self-service space for general scanning, image manipulation, and color printing; the University provides sophisticated equipment and support for specialized users in distributed sites on campus. Library personnel respond to the opportunity presented by online learning by contributing resource links when individual chances present themselves and are ready to provide fuller access to resources and research assistance when a greater opportunity develops.
Planning

Recommended Improvement Areas
- Based on data and analysis provided, please list areas of improvement where previous goals were not met or new priorities of focus for the program.

5 Year Strategic / Action Plan
- What actions will be taken in the next 5 years to improve in underperforming areas?
  - List major goals for the program (4-6).
  - Describe the action plan needed to address each goal.
- How will progress on each goal be measured?
  - Describe actions being taken to improve outcomes based on results of assessment plan.
  - How does the program support the broader curricular needs of the institution?

Strategic Issue 1 – Enhancing academic excellence
- Advocate for course-related and independent exploration and creation of knowledge within the disciplines and in general education
- Build relationships that lead to information literate critical thinkers
- Develop the library faculty as educators
- Make available the human and material resources to facilitate and advocate for the exploration and creation of knowledge

Expected Outcomes
- Students will be able to demonstrate increased information literacy and critical thinking in the disciplinary and general education curricula
  - Measured through outcomes of work with Writing in the Disciplines Coordinator, University Seminar—especially in the Liberal Arts— instructors, capstone courses where available, and other core or influential courses or learning experiences
- Library Faculty will be able to demonstrate / gain awareness of effective instructional strategies
  - Measured through information sharing at Teaching Excellence Academy for Library Faculty (TEAL) and ongoing notes of instructional activity and end-of-year reports
- Subject faculty will work with library faculty to identify and address students’ research skills and habits of mind/perspectives.
  - Measured by reports by individuals regarding collaboration on assignment design
• Patrons, regardless of research question or stage of inquiry, receive individual guidance that enables them to make progress and achieve greater independence
  o Measured by surveys of patrons and library faculty/staff and activity counts
• Patrons will be able to discover the human and material resources, in-person and on-line, in a way that enables them to make progress and achieve greater independence.
  o Measured by LibQual survey
• Patrons will have access to all library holdings
  o Measured by clearing backlog of materials and records and by fully representing materials to local and interlibrary loan patrons
• Participants in University’s research-oriented student programming (e.g. URSCA, interns, academic support programs) will be able to make progress and achieve greater independence.
  o Measured by surveys of leaders and participants and individual learning activities
• Faculty campus-wide will look to the human and material resources of the Library as they develop as scholars
  o Measured by LibQual and other individual reports
• Library faculty and staff continue to develop professionally.
  o Measured by use of professional development funds, reports of knowledge gained or improvements achieved

**Strategic Issue 2 – Achieving excellence while ensuring financial sustainability**
• While being good stewards of human and monetary resources and supporting the University’s priorities -
  o Make needed research materials available promptly and as seamlessly as possible
  o Maintain an environment, virtual and physical, conducive to learning and academic work
  o Develop the library staff and faculty and make best use of their talents and time
  o In concert with PASSHE library colleagues, choose consortial resources and systems and share expertise
• Assist the University in securing new funding sources

**Expected Outcomes**
• Use human and monetary resources carefully
  o Measured by achievement of and contributions toward the Library’s and University’s strategic goals
• Support University fundraising  
  o Measured by efforts to use the Library’s profile as a way to enhance University’s fundraising and by money received

**Strategic Issue 3 – Designing an enrollment vision in terms of demand, program mix and capacity**

• Support recruitment and retention of students, especially in targeted populations

**Expected Outcomes**

• Identify / develop opportunities among the University Seminar and graduate student populations for retention  
  o Measured by retention rates within those communities

**Strategic Issue 4 – Fostering and developing a strong sense of community**

• Create communities of action where partnerships are formed and acted upon to further student and faculty learning  
• Create working environments that facilitate greater cohesion with the academic community  
• Communicate effectively among partners and stakeholders, including students, professors, staff, community members, PASSHE counterparts, and library consortial colleagues.
• Contribute to an understanding of the University’s organizational history and its place in the surrounding community  
• Welcome local and visiting patrons  
• Work with Bloomsburg Public Library and complement one another's work

**Expected Outcomes**

• Partnerships with other campus entities committed to student and faculty learning are formed and lead to actions that further student and faculty learning  
  o Measured by reports from partners and activities
• Partners and stakeholders are kept informed of the Library’s role and contributions  
  o Measured by sharing of information at various levels—individual personnel, administrative meetings, consortial meetings
• Additional study space secured at other locations on campus  
  o Measured by existence and use of additional study space
• Complementary relationships established with the Bloomsburg Public Library, local schools, and county and regional organizations that focus on the history of the community  
  o Measured by reports from colleagues at the public library
Additional Information

Original PASSHE Template Elements from Introduction and Program Appraisal
Because the academic program of the Andruss Library differs from other academic programs at Bloomsburg University, the introductory elements listed below from the original PASSHE template have been addressed in ways that align with the Library’s work.

Introduction
- List the name of the program along with the award, CIP code, and all delivery method(s).
- Provide the names, titles, and relationship to the department for every member of the review team.
- Provide as an appendix a curriculum overview and academic map for program completion. Along with the overview, please list all major and major-related courses. If concentrations are offered, please list each concentration with all associated courses. An example for a Baccalaureate program has been provided in Appendix A.
- Describe any curriculum changes made to the program over the previous five years. Include the date and the reason for the changes.
- If relevant, describe the manner in which the offerings of other departments satisfy core and elective requirements and support the student learning outcomes of the program.

Below are Program Appraisal elements that were present in the original PASSHE template. These have been addressed within the Program Appraisal above by the ACRL Standards for Libraries in Higher Education.

Review of Program Performance
- Provide a summary of relevant performance data.
  - Program data provided by the Office of the Chancellor will include:
    - Headcount and FTE enrollment with filters for academic level (freshman, sophomore, junior, and senior) and ethnicity
    - Completions with filters for ethnicity
    - Student credit hours and student credit hours at graduation with filters for ethnicity and admit type (transfer or non-transfer)
    - Four-year and six-year graduation rates with filters for ethnicity
    - Retention rates with filters for year, term, and ethnicity
  - Additional data added by the Office of the Chancellor to the program review environment should be reviewed for inclusion in the review
  - Data not provided by the Office of the Chancellor but relevant can be provided along with a citation of the data source
- Compare performance against declared institutional, departmental, and/or program targets
- Describe any challenges or external factors that may have impacted the program performance
Student Learning Outcomes
• Provide all student learning outcomes for the program.
• Describe the plan for assessing student learning and results.
• Analysis of findings from assessment plan.
  o Where is the program on track?
  o Where does the program need improvement to meet the student learning outcomes?
• If applicable, describe other relevant program outcomes not directly related to specific student learning outcomes but otherwise noteworthy.

Program Demand
• What are the trends in number of student majors, enrollments and degrees granted since the previous review?
• Are there any developments within the profession, local community, or the Commonwealth that identifies an anticipated need, or lack thereof, for the program in the future? Include market research if available.

Academic Support Services
• Describe departmental, college, and university services that support the program (e.g. writing center, learning center, computer laboratories, tutorial services)

Resources
• Describe the current human, physical and fiscal resources that carry out the program goals and objectives.
• Analysis of the adequacy of current staffing.
• Analysis of the program’s physical resources.
• Analysis of the program’s sources of funding.
The faculty librarians welcome this opportunity to comment on their contribution to the Library and to the University, and to review the challenges they face as a department. The faculty librarians’ significant contributions to the University’s mission and to student learning, as documented in the five-year review, have earned us the respect of our academic colleagues. Librarians have full faculty status in the PASSHE system, and Bloomsburg University librarians have been elected to or invited to serve on many important committees and working groups on campus.1 Our unique collaborative and interdisciplinary perspective has been recognized and is sought by administrators and subject faculty members alike.

Furthermore, since the last Five Year Review the librarians have become more engaged in our students’ development of lifelong information literacy and critical thinking skills. This has occurred in part because of our advocacy of information literacy as a student learning goal in the new General Education Program and also because of the efforts of the new Director of Library Services. The Director has placed greater emphasis on the professional development of librarians as educators through the Teaching Excellence Academy for Librarians (TEAL), a joint initiative of her office and TALE (Teaching and Learning Enhancement) Center. Additionally, the Library Director has sought opportunities for librarian and subject faculty collaboration through her connections at the Dean and Director level. Under the new Director, direct

1 These include the General Education Task Force and Committee, the Bloomsburg University Curriculum Committee, the Bloomsburg University Assessment Working Group, Middle States Periodic Review Committee, the University-wide Promotion and Tenure Committees, and the Faculty Professional Development Committee. In addition, library faculty members have served on the TALE Grant and the SPARC Grant Committees, participating in peer review of colleagues’ proposals for internal grants, and have been invited to serve on the departmental evaluation and promotion committees for other academic departments.
The biggest challenge the library faculty face is our continued low level of staffing, which makes it difficult for us to be proactive rather than simply reactive. New roles for librarians continue to evolve in open access and scholarly communication, student learning and curriculum development, digitization of special and unique collections, and consortial sharing of resources, all of which contribute to the University’s strategic goals. It is of great concern to us that BU has the highest ratio of student FTE to library professional staff in the PASSHE system and our peer group: 1397 FTE students per library professional staff member at BU compared to an average of 661 FTE students per library professional staff member at BU’s peers. Not surprisingly, we are falling behind our peers. The librarians can no longer provide leadership within the PASSHE system, the notable exception to this being our cataloging librarian, who has managed to maintain her leadership role in PASSHE, mentoring, advising, and assisting other cataloging units. Although modifying and redistributing responsibilities among librarians and staff has resulted in some efficiencies, the librarians are troubled by being able to do only sufficient, not excellent, work in important areas, with the consequence that they cannot meaningfully move the University toward its professed strategic goal of “academic excellence.”

What the Library sorely needs are additional professionals, skilled in 21st century, technology-rich, student-centered librarianship. Furthermore, new faculty will require time to be mentored and to build collaborative work relationships with subject faculty. The Library stands to lose considerable expertise with not-too-distant-future retirements, and the University will suffer

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2 From an average of 194 sessions a year (or 38.8 sessions/per librarian) between 2009 and 2011 to 217.5 sessions a year (or 43.5 sessions/per librarian), between 2012 to 2015.

3 The Library lost 2 additional library faculty positions since the Library’s previous five year review (2010), for a total of 4 of 10 positions lost since 2009 (6 librarians remain). Interestingly, the last time the library had only 6 faculty members was in 1967, when we had a student enrollment of 3,620.

4 Areas that have been neglected include: establishing an institutional repository of University research and publications, including masters’ theses and doctoral dissertations; greater outreach to academic departments and non-academic departments and units; greater participation and leadership on University-wide committees; continued professional development; comparative analyses in terms of cost and content of vendor databases; collection inventory; completing the organization of unprocessed research material in Special Collections and increasing online access; and less maintenance of the infrastructure that enables users to discover materials.

5 See APPENDIX B: Andruss Library: Five Year Review Benchmark Charts, Table B4: Library Staff 2014.
in the long term from its lack of succession planning. Nevertheless, we remain hopeful that the administration will recognize the value that librarians offer, in terms of the University's mission and student learning, and will provide the Library with at least two more faculty complements in the near future.
Bibliography


External Review Report


Holly Heller-Ross, M.L.S. Dean of Library and Information Technology Services and Chief Information Officer, SUNY Plattsburgh.

April 25, 2016
Executive Summary

Overview: This Report on the Harvey A. Andruss Library Five Year Review 2010-15 is the result of a multi-step process whereby the external reviewer first 1) read the self-study and appendix materials 2) clarified some questions in conversations with the Director of Library Services 3) reviewed additional documents on the university and library public websites 4) developed and vetted a set of site visit questions with the Director of Library Services and 5) conducted a two day site visit and engaged with many different groups and individuals on campus to verify self-study statements and further evaluate library capacities and concerns.

The Andruss Library used the Association of College & Research Libraries Standards for Libraries in Higher Education as the framework for the program appraisal self-study and those standards will also be used as the framework for this report.

The library team is to be commended for the through nature of its self-study, and for the efficient and productive site visit arrangements and schedule. The library and the university are also to be commended for either completing or making significant ongoing progress on all recommendations from the previous review, 2005-2010.

Strengths: The library provides a well developed set of services and resources to meet the needs of the university in all areas of review. The library staff are all qualified for their positions, and regularly engage in continuous service improvement practices. The library faculty appropriately participates in the educational mission of the university. The library enjoys a position of respect and trust which can be leveraged to good advantage in continuing to grow the library value. A strong track record of success in completing projects and delivering resources that students and faculty need and depend on, have well situated the library to be successful in further advancing the college mission. The library’s position has improved during the review period with regard to:

- the addition of a permanent highly regarded, and operationally effective director
- significant improvements in technology and building spaces, especially group study
- weeding of lesser used print and e-collections and the addition of new relevant resources, and appropriate shifting of collection and study space placements.
- innovative strategies that have enhanced the teaching effectiveness of the library faculty
- partnerships for enhanced student success through general education and the department of academic enrichment among others
- additional attention to (and resulting book publication from) the university archives as a result of the 175th anniversary celebration.

Review Period Challenges: During the review period many libraries faced challenges related to uneven transitions to digital scholarship, declining state support for public institutions, increasing technological requirements with escalating costs, shifting student levels of college readiness, growth in online courses and programs, and the competing pressures of faculty teaching, service and scholarship. The Andruss Library’s specific challenges during the review period included:

- leadership transitions and significant declining librarian staffing
- increasing requests for library instructional sessions (a good challenge to have!)
- flat or declining budgets (supplemented by technology fees and endowment support)
- staff reassignments from specific areas of expertise to new areas with service demands
- technology challenges with discovery layer implementation and an aging library management system (Voyager)

Areas for Potential Growth: Opportunities for greater contribution to the educational mission abound, however, based on alignments between the PASSHE Strategic Plan 2020 and the Bloomsburg University Strategic Plan, Impact 2017, special consideration might be given to the following four areas. To be clear, while additional value is well within reach, new initiatives would require additional or reallocated staffing, and must be considered in that light.

Focus on highlighting the intellectual profile of the campus: Libraries and their staff are perfectly positioned to curate campus digital repositories in order to showcase premier student work, highlight student faculty collaborative research, provide access to unique research materials owned by the library University Archives and Special Collections, and to create opportunities for publishing open access online journals. As a crossroads of campus-wide departmental activity with collections serving all disciplines, and staff expertise in digital technologies, archives management, collection description and indexing, libraries around the country are lifting their unique campus intellectual resources into the light.

Making college more affordable: Leading in the use of open access resources, replacing traditional textbooks with free open access documents, lowering the direct costs of education with textbook or other reserves, expanding loaned items to include more technology such as video cameras, classroom response clickers, and tablets, working with faculty to link more library materials inside online courses, modernizing digitization and copying processes, shifting collaborative spaces from physical to virtual, and replacing some standard copiers and scanners with updated digital scan to USB or email devices are all examples of large and small activities libraries are taking to help lower the costs of attending college.

Partnerships in student success initiatives: Strengthening the library’s educational role in support of student success, particularly with a focus on partnering for increased effectiveness in AAC&U
High Impact Educational Practices, is an obvious opportunity for the library to help advance the university goals. Where such practices are in place at Bloomsburg, the library could serve to supplement resources and spaces, provide additional faculty/student engagement opportunities, develop direct student instructional sessions and online modules to support specific student success goals, participate in first year or transfer student seminars, and leverage existing library resources and services in more strategic ways. The library self study identified collaborative work with the Department of Academic Enrichment on the Foundations of College Success course (p.30) and an interest in reaching out to more high-impact areas such as Writing in the Disciplines (p.35). If more partnerships were given time and attention, Bloomsburg will very likely see positive results.

Personalizing the educational experience: The PASSHE Strategic Plan 2020 calls the university to “adapt to an ever-changing student population.” (p.3). Success and satisfaction of a more diverse community would be enhanced with greater personalization in the range of services and resources offered by the library. Specific and strategic attention to the needs of online learners, returning adult students, first-generation students, international students, LGBTQ students, and other underrepresented groups will contribute to their academic success and comfort at the university. The library self study identifies several current strategies (p.16-18) employed to directly reach segments of the population that could be rolled into an overarching strategy that could be marketed for student recruitment and could be assessed for effectiveness in contributing to a highly positive and personalized educational experience. General instruction in library threshold concepts or lifelong information literacy skills could be of value to specific population segments. In addition to librarian and library staff educational and policy-level efforts, changes to the library management system and discovery tools that allow more customization of searching and search results as well as additional customizable study spaces, furniture, and technology settings could be explored.

Summary: Excellence in all areas is a high mark to achieve, although it ought to always be the goal. Bloomsburg has much to be proud of in its library, including a highly qualified and creative faculty and staff, pervasive student centered service orientation, excellent leadership with strategic vision and skill in practical management, adequate budget for essential resources and operations, unique archives and local history collections, strong campus collaborations, presence and respect, and a robust information literacy program. In addition the library has effective administrative positioning within the organization, with reasonable access to executive leadership. Where the library has weaknesses they are mostly known and efforts are continuously underway to address them, given the constraints of staff time, expertise, budget and building limitations.

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External Review Report

for the Harvey A. Andruss Library Bloomsburg University of Pennsylvania, Five Year Program Review 2010-2015.

Holly Heller-Ross, M.L.S. Dean of Library and Information Technology Services and Chief Information Officer, SUNY Plattsburgh.

April 25, 2016

Introduction: Bloomsburg University of Pennsylvania requires all areas to regularly conduct self study and external review. The Harvey A. Andruss Library conducted their 2010-2015 self study during the 2015 year, concluding with a through report to the campus. The Director of Library Services selected an external reviewer with comparable academic library leadership experience. This external review report is focused on the external reviewer observations and provides some recommendations for further library development.

Methodology: The external reviewer used the following multi-step process: 1) read the self-study and appendix materials 2) clarified some questions in conversations with the Director of Library Services 3) reviewed additional documents on the university and library public websites 4) developed and vetted a set of site visit questions with the Director of Library Services and 5) conducted a two day site visit on March 21st and 22nd, 2016 and engaged with many different groups and individuals on campus to verify self-study statements and further evaluate library capacities and concerns.

The Andruss Library used the Association of College & Research Libraries Standards for Libraries in Higher Education as the framework for the program appraisal self-study and those standards will also be used as the framework for this report.

In addition, all site visit group participants were invited to answer the following questions:

1. What is the most important action the library could take right now to be even more valuable to the campus from your perspective?
2. What longer-term changes should the library be strategically planning for right now?
3. Where is the library currently failing to deliver at the highest quality in support of the campus mission and goals?
4. What is the single best thing the library is currently doing that should be maintained or expanded?

Standards Review: Each standard is reviewed and then followed with any recommendations or suggestions for consideration.

Principle 1: Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

This is a critical standard, as all continuous improvement must be based on active use of assessment strategies and data. The library engages in regular and reproducible assessment, utilizing both internal and external tools to determine how well it is meeting its goals. The library has a Strategic Plan, goals for its educational program, collection development policies, and organizational structures for effective engagement with the college and regional community. Strong evidence of analysis practices and efforts to “close the loop” on assessment by taking actions based on assessment data are included in the self-study and were evident in the external review site visit. Appropriate allocation of time and budget is made for these important activities. Assessment data is analyzed and shared as widely as possible, and to the extent possible with available resources, actions are taken to address gaps between services and resources provided and what the assessment data shows are the needs.

Interview participants at all levels commented on continuous improvement in response or in anticipation of campus needs as something the library does well. Participants noted changes to library spaces and services in direct response to assessment results, and the external reviewer noted evidence of transparency of assessment results on the library website. The Library Faculty chair has been engaged with university-wide assessment efforts, and currently serves as an Assessment Fellow.

Few academic libraries have yet mastered the ability to measure direct student impact, although there are significant efforts underway. The library is encouraged to remain aware of national assessment trends and to consider ways in which their assessment data collection strategies can be further adjusted and analyzed with regard to impact value.

Finally, attention might be paid to the special educational opportunity student employment in the library offers, and to build descriptions of on-campus library jobs and their attendant skill development benefits into the library’s impact assessment strategies.

Principle 2: Professional Values. Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

Library policies and practices show appropriate concern and care for patron privacy, copyright, 
fair use of materials, adherence to principles of equal access, and a commitment to preservation of the local historical record. User-centered service is clearly a hallmark of the library and clear evidence of user satisfaction is provided by student and faculty survey results (see Appendix A p.7-12). The Library shows a strong commitment to the values of librarianship and their contribution to the educational mission.

The library has sufficient strengths in its collections with regard to diversity of collections leading to an appreciation for multiple perspectives and viewpoints. Interview participants from the departmental faculty noted that a librarian identified what was an unexpected breadth existing collections in the process of providing a listing of resources for a new course. The library properly displays copyright notices, provides instruction and guidance on academic fair use and takes appropriate steps to ensure the confidentiality and privacy of library records. This is demonstrated through the use of required passwords, role access restrictions in some functional areas, and other actions listed in the self-study (p. 56).

Principal 3: Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Information Literacy is one of the General Education Goals for the University, and the role of the library as contributor in this is well established. It will be equally important for the library to ensure that they are not seen as the only contributor to this institutional goal, or the purpose of its inclusion in general education will not be fully realized.

The Library Faculty have worked steadily with strong support from the director and the help of the teaching excellence center, to further develop themselves as educators. Their creation of the Teaching Excellence Academy (TEAL) for librarians is a prime example of library commitment to their educational role. Active instruction is a strength of the library, with both leadership and staff at all levels fully on board with its value. Maintaining an instructional classroom inside the library building is part of the advantage and is good evidence of institutional commitment. Further evidence of professional expertise comes from campus and external institutional adaptations (43 academic libraries worldwide according to the self-study p. 31) of the library’s online General Library Research Tutorial (GLRT). Departmental faculty rely on the instructional services of the library in meeting their course learning objectives and demonstrate this with increasing requests for in-class instruction. The library’s educational goals are well articulated in planning documents and on the library website, but there is no clear evidence that they are well understood across all campus academic departments. The library has good assessment data on how well it is meeting its educational goals, and a clear commitment to continue refining and improving.
Library faculty interview comments and the self study highlighted a concern for how the library might best integrate instruction with online distance education courses/programs, and this question should be pursued. As well the question of instructional prioritization within available resources raised in the self-study (p.35) should be considered not only within the library but in genuine consultation with other departmental faculty and with the Library Advisory Committee or other consultative means.

**Recommendations:**

1. Continue the curriculum integrated instructional focus, the collaborative work with general education and writing through the curriculum, and fully explore, pilot and assess collaborative subject department curriculum mapping as a method of achieving greater student information literacy learning outcomes. In the area of mapping, identify true collaborative partners where strong library liaison relationships are established to increase the likelihood of success.

   **Rationale:** More formalized connections will help ensure that the subject departmental faculty understands the role of librarians as their educational partners and makes all instruction more efficient in reaching student learning outcomes. When college faculty work together to align subject content instruction with the corresponding information literacy skills needed to carry out assignments, students get the right instruction at the right time and reinforcement and refinement skills when they can best utilize them. When this is formalized in the curriculum, it is more likely to be maintained even when individual faculty (subject departmental or librarian) leave a department.

2. As staffing allows, investigate possibilities for co-curricular instruction to potentially reach a larger percentage of the student population and to integrate lifelong information literacy skills into the educational program. Partnerships with Student Affairs for study areas may also yield opportunities for tailored instruction sessions, similar partnerships with Athletics, student government or clubs, or Greek Affairs, may offer additional opportunities. This instruction could be offered by librarians, or by innovative use of graduate interns or assistants who would be specially trained by librarians.

   **Rationale:** In-class instruction is dependent on departmental faculty interest and the availability of time in the syllabus. In addition such instruction must focus on specific research skills and resources relevant to the course requirements. General instruction in library threshold concepts or lifelong information literacy skills can sometimes be missed when library instruction is strictly connected to a learning outcome in a specific departmental course. Co-curricular educational programming might be a way to further enhance the library’s value to a student’s lifelong success. There is potential for more integrated value to student individual growth by connecting information literacy beyond the academic realm.
Principal 4: Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

Andruss Library is well organized to deliver resources to the university community through its physical arrangements, electronic presence, and staff assistance structures. The library implements best practices with regard to collections descriptions, linked electronic resources, cataloging and classification, and the creation of both general and specific finding aids. Appropriate navigation between discovery and delivery tools are maintained within available staff resources.

During this review period, the library made changes to its web presence, implemented the EBSCO Discovery Layer for integrated article and book retrieval, significantly updated its computer technology for student use, and continued to provide specialized searching tools for subject searching, and for locating unique resources including locally digitized archival materials. These are all excellent changes. The library has begun to address a cataloging backlog, and should continue this. A planned upgrade from Voyager to Alma, while significant work, has great potential to improve the usability of the catalog, as well to offer better link checking, reporting, and routine management of the catalog. Staffing and training for the new system will be required.

Interview participants who were members of the departmental faculty gave the library high marks for ease of use. Generally speaking, the library’s web guides and searching tools work well for student, faculty and general public researchers, as demonstrated by the latest assessment results from the LibQUAL 2012 survey. Particular concerns about the online catalog and library website were noted in the assessment analysis (Appendix A p. 17-19), and significant changes were made to address the web. Further testing might be useful in determining how well the new website meets library patron needs. The general site search for “library” from the Bloomsburg University main website is not optimized to return the Andruss Library as the top result (it returns the Toy Library), and this should be resolved with university web managers.

It is somewhat unclear how students and faculty/staff become aware of new library resources, technology or services. The library website, social media presence and other techniques are all operating, but when asked about how they hear about new services, interview participants couldn’t really say with any consistent clarity. This is not a unique issue, as many organizations struggle to be heard in a very crowded college communications environment, but one that deserves some attention. If the library liaison program is the primary means of communicating new resources, it would be good to systematically track and assess new resource and services communication and marketing effectiveness. In addition, further assessment of the website, the usability of and satisfaction with the discovery tools, and the impact of the new reference staffing
on-call research are all on the stated agenda for the library to review following the 2015 LibQUAL+ survey. (self-study p.44).

The Library responded to the continuing decline in reference question transactions and reduced librarian staffing by moving to an on-call reference model. This should be carefully assessed, to be sure that student and faculty perceptions of the availability and value of librarian reference assistance is not diminished. Librarians have also experimented with providing services in academic buildings, a practice that has worked well at some institutions. Considerable university resources are allocated for the provision of library materials, and their use is important in establishing a good return on that investment.

**Recommendations:**

- **Work towards more online course integrated resources to allow students to discover critical resources from within their learning spaces as well as through library dedicated discovery tools.** As described in the self-study (p.37-38) the library is poised to act on this, and has the technological resources to do so. Education and advocacy with the departmental faculty course instructors are the key elements needed to enable this. Policy changes to automate the integration of more student support features inside online courses may be needed as well. **Rationale:** As online courses and programs grow, they become a more central feature of some students’ academic life. Students who are not as regularly on a physical campus seek out online resources through their primary means of accessing educational content, which is generally their online course management system. Moving links to the library into the classroom spaces makes accessing information easier for students.

- **Add a top level link to the library or optimize the general site search for “library” from the Bloomsburg University main website (http://www.bloomu.edu/) to return the Andruss Library as the top result.** Retain the library’s alphabetical listing on the website for current students (http://www.bloomu.edu/students) and faculty (http://www.bloomu.edu/facstaff). **Rationale:** The university website is an important entry point for student recruitment, and just as the library features in college open houses and admitted student tours, the library website should be more visible to the student, parent, and community-based organizations for college success visitors who review the pages. No-one expects this population to follow a complex university administrative structured web path to the library, so either a top level link or an optimized search is critical.

**Principle 5: Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.**

Evidence presented in the self study demonstrates that the library possesses a collection sufficient to support the teaching mission of the college, and to support the basic research needs
of undergraduates. Because the library is a member of the PASSHE system as well as other library cooperatives, they are able to provide access to a much richer set of resources than could be expected within their institutionally provided materials budgets.

While library owned collections are not sufficient to support all the research needs of the institution; that is the case with every mid-size academic library. Library practices to supplement local collections (interlibrary loan, consortium subscriptions, media rental or purchase/stream on demand) are effective and sufficient, with departmental faculty giving high marks to interlibrary loan in particular. Departmental faculty have an appropriate role in collections management through allocated budgets and selection approval plan slip access. Library faculty work together to review significant purchases and to reallocate unspent collections dollars to ensure the best possible selections are made. Funding formula allocations have been reviewed and adjusted, which is critical in maintaining a collection relevant to the current academic mix.

For the most part the library is collecting materials in the right formats to meet current and future needs, with additional growth in media collections during the review period. Changes made during the review period have significantly improved the collections processing policies & procedures to ensure that resources that are properly cataloged and shelved or linked in a timely manner. The general collections are appropriately housed, shelved, and maintained for ease of use, although some subject areas are currently squeezed. These are well known to the staff responsible for those areas and might need to wait for further weeding to occur before a remedy can be found. As noted in the self study (p.52) University Archives and Special Collections has a lovely public space for researchers, but limited space for collections and manuscript processing and storage. That is a matter for more expert assessment than can be provided by this external reviewer.

The library is moving appropriately in the direction of e-collections, participating in consortia purchases, and towards enabling searching tools and strategies that reflect how researchers currently use the internet. Continued movement in this direction will yield even greater patron satisfaction in the next review period.

Recommendations:

- While progress has indeed been made on the previous review recommendation to weed the collections, significant additional weeding is recommended and already planned with use of the OCLC GreenGlass software. This should proceed without delay. Strategies to include the departmental faculty might be employed as relationship building activities as well.

Rationale: A leaner more relevant collection generally circulates better, requires less

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routine movement and stacks and cataloging maintenance, weeded materials can be a small source of library revenue, and significant weeding can result in increased study space for students.

- Add the Director of Library Services to the process for review and signature on new course and program approval forms (or other information gathering forms inside the course and program development process) in order to assess and comment on availability of adequate library resources to meet the proposed need.

Rationale: Although the self study (p. 66) notes some attention to potential library faculty and library funding needs in new course and program planning, this should not be left to chance. Collection allocations are limited and must be unevenly stretched in order to support new programs, majors, or particular courses that had not previously been part of the purchasing profile. The library needs advanced notice and the opportunity to request new resources or to shift current resource allocations. The campus needs a true program support cost in order to make effective return on investment decisions.

Principle 6: Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

The Library is a very pleasant building in a central location on campus. Well maintained for the most part, bright, and comfortably furnished, the library offers an appropriate mix of study and research spaces with a variety of single and multiple seat tables, and is heavily used. The library presents an interior enhanced with artworks, signature stained glass, sculptures, and permanent and temporary displays. The book stacks are fairly uniform in appearance, with attractive current periodicals shelving with outward facing issue displays. Recent space changes (soft seating, carpeting, group study spaces etc.), as well as significant technology upgrades during the review period have improved the layout and appearance and all feedback and assessment data presented in the report indicates that these are appreciated by students and faculty. Use of the building has increased during the review period, a good indicator that patron needs are being met.

The library does an excellent job with orientation, tours, and general navigation and location of service desks. Library hours are well within expected ranges for an academic library, and the wise practice of assigning professional staff during all open hours should be continued. So much can and does happen in library buildings, that supervision and staff availability is critical. Student demand for additional library hours was noted in the self-study and is always a question to be tracked and revisited. The Director of Library Services has done excellent work in partnering with Student Services to identify additional study spaces during peak times. In addition to the academic basics of study spaces, stacks, technical and administrative offices and public service desks, the library provides regularly used meeting and event space (the Schweiker Room), a large instructional classroom, a café, and houses the TALE Center as well as Office of...
Technology and Library Services administrative offices. These additional building occupants and regular building users provide opportunities for rich collaborations and partnerships that the library has taken steps to take advantage of.

Interview participants noted the library’s need for quiet study space, and a concern that the new group study spaces are not well enough insulated. If steps to mitigate noise spillover can be identified, the library should work with university facilities to put those into place. Some better alignment of librarian offices might be identified, especially for librarians with “tucked away” offices that now have more of a public services set of responsibilities. This must of course be balanced with the need to preserve supervisory oversight and other functional considerations for office location decisions. Additional appropriate space for management and processing of the University Archives and Special Collections was also mentioned.

The library might embark on a special project to drill down into specific students library space needs, perhaps following up on whatever the 2015 LibQUAL+ results or other data can provide. Could the library do more to make its spaces work better for specific populations such as differently abled persons, graduate students, commuter students, freshman, athletes or other underrepresented groups? The library had to combine spaces for graduate students and faculty, should that be revisited? Are specialized software installations providing the right tools to students with disabling conditions? This is not formulated as a recommendation because more consideration should first be given to the idea. As in instructional universal design, it might be even better to understand the commonalities that all library users want and build those into any changes as much as possible. The library’s unique anthropological study data might provide some value as would conversations with student groups if time allowed.

Recommendations:

- After considerable weeding has been completed, conduct a stacks inventory and compare shelf utilization to average collections usage as well as growth rates by L.C. range. Shift the collections as a whole to accommodate for growth and to avoid the need for constant smaller shifts. After accommodating for expected growth, reassess space allocations between stacks and study space. Follow best practices to maintain stacks management. Rationale: Considerable efficiencies can be built into stacks management if the right allocations have been made for collection growth or decline over a period of 5+ years. All aspects of stacks management and utilization from student training to signage to shelving, to patron access can be enhanced.

- Engage internal and external expertise to address the need for long-term space and staffing for the University Archives and Special Collections. The value of the materials to the university community in celebrating its history, connecting with alums, enriching the curriculum, and raising the profile of the university in the local region has been highlighted in the self study and in participant interviews. The current space allocation
will not be sufficient much longer and is not currently providing anything close to ideal. Rationale: The need was established in the self-study (p.52-53), and validated by this external review. The complexities of work space, humidity, security, research and storage space needs for these unique materials are generally outside the scope of campus facilities staff. Just as other academics and their deans would expect specialists to design science labs or theater black box studios along with the departmental faculty, libraries need expert designs for unique spaces.

Principle 7: Management/Administration: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

By all accounts, and by all the evidence, the library is well managed, with dedicated and effective administrative leadership. Interview participants in all meetings, including departmental faculty, staff, internal and external, Friends of Bloomsburg Library Association, members of the Academic Affairs Leadership Council, remarked on the very positive and proactive dimensions of the way the library operates. Excellence in service delivery, attention to assessment and to communicating the results, creativity in problem solving, collaborative efforts inside the library, with technology, and across campus academic and student affairs divisions along with forward looking strategies are evident in the self-study and in the external review of library policies, web pages, instructional content, and planning and assessment documents.

The library’s mission and goals align very well with the university and library planning and assessment documents are readily available on the library website. Library faculty and staff engage in continuous improvement activities, and have an impressive array of assessment surveys and analytical tools with which to assess and track service usage reports as well as patron satisfaction (self-study p70-78).

Where there are challenges with getting things accomplished, they seem to arise from budget, building, and staffing limitations, and not from administrative inattention at any level of the library management structure. All supervisors and program area staff are actively engaged with delivering the best resources and services they can. Of course there are differences of opinion about what decisions are the best ones and which specific faculty and staff should be assigned to tasks, however there are clearly articulated and utilized structures for discussion and consideration of opposing and competing views.

The library is not adequately directly funded to deliver what the campus needs. The library had a reduced allocation in 2013-14 and a flat allocation in the last year of the review period, although the inflation rate for library materials regularly exceeds the average for all of higher education. The library does have access to supplemental funds through the Technology Fee and library endowment accounts, as well as to special University Performance Funding dollars (in the 2010-11 and 2011-12 budget years), and has made good use of these dollars to maintain services and
upgrade furnishings. Technology Fee allocations have been essential, along with the robust support provided by Technology and Library Services staff, and will continue to be so going forward as the university increasingly relies on e-resources and the technologies required to deliver them to students and faculty. The library has also taken several steps to reduce costs, and to reallocate staff to areas of greatest need.

The library and the university are to be commended on the quality of library management and administration at all levels during the review period.

Principle 8: Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

Library personnel in all areas are highly qualified for their assignments, fully engaged in the development and delivery of their services, and function with creativity in both reactive and proactive ways to the changing library and higher education environment. The main areas of concern raised by internal library faculty and staff and other voices from the departmental faculty, Library Advisory Committee members, and the Friends are for the sufficiency of numbers. Staff ratios are well below those of the library’s benchmarked peers (see Self Study Report Appendix Tables B 4, B5, and B6) and have been for some time. Six library faculty members and eleven library staff members work with nearly 10,000 students and over 400 faculty members. Additional indicators (such as increasing numbers of instruction sessions per librarian (Appendix A Item 11, p 15), reduction in community and campus library programming events, limited attention to cataloging reports that would point out dead internet links or problematic full-text links inside databases (identified in conversation) point to current strains in service delivery.

With regard to general personnel management, there do not seem to be significant difficulties or challenges between internal library teams. There is clear evidence of well understood and carefully followed performance assignment and assessment processes. In general, library supervisors are well supported in their roles, and no-one interviewed raised concerns about management of personnel conflicts. Library faculty and staff are engaged in cross-campus committees and are perceived as valued contributors. Some challenges with getting things accomplished were identified, as related to specific skill sets that are not readily available. Professional development for librarians is abundantly available; however, concerns were raised about time to participate. For library staff, a concern was raised about having to self identify professional development opportunities, rather than being guided by a supervisor or a professional growth plan, as well as the difficulty of working through online tutorials and webinars at their primary workstations.
Recommendations:

- Ensure current and new initiatives are supported with additional library faculty and staff positions, and look to interested and willing internal reassignments as a strategy for keeping service redundancy skills while adding workload power.
  
  Rationale: Current library responsibilities are carried out with very thinly stretched available personnel resources. Any new initiatives will certainly require additional positions. Reassignments for current library faculty and staff members with the new hires added in behind them allows the library to gain workload power and external perspective, while also allowing mentoring, training, and back-up availability from the reassigned staff member. Gains in positions are also opportunities to grow and revitalize current staff.

- Assess the utilization and effectiveness of available professional development opportunities. Ensure direct supervisors are considering appropriate directed, formative professional development plans for staff. Consider establishing a small staff training area to provide uninterruptable space and time for online professional development.
  
  Rationale: Investment in staff professional development has a high return in both productivity and morale. An initial assessment will lead to specific directions that will be best for the library goals.

Principle 9: External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

The Library has made significant gains in external relations management during this review period. These include the reconstitution of the Library Advisory Committee and the ongoing work of the Friends of Bloomsburg University Library Association. Strengths of the library with regard to external relations include these formal committees who act as fundraisers (through the book sales), help with communications and publicity for events, serve to provide essential feedback, and advocate within the University for the goals of the library. Members of these committees also provide the library with trusted colleagues who can be counted on to act as thoughtful critics, an essential element in continuous improvement. In addition to formal actions taken by these committees, their individual members gain unique perspectives on the work of the library that informs their ability to be library advocates in many other settings. The Director of Library Services also serves on the Public Library Board, and several of the Library Faculty are active in library associations, serve on other library boards, and contribute to the profession and the broader community.

As noted in the self-study (p.87) the University Archives and Special Collections has made significant contributions to the university’s recent 175th Anniversary, and the Archivist has been active in research, writing and promoting appreciation and use of the collections for many years.
General communication and update strategies such as campus announcements, targeted email, and library liaison communications are also supplemented with special notices from the Archivist about university history and from the Government Documents Librarian about documents. These activities are highly valuable to external relationship building. More library special programming is certainly possible, given the richness of the collections and the library building spaces. Interest in providing more programming was mentioned in review interviews with the Library Faculty and staff. While increased programming would certainly add value, it would not likely be prioritized above library collections management or educational efforts.

External relations are clearly a priority for the library, with strong positive University and community presence, collaborations, and library faculty and staff contributions evident in the self study and in the faculty and staff vita’s and resumes in Appendix D. The library has already identified additional opportunities it would like to engage in, needing only staff and time to make those happen.

**Final Summary**: Excellence in all areas is a high mark to achieve, although it ought to always be the goal. Bloomsburg has much to be proud of in its library, including a highly qualified and creative faculty and staff, pervasive student centered service orientation, excellent leadership with strategic vision and skill in practical management, adequate budget for essential resources and operations, unique archives and local history collections, strong campus collaborations, presence and respect, and a robust information literacy program. In addition the library has effective administrative positioning within the organization, with reasonable access to executive leadership. Where the library has weaknesses they are mostly known and efforts are continuously underway to address them, given the constraints of staff time, expertise, budget and building limitations.
Collected Recommendations:

1. Continue the curriculum integrated instructional focus, the collaborative work with general education and writing through the curriculum, and fully explore, pilot and assess collaborative subject department curriculum mapping as a method of achieving greater student information literacy learning outcomes. In the area of mapping, identify true collaborative partners where strong library liaison relationships are established to increase the likelihood of success.

   Rationale: More formalized connections will help ensure that the subject departmental faculty understands the role of librarians as their educational partners and makes all instruction more efficient in reaching student learning outcomes. When college faculty work together to align subject content instruction with the corresponding information literacy skills needed to carry out assignments, students get the right instruction at the right time and reinforcement and refinement skills when they can best utilize them. When this is formalized in the curriculum, it is more likely to be maintained even when individual faculty (subject departmental or librarian) leave a department.

2. As staffing allows, investigate possibilities for co-curricular instruction to potentially reach a larger percentage of the student population and to integrate lifelong information literacy skills into the educational program. Partnerships with Student Affairs for study areas may also yield opportunities for tailored instruction sessions, similar partnerships with Athletics, student government or clubs, or Greek Affairs, may offer additional opportunities. This instruction could be offered by librarians, or by innovative use of graduate interns or assistants who would be specially trained by librarians.

   Rationale: In-class instruction is dependent on departmental faculty interest and the availability of time in the syllabus. In addition such instruction must focus on specific research skills and resources relevant to the course requirements. General instruction in library threshold concepts or lifelong information literacy skills can sometimes be missed when library instruction is strictly connected to a learning outcome in a specific departmental course. Co-curricular educational programming might be a way to further enhance the library’s value to a student’s lifelong success. There is potential for more integrated value to student individual growth by connecting information literacy beyond the academic realm.

   - Work towards more online course integrated resources to allow students to discover critical resources from within their learning spaces as well as through library dedicated discovery tools. As described in the self-study (p.37-38) the library is poised to act on this, and has the technological resources to do so. Education and advocacy with the departmental faculty course instructors are the key elements needed to enable this. Policy changes to automate the integration of more student support features inside online courses may be needed as well.

   Rationale: As online courses and programs grow, they become a more central feature of some students’ academic life. Students who are not as regularly on a physical campus
seek out online resources through their primary means of accessing educational content, which is generally their online course management system. Moving links to the library into the classroom spaces makes accessing information easier for students.

- Add a top level link to the library or optimize the general site search for “library” from the Bloomsburg University main website (http://www.bloomu.edu/) to return the Andruss Library as the top result. Retain the library’s alphabetical listing on the website for current students (http://www.bloomu.edu/students) and faculty (http://www.bloomu.edu/facstaff).

  Rationale: The university website is an important entry point for student recruitment, and just as the library features in college open hours and admitted student tours, the library website should be more visible to the student, parent, and community based organizations for college success visitors who review the pages. No-one expects this population to follow a complex university administrative structured web path to the library, so either a top level link or an optimized search is critical.

- While progress has indeed been made on the previous review recommendation to weed the collections, significant additional weeding is recommended and already planned with use of the OCLC GreenGlass software. This should proceed without delay. Strategies to include the departmental faculty might be employed as relationship building activities as well.

  Rationale: A leaner more relevant collection generally circulates better, requires less routine movement and stacks and cataloging maintenance, weeded materials can be a small source of library revenue, and significant weeding can result in increased study space for students.

- Add the Director of Library Services to the process for review and signature on new course and program approval forms (or other information gathering forms inside the course and program development process) in order to assess and comment on availability of adequate library resources to meet the proposed need.

  Rationale: Although the self study (p. 66) notes some attention to potential library faculty and library funding needs in new course and program planning, this should not be left to chance. Collection allocations are limited and must be unevenly stretched in order to support new programs, majors, or particular courses that had not previously been part of the purchasing profile. The library needs advanced notice and the opportunity to request new resources or to shift current resource allocations. The campus needs a true program support cost in order to make effective return on investment decisions.

- After considerable weeding has been completed, conduct a stacks inventory and compare shelf utilization to average collections usage as well as growth rates by L.C. range. Shift the collections as a whole to accommodate for growth and to avoid the need for constant smaller shifts. After accommodating for expected growth, reassess space allocations.

---

between stacks and study space. Follow best practices to maintain stacks management.
Rationale: Considerable efficiencies can be built into stacks management if the right allocations have been made for collection growth or decline over a period of 5+ years. All aspects of stacks management and utilization from student training to signage to shelving, to patron access can be enhanced.

- Engage internal and external expertise to address the need for long-term space and staffing for the University Archives and Special Collections. The value of the materials to the university community in celebrating its history, connecting with alums, enriching the curriculum, and raising the profile of the university in the local region has been highlighted in the self study and in participant interviews. The current space allocation will not be sufficient much longer and is not currently providing anything close to ideal.
Rationale: The need was established in the self-study (p.52-53), and validated by this external review. The complexities of work space, humidity, security, research and storage space needs for these unique materials are generally outside the scope of campus facilities staff. Just as other academics and their deans would expect specialists to design science labs or theater black box studios along with the departmental faculty, libraries need expert designs for unique spaces.

- Ensure current and new initiatives are supported with additional library faculty and staff positions, and look to interested and willing internal reassignments as a strategy for keeping service redundancy skills while adding workload power.
Rationale: Current library responsibilities are carried out with very thinly stretched available personnel resources. Any new initiatives will certainly require additional positions. Reassignments for current library faculty and staff members with the new hires added in behind them allows the library to gain workload power and external perspective, while also allowing mentoring, training, and back-up availability from the reassigned staff member. Gains in positions are also opportunities to grow and revitalize current staff.

- Assess the utilization and effectiveness of available professional development opportunities. Ensure direct supervisors are considering appropriate directed, formative professional development plans for staff. Consider establishing a small staff training area to provide uninterruptable space and time for online professional development.
Rationale: Investment in staff professional development has a high return in both productivity and morale. An initial assessment will lead to specific directions that will be best for the library goals.
APPENDIX A

Andruss Library
Five Year Review
Supporting Materials

FY 2010-2011 to 2014-2015
APPENDIX A

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Item 1: Mission, Values and Vision Statement (Principle 1)

Mission
The faculty and staff of the Andruss Library at Bloomsburg University of Pennsylvania – *Facilitate and advocate for the exploration and creation of knowledge for personal and professional success.*

Values
- Intellectual curiosity
- Intellectual freedom
- Lifelong learning
- Growth of the individual and the community
- Collaboration
- Excellence
- Respect

Vision
Be a leader –
- on campus in advocating the exploration and creation of knowledge
- in the PASSHE system as a provider of and guide to needed research materials
- in the PASSHE system as provider of library faculty and staff expertise to colleagues

Be part of the larger dialogue about the effectiveness and quality of higher education

Item 2: Library Strategic Plan (Principle 1)

Strategic Plan – using the Bloomsburg University Strategic Plan, *Impact 2015*, as a framework –

Strategic Issue 1 – Enhancing academic excellence
- Advocate for course-related and independent exploration and creation of knowledge within the disciplines and in general education
- Build relationships that lead to information literate critical thinkers
- Develop the library faculty as educators
- Make available the human and material resources to facilitate and advocate for the exploration and creation of knowledge

Strategic Issue 2 – Achieving excellence while ensuring financial sustainability
- While being good stewards of human and monetary resources and supporting the University’s priorities -
  - Make needed research materials available promptly and as seamlessly as possible
  - Maintain an environment, virtual and physical, conducive to learning and academic work
  - Develop the library staff and faculty and make best use of their talents and time
  - In concert with PASSHE library colleagues, choose consortial resources and systems and share expertise
- Assist the University in securing new funding sources
Strategic Issue 3 – Designing an enrollment vision in terms of demand, program mix and capacity

• Support recruitment and retention of students, especially in targeted populations

Strategic Issue 4 – Fostering and developing a strong sense of community

• Create communities of action where partnerships are formed and acted upon to further student and faculty learning
• Create working environments that facilitate greater cohesion with the academic community
• Communicate effectively among partners and stakeholders, including students, professors, staff, community members, PASSHE counterparts, and library consortial colleagues.
• Contribute to an understanding of the University’s organizational history and its place in the surrounding community
• Welcome local and visiting patrons
• Work with Bloomsburg Public Library and complement one another’s work

Item 3: Group Study Rooms (Principle 2.5)

<table>
<thead>
<tr>
<th>Floor</th>
<th>Group Study Rooms</th>
<th>Group Study Rooms with Large Monitors</th>
<th>Group Study Rooms with Whiteboards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>29</td>
<td>24</td>
</tr>
</tbody>
</table>
Item 4: Contributions to Professional Library Organizations (Principle 2)
Andruss Library’s contributions to professional Library organizations during Review Period (2009 – 2015)

Regional

1. Board of Directors, Luzerne County Library System, Member-at-large, Luzerne County, PA 2015-present (MH)
2. Bloomsburg Town Library Board of Directors, Member, 2015 – present (CD)
3. Bloomsburg Town Library Board of Directors, Member, Personnel Committee, 2015, Selected new Library Director (CD)

State

1. Member, Pennsylvania Library Association, 2001-03, 2009 - Present (DB) Pennsylvania Library Association (PaLA), 2012 to present (CD)
2. Member, College & Research Division, 2009-Present (DB)
3. Member, Open-Access Journal Committee, Copy Editor, 2012- 2014 (DB)
4. Keystone Library Network Council, Member, 2013 to present (CD)
5. Keystone Library Network Council, Chair, 2014 to present (CD)
6. PA Forward Information Literacy Committee, Co-chair, 2012 –2014 (LN)
8. Pennsylvania Library Association, College & Research Libraries Division, Chair, 2012 (LN)
9. Pennsylvania Library Association, College & Research Libraries Division, Vice-Chair, 2011 (LN)
11. Pennsylvania Library Association, College & Research Division, Board Member, 2004 – 2015 (LN)
12. Pennsylvania Library Association, Member, 2000 – present (LN)
13. Association of College & Research Libraries, Delaware Valley Chapter, Member, 2000 – present (LN)

National

1. American Library Association, Member, 1999-Present (DB)
2. American Library Association, Member, 1999 to present (CD)
3. American Library Association, Association for Library Collections and Technical Services, Member 1978-present (MH)
4. American Library Association, Intellectual Freedom Round Table, 1999 to present (CD)
5. Association of College & Research Libraries Division, Member, 2003-Present (DB)
6. Instruction Section of ACRL, Member, 2010-2014 (DB)
7. Instruction for Educators Committee, Member, 2011-2013 (DB)
8. University Libraries Section of ACRL, Member, 2010-2014 (DB)
9. ACRL Literatures in English Section (LES), Member, 1999 to present (CD)
10. Association of College & Research Libraries (ACRL), Member, 1999 to present (CD)
11. Association of College & Research Libraries (ACRL), College Libraries Section, 1999 to present (CD)
12. Association of College & Research Libraries (ACRL), Instruction Section, 1999 to present (CD)
13. Association of College & Research Libraries (ACRL), Literatures in English Section, 1999 to present (CD)
14. Association of College & Research Libraries (ACRL), Western European Studies Section, 1999 to present (CD)
15. Association of College & Research Libraries (ACRL), Women’s Studies Section, 1999 to present (CD)
16. Library Leadership & Management Association (LLAMA), 2007 to present (CD)
17. Modern Language Association (MLA), 2000 to present (CD)
18. Reference & User Services Association (RUSA), 2007 to present (CD)
19. Government Documents Round Table, Member, 2005-present (KY)
20. American Library Association, Member, 2002-present (KY)

**Item 5: Total Annual Research Assistance Transactions (Principle 4.6)**

*This represents transactions from Jan. 1, 2015 to Dec. 1, 2015.*

RefAnalytics, the web app that Research Librarians have used to record one-on-one research transactions, went live on March 17, 2011. After working out difficulties, RefAnalytics went into full use for data collection by librarians on June 1, 2011. Prior to that, librarians had used a very basic paper form to record frequencies. Therefore, audience was not recorded prior to June 1, 2011.
**Item 6: Research Assistance Transactions by Audience (Principle 4.6)**

![Graph showing research assistance transactions by audience for different years]

*Data collection by audience began on June 1, 2011. These data, therefore, only represent 7 full months. **Data for 2015 for this report were collected from January 1, 2015 to December 1, 2015.

**Item 7: Frequency of READ Scale Values (Principle 4.6)**

Beginning March 27, 2013, RefAnalytics was enabled to store READ Scale values recorded by librarians, to give a general sense of the extent of the transactions with researchers.

![Graph showing frequency of READ scale values in research assistance transactions for different years]

*A value of zero means that the librarian failed to record a value for a transaction. **Data reported for 2013 were gathered from March 19, 2013 to December 31, 2013. ***Data reported for 2015 were gathered from January 1, 2015 to December 1, 2015.
Item 8: Narrative Responses to Patron Surveys (Principle 4.6)
In Fall 2014 Andruss Library began distributing two forms to its patrons to assess the Library’s public services. These two surveys were the Basic Assistance Survey, used to gather patrons’ responses to interactions at the Circulation Desk, and the Research Assistance Survey, used to gather patrons’ responses to research assistance from a librarian. Completing a survey was not an obligation; Library personnel asked patrons to anonymously complete the appropriate survey as a courtesy to the Library. Patrons, however, could include contact information if they wanted any type of follow-up.

The following represents survey responses from November 1, 2014 to December 1, 2015.

**Basic Assistance Survey**

<table>
<thead>
<tr>
<th>Question 1. Did you locate what you asked about? (n=87)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes, just what I wanted</strong></td>
</tr>
<tr>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2. Was the Library employee busy? (phone ringing, etc.) (n=86)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3. Did you get enough help and explanation? (n=87)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>79</td>
</tr>
</tbody>
</table>

All narrative responses (Comments) to the Basic Assistance Survey. For the sake of authenticity, all responses are reported verbatim (including misspelling and grammar errors).

- Katie was a great resource and a tremendous help
- Lori, Linda, and Kyler are awesome
- She was sweet.
- You guys should have a candy jar at the desk.
- Can not even comprehend level of accomodations I was bestowed with from Linda. She deserves a raise!
- Best service avaiable.
- They helped me find wht I needed and even gave a brief explaination as to how to find the book.
- Should let students know that even if someone isn not at the reference desk, they are here on call!
- They were wonderful people who do amazing at their jobs
- I love the Andruss Library staff!
I was very pleased with the assistance I received. I had many questions and everyone was answered promptly and efficiently.

<table>
<thead>
<tr>
<th>Very helpful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me find every book. Very helpful.</td>
</tr>
<tr>
<td>More reference librarians!</td>
</tr>
<tr>
<td>Maria and Meghan make me want to book it to the library every chance I get! They are always eager to help and appear to be excellent role models for fellow employees and students.</td>
</tr>
<tr>
<td>Very helpful.</td>
</tr>
<tr>
<td>Service was prompt and courteous.</td>
</tr>
<tr>
<td>Wonderful job.</td>
</tr>
<tr>
<td>He immediately helped me find what I was looking for.</td>
</tr>
<tr>
<td>The employee was very nice and went out of his way to be helpful about my inquiry.</td>
</tr>
<tr>
<td>The student worker was polite and helpful. No improvements needed.</td>
</tr>
<tr>
<td>The employees were very helpful and made an above and beyond effort to assist me.</td>
</tr>
<tr>
<td>Extremely helpful. Helped me find just what I needed.</td>
</tr>
<tr>
<td>Everyone is always helpful.</td>
</tr>
<tr>
<td>I checked out my book quickly and got the information I needed.</td>
</tr>
<tr>
<td>They were amazingly helpful with my request.</td>
</tr>
<tr>
<td>They opened early, gratefully. Very nice and very helpful.</td>
</tr>
<tr>
<td>The library receives a lot of funding. I feel as if some of that funding should go toward students desiring to learn and to best do that (learn), studying with Expo Markers then the poor quality ones we have would be best.</td>
</tr>
<tr>
<td>I would love it if the library would purchase some expo markers. They work well and get the job done.</td>
</tr>
<tr>
<td>expo markers</td>
</tr>
<tr>
<td>Can there be charging stations on each floor?</td>
</tr>
<tr>
<td>The lady was very nice and helpful and we got everything figured out perfectly.</td>
</tr>
<tr>
<td>Melissa was very helpful.</td>
</tr>
<tr>
<td>Need to bring back charging station.</td>
</tr>
<tr>
<td>Please bring back the charging station.</td>
</tr>
<tr>
<td>I was looking for the phone charger that was used for trials. I would love to have them back!</td>
</tr>
<tr>
<td>Great</td>
</tr>
<tr>
<td>Please put charging station back in the library.</td>
</tr>
<tr>
<td>Please put charging stations back.</td>
</tr>
<tr>
<td>Need charging stations.</td>
</tr>
</tbody>
</table>
Need charging stations back.
Need phone charging stations.
It was late but I still got what I needed. Great Job.
Excelent help - would recommend. Thank you.

Research Assistance Survey

<table>
<thead>
<tr>
<th>Question 1. Did you locate what you asked about? (n=110)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, just what I wanted</td>
</tr>
<tr>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2. Was the Library employee busy? (phone ringing, etc.) (n=110)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3. Did you get enough help and explanation? (n=87)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>103</td>
</tr>
</tbody>
</table>

All narrative responses (Comments) to the Research Assistance Survey. For the sake of authenticity, all responses are reported verbatim (including misspelling and grammar errors).

Very pleasant and kind. She understood what I was asking and very happy to help.
Very very helpful! Great resource for students!
Found Exactly what I wanted!
Very helpful and nice.
Very Helpful.
Everything went great. The help was very efficient and great.
Wish we had a hard copy of the book, not just limited electronic resources.
Helped locate article on topic and also made sure I understood without her there. Very helpful.
I had a topic that I needed to find, which was requested by my professor, and tried several times.
Quick and easy process! Super nice!
She was a huge help. Fantastic job.
Very helpful and informative.
<p>| She was very friendly and helpful. I'm thankful for her assistance. |
| She was very helpful, at first I was stressed out about finding the research I needed but she made it very easy. |
| Great professional help! |
| Incredibly helpful. Thank you! |
| Was very knowledgeable and able to tell me good approaches of how to navigate the website to research. |
| Awesome! Very helpful. |
| It went well! |
| She was very helpful and easily explained how to find books I needed and for future reference! |
| It was very helpful to meet with the researcher assistant! |
| Linda Neyer is the best and we simply could not accomplish our research goals without her vast knowledge and expertise. |
| She was great and really helped me a lot. Great service! |
| Linda Neyer is very helpful. She was able to help me find the articles I needed for my psych/mental health nursing paper. |
| She helped me step by step to locate info and helped me find exactly what I needed. |
| Very helpful took time out to show me everything I needed help with. Very caring. |
| I liked that four of us were all on computers and she was able to help us all at once. |
| Mrs. Neyer is a godsend! Always helpful and I always find the information I need. |
| She helped out a lot gave ideas and showed me where to go! Very happy! |
| It was really fast and I did not have to wait. |
| Very helpful, also gave extra tips. |
| Ms. Katie was great with everything and I will ask for her a lot. |
| I think it is dumb that we have to ask the front desk and they have to call someone. They need to go back to the old way. |
| Very nice, very helpful. |</p>
<table>
<thead>
<tr>
<th>Comment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person who helped me was above and beyond to help me and made sure it</td>
<td>I really liked working with them and we worked together to figure what</td>
</tr>
<tr>
<td>was what I wanted/needed.</td>
<td>search terms worked and what did not work</td>
</tr>
<tr>
<td></td>
<td>Linda is always super helpful to us nursing students.</td>
</tr>
<tr>
<td></td>
<td>I was completely lost and did not know how to go about finding what I</td>
</tr>
<tr>
<td></td>
<td>need, but a librarian effectively got me on the right track.</td>
</tr>
<tr>
<td></td>
<td>Linda was very nice and helpful, other staff were not as helpful.</td>
</tr>
<tr>
<td></td>
<td>Got my questions answered.</td>
</tr>
<tr>
<td></td>
<td>Linda was very helpful!</td>
</tr>
<tr>
<td></td>
<td>Very helpful.</td>
</tr>
<tr>
<td></td>
<td>Very helpful and kind</td>
</tr>
<tr>
<td></td>
<td>The woman stayed with me through the process, making sure that I</td>
</tr>
<tr>
<td></td>
<td>understood what to do and how to do it. She made really good suggestions</td>
</tr>
<tr>
<td></td>
<td>of how to narrow my search.</td>
</tr>
<tr>
<td></td>
<td>Katie was very polite and helpful in directing us to find our articles</td>
</tr>
<tr>
<td></td>
<td>needed.</td>
</tr>
<tr>
<td></td>
<td>Everything went well.</td>
</tr>
<tr>
<td></td>
<td>Very Helpful.</td>
</tr>
<tr>
<td></td>
<td>Very helpful and patient.</td>
</tr>
<tr>
<td></td>
<td>She was very helpful and nice, found me just what I was looking for.</td>
</tr>
<tr>
<td></td>
<td>Very polite and helpful.</td>
</tr>
<tr>
<td></td>
<td>Awsome job! Library did not have the materials, but I was informed how</td>
</tr>
<tr>
<td></td>
<td>to obtain them.</td>
</tr>
<tr>
<td></td>
<td>Guided me to different web databases to get evidence on my topic.</td>
</tr>
<tr>
<td></td>
<td>The person stayed with me and helped narrow my search results, so I had</td>
</tr>
<tr>
<td></td>
<td>almost everything I was looking for. Due to the nature of my search</td>
</tr>
<tr>
<td></td>
<td>subject, results were limited.</td>
</tr>
<tr>
<td></td>
<td>Help with databases - helped me with searches - not with my specific</td>
</tr>
<tr>
<td></td>
<td>topic in regards to good database opinions. Very sweet.</td>
</tr>
<tr>
<td></td>
<td>The librarian was very helpful and a delight to talk to.</td>
</tr>
<tr>
<td></td>
<td>Very helpful!</td>
</tr>
</tbody>
</table>
Very helpful!
She was a big help.
Maybe come back and check in on us.
Michael was helpful and patient.
Very helpful
Katie was very kind and helpful
Darla was very helpful
Katie was awsome!
Darla was great. Very helpful!
A great help, Darla was awsome. Give her a raise!
It was perfect.
My portfolio was complex, and I was assisted when I got sent to the correct person. Thanks!
Took the time to explain everything.
Thank you so much for your time and help!
Very helpful, very efficient.
Very nice lady and very helpful
I had no idea where to start as far as finding an expository text for elementary students. She helped me find a place to start.
The librarian helped me find a book by requesting it from another library. She was very helpful every step of the way.
Very helpful! I found just what I needed!
Service was great, very helpful.
Very nice and helpful! Didn’t mind taking his time to help me out.
She was very nice and willing to help
very helpful, even walked with me to find a book.
This was a help. I just found out about this service. Linda is a miracle worker!
This was very helpful.
Mr. Coffta was very helpful.
Assisted me with exactly what I was looking for. Gave me a helpful list of books.
### Item 9: Library Seating (Principle 6.5)

<table>
<thead>
<tr>
<th>Floor</th>
<th>Study Carrels</th>
<th>Study Carrels with Computers</th>
<th>Soft Seating Units</th>
<th>Tables (outside of Group Study Rooms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34</td>
<td>0</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>59</td>
<td>55</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>98</td>
<td>62</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>99</td>
<td>59</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>174</td>
<td>79</td>
<td>22</td>
</tr>
</tbody>
</table>

### Item 10: Allocation Formula for Academic Book Requests (Principle 5.1)

The allocation formula is used to determine what amounts are allocated for discretionary “firm” book requests for academic programs and departments.

\[
\text{Number of faculty in the dept or program} + \frac{\text{Average cost of a book in the discipline}}{2} + \frac{\text{Number of students enrolled in the dept or program}}{2} + \frac{\text{Number of undergrad majors in the dept or program}}{2} + \frac{\text{Number of graduate majors}}{5} + \frac{\text{Number of doctoral majors}}{10} \times 10
\]

The value calculated for each department or academic program is used as a number of points which is then used to derive a percentage of the total firm order allocation for that department or program. An example of these allocations is below.

#### 2015/2016 Firm Allocations

<table>
<thead>
<tr>
<th>Department</th>
<th>Original Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$500.00</td>
</tr>
<tr>
<td>Anthropology</td>
<td>$2,414.90</td>
</tr>
<tr>
<td>Art</td>
<td>$1,352.25</td>
</tr>
<tr>
<td>Audiology &amp; Speech Path</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Biology &amp; Allied</td>
<td>$3,085.43</td>
</tr>
<tr>
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### Item 11: Instructional Sessions per Teaching Librarian (Principle 8.1)

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**Increase in sessions** 16.9%  
**Increase in "Sessions per Teaching Librarian in the Academic Year"** 40.3%
**Item 12: Instructional Sessions per Semester (Principle 8.2)**

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Item 13: LibQUAL Results Link
LibQUAL Results from LIBQUAL available at: http://guides.library.bloomu.edu/LibQual

Item 14: LibQUAL 2012 Results Notebook Summary

LibQual Results Notebook Summary

Overview

Overall, we did very well. We had 1634 respondents; of these, 1493 were valid (91%).

Based on all of the responses, the only question where the average perceived level was below the desired level was on LP-5 (Community space for group learning and group study). Because the overwhelming number of people who responded were undergraduate students (85%), I believe this result reflects the stated need for more group study rooms.

Other user groups did identify different problem areas as well as areas where they think we are doing well. Faculty, as always, identified our print & journal collections as less than desired.

Top problem areas (Perceived less than desired)
1. IC-2 (A library Web site enabling me to locate information on my own)—All groups except undergrads
2. AS-9 (Dependability in handling users’ service problems)—Graduates & other staff
3. LP-5 (A community space for group learning and group study)—Undergrads only

All other questions that were singled out were singled out by only one group.

Top areas where we are doing well (Perceived greater than desired)
1. AS-1 (Employees who instill confidence in users)—Faculty, Lib staff
2. AS-4 (Readiness to respond to users’ questions)—Lib staff, Other staff
3. LP-5 (Community space for group learning and group study)—Lib staff, Other staff

All other questions that were singled out were singled out by only one group. I find it interesting that LP-5 is both here and identified as one of the top problem areas.

Here are results based on category of respondent:

Undergraduate students (85% of respondents)
Perceived less than desired: LP-5 (Community space for group learning and group study)
Perceived greater than desired: None
Graduate students (8%)
Perceived less than desired:  
- AS-9 (Dependability in handling users’ service problems)
- IC-2 (A library Web site enabling me to locate information on my own)
- LP-4 (A getaway for study, learning or research)

Perceived greater than desired: None

Faculty (5%)
Perceived less than desired:  
- IC-2 (A library Web site enabling me to locate information on my own)
- IC-8 (Print and/or electronic journal collections I require for my work)

Perceived greater than desired:  
- AS-1 (Employees who instill confidence in users)
- AS-3 (Employees who are consistently courteous)
- AS-8 (Willingness to help users)
- LP-1 (Library space that inspires study and learning)
- LP-2 (Quiet space for individual activities)
- LP-3 (A comfortable and inviting location)

Library staff (.5%)
Perceived less than desired:  
- AS-3 (Employees who are consistently courteous)
- AS-8 (Willingness to help users)
- IC-2 (A library Web site enabling me to locate information on my own)
- IC-7 (Making information easily accessible for independent use)
- LP-3 (A comfortable and inviting location)

Perceived greater than desired:  
- AS-1 (Employees who instill confidence in users)
- AS-2 (Giving users individual attention)
- AS-4 (Readiness to respond to users’ questions)
- AS-7 (Employees who understand the needs of their users)
- IC-6 (Easy-to-user access tools that allow me to find things on my own)
- LP-5 (Community space for group learning and group study)
Other staff (2%)

Perceived less than desired:  AS-1 (Employees who instill confidence in users)
AS-7 (Employees who understand the needs of their users)
AS-9 (Dependability in handling users’ service problems)
IC-2 (A library Web site enabling me to locate information on my own)
LP-2 (Quiet space for individual activities)

Perceived greater than desired:  AS-4 (Readiness to respond to users’ questions)
IC-8 (Print and/or electronic journal collections I require for my work)
LP-5 (Community space for group learning and group study)

Item 15: LibQUAL Comments Summary

LibQual Comments Summary

Overview

We received 581 comments from over 1600 people who took the survey. I’ve tried to summarize/categorize the comments below. The numbers in parentheses are the number of comments received for each idea. Numbers don’t necessarily total for each category depending on how they were phrased. Notes in square brackets are my authorial asides.

The top comments were:

1. The computers/Internet is too slow (163) [also in Top 3 for 2006 & 2009]
2. More group studies (134) [also in Top 3 for 2006 & 2009]
3. The staff members are nice/helpful (69)
4. We need more computers (40)
   The building/space is nice/relaxing (40)
5. Should enforce quiet study spaces/library is too noisy (35) [in Top 3 for 2006 & 2009]
6. Computers and other technology crash/freeze/are broken (28)
   Should enforce 2+ people in rooms (28)
7. Your resources are good (27)
8. Need more cubicles/single study space rooms (22)
9. We need extended hours/24-7 hours (20)

Below, I’ve grouped the comments into the broad categories of Staff/people, Computers/technology, Resources, and Building.
Staff/people

The staff members are nice/helpful (69) #3 comment
- Linda Neyer is fabulous (7)
- Research librarians in general are very helpful (5)
- Katie Yelinek is wonderful (3)
- Darla Bressler is terrific (3)
- David Magolis is very helpful (1)
- Maria Tobias [student worker] is the best (1)
- Computer lab student in general is great (1)
- Student workers in general are helpful (1)
- Andrea Schwartz is a great resource (1)
- Ryan Ammermen is very helpful [student lab consultant] (1)

Staff in general is rude/unhelpful (10)
- Student workers need to be trained more/are unhelpful (8)
- Computer lab students need better training/more consistent hours (6)
- Research Center hours should be extended (3)
- Circ. staff in particular is unhelpful (2)
- No one is ever at the Circ. desk (1)
- Research Center librarians are inconsistently helpful (1)
- Cleaning staff is loud/disruptive (1)

Computer lab students should roam/someone should check computers & printers & etc. regularly (3)
Need a better way to contact Circ. desk from upper floors (1)

Computers/technology

The computers/Internet is too slow (163) #1 comment

We need more computers (40)

Computers and other technology crash/freeze/are broken (28)
- TV screens in group rooms don’t work (3)
- Scanners don’t work (2)
- Someone should go around and turn on all of the computers in the morning (2)
- Wireless network/printing doesn’t work (2)
- Staff need to be trained on scanners/record players/other technology (2)
- Loaner laptops never work (1)
- Need a better way to report broken technology to staff (1)

Printers don’t work/printing jobs get lost/it’s hard to print (17)
- Should have more places to print in color (5)
- More duplex printing (2)
- All computers should print (1)
- We should have a way for people to print wirelessly [we do, maybe advertise more] (1)
• We should have Quick Print Stations (1)

We should limit Facebook/Twitter/Hulu/etc. (3)
Keyboards are too loud (3)
The video quality of the computer monitors is poor (1)
Love the loaner laptops (1)
Need Adobe Reader Pro (1)
Keyboards should be opened so students can type in other languages (e.g. Chinese) (1)
Don’t use Internet Explorer, use Firefox or Chrome (1)
ISIS is evil (1)
BOLT is evil, too (1)

Resources

Your resources are good (27)
• Praxis study guides are wonderful (1)
• Love SciFinder (1)
• Love the Juvenile Collection (1)

It’s hard to find books/articles/etc. (16)
• Students need more training on library resources (3)
• Website is hard to use (1)
• Catalog is hard to use (1)
• Books are consistently shelved out of order (1)
• Juvenile Collection needs to be shelf read more (1)

We need more journals (10)
• Especially in Audiology (2)
• Especially in Nursing/Medicine (1)
• Switch money from books to journals (1)
• We should arrange the print journals by LC call number (1)
• We should have more popular magazines (1)

Interlibrary Loan is awesome (8)

We need more of everything (databases/books/journals/etc.) (4)
• We should expand the Popular Reading Collection (2)
• We need more books, both print and electronic (1)
• We need more Art History books outside of the Renaissance (1)
• Computer books are old/outdated (1)
• Juvenile collection is old/books are falling apart (1)
• We should get Scopus (1)

Love ability to text call numbers (1)
ILL is too slow (1)
Patrons should be able to browse the CD collection/there should be an index of it (1)
The training students receive in library resources is good (1)
Interlibrary loan is confusing (1)
Love the online book request form (1)
Online book renewal is confusing (1)
We should have an email alert system for new books on a subject (1)
Surprised we don’t have Piaget’s “Moral Judgment of the Child” [we do have it, but the second word is spelled “judgement” in the title] (1)

Building

More group studies (134) #2 comment
- Should enforce 2+ people in rooms (28)
- Should be able to reserve group studies (15)
- Need way to know if group studies are open (2)
- We should convert stacks to group studies (2)
- We should allow different group sizes in different rooms (2)
- We should have group studies of different physical sizes (1)
- You should only be able to reserve some of the rooms (1)
- We should have 2 computers in the group studies (1)

The building/space is nice/relaxing (40)
- Many thanks for adding more group studies over the last few years (7)
- Love Starbucks (2)
- Love the way we’ve remodeled over the last few years (1)
- Love the graduate student study (1)

Should enforce quiet study spaces/library is too noisy (35)
- Noise between group studies is bad (5)
- Talking in cubicles in distracting (2)
- First floor too noisy (1)
- Should have one floor reserved for single study spaces (1)

Need more cubicles/single study space rooms (22)
- We should have a room for students taking online classes, since they need a single room but need to talk in it (1)

We need extended hours/24-7 hours (20)
- Especially during weekend (4)
- Especially during finals (3)
- Need computer/printer access during extended hours (1)
- We should open at 7am instead of 7:30 (1)

Building needs to be bigger/added on to/it’s too crowded (18)
Love the hours (2)
Should have staplers/hole punches in the printing rooms/on more floors (2)
We remodeled too much over the last few years so now can’t find anything (2)
We need to update the signage now that we’ve remodeled (1)
The building is consistently too hot (1)
The building is consistently too cold (1)
We should have a back entrance to accommodate students coming from the rec center (1)
Our décor needs to be updated (1)
The nonprinting/catalog computers should be physically closer to the stacks (1)
Our chairs are uncomfortable (1)
Should have a supply store in the library to buy index cards, etc. (1)
Why are the shelves bare? (1)
Why are the theses in Special Collections and not the General Collection? (1)
The toilet paper in the restrooms is uncomfortable (1)
The large screens on the first floor are pointless since they don’t show the date/weather (1)
APPENDIX B

Andruuss Library

Five Year Review Benchmark Charts

2010  2012  2014
Benchmark Charts Overview

As part of the five year review, Andruss Library gathered relevant data and library statistics from the institutional research office designated peer institutions both within the PASSHE system and from other states. The two primary sources for comparison data were the academic library surveys: Association of College & Research Libraries (ACRL) and Academic Library Services (ALS) -- now aggregated by Integrated Postsecondary Education Data System (IPEDS). A significant portion of the 2014 data was gathered directly from the chosen comparison institutions. For comparison purposes, the benchmark charts are divided into a PEER group (colleges within PASSHE) and UNIVERSITY group (colleges located outside Pennsylvania). One significantly larger institution (operational budget and enrollment) within each comparison group, has been chosen for perspective.
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### Appendix Table B3

#### LIBRARY SERVICES 2010

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<th>Presentations to Groups</th>
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<th>Interlibrary Loans</th>
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### LIBRARY STAFF 2012

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LIBRARY STAFF 2010

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<th>STUDENT ASSISTANTS</th>
<th>TOTAL STAFF</th>
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### Appendix Table B7
#### TOTAL LIBRARY EXPENDITURES 2014

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<td>$268,735</td>
<td>$91,187</td>
<td>$80,398</td>
<td>$3,117,146</td>
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<th>MONO-GRAPHS</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
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<th>TOTAL LIBRARY EXPENDITURES</th>
<th>TOTAL LIBRARY EXPENDITURES/ENROLLMENT</th>
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## Appendix Table B8
### TOTAL LIBRARY EXPENDITURES 2012

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<th><strong>MONO-GRAPHS</strong></th>
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<th><strong>DOC DEL/ILL</strong></th>
<th><strong>PRESERVATION</strong></th>
<th><strong>OTHER EXPEND INFO RESOURCES</strong></th>
<th><strong>COMPUTER HARDWARE/SOFTWARE</strong></th>
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<th><strong>TOTAL LIBRARY EXPENDITURES</strong></th>
<th><strong>TOTAL LIBRARY EXPENDITURES/ENROLLMENT</strong></th>
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<th><strong>TOTAL LIBRARY EXPENDITURES/ENROLLMENT</strong></th>
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<th>TOTAL LIBRARY EXPENDITURES/ENROLLMENT</th>
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<th>TOTAL LIBRARY EXPENDITURES/ENROLLMENT</th>
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# Appendix Table B10
## TOTAL LIBRARY MATERIALS EXPENDITURES 2014

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<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg</td>
<td>7,355</td>
<td>$95,911</td>
<td>11.84%</td>
<td>$714,099</td>
<td>88.16%</td>
<td>$0</td>
<td>$810,010</td>
<td>$110.13</td>
</tr>
<tr>
<td>Millersville University</td>
<td>8,047</td>
<td>$36,411</td>
<td>5.08%</td>
<td>$657,643</td>
<td>91.67%</td>
<td>$23,350</td>
<td>$717,404</td>
<td>$89.15</td>
</tr>
<tr>
<td>Slippery Rock University</td>
<td>8,347</td>
<td>$82,013</td>
<td>10.30%</td>
<td>$684,533</td>
<td>86.00%</td>
<td>$29,460</td>
<td>$796,006</td>
<td>$95.36</td>
</tr>
<tr>
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<td>9,218</td>
<td>$130,615</td>
<td>14.39%</td>
<td>$763,827</td>
<td>84.16%</td>
<td>$13,145</td>
<td>$907,587</td>
<td>$98.46</td>
</tr>
<tr>
<td>Bloomsburg University</td>
<td>10,127</td>
<td>$187,174</td>
<td>12.58%</td>
<td>$1,300,424</td>
<td>87.42%</td>
<td>$0</td>
<td>$1,487,598</td>
<td>$146.89</td>
</tr>
<tr>
<td>West Chester University</td>
<td>15,845</td>
<td>$1,182,672</td>
<td>35.61%</td>
<td>$2,063,296</td>
<td>62.13%</td>
<td>$74,787</td>
<td>$3,320,755</td>
<td>$209.58</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>UNIVERSITY PEERS</th>
<th>STUDENT ENROLLMENT</th>
<th>MONOGRAPHS</th>
<th>ONE-TIME MONOGRAPH EXPENDITURES TO TOTAL MATERIALS EXPENDITURES %</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY College Plattsburgh</td>
<td>5,968</td>
<td>$82,811</td>
<td>10.59%</td>
<td>$693,781</td>
<td>88.69%</td>
<td>$5,625</td>
<td>$782,217</td>
<td>$131.07</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>7,340</td>
<td>$332,416</td>
<td>18.64%</td>
<td>$1,448,795</td>
<td>81.23%</td>
<td>$2,440</td>
<td>$1,783,651</td>
<td>$243.00</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>9,928</td>
<td>$725,862</td>
<td>35.52%</td>
<td>$1,288,787</td>
<td>63.07%</td>
<td>$28,615</td>
<td>$2,043,264</td>
<td>$205.81</td>
</tr>
<tr>
<td>PA-Bloomsburg University</td>
<td>10,127</td>
<td>$187,174</td>
<td>12.58%</td>
<td>$1,300,424</td>
<td>87.42%</td>
<td>$0</td>
<td>$1,487,598</td>
<td>$146.89</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>22,499</td>
<td>$226,260</td>
<td>9.03%</td>
<td>$2,063,175</td>
<td>82.30%</td>
<td>$217,428</td>
<td>$2,506,863</td>
<td>$111.42</td>
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## Appendix Table B11
### TOTAL LIBRARY MATERIALS EXPENDITURES 2012

<table>
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<th>PASSE SHE PEERS</th>
<th>STUDENT ENROLLMENT</th>
<th>MONOGRAPHS</th>
<th>ONE-TIME MONOGRAPH EXPENDITURES TO TOTAL MATERIALS EXPENDITURES %</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg</td>
<td>7,506</td>
<td>$163,807</td>
<td>18.50%</td>
<td>$721,572</td>
<td>81.50%</td>
<td>$0</td>
<td>$885,379</td>
<td>$117.96</td>
</tr>
<tr>
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<td>7,724</td>
<td>$125,938</td>
<td>18.58%</td>
<td>$552,041</td>
<td>81.42%</td>
<td>$0</td>
<td>$677,979</td>
<td>$87.78</td>
</tr>
<tr>
<td>Slippery Rock University</td>
<td>8,176</td>
<td>$201,828</td>
<td>25.52%</td>
<td>$589,083</td>
<td>74.48%</td>
<td>$0</td>
<td>$790,911</td>
<td>$96.74</td>
</tr>
<tr>
<td>Bloomsburg University</td>
<td>9,534</td>
<td>$709,489</td>
<td>33.97%</td>
<td>$1,377,644</td>
<td>65.95%</td>
<td>$1,701</td>
<td>$2,088,834</td>
<td>$219.09</td>
</tr>
<tr>
<td>Kutztown</td>
<td>9,565</td>
<td>$208,345</td>
<td>22.67%</td>
<td>$690,612</td>
<td>75.14%</td>
<td>$20,101</td>
<td>$919,058</td>
<td>$96.09</td>
</tr>
<tr>
<td>West Chester University</td>
<td>13,455</td>
<td>$350,882</td>
<td>15.46%</td>
<td>$1,905,116</td>
<td>83.95%</td>
<td>$13,416</td>
<td>$2,269,414</td>
<td>$168.67</td>
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<table>
<thead>
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<th>UNIVERSITY PEERS</th>
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<th>MONOGRAPHS</th>
<th>ONE-TIME MONOGRAPH EXPENDITURES TO TOTAL MATERIALS EXPENDITURES %</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY College Plattsburgh</td>
<td>5,984</td>
<td>$109,318</td>
<td>19.23%</td>
<td>$459,236</td>
<td>80.77%</td>
<td>$0</td>
<td>$568,554</td>
<td>$95.01</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>6,782</td>
<td>$378,011</td>
<td>23.52%</td>
<td>$1,226,858</td>
<td>76.34%</td>
<td>$2,320</td>
<td>$1,607,189</td>
<td>$236.98</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>8,870</td>
<td>$828,846</td>
<td>42.56%</td>
<td>$1,076,124</td>
<td>55.26%</td>
<td>$42,301</td>
<td>$1,947,271</td>
<td>$219.53</td>
</tr>
<tr>
<td>PA-Bloomsburg University</td>
<td>9,534</td>
<td>$709,489</td>
<td>33.97%</td>
<td>$1,377,644</td>
<td>65.95%</td>
<td>$1,701</td>
<td>$2,088,834</td>
<td>$219.09</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>18,603</td>
<td>$216,290</td>
<td>9.53%</td>
<td>$2,044,739</td>
<td>90.06%</td>
<td>$9,278</td>
<td>$2,270,307</td>
<td>$122.04</td>
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</table>
### Appendix Table B12
TOTAL LIBRARY MATERIALS EXPENDITURES 2010

<table>
<thead>
<tr>
<th>PASSHE PEERS</th>
<th>STUDENT ENROLLMENT</th>
<th>MONOGRAPHS</th>
<th>ONE-TIME MONOGRAPH EXPENDITURES TO TOTAL MATERIALS EXPENDITURES %</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg</td>
<td>7,283</td>
<td>$95,003</td>
<td>7.49%</td>
<td>$1,173,182</td>
<td>92.51%</td>
<td>$0</td>
<td>$1,268,185</td>
<td>$174.13</td>
</tr>
<tr>
<td>Millersville University</td>
<td>7,907</td>
<td>$104,260</td>
<td>16.57%</td>
<td>$525,005</td>
<td>83.43%</td>
<td>$0</td>
<td>$629,265</td>
<td>$79.58</td>
</tr>
<tr>
<td>Slippery Rock University</td>
<td>8,352</td>
<td>$123,070</td>
<td>21.32%</td>
<td>$454,308</td>
<td>78.68%</td>
<td>$0</td>
<td>$577,378</td>
<td>$69.13</td>
</tr>
<tr>
<td>Bloomsburg University</td>
<td>8,641</td>
<td>$201,205</td>
<td>14.14%</td>
<td>$1,203,594</td>
<td>84.58%</td>
<td>$18,211</td>
<td>$1,423,010</td>
<td>$164.68</td>
</tr>
<tr>
<td>Kutztown</td>
<td>9,510</td>
<td>$252,090</td>
<td>22.74%</td>
<td>$856,447</td>
<td>77.26%</td>
<td>$0</td>
<td>$1,108,537</td>
<td>$116.57</td>
</tr>
<tr>
<td>West Chester University</td>
<td>12,561</td>
<td>$840,821</td>
<td>32.90%</td>
<td>$1,698,237</td>
<td>66.46%</td>
<td>$16,331</td>
<td>$2,555,389</td>
<td>$203.44</td>
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</table>

<table>
<thead>
<tr>
<th>UNIVERSITY PEERS</th>
<th>STUDENT ENROLLMENT</th>
<th>MONOGRAPHS</th>
<th>ONE-TIME MONOGRAPH EXPENDITURES TO TOTAL MATERIALS EXPENDITURES %</th>
<th>CURRENT SERIAL SUBSCRIPTIONS</th>
<th>ONGOING SERIAL SUBSCRIPTIONS TO TOTAL MATERIALS EXPENDITURES %</th>
<th>OTHER EXPENSES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES</th>
<th>TOTAL LIBRARY MATERIALS EXPENDITURES PER STUDENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY College Plattsburgh</td>
<td>6,195</td>
<td>$96,849</td>
<td>15.91%</td>
<td>$511,733</td>
<td>84.09%</td>
<td>$0</td>
<td>$608,582</td>
<td>$98.24</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>6,772</td>
<td>$349,520</td>
<td>23.26%</td>
<td>$1,151,190</td>
<td>76.60%</td>
<td>$2,100</td>
<td>$1,502,810</td>
<td>$221.92</td>
</tr>
<tr>
<td>PA-Bloomsburg University</td>
<td>8,641</td>
<td>$201,205</td>
<td>14.14%</td>
<td>$1,203,594</td>
<td>84.58%</td>
<td>$18,211</td>
<td>$1,423,010</td>
<td>$164.68</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>8,898</td>
<td>$338,107</td>
<td>20.28%</td>
<td>$1,329,116</td>
<td>79.72%</td>
<td>$0</td>
<td>$1,667,223</td>
<td>$187.37</td>
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<tr>
<td>MD-Towson University</td>
<td>18,640</td>
<td>$222,240</td>
<td>9.58%</td>
<td>$2,087,953</td>
<td>89.98%</td>
<td>$10,349</td>
<td>$2,320,542</td>
<td>$124.49</td>
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Appendix Table B13
USAGE OF ELECTRONIC MATERIALS 2014
Source: Association of Colleges and Research Libraries (ACRL) Academic Library Trends and Statistics Survey

<table>
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<th>ACRL 2014 PASSHE PEERS</th>
<th>Enrollment</th>
<th>number of electronic books held</th>
<th>full-text article requests</th>
<th>number of regular database searches</th>
<th>number of federated searches (database)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg</td>
<td>7,355</td>
<td>81,935</td>
<td>281,150</td>
<td>1,921,304</td>
<td>7,559,195</td>
</tr>
<tr>
<td>Millersville*</td>
<td>8,047</td>
<td>51,868</td>
<td>290,700</td>
<td>658,000</td>
<td>13,030,000</td>
</tr>
<tr>
<td>Slippery Rock</td>
<td>8,347</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Kutztown</td>
<td>9,218</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Bloomsburg</td>
<td>10,127</td>
<td>161,102</td>
<td>NA</td>
<td>586,822</td>
<td>NA</td>
</tr>
<tr>
<td>West Chester</td>
<td>15,845</td>
<td>503,911</td>
<td>164,854</td>
<td>3,083,105</td>
<td>528,761</td>
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</table>

<table>
<thead>
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<th>ACRL 2014 UNIVERSITY PEERS</th>
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<th>number of electronic books held</th>
<th>full-text article requests</th>
<th>number of regular database searches</th>
<th>number of federated searches (database)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY Plattsburgh</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>7,340</td>
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<td>1,298,021</td>
<td>NA</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>9,928</td>
<td>395,843</td>
<td>508,497</td>
<td>1,159,598</td>
<td>68,293,941</td>
</tr>
<tr>
<td>Bloomsburg</td>
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<td>161,102</td>
<td>NA</td>
<td>586,822</td>
<td>NA</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>22,499</td>
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<td>NA</td>
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</table>
### Appendix Table B14

**USAGE OF ELECTRONIC MATERIALS 2012**

Source: Association of Colleges and Research Libraries (ACRL) Academic Library Trends and Statistics Survey

<table>
<thead>
<tr>
<th>ACRL 2012 PASSHE PEERS</th>
<th>Enrollment</th>
<th>number of electronic books held</th>
<th>full-text article requests</th>
<th>number of regular database searches</th>
<th>number of federated searches (database)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg</td>
<td>7,506</td>
<td>37,316</td>
<td>15,674</td>
<td>53,116</td>
<td>NA</td>
</tr>
<tr>
<td>Millersville</td>
<td>7,724</td>
<td>48,822</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Slippery Rock</td>
<td>8,176</td>
<td>191,704</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Bloomsburg</td>
<td>9,534</td>
<td>89,491</td>
<td>NA</td>
<td>1,319,618</td>
<td>33,920</td>
</tr>
<tr>
<td>Kutztown</td>
<td>9,565</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>West Chester</td>
<td>13,455</td>
<td>643,475</td>
<td>NA</td>
<td>2,590,841</td>
<td>NA</td>
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<table>
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<th>ACRL 2012 UNIVERSITY PEERS</th>
<th>Enrollment</th>
<th>number of electronic books held</th>
<th>full-text article requests</th>
<th>number of regular database searches</th>
<th>number of federated searches (database)</th>
</tr>
</thead>
<tbody>
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<td>5,984</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>6,782</td>
<td>7,808</td>
<td>372,962</td>
<td>780,536</td>
<td>NA</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>8,870</td>
<td>274,264</td>
<td>335,713</td>
<td>2,578,836</td>
<td>NA</td>
</tr>
<tr>
<td>PA-Bloomsburg University</td>
<td>9,534</td>
<td>89,491</td>
<td>NA</td>
<td>1,319,618</td>
<td>33,920</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>18,603</td>
<td>97,157</td>
<td>1,932,462</td>
<td>9,086,327</td>
<td>NA</td>
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</table>
# Appendix Table B15

## USAGE OF ELECTRONIC MATERIALS 2010

Source: Association of Colleges and Research Libraries (ACRL) Academic Library Trends and Statistics Survey

<table>
<thead>
<tr>
<th>ACRL 2010 PASSHE PEERS</th>
<th>Enrollment</th>
<th>number of electronic books held</th>
<th>full-text article requests</th>
</tr>
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<tbody>
<tr>
<td>Shippensburg</td>
<td>7,283</td>
<td>18,842</td>
<td>NA</td>
</tr>
<tr>
<td>Millersville</td>
<td>7,907</td>
<td>46,640</td>
<td>NA</td>
</tr>
<tr>
<td>Slippery Rock</td>
<td>8,352</td>
<td>183,749</td>
<td>NA</td>
</tr>
<tr>
<td>Bloomsburg</td>
<td>8,641</td>
<td>12,201</td>
<td>NA</td>
</tr>
<tr>
<td>Kutztown</td>
<td>9,510</td>
<td>56,010</td>
<td>NA</td>
</tr>
<tr>
<td>West Chester</td>
<td>12,561</td>
<td>588,313</td>
<td>NA</td>
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<table>
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<th>ACRL 2010 UNIVERSITY PEERS</th>
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<th>number of electronic books held</th>
<th>full-text article requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY Plattsburgh</td>
<td>6,195</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Bloomsburg</td>
<td>8,641</td>
<td>12,201</td>
<td>NA</td>
</tr>
<tr>
<td>NJ-College of New Jersey</td>
<td>6,772</td>
<td>6,046</td>
<td>371,270</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>8,898</td>
<td>73,938</td>
<td>292,844</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>18,640</td>
<td>45,392</td>
<td>1,488,997</td>
</tr>
</tbody>
</table>
# Appendix Table B16

## DIGITAL/ELECTRONIC AND PHYSICAL MATERIALS COMPARISON 2014

Source: Integrated Postsecondary Education Data System (IPEDS) Academic Library Survey

(Digital/electronic metrics were added as a new survey item in 2014)

<table>
<thead>
<tr>
<th>IPEDS 2014 PASSHE PEERS</th>
<th>Enrollment</th>
<th>Total digital/electronic circulations (books &amp; media)</th>
<th>Total physical library circulations (books &amp; media)</th>
<th>Digital/electronic books</th>
<th>Physical books</th>
<th>Digital/electronic databases</th>
<th>Digital/electronic media</th>
<th>Physical media</th>
<th>Total electronic collections (books, databases, media)</th>
<th>Total physical collections (books &amp; media)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg University</td>
<td>7,355</td>
<td>31,319</td>
<td>106,578</td>
<td>81,935</td>
<td>358,330</td>
<td>90</td>
<td>640,161</td>
<td>70,723</td>
<td>722,186</td>
<td>429,053</td>
</tr>
<tr>
<td>Millersville University</td>
<td>8,047</td>
<td>3,641</td>
<td>24,796</td>
<td>51,868</td>
<td>324,801</td>
<td>230</td>
<td>2,997</td>
<td>5,665</td>
<td>55,095</td>
<td>330,466</td>
</tr>
<tr>
<td>Slippery Rock University</td>
<td>8,347</td>
<td>0</td>
<td>38,807</td>
<td>239,333</td>
<td>422,609</td>
<td>149</td>
<td>0</td>
<td>7,501</td>
<td>239,482</td>
<td>430,110</td>
</tr>
<tr>
<td>Kutztown University</td>
<td>9,218</td>
<td>0</td>
<td>111,816</td>
<td>426,335</td>
<td>408,376</td>
<td>165</td>
<td>4</td>
<td>6,862</td>
<td>426,504</td>
<td>415,238</td>
</tr>
<tr>
<td>Bloomsburg University</td>
<td>10,127</td>
<td>19,380</td>
<td>24,210</td>
<td>183,931</td>
<td>561,261</td>
<td>209</td>
<td>18,161</td>
<td>9,862</td>
<td>202,301</td>
<td>571,123</td>
</tr>
<tr>
<td>West Chester University</td>
<td>15,845</td>
<td>57,116</td>
<td>68,218</td>
<td>708,559</td>
<td>758,344</td>
<td>437</td>
<td>186,363</td>
<td>255,249</td>
<td>895,359</td>
<td>1,013,593</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IPEDS 2014 UNIVERSITY PEERS</th>
<th>Enrollment</th>
<th>Total digital/electronic circulations (books &amp; media)</th>
<th>Total physical library circulations (books &amp; media)</th>
<th>Digital/electronic books</th>
<th>Physical books</th>
<th>Digital/electronic databases</th>
<th>Digital/electronic media</th>
<th>Physical media</th>
<th>Total electronic collections (books, databases, media)</th>
<th>Total physical collections (books &amp; media)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY-SUNY College at Plattsburgh</td>
<td>5,968</td>
<td>6,324</td>
<td>52,651</td>
<td>10,863</td>
<td>543,562</td>
<td>106</td>
<td>0</td>
<td>25,331</td>
<td>10,969</td>
<td>568,893</td>
</tr>
<tr>
<td>NJ-The College of New Jersey</td>
<td>7,340</td>
<td>5,472</td>
<td>51,519</td>
<td>5,467</td>
<td>697,123</td>
<td>113</td>
<td>8,812</td>
<td>43,388</td>
<td>14,392</td>
<td>740,511</td>
</tr>
<tr>
<td>VA-Radford University</td>
<td>9,928</td>
<td>0</td>
<td>29,704</td>
<td>93,044</td>
<td>343,600</td>
<td>392</td>
<td>47,106</td>
<td>27,414</td>
<td>140,542</td>
<td>371,014</td>
</tr>
<tr>
<td>PA-Bloomsburg University</td>
<td>10,127</td>
<td>19,380</td>
<td>24,210</td>
<td>183,931</td>
<td>561,261</td>
<td>209</td>
<td>18,161</td>
<td>9,862</td>
<td>202,301</td>
<td>571,123</td>
</tr>
<tr>
<td>MD-Towson University</td>
<td>22,499</td>
<td>42,738</td>
<td>53,832</td>
<td>151,545</td>
<td>624,709</td>
<td>229</td>
<td>0</td>
<td>17,143</td>
<td>151,774</td>
<td>641,852</td>
</tr>
</tbody>
</table>
APPENDIX C

Andruss Library

Five Year Review Budgets

FY 2010-2011 to 2014-2015
## Andruss Library Budget & Actuals

from FY2010/11 to FY2014/15

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G - 1011020900</td>
<td>$632,896</td>
<td>$617,696</td>
<td>$640,230</td>
<td>$597,726</td>
<td>$551,641</td>
<td>$549,690</td>
<td>$502,389</td>
<td>$500,248</td>
<td>$502,389</td>
<td>$494,461</td>
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<tr>
<td>AE - 1013010002</td>
<td>$951,485</td>
<td>$661,514</td>
<td>$1,100,990</td>
<td>$799,143</td>
<td>$882,876</td>
<td>$877,465</td>
<td>$800,000</td>
<td>$785,158</td>
<td>$800,000</td>
<td>$753,158</td>
</tr>
<tr>
<td></td>
<td>$1,584,381</td>
<td>$1,279,210</td>
<td>$1,741,220</td>
<td>$1,396,869</td>
<td>$1,434,517</td>
<td>$1,427,155</td>
<td>$1,302,389</td>
<td>$1,285,406</td>
<td>$1,302,389</td>
<td>$1,247,621</td>
</tr>
</tbody>
</table>

**Performance Funding - 1011250026**

- Library Initiative - Special funding ended FY2011/12, after that year items were paid for out of tech fund

|                        | $97,111          | $64,576           | $35,102          | $35,102          |

Library Items Purchased thru Tech Fund

|                        | $493,040         | $1,077,817        | $624,343         | $473,997         | $456,028         |

Included in purchases:
- Databases & online journals, one-time purchases, backfiles, replacement computers/servers, new computers, LCD tvs, and furniture

*Tech Fund had extra money to purchase online backfiles for the library

*E&G budget was cut $88,885 in the middle of the fiscal year