

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

**University:** Indiana University of PA

**Program Title:** University Libraries

**Division:** Academic Affairs

**Date of Last Review:** June 11, 2010

**Completion Date of Current Review:** June 2015



**I. Composition of Review Team**

Chair: Katherine Jenkins Terpis (Assistant Dean of Libraries for Assessment & Development), Chris Clouser (Library Faculty Chairsperson), Portia Diaz (Faculty-Libraries), Joann Janosko (Faculty-Libraries), Dr. Rita Johnson (Faculty-Food & Nutrition), Dr. Theresa McDevitt (Faculty-Libraries), Dr. Jean Nienkamp (Faculty-English), Terry Rittenberger (Support Staff-Libraries), Ed Zimmerman (Assistant Dean of Libraries for Systems & Technologies)

External Review Team Members: Dr. Deborah A. Nolan, Dean of Libraries, Towson State University

Campus Review Team Members: NA

**II. Program Data - Insert other relevant program data related to the program review in the blank rows.**

	<b>Insert Appropriate Academic Years Below</b>				
	Year 2009-2010	Year 2010-2011	Year 2011-2012	Year 2012-2013	Year 2013-2014
Students Served (Headcount)	14,638	15,126	15,132	15,379	14,728
Program Budget/Cost* (personnel, operating, equipment.)	\$4,687,528	\$4,552,521	\$3,908,850	\$3,666,399	\$3,906,429
Cost per Student Served (per type of service received—)	\$356	\$339	\$289	\$257	\$265
Total University Enrollment (Headcount)	14,638	15,126	15,132	15,379	14,728
Cost per University Headcount	\$356	\$339	\$289	\$257	\$265
% of Student Body Utilizing Program	N/A	N/A	N/A	N/A	N/A

\*This cost reflects the portion of the department's budget (personnel, operating, and equipment) associated with this program.

	<b>Insert Appropriate Academic Years Below</b>				
	Year 2009-2010	Year 2010-2011	Year 2011-2012	Year 2012-2013	Year 2013-2014
Students Served (Headcount)	14,638	15,126	15,132	15,379	14,728
Program Budget/Cost* (personnel, operating, equipment, etc.)	\$6,433,701	\$6,549,175	\$6,328,503	\$6,411,318	\$6,743,332
Cost per Student Served (per type of service received—)	\$439	\$432	\$418	\$416	\$457
Total University Enrollment (Headcount)	14,638	15,126	15,132	15,379	14,728
Cost per University Headcount	\$439	\$432	\$418	\$416	\$457
% of Student Body Utilizing Program	N/A	N/A	N/A	N/A	N/A

\*Note: In addition to operating, the program costs: includes ESF, Technology Fee, and Performance Funding Allocations in addition to Graduate Fee.

### III. Staffing

<b>Job Title</b>	<b>#</b>	<b>Job Title</b>	<b>#</b>
Library Faculty	15		
Library Staff	16		
Library Managers	4		

### IV. Progress Since Last Review (This should be a status report of the actions taken from the last review, if applicable.)

<b>Action Item</b>	<b>Steps Taken/</b>	<b>Date</b>
Continue to provide professional development for all library personnel.	Funding opportunities exist to keep library personnel trained in the key initiatives as defined by the Academic Strategic Plan along with the Program Review Active Action Plan. In the last four years, IUP Libraries has supported professional development of both faculty and staff by funding attendance to workshops, webinars and conferences. For the past five years, library faculty overall have attended 102 workshops/conferences while library faculty (N=14) have either co-presented or presented for	2010 and ongoing

	a total of 38 presentations. In all, time allocation for these professional development activities totaled 275 days. IUP Libraries Support Staff (N-17), in the past five years, overall have attended/participated in 40 workshops/conferences totaling 101 days for professional development.	
Continue training program for all student workers particularly in the areas of customer service and job knowledge	Inactive	
Continue to participate in campus-wide plans for a digital repository but create support services to sustain local digital collections	We are continuing to explore in house opportunities for collaboration to highlight typically hidden collections with the idea of creating a digital repository. With I-Search (Ebsco Discovery Service) we have completed an extensive migration of digital content (Electronic Thesis and Dissertations, Coal Culture, Indiana County in the Civil War, in addition to Air Ship Patents) from contentDM, Internet Archive and dspace and allowed for full search functionality within I-Search. Harrison Wick, Special Collections Librarian and University Archivist is currently in an ongoing collaboration with Dr. Heflin, English Department, to digitize women's diaries that are housed in Special Collections as a result of a PA Faculty Grant. The local collections is publicized in the IUP Magazine, <u>IUP Daily</u> in addition Facebook along with the IUP Libraries newsletter published once per semester. Additionally, library displays are created with the specific intent of drawing attention to the unique items held in Special Collections. Further, in the last five years, the Libraries has digitized several collections in the Archives and have made them available on the Libraries Webpage. Also, we have created the Copyright Committee to engage the IUP Community with greater understanding of Copyright especially digital copyright. For the future we could enhance our work with the use of PlumX. Harrison Wick, Special Collections and University Archivist, has been active in sharing knowledge about the collections through presentation, instructions and group project meetings. Statistics for the past five years in the	2011 and ongoing

	<p>cumulative are 1,105 students taught for a total of 76 class hours necessitating 105 hours of preparation time Dr. Theresa McDevitt and Dr. Jeanine Mazak-Kahne, History Faculty member, worked with the local historical society to develop a successful grant application to the Office of the Commonwealth for Libraries in 2012 in the amount of \$24,270. Project outcomes included 1) Increased online access to Civil War documents from IUP Libraries Special Collections and Archives and the Indiana County Historical and Genealogical Society 2) A training manual for best practices in digital project creation 3) Face-to-face training sessions, archived YouTube videos to teach best practices in developing digital collections and handling fragile paper collections in scanning projects, with assessment questions for each module 4) Development of K-12 lesson plans related to the primary source documents 5) Valuable service learning experiences for IUP graduate and undergraduate students in History, Anthropology, and English.</p>	
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<p>Balance need for more quiet study space with demand for group study space</p>	<p>IUP Library Administration and Dr. Theresa McDevitt have partnered with Student Advisory Group, Residence Hall Association, Student Government Association, etc., to gain feedback. In addition we have piloted 24/5 hours and opened up Graduate Study carrels on a first come, first served to undergraduate and graduates. In particular from SAG, we have received feedback on suggestions for library resources and services. Originally, the Library Marketing Committee participated along with Dr. McDevitt to hear what students thought about library services. We have completed Stapleton 1st floor renovation and completed Stabley 2nd floor renovation early September 2014. We conducted a Library Space Study for analysis by Comprehensive Facilities Planning, Inc. Also, for renovations for 2nd Stapleton, we worked with Office Plan Associates for design and development of the renovation project. We have three study rooms (two undergraduate and one graduate) that have technology in the rooms. Additionally, we have designated quiet zones and improved signage in the specific quiet zone locations.</p>	<p>2011 and ongoing</p>
<p>Improve services to graduate students</p>	<p>We have increased slightly the number of computers, opened up Graduate Study Carrels to first come, first serve basis, and upgraded ILL into rapidILL allowing for expedient service and piloted 24/5. The Dean meets with members of the Graduate Student Association once a year to hear key needs and works actively to address viable needs. Additionally, we extend extra hours on Saturday to meet the needs of the Graduate Students from 11:00AM-7:00PM. Further, we have a library-specific webpage for Distance Education students plus an 800 number at which graduate students can call us when assistance is needed.</p>	<p>2011 and ongoing</p>
<p>Increase Library's online presence with regard to distance education</p>	<p>Library Technology Services, in collaboration with Distance Learning and Professor Portia Diaz, the Distance Learning Librarian, re-instituted support services for distance education and instruction design in the main campus</p>	<p>2010 and ongoing</p>

	<p>library. The new upgrades for Camtasia and Captivate screen capture software were purchased and installed in the production services room. Upgrades and new software were also installed in the multimedia pods of the information commons. In the Green Screen production room, two PCs were upgraded. Also, a new digital mixer was added to the upgrades of the Green Screen production room. There were over 500 hours of individual assistance to faculty on how to incorporate library services, information literacy into D2L and post production editing. This past academic year resulted in a very productive collaboration with the Communications and Mass Media Department to produce an information literacy series for IUP-TV. In terms of online embedded, Dr. Theresa McDevitt served as an online embedded librarian in a History 100 class. In 2010, IUP Libraries greatly improved remote access to databases with the work on Shibboleth, a federated identity solution, for authentication that needed the work completed by IT in coordination with Joann Janosko. Dr. McDevitt revised LIBR 151 for Distance Education Online and was approved and now is currently active in teaching LIBR 151.</p>	
<p>Expand library liaison program</p>	<p>Created 2 new Librarian-in-residence experiences. Dr. Theresa McDevitt for the College of Humanities and Social Sciences and Public Services Librarian Blaine Knupp for the College of Business and Information Technology. IUP Libraries with support of the Provost has created a position of Information Literacy/Instruction Coordinator Librarian. We are currently in process of filling this position. The main focus of the position is to promote the integration of information literacy within the curriculum with the goal to increase the potential for student success and retention. FLAG (Faculty Library Advisory Group) organized by Joann Janosko is an active group that meets once a semester to identify need and promote library resources in addition to offering information sharing of new resources and services that the library may offer.</p>	<p>2011 and ongoing</p>
<p>Ensure that librarians play a significant role in promulgating information literacy on campus</p>	<p>The library credit-courses currently are offered as electives. Additionally, with the hiring of the Information Literacy/Coordinator of Instruction the libraries' will focus efforts towards expanding the dissemination of information literacy in order</p>	<p>2011 and ongoing</p>

	<p>to support persistence and student retention in support of upperclassmen's academic experience. We currently do not have library faculty representation on the Liberal Studies Committee to review new curriculum to determine level of information literacy impact. IUP Libraries created a new position entitled Student Success Librarian who will concentrate on how to facilitate connections for first year students to succeed academically and with a focus on retention.</p>	
<p>Seek (<i>funding for</i>) more technology help for students in all areas of the Library</p>	<p>Our focus has been redirected as part of the initiative of reinstating support services for distance education. The Libraries are in the process of seeking partnerships with the Center for Teaching Excellence to assist in inclusion of instructional technology as part of the teaching/learning experience in concert with the library's electronic resource services. Examples of projects: One Button Studio, IPAD lab, Classroom Lab with Thin Clients along with Display Note for ease of presentation.</p>	<p>2010 and ongoing</p>
<p>Continue to examine the sufficiency of the collection in light of new graduate programs and curriculum changes</p>	<p>Since the last program review, there have been thirteen program reviews for which collection analyses were conducted. Nine new or revised programs also had collection analyses conducted for accreditation, etc. In addition, twenty-one new courses had collection analyses done to determine sufficiency of the collections to support the curriculum. Overall, we appear to be above average in terms of access to scholarship and research in support of the curriculums/ programs. These analyses also serve to highlight new resources in support of courses and programs like library created LibGuide pages, streaming video, and digital content in the form of e-books and e-journals. Thus they can serve as an outreach tool. Future direction to support collection analyses could be the use of a Collection Analysis tool like OCLC Worldshare Collection Evaluation that can help evaluate our holdings by comparing them to standardized lists or peer institution holdings.</p> <p>The School of Graduate Studies and Research contributes financial support for the electronic databases that specifically support graduate programs.</p>	<p>2010 and ongoing</p>

Work towards establishing a stable funding source with internal budget transparency	The Libraries continue to have a sustainable budgetary allocation in support from the Academic Affairs even though the Student Technology Fees have been stagnant, which has resulted in declining funds requiring reduction of resources. This offset was alleviated due to an increase in the Educational Services Fee.	2010 and ongoing
Develop outreach to undergraduate and graduate students	<p>Dr. Theresa McDevitt and Dean Gonzalez met with Student Advisory Group on a semester basis to gain feedback regarding the library services, resources and physical plant. Dr. McDevitt, as outreach librarian, facilitated outreach several different ways:</p> <ul style="list-style-type: none"> <li>•Publications (newsletters published twice a year in addition to handouts)</li> <li>•Events (National Library Week, Book Sales, Library Expo, Speakers, Library Video Contests and Concerts)</li> <li>•Focus Group (Ethnographic Studies of how our users use the Library, <i>LibQual</i>®, Surveys and AiA grant in collaboration with Student Affairs).</li> </ul>	2010 and ongoing
Improve building security	Inactive	
Market library services and resources	Each year the Library presents the Dean the marketing report which reflects all outreach and marketing activities the MOA has conducted. The original committee was formed in October 2010 with Terry Rittenberger, Kelly Heider, Judy Boutan, Joyce Piper, Harrison Wick, Doug Shumar, Blaine Knupp as Chair and Nan Berkey. The committee evolved into a co-chair working group with Kelley Cotter who was hired as Social Media and Reference Librarian in 2012 and served as co-chair of Marketing & Outreach Committee along with Dr. Theresa McDevitt. Dr. Theresa McDevitt became the Outreach Librarian. Additionally, we have embedded librarians in three Colleges: College of Business, College of Education and Educational Technology, and the College of Humanities and Social Sciences. With the resignation of Professor Kelly Cotter, the position was restructured to the Student Success Librarian position. Casey Sirochman is the Student Success Librarian engaging in Social Media to reach first-year students to create student awareness of library resources/services and to enhance academic success.	2010 and ongoing

Review library staff positions	Out of 18 current and past AFSCME employees, nine employees' job descriptions were reviewed, resulting in four employees being upgraded and/or reclassified successfully. This is a 44% reclassification rate for the nine employees whose job classifications were reviewed. Overall, 50% success as achieved regarding this indicator.	2011 and ongoing
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## V. Outcomes Assessment (Board Policy 1997-01)

The IUP Libraries continue to use the *LibQual*® instrument, which has been adopted by all PASSHE libraries as an assessment tool. *LibQual*® surveys were completed in 2009 and 2012 measuring services, resources, and space. In addition to the standard questionnaire a review was conducted for the individual comments submitted.

Note: For this following section, in addition to *LibQual*® instrument, we conducted a survey and SWOT analysis within Library faculty and staff resulting in a 73% response rate overall. The following presents the Libraries' internal assessment of our strengths and weaknesses.

## VI. Program Strengths

- dedicated library personnel
- flexibility in meeting the needs of the patrons
- changing library space to meet the needs for the students and IUP Community
- strong teaching (both credit-bearing and bibliographic instruction)
- effective infrastructure to support our E Resources offerings
- multitude of services and resources

## VII. Areas in Need of Improvement

- establish more effective internal oral and written communication channels within the Libraries
- seek collaborative agreement to allow for a shared vision for the Libraries
- enhance the Libraries' presence in online learning environment
- work toward establishing a culture of assessment
- communicate the value of libraries actively, on a routine basis, to University Administration in order to enhance resource dollars

## VIII. Action Plan

Goals	Action Plan	Steps To Be Taken	Date
<p>Reaffirm our commitment for professional development to align with Libraries/University goals.</p>	<p>Continue to provide opportunities for professional development for all library personnel.</p>	<p>Develop Framework for Professional Development Opportunities.</p> <p>Identify library needs that will drive specific professional development needs.</p> <p>Assist in seeking external funding to support scholarship and/or professional development.</p>	<p>2010 and ongoing</p>
<p>Support University missions to bolster academic programs with information access</p>	<p>Create digital repository support for local collections.</p>	<p>Market local collections to students, faculty, and staff on campus to ensure that knowledge about digital collections is widespread and to stimulate potential use of the collections in teaching, learning, and student projects where relevant,</p> <p>Actively educate teaching faculty by holding workshops on author rights and open access.</p>	<p>2011 and ongoing</p>
<p>Enhance learning spaces to support academic life of University.</p>	<p>Address space management and space utilization issues internal to library services and external to non-library services residing in the library.</p>	<p>Gather feedback from student government or student advisory group and library advisory groups.</p> <p>Draw on campus space personnel when relevant to assist in the assessment and evaluation of space use, current needs, and future modifications.</p> <p>Work actively to address key student needs for space to study and collaborate.</p> <p>Insure that the library is incorporated in space planning in order to align future priorities.</p> <p>Seek external funding opportunities to support enhancements and/or major</p>	<p>2011 and ongoing</p>

		renovations.	
Prepare Graduate Students for academic success with library research collections, services and space.	Improve services to graduate students.	<p>Extract key needs from recent surveys; determine which needs are shared by most graduate students; learn if some needs are specific to sub-groups of graduate students; augment survey data with focus group studies; reach out to graduate student government and other graduate student groups.</p> <p>Partner with graduate school for areas of common concerns and interest.</p> <p>Create more tutorials to support embedded online for graduate students outside of 9 to 5 hours.</p>	2011 and ongoing
Enhance student online learning with technology associated with ease of access to e-resources and research support.	Increase Library's online presence with regard to distance education.	<p>Assess what we are doing currently.</p> <p>Leverage LibGuides with web technology to streamline access.</p> <p>Create Library tab in Learning Management Systems.</p> <p>Ensure that print and e-print collections support distance learning.</p>	2010 and ongoing
Enhance Libraries' academic value to students and faculty by deepening the level of connections with teaching faculty and students.	Focus on approach to liaison program and what we consider to be included.	<p>Seek awareness of Colleges' preferences and expectations from the Librarian-in-Residence Program.</p> <ul style="list-style-type: none"> <li>▪Standardize the assignment to a consistent time-frame and level of service (ex: all assigned to two half-days in the College).</li> <li>▪Work with library faculty to create metrics to assess this program.</li> </ul> <p>Assess liaison program for effectiveness and seek opportunities to modify.</p> <p>Explore innovative approaches to connect with faculty.</p>	2011 and ongoing
Enhance student learning with information literacy integration with the curriculum.	Information Literacy Library/Instruction Coordinator will spearhead a library effort approach for a significant role in	<p>Develop plan to deliver instruction in a variety of ways.</p> <p>Renew IUPs commitment to Information Literacy in light of ACRLs new Information Literacy Framework.</p>	2014 and ongoing

	promulgating information literacy across the curriculum.	Integrate teaching into a curriculum integrated model linked to the new Liaison model.  Work with the Liberal Studies Director and Faculty Senate so that the Information Literacy/Instruction Coordinator is part of the Liberal Studies Curriculum Committee.	
Engage with library faculty with teaching faculty to seek what the information needs are for their respective disciplines.	Strive to balance electronic and tangible content.	Closely examine collection analyses products to determine how they may lend support to enhance collection by reducing duplication within PASSHE and duplication by multiple formats.  PDA & DDA access to more content, including access to seminal works.  Library faculty dialogue with teaching faculty to ensure and clarify content available for access.  InterLibrary Loan personnel connecting with Library Faculty to deepen exploration of meeting the users' needs.  Conduct analysis of cost of ILL in connection with Collection Development costs.	2010 and ongoing
Improve awareness of Library Services and Resources for the IUP community.	Develop a formal Marketing plan for library services and resources.	Plan annual meeting with all personnel to define marketing strategies for libraries programs and services.  Collaborate working with Marketing, Outreach and Advocacy Committee who will be responsible to implement the outcomes developed at the annual marketing meeting.	2010 and ongoing
Reaffirm support staff personnel's positive impact on services to ensure correct classification.	Review library staff positions.	Establish this goal as a high priority for managers/supervisors.  In conjunction with Human Resources, continue to review library staff positions to ensure they are correctly identified and graded.	2011 and ongoing
Address weaknesses in Library's internal communications (as indicated in the SWOT analysis).	Develop written Communications Plan describing existing information flow and planned changes to	Examine and identify existing communication flow/absence thereof.  Survey library personnel regarding specific communication issues.	2014 and ongoing

	remove roadblocks and improve communications across Library.	<p>Hold functional area meetings to identify communication failures affecting that area's operations.</p> <p>Hold annual sessions (perhaps outside facilitator) to address overall communication failures.</p>	
Work toward a culture of assessment within IUP Libraries.	Plan for a comprehensive integrated secondary Assessment Plan for the library to coordinate assessment efforts across functional areas and map library-related student learning outcomes to IUP Expected Undergraduate Student Learning Outcomes.	<p>Complete "assessment inventory" to identify current practices in all library areas.</p> <p>Identify key assessment items that can be related to the new university strategic plan.</p> <p>Conduct multiple cross-functional areas to discuss and to identify assessment priorities.</p> <p>Sponsor assessment training workshops as professional development opportunities, thus enhancing assessment activities at the Libraries.</p> <p>Continue Program Review Action Items as the primary assessment plan with reporting due annually to the Provost's Office.</p>	2014 and ongoing
Create a new vision and mission statement in alignment with the new University Strategic Plan.	Convene an ad hoc committee to review the new University Strategic Plan.	<p>Discuss new framework of the Strategic Plan.</p> <p>Ad Hoc Committee share a draft and the mission and vision statement for comment with all personnel. Afterwards, submit to Dean for approval.</p> <p>Hold retreat to discuss and brainstorm library mission and vision.</p>	2014 and ongoing
Gather internal/external data on a routine basis to articulate value of library resources and services to University Administration/Teaching Faculty/Accreditors.	Market Libraries importance to University Administration to better receive a share of the resource service dollars.	<p>Maintain and develop innovative approach to keeping library collections, programs and services, relevant with instructional design.</p> <p>Integrate the new information literacy framework with instructional design components.</p> <p>Develop process with the Provost's</p>	2014 and ongoing

		Office for notification of upcoming Program Reviews/Accreditation so that the library faculty can proactively provide resource evaluation for the program under review.  Standardize process for review of resources of library resources for curriculum changes, program changes and accreditation.	
Raise technology literacy by providing training and support as appropriate to facilitate comfort and competency when implementing new or refining online library services.	Increase support for technology training for faculty and staff in to make better use of current technologies and to learn new technologies.	Solidify the planning for the Information and Teaching Innovation Center (ITIC).  Have professional staff hold Technology Training Workshops on a routine basis.  Continue technology based Teaching Circle Meetings in collaboration with the Center for Teaching Excellence.	2014 and ongoing

## IX. Comments

Indiana University of Pennsylvania  
University Libraries  
Program Review 2010 - 2014  
April 2015

The University Libraries are vital to the academic endeavors of students, faculty, and staff of Indiana University of Pennsylvania. Dedicated personnel provide services and resources designed to promote learning, academic success, and scholarship. The comprehensive documentation prepared for this external reviewer reflected noteworthy accomplishments and appropriate goals for the future.

In addition to the prepared documentation, the program review committee arranged for this external reviewer to meet with library faculty, staff, managers, and dean; representatives from each of the colleges and academic administration; and the Provost and Provost's Associate. The reviewer found the various groups of people open, vocal, and eager to share their observations, accomplishments, insights, and concerns. Information gathered from the documentation and meetings served as basis for the comments and recommendations presented in this report.

## Progress on 2010 - 2014 Program Review Action Plan

The “Progress Since Last Review” (Section IV) reports on the action taken in the 2010 – 2014 period following the 2010 program review. Positive steps were taken for 13 of the 15 action items in the plan for 2010 – 2014. Two action items were not addressed. Action items designated in the 2010 – 2014 plan are listed below, along with comments and recommendations from this reviewer. Recommendations appear in bold type.

- Professional development for all staff
  - Commitment to and good record of professional development for all library personnel are commendable and should continue.
  - **To expand professional development without additional cost, create a library professional development committee to organize learning and development opportunities for library personnel, such as forums for sharing what was learned at conferences; discussions of journal articles; free ACRL and other relevant webinars; and guest speakers from other university departments or sister institutions.**
  - **To ensure and underscore importance of professional development, require every library employee to participate in at least one professional development activity each year.**
- Training of student workers (not addressed)
  - Library personnel reported that departmental training occurs, however there is no library-wide training program for student workers.
  - **To ensure common foundation and knowledge base for all student workers, establish and communicate library-wide standards of behavior, responsibility, and performance expectations.**
- Digital repository and digital collections
  - Good progress has been made creating, marketing, and using digital collections.
  - **Develop and implement a planned approach and priorities for establishing appropriate and robust digital collections.**
  - **To expand digital collections, explore opportunities for low cost digitization of existing archives and special collections. Investigate discounted digitization services via state agencies or library consortia such as Lyrisis.**
  - **Create digital finding aids for collections that are not yet digitized to inform online researchers of the collections.**
  - **Explore potential for a collaborative institutional repository with other universities.**
- Space arrangements – quiet; group study
  - Visible progress was made on improving space configuration and allocation, based in part on student recommendations.
  - Comfortable and flexible furnishings are visible improvements and appear to be highly used.
  - **Assess students and faculty satisfaction with the recent changes and solicit suggestions for additional furnishings and layout.**
  - **Continued attention to space arrangement is needed.** The arrangement across two buildings with multiple floors, hallways, and access points creates a feeling of

disconnectedness. Signage is helpful, however the flow of operations, services, and resources is confusing, awkward, and not intuitive.

- **Consider inviting a librarian and an architect who have been involved in academic library renovations to assist in analyzing the current space and to suggest modifications for future improvements.**
- Services to graduate students
  - The graduate study space is a valuable asset and acknowledgement of the unique study needs of graduate students.
  - **Gather and analyze data and student feedback on the use of the space to determine success.**
  - **Develop and implement a plan to market library resources and services to graduate students.**
  - **Participate in orientations for graduate students.**
  - **Contribute to graduate student newsletter if one exists.**
  - **Track and report on outcomes of Dean's meetings with Graduate Student Association.**
  - **Ensure all services and resources available to undergraduate students are available to graduate students, including information literacy sessions.**
- Enhanced support to distance education
  - Support to distance learning is robust through collaborations with faculty and direct support to students.
  - **The distance education librarian should not be the sole support to distance learners. Consider collaborating with other librarians to support distance learners in their assigned liaison areas.**
  - **Assess student and faculty satisfaction with library support to distance learning.**
  - **Capitalize on modules created for distance education and make them available to all constituents via library website.**
- Expanded library liaison program
  - Focus on library liaison program is positive and productive.
  - Even with the addition of the Information Literacy/Instruction Coordinator Librarian, **it's critical that all librarians promote information literacy to the faculty in their liaison areas.**
  - **Conduct a formal assessment of the Librarian-in-Residence program to determine impact and value of the time spent "in residence" compared with time devoted to students and faculty in the library and other settings.**
- Librarians' role in marketing and disseminating information literacy program
  - Information literacy should be one of the highest priorities for librarians. Presence of credit bearing information literacy courses is positive and something many other libraries would like to implement.
  - The addition of a Student Success Librarian is positive.
  - **The learning outcomes of credit-bearing information literacy courses should be regularly assessed. In addition, these courses should be examined for how they**

**complement other information literacy activities and how, if at all, they scaffold learning objectives and map to the curriculum.**

- **All librarians should teach information literacy sessions and connect with faculty via liaison roles to market, plan, implement, and assess the information literacy program.**
  - **A librarian should be appointed or elected to the Liberal Studies Committee and any other committees that review curriculum (such as a graduate studies committee) to determine need for information literacy instruction.**
  - **Consider expanding role of Student Success Librarian to facilitate connections with all first year students, including transfer students and new graduate students and with populations such as veterans and international students.**
- **Funding for student technology assistance**
    - Partnership with Center for Teaching Excellence is commendable and an effective strategy for positioning the library as key player in supporting faculty.
    - **Technology assistance must be broader than support for distance education, however. Consider establishing a technology lab specifically for students, either as a library function or in partnership with another campus entity such as the college of education.**
    - **If this goal is a high priority, reallocate library funds to support it. Explore funding support from student technology fees and Student Government Association.**
  - **Collection support to curriculum changes**
    - Librarian involvement in program and accreditation reviews appears to be effective based on findings that library is above average in access to scholarship and research support for the curriculum.
    - **Elect or appoint a librarian to the Liberal Studies Committee and any other committees that review curriculum (such as a graduate studies committee) to ensure the library resources are reviewed for support to proposed or modified courses and programs.**
    - The School of Graduate Studies and Research's financial contribution for databases that support graduate programs is positive and hopefully will continue. **University Libraries must be cautious, however, in that most databases support both undergraduate and graduate programs, and the distinction made by the School of Graduate Studies may be difficult to sustain.**
    - Collection analysis tools can be helpful in evaluating collections, however **University Libraries must be judicious in selecting an affordable analysis tool most appropriate for this library and university.**
    - **Librarians should establish guidelines and continuously deselect materials that are no longer relevant, accurate, up-to-date, used, or in good physical condition. Collections will be enhanced by de-selection that removes unnecessary materials, thus providing better visibility of and access to more relevant, up to date materials. Deselection should be coordinated and emphasized as a key librarian responsibility. Conscientious deselection will lead to reduced stacks footprint creating more flexibility for space utilization.**
    - **Remote storage is unnecessary for any materials in this collection. It will be far better to deselect and remove entirely.**
    - **Electronic format should be the format of choice for all journals. When available electronically in perpetuity, bound volumes of journals should be weeded.**

- Stable funding and internal budget transparency
  - It appears that funding from Academic Affairs is stable, and the Educational Services Fees offset the reduction in Student Technology Fees.
  - Internal budget transparency within the library has not been addressed and remains a serious concern of library personnel.
  - **The Dean of Libraries should share budget allocations (in broad strokes) with library personnel. For example, indicate the allocations and sources of funds for collections (books and journals - all formats), databases, technology equipment, supplies, professional development, and student assistants.**
  - **Discuss with the librarians how the collection allocations are divided among books, journals, databases, bindery, interlibrary loan etc. and how publisher pricing and inflation affect expenditures.**
  - **To carefully steward limited funds, consider usage, cost per use, and duplication of coverage when selecting or continuing database licenses.**
  
- Outreach to undergraduate and graduate students
  - Good progress was made through a variety of outreach strategies, and these should continue and expand.
  - **Outreach is the responsibility of everyone in the library.**
  - **Consider establishing a library outreach committee, and draw upon the talents, interest, and enthusiasm of multiple librarians and library staff to plan and implement outreach initiatives.**
  
- Improved building security (not addressed)
  - Some facility modifications and staffing assignments may have resolved some building security concerns, however they are not described in the progress report.
  - **Building security should be reassessed, and if it is a continuing problem, it should be added to the plan for 2014 – 2019.**
  
- Marketing services and resources
  - Various aspects of marketing and outreach are woven through the action plan for 2010 – 2014, and a great deal of marketing and outreach has been accomplished during this period, however the approaches and activities seem scattered and disconnected.
  - **Marketing, outreach, and communication to constituents would benefit from a cohesive marketing and communications plan.** A marketing and communications plan could be drafted by the librarians most closely involved in these activities then presented to the Dean for review and approval.
  - **Establish a library marketing and communications committee of interested library staff and librarians to implement the approved plan, updated with specific activities each year. This committee would work closely with the outreach committee described above.**
  
- Staff job descriptions
  - It appears that good progress has been made in reviewing library staff job descriptions, with some positive results.

- **This action should continue into the next review period until all staff job descriptions are reviewed.**
- This reviewer did not have the opportunity to discuss the review process or outcomes with staff. It appears that AFSCME has authority over this process, therefore recommendations by this reviewer may not be appropriate.

The 2010 program review also identified five “Areas in Need of Improvement” (Section VII):

- More effective communication
- Shared vision for Libraries
- Enhanced library presence in online learning
- Culture of assessment
- Communicated value of library to enhance resource dollars

These five areas continue to need attention and are included in one fashion or another in the 2014 – 2019 plan.

In addition, the 2010 program external reviewer listed ten important issues for the University Libraries to address:

- Appointment of a Dean of Libraries
- Action plan with priorities aligned to needs of students and faculty
- Enhanced engagement with students
- Improved building security
- Marketing plan
- Communication about budget and funding
- Expanded engagement with and support to faculty and students
- Job descriptions and responsibilities
- Clear communication and listening
- Qualitative and quantitative data gathering

In the time since the 2010 program review, a new Dean of Libraries was appointed. The other nine issues continue to need attention and are included in the 2014 – 2019 plan.

### **2014-2019 Action Plan**

While significant progress was made in the majority of action items outlined for 2010 – 2014, the 2014 SWOT analysis by University Libraries personnel and the findings of this external reviewer point to a continuing need for focused attention on all the 2010 – 2014 areas listed above. Eleven of the fifteen action items listed for 2014-2019 are indeed continuations of action items from the 2010 – 2014 period, with new steps delineated. Only four action items are new in the 2014 – 2019 plan.

The new action items for 2014 – 2019 are:

- Address weaknesses in Library’s internal communications.
- Work toward a culture of assessment within IUP Libraries.
- Create a new vision and mission statement in alignment with the new university strategic plan.
- Gather internal/external data on a routine basis to articulate value of library resources and services to university administration, teaching faculty, and accreditors.

These four action items are inter-related and reflect clear recognition of the need for a stronger framework within which the University Libraries can function, thrive, move forward, and excel. A discussion of these four action items follows, with recommendations for each from this reviewer.

## **Communications**

The spine of a strong organizational framework is communication. Communication, particularly internal to the organization, must be clear, accurate, timely, regular, and dependable in all directions. The quality of communication affects every facet of the organization including strategic planning, assessment, decision-making, effectiveness, and personnel.

Interviews conducted by this reviewer revealed that a majority of library personnel is dissatisfied with the level and quality of communications within the library. Many library employees cited a need for trust, transparency, inclusiveness, information sharing, and follow-through. The communication problems may be symptomatic of other issues related to organizational culture and structure, personnel, leadership, or priorities. Concomitantly, communication problems contribute to employee dissatisfaction, low morale, lack of trust, loss of motivation, low productivity, and resistance to change.

**Recommendations regarding communications:** This reviewer perceives that communication difficulties run deep and broad within University Libraries. Communication needs serious attention, beyond what can be done through a program review. One step in a positive direction would be to establish mechanisms for more inclusive planning, problem solving, decision-making, and project implementation. University Libraries personnel are knowledgeable, skilled, talented, and committed to student learning and their academic success. Everyone in the Libraries should be involved in one or more ways in moving the Libraries forward. A few practical strategies include the following:

- Establish a leadership council of no more than 10 people that meets regularly, perhaps bi-weekly, with the Dean of University Libraries. Membership should go beyond the official managers and include librarians and staff from major functional areas such as research and instruction; circulation, reserves, and interlibrary loan; IT and media services; technical services (including acquisitions, collection development and cataloging); and special collections. These key “leaders” would participate in problem solving and decision-making on issues that affect the entire Libraries. Members of the leadership council would be expected to communicate news and decisions with their colleagues and counterparts within the library and to bring to the leadership council meetings concerns and ideas generated by their colleagues and counterparts. The leadership council could be a key avenue for open communication and not be restricted by employee status.
- Establish standing committees of library staff, faculty and managers from across library departments to focus on assessment; marketing and communications; outreach; user experience; information literacy; professional development; facilities; and other key priorities. Rotate leadership of the committees. Require committees to report upcoming activities and progress at regular meetings of the entire library staff.
- Establish task groups made up library staff, faculty and managers to focus on short-term issues and initiatives. Require task groups to report progress at regular meetings of the entire library staff.
- The Dean of University Libraries should meet monthly with the entire library staff. While not everyone could attend all meetings due to providing services and coverage, most people could attend, and reports of the meetings could be posted on the library’s SharePoint site.
- The organizational structure of the library is problematic and contributes to communication difficulties. A flat structure for an organization this large does not promote effective communication.

The organizational structure, including reporting lines, status, and scope of responsibilities, hinders teamwork, effectiveness, and efficiency. The organizational structure needs to be carefully and thoroughly examined and improved.

### **Vision, Mission and Strategic Plan**

As Indiana University moves to develop its next strategic plan, the University Libraries are poised to review the Libraries' vision and mission while preparing to participate in the university strategic planning process. The current vision for the future is perceived by some as chaotic, disjointed, and reactive rather than thoughtful, forward thinking, and proactive.

**Recommendations regarding vision, mission and strategic plan:** The Libraries' program review for 2014 – 2019 will inform the new strategic plan for University Libraries. Action steps in the 2014 – 2019 plan should dovetail with library strategic goals and map to the university strategic plan. The new strategic plan must be well organized, clear, and reflect priorities and forward movement. All library personnel should be involved in developing the vision, mission and strategic plan in an active, meaningful way.

### **Culture of Assessment**

The University Libraries must be immersed in assessment in order to gather, analyze and provide foundational information for formulating strategic goals and action steps. At the same time, establishing and nourishing a culture of assessment must be one of the Libraries' strategic goals. Effective assessment is broad, complex, and far reaching. Assessment and strategic planning go hand in hand as components of a continuous improvement process. Assessment must be embraced by everyone in the University Libraries as a normal part of doing business. The University Libraries are making strong efforts to establish a culture of assessment as demonstrated by the assessment inventory for integrating assessment into action.

**Recommendations regarding culture of assessment:** The Libraries should build upon the inventory to develop a plan for assessment that is comprehensive enough to look at the Libraries' wide variety of services, resources, and functions and flexible enough to anticipate and respond to new challenges and priorities. The current inventory is primarily quantitative, and much greater emphasis needs to be placed on qualitative factors and measures. The Dean should enlist the assistance of key members of the library who are passionate about or skilled in assessment. A library assessment committee would be an ideal way to organize and implement the variety of assessment pieces required for a full library assessment plan. Numerous library assessment conferences and workshops are available to educate and support a library assessment team.

### **Data Collection and Value of Library**

A major piece of the assessment process is gathering internal and external quantitative and qualitative data that can be organized, analyzed, interpreted, and applied to planning, decision-making, improvement, reporting, and demonstrating value. The University Libraries have utilized user satisfaction survey programs such as LibQUAL, however assessment goes far beyond what LibQUAL can offer.

**Recommendations regarding data collection and value of library:** With a commitment to demonstrating their impact on and value to student learning, the University Libraries are ready to move forward and establish a comprehensive assessment plan that utilizes a myriad of assessment methodologies.

- Building from a culture of assessment, University Libraries need to identify strategies for demonstrating the value they provide to students, faculty, and Indiana University as a whole. The

professional literature and conference topics are filled with relevant information that can launch the libraries into this endeavor.

- A library assessment committee could begin to develop value assertions then identify data required to support those assertions.
- Data gathering assistance could be enlisted from university offices such as the registrar to map information literacy instruction to student grade point averages.
- Indiana University faculty members include qualitative and quantitative researchers who could assist the library in developing value-orientated assessment strategies and analyzing results.

## **Conclusion**

The University Libraries are situated physically and conceptually at the center of Indiana University of Pennsylvania. The libraries have a long history of supporting the academic endeavors of students and scholarship of faculty. The libraries provide high quality, responsive services through curriculum focused collections, innovative instructional support technologies, and highly qualified, dedicated personnel. With its strong foundation of services and resources, the University Libraries have maintained centrality in academics while developing beneficial relationships with units outside of Academic Affairs as well as external to the university.

Over the next five years, the programmatic developments related to library resources, services, and operations can be very positive. The responsibilities of faculty librarians are expanding in ways that will benefit students and faculty, however the emerging focus on more innovation, creativity, outreach, and teaching means that some routine tasks must be dropped. Similarly, changing models of collection development, acquisitions, cataloging, and collection maintenance must be analyzed to determine if staffing responsibilities should be adjusted. There was not time during this external review to delve deeper into the division of responsibilities across personnel. A close review of job responsibilities and service priorities for every position and functional area within the library would be appropriate during the next review period.

This reviewer's primary concern is with the internal health of the library organization. Significant communication problems must be addressed in order to achieve a cohesive library team that can move forward in a common direction with mutual respect, trust, and optimism. In addition, divisiveness within and across personnel ranks hampers collaboration and productivity. Absent improvements in this fundamental area of communication, achievement of other goals will be laborious and stressful.

In the next program review, it would be beneficial for the external reviewer to meet with students, have a more extensive tour of the facility, and have time to talk about the collections. Expanding the single day visit to a day and a half would be valuable.

Thank you for the opportunity to work with you in this program review process. It was a pleasure to meet everyone and learn about University Libraries and Indiana University. I would be happy to discuss my findings and recommendations further should a follow-up conversation be deemed appropriate.

Respectfully submitted,

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**Actions Planned by the University (check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Continue Program     | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium  | <input type="checkbox"/> Interim Review                           |
| <input type="checkbox"/> Discontinue Program  | <input type="checkbox"/> Reorganization                           |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below)             |

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Review Committee Chair

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Date

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Dean

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Date

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Provost or Vice President of Student Affairs

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Date

## **Mission Statement**

The University Libraries of Indiana University of Pennsylvania provide support for teaching, research, and the personal enrichment of members of the IUP community. This role is fulfilled through a combination of growing collections in print and non-print formats, which are supplemented by informational, instructional, and media services administered by a professionally trained staff. Both the human and the material resources of the libraries are consistent with national standards.

## **Vision and Values**

The library faculty, managers, and staff have identified the following broad vision of service themes and goals for the future. They form the framework for library service to the University community. We envision a future for IUP Libraries:

- ✚ Where the services are prompt, satisfying, and effective, drawing together the expectations of users with the discipline of librarianship;
- ✚ Where students and other university community members may learn how to locate, access, and use resources as part of becoming information literate, life-long learners;
- ✚ Where university community members engage in active learning, independently or collaboratively, in one of the IUP Libraries, or through our gateway website;
- ✚ Where librarians and staff deliver services in a friendly and professional manner, partnering with teaching faculty and other university staff in the development of services;
- ✚ Where the information resources are rich, well-matched to the curriculum, up-to-date, well maintained, and easily accessible to local and remote users.

We also envision a future for the IUP Libraries where all staff enjoy their work and are fulfilled by it. As employees of the IUP Libraries, we are committed to work with each other in a friendly, honest, and open environment that demonstrates mutual respect for our strengths and differences. In serving our users, we place high value on quality and timeliness of service provided in a professional manner.

*Note: With the new University Strategic Plan we anticipate our Mission and Vision statements to be revised in order to adapt to the University's new mission and vision.*

## **Personnel: Overview**

Professional library employees include 4.0 FTE managers, 15 FTE faculty librarians, with one full-time position held by a temporary librarian, 16 FTE of professional support staff. We employ 25.26 FTE in student workers (*See Appendix: Personnel-Student Worker Hours Allotted per Department IUP Libraries 2013-2014*). The relationships of the departments where full-time work may be seen in our Organization Chart (*See Appendix: Personnel-Organization Chart*). Library faculty are represented by APSCUF and our support staff are represented by the state union AFSCME. Both are covered by Collective Bargaining Agreements.

All 15 library faculty hold masters degree in library science. Additionally, three hold three doctorates and thirteen subject degrees. Thirteen have tenure and one is non-tenure track temporary library faculty. Of the 17 support staff, 2 hold an associates degree, 8 earned a BA or BS degree and 4 earned a masters degree and one earned a second masters degree. Professional managers hold four bachelor's degrees and three of the four hold a master's degree with two earned a second master's degree and one earned AHIP certification.

## Personnel: Self Assessment

Library personnel exhibit a high level of professional training and experience. The dedication is to provide the best level of service to the university community. Since the 2009 Program Review, we have gone from 18.5 FTE support staff to 16 FTE support staff and for library faculty we had 15 FTE positions with one of the faculty positions as temporary. We are currently at 15 FTE library faculty with one of those positions as a temporary non-tenure track. Library personnel completed a SWOT analysis with a 73% participation rate. Below is the completed SWOT analysis.

### SWOT ANALYSIS-IUP Libraries

Created by Chair, Program Review Committee; affirmed by Program Review Committee on November 17, 2014

<b>S</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>•Services and Resources</li> <li>•Dedicated Faculty and Staff</li> <li>•Faculty Contact with Students at Reference</li> <li>•Flexibility with Patron Demands</li> <li>•Hours</li> <li>•Good Partnerships</li> <li>•Technology Availability</li> <li>•Infrastructure to Support E Resources</li> <li>•Changing Library Space</li> </ul>	<b>W</b>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>•Internal Communication</li> <li>•Lack of Shared Vision</li> <li>•Lack of Civility</li> <li>•Ground Stabley and Stapleton in need of Renovation</li> <li>•Fundraising</li> <li>•More Space</li> <li>•More IUP Community event/involvement</li> <li>•Marketing of library resources</li> </ul>
<b>O</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>•Create partnerships within IUP</li> <li>•Desire of current administration to increase student support initiatives</li> <li>•Support retention efforts</li> <li>•Strategic Planning</li> <li>•Online learning environment</li> <li>•Keep up to date with Technology</li> <li>•Outside grant/funding</li> <li>•Marketing</li> </ul>	<b>T</b>	<b>Threats</b> <ul style="list-style-type: none"> <li>•Shrinking budgets</li> <li>•Downsizing of faculty and staff</li> <li>•Remaining Relevant</li> <li>•Losing space to outside entittes</li> <li>•Top down decisions with no input</li> <li>•Getting rid of all the books</li> <li>•Technology-constant change</li> <li>•Rush for new Technologies without sufficient manpower to properly train and introduce faculty and staff to the new Technologies</li> </ul>

Note: Grouped by theme and level of frequency as indicated in the SurveyMonkey.

SWOT survey respondents agreed strongly regarding our strengths, identifying excellent resources, top-quality personnel, and dedication to service as areas where we excel. Opinions on our weaknesses were similarly strong, with poor communication and lack of shared vision chief among them (communication is the most frequently identified weakness, mentioned in more than 50% of responses).

As a result, our new Strategic Plan will need to include an open and honest evaluation of our mission and vision, and development of specific strategies to improve communication within the library. Addressing those elements will be crucial in channeling the talents of Library personnel toward a common goal, making all members of the organization active stakeholders in its future, and encouraging collaborative efforts to reach new levels of excellence.

## **Collections: Overview**

IUP Libraries collect materials that support the teaching and research missions of the university as it advances into the 21st Century. Our holdings include print, microform, and electronic resources with the emphasis moving to the electronic, Internet-accessible formats. Print collections include more than 746,020 books volumes, 148,000 serial volumes and 1.9 million microfilm units. Print subscriptions have dropped to an all-time low of just under 500. Our electronic collections include 160,780 eBooks and, 59,428 ejournals that are acquired under both ownership and access models. Media collections numbering over 22,659 are in a state of flux, too, as the VHS tapes move into the legacy technology realm. The library is actively deaccessioning the tapes and collecting DVD's. Streaming music (134,280) and streaming videos (21,625) collections are providing new, replacement or updated content for the pedagogical or research needs of the university. Many materials, formerly acquired as both print and media physical objects, are now accessed through the library's more than 300 databases.

Our balanced collection now requires addressing both the subject matter of our holdings in addition to their delivery formats to serve the needs of all the university constituencies. As the university moves into the distance education and desktop delivery of the resources even in brick and mortar classes, the electronic, network-accessible resources are emphasized in our collection plans. Convenience and use of the learning management systems on campus are driving this shift. It is important to note here that all required resources may not be available in affordable electronic format nor might they be pedagogically appropriate to the discipline in question. Central to this process is the Library Liaison Program, where 66 designated department and program liaisons in conjunction with librarian bibliographers actively build collections to address the teaching and research needs of the university. Primarily run through the slip program of our book vendor, Yankee Book Peddler, liaisons are sent monthly updates of newly published materials to select from, though they may also make selections from publisher flyers and catalogs or websites. Library funds for these purchases are distributed through an allocation formula based on number of majors in both the graduate and undergraduate students, number of items published and the average cost of titles in that discipline. In the past two years we have also instituted a Demand Driven Acquisition model where all users are given an option to select materials from a discipline-limited collection of eBook titles.

IUP Libraries collaborates with many entities in acquiring, producing and preserving content. The Keystone Library Network [KLN], and Pennsylvania Academic Library Consortium, Inc. [PALCI], and IUP Libraries have partnered in building collections of ebooks and consortial purchasing agreements to enhance the value of the library's dollars when licensing online resources. IUP Libraries is serving as the print repository for American Psychological Associations journal titles through the PALCI Distributed Print Archive (PDPA) program to maintain access to these titles for all PALCI participants. In collaboration with Indiana Historical Society, a digital collection called Indiana County in the Civil War is accessible through both the PASSHE ContentDM server and the Access Pennsylvania ContentDM server highlighting and preserving items about Indiana County in the Civil War.

IUP Libraries Special Collections Department contains valuable research collections particularly in the areas of the region's coal mining and labor history. Also, University Archives, Pennsylvania and Indiana County history and other related collections are the main focus of the department, though rare books supporting the pedagogical and research needs of the university are also being collected.

Electronic collections are far surpassing what we collect in the physical formats. But physical or electronic, if patrons cannot find the content they need, they make do with Google-provided content for their assignments, projects and research. To that end, IUP Libraries has two tools that help to expose the paid collections to the faculty and students. 360 Search is a federated search engine that can search for online content across many databases. More recently we signed on with EBSCO's Discovery Service, called I-Search on our campus, where, for the first time, physical and online library resources can be searched at the same time, thus enhancing the use of all collections. That includes our legacy microform collections. The library provides state of the art microform stations that can access, print and digitize these materials for patron use. I-Search also searches the content in our digital repositories including Content DM, IUP D-Space and Internet Archive. It is to be hoped that in the future we will expand these repositories to include faculty, student and institutional knowledge outlay beyond the theses and dissertations and the Special Collections objects we make available today.

Budgetary issues and demographic challenges have caused a deflation in library expenditures. There is a sizeable budget deficit predicted for IUP for the next two academic years. All library collection purchases are fee-based now. As the available pool of students in our area declines and so our enrollment declines, the potential for additional

funding shortfalls adds to the threats. The book budget is already suffering reductions. It has been reduced from \$400,000 in 2008 to \$189,000 last year. The library is reviewing its database offerings in anticipation of a sizeable budget deficit for the 2015-16 academic year. Some of the book shortfall has been covered by the increased expenditures in the databases of ebooks we have purchased or subscribed to like ebrary (118,000+titles for \$33,700 per year). Those e-resources are now coming under threat of cancellation. IUP ranks as one of 90 Doctoral/Research University [DRU] in the Carnegie Classification of Institutions of Higher Education. We are the only PASSHE University in this class, and the only one with a doctoral mandate to grant Ph.D.'s. Our resources are essential to support our programs at both the undergraduate and graduate levels. They are all under threat now with the looming budget crisis.

### **Collections: Self Assessment**

The new ACRL Standards for Libraries in Higher Education lists Collections as one of the nine Performance indicators:

Collections: 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.
- 5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
- 5.3 The library builds and ensures access to unique materials, including digital collections.
- 5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
- 5.5 The library educates users on issues related to economic and sustainable models of scholarly communication.
- 5.6 The library ensures long-term access to the scholarly and cultural record

*Note: See Appendix: Guiding Documents-ACRL Standards for Libraries in Higher Education*

IUP Libraries is fulfilling these indicators to the best of its budgetary and personnel abilities at this time. However, the most recent *LibQual® Survey* (2012) continues to highlight the impressions of library services and resources to IUP Libraries' constituencies. Undergraduates are finding much of what they need: more than the *minimum* but less than the *desired*. For the most part, they seem to be finding what they need for their assignments. Graduate students and faculty, on the other hand, find IUP Libraries lacking in the number of print books, ebooks, media and electronic collections they desire. These two groups perceive us as having less than the *minimum* resources and certainly less than the *desired*. The qualitative question responses in *LibQual®* still ask for "more." They want more pleasure reading, more books, both print and electronic with a heavier emphasis on the print. They want more access to electronic journals, delivered to their desktops. They want more and better access to academic information that is seamless and easy to navigate so they can create new knowledge, better papers, research studies, and class presentations. Quite often the most strident requests come from smaller, unique, even newer programs and departments with distinctive disciplinary research and pedagogical requirements not shared by other campus constituencies. The Libraries' collections seem to be holding our own in the undergraduate arena. Collections are seen as lacking in the faculty and graduate arenas.

The responses to these perceptions have to be addressed in line with a decline in our available collections budgets that are all fee based now: Educational Services Fees [ESF], Performance Funding [PF], Technology Fees [TF] and Graduate Fees (delivered to our ESF Line). There is no guarantee of what the Libraries' share of the "Fee pie" will be from year to year. As we have moved into the electronic resource market, much of what we license is subscription-based with annual increases in the 5 to 7% range. So, a flat budget equals a deficit budget. Often budget figures are not released until well into the start of the academic year, so planning for new resources is always a challenge. The

Libraries have been very fortunate to receive the support of the Provost and Information Technology Department in these allocations, but it could just as easily be withdrawn. The Libraries' budgetary plight also needs to be seen in light of the fact that we have always been funded at a lower level than our sister schools in the PASSHE, despite our doctoral mandate and our high FTE count. As noted in the Total Library Expenditures Chart in the appendix (*see Appendix: Points of Comparison-SSHE Institutions and Comparative Data*), IUP is listed as spending \$270.94 per student FTE, while West Chester, our nearest in size and without the doctoral mandate, spends \$388.47 per student FTE. We do much with little. How much more could we respond to our faculty and student needs if we had "more?"

In another section of this report, circulation has been reported as having dropped. However, our status as a net-lending library rather than a net-borrowing library in the ILL world demonstrates the improvement of our collections, particularly our print book collections. While many of our books do not circulate, we need to reevaluate our collections in keeping with the ACRL Collections indicators of 1, 2 and 3, to support research and curricular and institutional strengths, in a variety of formats that ensures access and preservation of those unique titles necessary to the needs of our faculty and students. Active weeding of the collections thus should be done by the librarians with the help of tools like OCLC Collection Assessment, Resources for College Libraries and other essential title lists. To respond to the need for more Library as Space, our print and microform collections that are little used but essential for research, particularly at the doctoral level, need to be provided a home either in a remote storage facility or in compact shelving or by participation in consortial collection development agreements across PASSHE or PALCI or some other group. IUP, as a doctoral granting institution, needs to be aware of the value of scholarly works that are often not manifest until years after they are purchased.

In-so-far as the digital collections curated by IUP and IUP Libraries, much thought needs to be given to a repository to serve the campus as a place to preserve the scholarship of IUP's faculty and students including articles, presentations, theses and dissertations. While ContentDM and IUP D-Space are serving this role currently, it needs to be expanded to include a repository with permissions and silos to serve the other digital preservation needs of the campus including campus periodical publications, archives of the university and other digital knowledge products created by campus constituencies. This commitment would address indicators 4, 5 and 6 of the ACRL Collections Indicators.

## **Facilities: Overview**

The University Libraries consists of the following:

- ✚ Stapleton/Stabley Library, built in 1980 and 1960 respectively
- ✚ Cogswell Music Library (major renovation completed in 2006)
- ✚ Campus Libraries at Northpointe and in Punxsutawney

Stapleton/Stabley Library serves as the central library housing the majority of the books and journal collections along with Technical Services, Access Services, InterLibrary Loan, Special Collections and University Archives, and Public Services (Reference and Instruction). All libraries and campus libraries are linked by an integrated library system.

Library personnel are actively reconfiguring space to meet the needs of the students. We have placed new furniture and chairs on the main floor in addition to the second and third floors of the Library. We just completed a major renovation of second floor Stabley with abatement completed with new carpet, furniture and paint. Additionally, the two teaching classrooms were upgraded with new furniture and paint.

For 24/5, considerable planning took place for this pilot project that now is fully operational and has completed a second semester of operations. The work entailed infrastructure support with the security cameras internal to Stapleton/Stabley. Up until 2013; the libraries had 13 surveillance cameras located in both Stabley and Stapleton on two separate systems. The decision was made to consolidate all cameras plus add an additional 16. The new cameras were located specifically on the first floor of Stapleton, to provide a comprehensive snapshot of the 24x5 service area. The video records each camera on detection of motion and all video is retained for 1 month. Security gates, an elevator access control, and a card swipe system was installed to complete the 24/5 project. Project costs were approximately \$60,000.

We also house the University's Online Information Literacy Delivery Commons, which assists faculty and students with the use of technology.

For the music library, we placed new tables in the library as the tables were aging badly.

## Facilities: Self Assessment

Libraries are evolving constantly due to user expectations and demand. Students on a consistent basis have asked for more electrical outlets in the Libraries. We administered the *LibQual*® Survey in 2012. *LibQual*® has three distinct levels of quality based on response: *minimum*, *desired*, and *perceived*. The groups surveyed were undergraduate students, graduate students, faculty, and library staff. Below is the rank order in which groups were most favorable to least favorable in terms of library as a place:

- Undergraduate Students (1,320 respondents)
- Faculty (110 respondents)
- Graduate Students (304 respondents)
- Library Staff (7 respondents).

The aggregate overall results in the core question of Library as Place suggest two areas to focus:

- Need for more quiet space for individual activities
- Creating library space that inspires study and learning

The Libraries has identified two areas of need of major renovation: Stabley Ground and First Floor. The lighting in Stabley Ground is not attached fully and in parts does not have light panels in place to protect the light bulbs. Additionally, the heating system in Stabley is inconsistent and does not provide for a conducive working/ learning environment. Furthermore, the power on the Stabley side needs to be upgraded to fit the working needs of a functional 21<sup>st</sup> century Libraries.

The University is working actively to understand the space needs. In early October 2013, Library Administration personnel completed a Space Study report for CFP Associates at the request of the Office of Facilities Management with a meeting with CFP Associates reviewing the data submitted occurring on December 12, 2013 (*See Appendix: Facilities-IUP Library Basic Data Request*).

## Library Technology: Overview

“Technology gives us power, but it does not and cannot tell us how to use that power. Thanks to technology, we can instantly communicate across the world, but it still doesn't help us know what to say.” Jonathan Sacks

Technology is a vehicle by which library services are delivered. Although at times hidden from the end user, the success of these services depends greatly on the technologies that support them. Very few of the underlying technologies have remained unchanged since the 2009 program review, even while the services they support may be static in nature. A few trends identified in the New Media Corporation 2014 Horizon Report contain technological forecasts for the IUP Libraries to consider as it develops its initiatives and service offerings. The NMC identified Integration of Online, Hybrid, and Collaborative Learning; Shift from Students as Consumers to Students as Creators; and Evolution of Online Learning as key trends under the umbrella of Agile Approaches to Change (*See Appendix: Planning and Assessment-New Media Consortium-2014 Library Edition*). Embedded within these areas of services are technologies that must be addressed in a way that are consistent to the enterprise, sustainable, supportable over time, and be addressed with disaster recovery and business continuity in mind.

### *Infrastructure and Public Computer Access*

The library is supported by 2 Microsoft domains that provide computer access and security accounts for library services. One domain (Library) is supported by the Library Technology Services group while the other is a function of IT Services (ITS). The Library domain has 2 physical domain controllers, 3 virtual member servers, and 4 physical member servers. Three of these servers are running Windows 2003 Server which will become unsupported by Microsoft in July of 2015. The library has 150 public access computers as well as 30 Netbook computers of which 15 can be checked out for up to 4 days. Circulation statistics for 2013-2014 showed 1,328 reservations. The last year was spent ensuring security standards were in place and that business continuity was considered in the disaster recovery model.

### *Media and Equipment*

This unit is where students and faculty can go to get information and then turn it into a variety of formats which enable the creation of reports, slide shows, DVD's or other digital projects. Over 1,100 pieces of equipment varying from digital camcorders, audio recorders, light kits, digital SLR cameras, to portable hard drives were circulated this year, showing an increase of about 19% from the previous year. This equipment supplements the equipment many departments maintain, providing greater access and the ability to borrow it for four days. Communications Media, the Art Department, the Writing Center, and Journalism are just a few examples of departments that are supported. Our media section contains content that supports the entire university. Our DVD and VHS Tape collection had 17,200 check-outs this past year, a slight decline from the year before. Looking ahead, the IUP Libraries hopes to provide more of this content online, via a streaming solutions or from licensed services such as "*Films on Demand*."

### *Media Production*

With self-serve duplication equipment readily available across the institution, duplication requests have dwindled to fewer than 200 pieces per year. About half of the duplication work could be labeled as non-academic. Posters and lamination work was consistent with the previous year.

### *Online Information Literacy Design Concepts (Formerly Production Services)*

Upgrades and new software were also installed in the multimedia pods of the information commons. In the Green Screen production room, two PCs were upgraded and new Vegas (video software) and Sound Forge software were installed in these new machines. Also, a new digital mixer was added to the upgrades of the Green Screen production room. Individual assistance is offered to faculty on how to incorporate library services, information literacy into D2L and post production editing. This past academic year resulted in a very productive collaboration with the Communications and Mass Media Department to produce an information literacy series for IUP-TV.

### *Classroom/Technology Spaces*

Several significant classroom enhancements were made this year in the libraries classrooms. Stabley 101 has been converted to full functioning IPAD lab. The classroom supports traditional as well as flipped learning pedagogies. The wireless infrastructure was enhanced to support the additional bandwidth requirements. The teaching podium was enhanced with Apple TV support, allowing the instructor's iPad to be projected. New tables that flip and stack allow for easy room reconfigurations.

Stabley 210 was reconfigured to support additional seating as well as becoming the first "thin-client" lab on campus utilizing the Virtual Computer Lab model provided by IT Services. This lab /classroom primarily supports library instruction but also provides technology for tutoring and general lab access.

Studio 1b, a new video recording facility, opened November 11, 2014. This innovative facility is different from other video recording spaces in that the entire recording process is handled by one large button (think easy!). The studio is located on the second floor of Stabley Library and is managed by Library Technology Services. The studio is modeled after the first of its kind (The One Button Studio), located at Penn State's main campus. The room is also equipped with a SMART board allowing for presentations with as-you-go annotations. Trained student assistants from Media and Equipment assist users with the basic instructions while additional graphic/video support is available currently through the Online Information Literacy Design Concepts.

### *Digitization Projects, Repository, and Trends*

A pilot project is currently being proposed to design repository services while making documents and research materials available to support the Department of Employment and Labor Relations. The in-house repository software and server was migrated to a centralized service through the Keystone Library Network (KLN).

<http://digital.klnpa.org/cdm/iup>

No formal progress has been made on the implementation of a university-wide digital repository.

## **Library Technology: Self Assessment**

Many challenges exist in the foreseeable future relating to library technologies. The 30% of the services that are delivered on the Microsoft 2003 servers must be migrated by July 2015 due to Microsoft's scheduled termination of support for that platform. In conjunction with this migration more effort will be made to ensure best practices are utilized in business continuity and disaster recovery. Specifically web services that have been created in-house will have to be migrated and enhanced to ensure integrity and security models are appropriate.

Although enhanced security privileges are available on the standard faculty, staff and student user's desktop, it will be harder to have those privileges granted by the central security office. This important change is noteworthy in that technologists will need to be able to articulate the needs of the end users and be an advocate to gain all requisite security privileges. At the end of the day, desktop security will be monitored more closely than in the past and may potentially not work in concert with innovation involving application exploration.

Classroom technologies are evolving rapidly leaving some end users feeling strained to adapt as quickly as the implementation is taking place. To that end, adequate time for training and practice needs to be built into technology project timelines. During the 2014-2015 fiscal year an iPad lab, and a 46 station thin-client lab was created. Apple TV device support was implemented as well as a new collaboration software called DisplayNote. Each of these significant advances in technology require training and new support models to effectively use them.

Technology spaces have been enhanced with new hardware and software. An Adobe site license has enabled the university to adopt the entire Master Collection as the de-facto standard for video and audio productions. Every library public computer is standardized and supports this suite of applications. A new studio has been created to enhance the students' and faculty's ability to create videos and store them on 2-4 gig usb drives. Media and equipment offerings have been expanded to support netbooks that can be reserved on a four day loan. A complete remodel of the second floor of Stabley has allowed for furniture with power capabilities and where feasible, mobile device chargers have been installed.

## **Services: Overview**

Delivering effective, relevant, and timely services to our users is key to the Library's mission. In the SWOT analysis conducted for this program review, more than 70% of respondents indicated services as one of our primary strengths. Library services are delivered to multiple types of user, from first-year undergraduates to doctoral students, faculty members, and the local community. While it's possible to find some common basic service needs across these different groups, the various demographics diverge and require the Library to identify and address specific user groups.

### *Reference Services*

We maintain a traditional reference desk in the main library, as well as one at the Punxsutawney Regional Campus, where users at every level can interact directly with skilled library faculty in-person or by telephone. Reference desk services are available from 9:00 a.m. until 9:00 p.m. Monday through Thursday, with somewhat abbreviated hours on Fridays and weekends. The primary users of the reference desk are undergraduate students.

We provide multiple electronic reference options to users. *LibAnswers* offers students an asynchronous avenue for questions about library services or resources. *LibGuides* offers research guides, created by IUP's librarians, on various topics. Both LibAnswers and LibGuides are available 24/7 via our library website. Bring Your Assignment (available through our website) allows students to work one-on-one with subject-specialist librarians on a specific course assignment. IUP's library faculty also instruct students on topics ranging from simple library orientations to complex graduate-level courses in bibliography and high-end research. Finally, our recent implementation of the EBSCO Discovery Search lets students have a single-search option to explore much of our collection.

### *Circulation, Interlibrary Loan, Reserve, Serials*

Equally critical to the library's mission is smooth operation of public services including Circulation, Interlibrary Loan, Reserves, and Serials. Our circulation desk handles the traditional check in-check out of books and other materials, as well as services such as scheduling display tables for student and University organizations, aiding students with their library accounts, performing collection searches, and handling comments, suggestions, and complaints. Circulation's visibility and student worker staffing makes it an attractive location for visitors to present questions, and the circulation staff frequently refer the user to Reference, Media Services, Technology Production, or

other areas as necessary. Our Media Circulation desk handles routine check-in and check-out of media materials, along with circulation of audio-visual equipment, computers, and related equipment to help students carry out the work demanded by ever-changing curricula.

We offer two online interlibrary loan systems, "ILLIAD" and "PALCI," to aid users in acquiring materials from other libraries when necessary. PALCI is a fully automated system for the exchange of books among members of the consortium, while ILLIAD is a system primarily used for acquisition of journal articles and non-book items. Interlibrary Loan staff are diligent in seeking out and arranging for materials to be sent to the requester in a timely fashion.

The library maintains an active Reserve service, where professors can place books on reserve for their classes. We contact professors early in the semester to encourage them strongly to place materials on reserve to help their students succeed. We especially encourage placing copies of course textbooks on reserve, since the Library does not maintain a current textbook collection (the costs and semester-by-semester changes in required textbooks make maintaining such a collection impractical).

Finally, our Serials desk on the ground floor is an active service desk providing essential services to users and the library, including: handling inquiries regarding our serials collection, aiding and monitoring circulation of serials (including microform items), managing bindery operations for books, serials, and theses/dissertations, and processing incoming materials for placement on the shelves or in the microform collection.

### *Outreach Services*

The Library has recently enhanced its outreach efforts to users by leveraging personnel opportunities. In 2012, Dr. Theresa McDevitt took on the role of Outreach Librarian in addition to her work as Government Documents librarian, so the Libraries could have a dedicated faculty librarian acting in an outreach role to improve the promotion of library services and our connections with the University community (please see the Instruction section for more details). Additionally, we've grown the "librarian in residence" concept initiated in 2005. In addition to Dr. Kelly Heider, who serves as the embedded librarian for the College of Education and Educational Technology, Dr. McDevitt is the resident librarian for the College of Humanities and Social Sciences, and Mr. Blaine Knupp is the resident librarian for the Eberly College of Business (Mr. Knupp will be retiring in late January 2015; upon his retirement Ms. Portia Diaz will act as resident librarian to Eberly College).

In 2012, we also created a Social Media librarian position which was staffed by Ms. Kelley Cotter until her resignation in spring 2014, at which point the position evolved into the current Student Success Librarian position. Library administration also encourages collaboration with University and community organizations to bring events into the library, elevating awareness of the library across campus. Furthermore, since 2011, the library has issued two newsletters per academic year highlighting personnel, services, events, and activities, has made great strides in our outreach through social media networks like Facebook, and has developed a standard handbook to coordinate outreach and marketing activities.

### *Facilities Services*

Facility-based services are a growing area for the Library. The biggest facilities-linked change in service to our users has been moving to 24/5 hours, which came as a result of multiple requests from library users across demographics. We now offer the first floor of the library as a location for group study, writing, and general academic use around the clock. Although we do not offer a full range of library services (*e.g.*, circulation, reference) on that same around-the-clock basis, students do have access to more than 60 public PCs—with access to all of our electronic resources—as well as printing services.

Library space is a coveted resource and we must balance providing space to library users and outside organizations while maintaining the Library's identity, and preserving essential space for the library's academic services. Our classrooms can be reserved by University organizations and some are used for regular meetings. We also offer group study rooms on a first-come, first-served basis, letting students perform group work in an atmosphere conducive to academic success. Finally, we have numerous individual study carrels that are available to graduate students on a semester or academic year basis.

## Services: Self-Assessment

### *Services Assessment*

Library services are the public-facing components of library operations, so positive user response is critical. In general, our users are satisfied with the level of service we provide. We regularly administer the *LibQual*® survey to measure user perceptions; we last conducted the survey in 2012, the midpoint of the program review period. *LibQual*® establishes a *minimum, desired, and perceived* level of quality based on survey responses. Exceeding the minimum level is considered “adequate,” while exceeding the desired amount indicates “superiority.”

Undergraduates found that the library exceeded the minimum level of expected service in all areas, though no areas achieved superiority. Undergrads were especially pleased with the ILL service and the level of access it provided, as well as the reference assistance we provide (noting especially our help on copyright and plagiarism questions). Library personnel were found to be consistently courteous, responsive, and dependable, and to provide excellent individual attention to users.

Graduate students were less pleased with the library's level of service overall, although in most cases we exceeded their minimum expectations. Notably, graduate students felt we did not adequately meet expectations regarding our dependability in solving service issues, access to electronic resources, or the amount of quiet work-space provided by the library. In response, we've taken specific steps to improve remote access (for instance, by implementing the Shibboleth single-sign-on access means) and to improve library space to offer more study areas. We also continue to reach out to students to identify the specific service problems we've had trouble addressing. Work in this area is ongoing.

Faculty hewed more closely to graduate students than undergraduates in *LibQual*®. They were more critical of the library's collections, access, and availability of electronic tools to assist them in doing their job. On the other hand, faculty found that our facilities (such as group learning spaces) were superior and well exceeded their desired level of quality.

*LibQual*® results suggest that we are meeting user needs adequately in most cases. Our goal, however, is to provide superior service quality wherever possible. Specific attention has been given to improving remote access and acquiring highly-relevant electronic resources. Other strategies include acquiring new personnel, leveraging the talents of our existing personnel, and engaging with students through multiple channels.

### *Specific Service Assessments*

Our collection numbers in excess of 746,020 volumes. Physical circulation of materials shows a steady decline over the past five years, with an overall decrease of 36% since the 2009-10 academic year. Furthermore, circulation as a percentage of total holdings is very small, with less than 8% of our collection circulating during the 2013-14 academic year. While our electronic collections reduce some physical material circulation, it remains that only a fraction of the circulating collection is being used. Consequently, the library should investigate ways to refine our collection in such a way that the materials are more relevant to the needs of our users. Such investigations should also study ways to maximize use of space and improve collection accessibility.

Interlibrary Loan (ILL) data suggests that over the past five years we have moved from being a "net borrower" (that is, an institution that borrows more books via ILL than it lends) to reaching parity on borrowing and lending of books via interlibrary loan—a positive reflection on our collections. When considering the *total* amount of items (books, journal articles, etc.) circulated via ILL, however, we are a “net lender,” and have been consistently for the previous 5 years. From that we may infer that we offer a number of resources other institutions cannot provide, especially access to journal articles.

Reference services remain active, although a steady decrease in the number of face-to-face reference transactions conducted over the five year period is observed. In 2009-10, total reference transactions stood at 8,125, while in 2013-14 we recorded roughly half that many, at 4,164. Reduced reference service hours and variations in the way data was recorded account for some of that change, but in-person reference nonetheless shows a decrease over the program review period. Administration and faculty are discussing and evaluating various methods to enhance our in-person reference offerings.

By contrast, use of online reference resources has become more popular. Our LibGuides service expanded both in number of guides available and in total page views for our guides (the latter growing from 2,101 LibGuides views in 2009-10 to more than 17,000 views in 2013-14) [See Appendix: *Services-LibGuide Views*]. LibAnswers has shown a

more modest growth over that time period, with an average of approximately 150 new questions per academic year. However, those questions receive numerous views, with a total of 16,506 views since the system was instituted in 2007. The most-viewed questions answer common questions often received at the reference desk, about such matters as circulation policy, library hours, access to resources from remote locations, and the like. Based on the growth in popularity of these tools, we should continue to explore opportunities to provide reference help at the “point of need.”

Serials service in-house data indicates varying but steady use of the services provided by the serials department. Based on the five-year aggregate data, the serials department is a key service point for reference-type questions, fielding more than 1,600 questions per year (average) on such topics as serials-specific help, technology help, and directional assistance. In fact, the growth of the Serials desk as a point for reference-style assistance has been remarkable, with significant increases in the number of questions logged from year-to-year (bearing in mind that some of the increase may be attributable to improved data gathering). Serials circulation figures demonstrate an average of 1,700 items circulating per year (this figure does not include items that may have been located, retrieved, and replaced by library users without intervention of the serials desk). Serials circulation data shows that bound journals in the back stacks are the most commonly circulated item, with almost twice the circulation of more current issues. Microform circulation over the five-year period is much lower, averaging roughly 250 items per year, though it varies widely from year to year (*See Appendix: Services-Serials Usage & Statistics*). The much lower utilization of microform is likely due to perceived inconvenience in working with microform and a broader availability of digitized items. While usage is one indicator of value, it must be noted that IUP’s microform collection contains a number of unique items and pure utilization factors does not necessarily reflect the full value of the collection.

Formal, consolidated assessment of outreach services is under development. We do gather usage statistics for our Facebook and Twitter accounts (which are relatively popular among students), and have developed a centralized database for capturing data regarding event participation and contact with library users, and are identifying the various means of assessment done on outreach services performed by individual personnel and library departments.

### **Instruction: Overview & Self Assessment**

Over the last five years IUP Libraries has continued to offer a multi-faceted approach to facilitating the development of students’ information literacy skills and the general IUP student learning outcomes of informed, empowered, and responsible learners <http://www.iup.edu/page.aspx?id=132405>.

The approach offers a variety of methods from formal instruction to making a variety of learning opportunities available for students at point of need. Our long-established library instruction program has continued to grow and diversify during the last five years. It includes credit-bearing classes, on-demand information literacy instruction sessions (which are generally one shot, but sometime take the form of multiple visits), support for distance education in the form of embedded librarians, video tutorials, research guides (libguides), informal training at the reference desk and by embedded librarians and opportunities for extra-curricular games and activities and other outreach educational offerings.

In addition, librarians contribute to information literacy skill development through service on a variety of committees where teaching, curriculum, academic computing, and information resources are discussed.

#### *Credit bearing courses*

Credit bearing course have been taught and some updated in the last five years. Courses and improvements are listed below:

- LIBR 151 Introduction to Information Literacy (updated, approved for online delivery, and taught online 2013)
- LIBR 251 Information Access in the Digital Age (approved for online delivery and taught online)
- LIBR 201 Internet and Multimedia (approved for online delivery)
- LIBR 600 Music Bibliography
- LIBR 281 Special Topics offerings included a special section for Regional Campus students moving to the main campus and one in Use of Social Media
- LBST 499 sections offered

- In addition, library faculty have taught courses in Women's Studies and Education when assistance was needed.

Success in this area is indicated by:

- An overall increase of credit-bearing classes offered
- An increase in class offerings online
- Increasing number of sections of LIBR 151 offered each semester
- Highly significant increase in numbers of LIBR 251 courses offered and established as a First-Year Experience requirement for students at the regional campus
- Increasing interest in subject faculty in directing students to take library classes
- Student exit class comments that suggest that all students should be required to take LIBR 151 (including YouTube Videos <http://libraryguides.lib.iup.edu/c.php?g=60552>) document both the engaging nature of the instruction and student's belief in its effectiveness in helping students develop skills which they see as valuable

#### *On Demand Information Literacy Instruction Sessions*

Every year IUP librarians contribute to the teaching of hundreds of credit-bearing courses through offering one or multiple shot information literacy instruction sessions. These instruction sessions are offered at any hour that classes are offered (including nights and weekends) and at any place that IUP classes are offered, including outside of main campus at locations such as Punxsy, Monroeville, and Harrisburg. Some class visits are even offered via video link and faculty requesting sessions are never turned away. The willingness of IUP Librarians to travel to off-campus sites and teach any class any time is truly laudable and should be recognized.

In spite of the reduction in class time from 60 to 50 minutes, which could have had a negative impact on professors' ability to include the library in their courses, the bibliographic instruction program continues to be a vital part of instruction at IUP. Faculty in all disciplines recognize the importance of library and information literacy skills and continue to include them in their curriculum planning each year, sometime showing interest in having librarians visit on multiple occasions.

These sessions directly support the general IUP student learning outcomes of informed, empowered, and responsible learners <http://www.iup.edu/page.aspx?id=132405>.

#### *Outreach Educational Games and Activities*

In addition to traditional support for information literacy development through librarian visits to classes, librarians also offer extra-curricular orientation games and activities, including library scavenger hunts, bingo games, and trivia contests. These have been offered in the residence halls, for student associations, for student peer mentor "train the trainers," and for summer groups such as Upward Bound and Sutton Scholars. There is a libguides page for such activities and they can be used with or without library oversight.

In addition, such activities/games have been used by faculty as extra-credit assignments in their classes. Again, some have taken on a life of their own and been used by faculty without even involving library staff in carrying them out.

- Example: Information Literacy Tutorials and Activities <http://libraryguides.lib.iup.edu/ilguides>

#### *Evaluation:*

This is a whole new area and represents a significant expansion of the instruction program.

- Data reported in the Assessment in Action Project showed students felt that participating in educational games and activities led them to learn things that would help them be successful academically in the future and also after playing them they would be more likely to visit the library again and use its resources which support the informed, empowered learner outcomes.
- One student remarked while taking a library scavenger hunt "I never knew all this was available. Nobody tells us this stuff."

### *Distance Education Support*

The library supports distance education through:

- A web page to support distance instruction
- An 800 number
- Production of video and other tutorials
- Online Information Literacy Design Center that offers support for filming lectures
- The production of libguides to support instruction

### *Assessment*

- Recognition of the need for support for distance education in general has expanded and evidenced by work of OILDC (Online Information Literacy Design Concepts)
- Increased online class library offerings
- Sessions offered at Technology Day and other faculty development workshop offerings on how to embed library resources in online classes
- Increased online learning support through the development of video tutorials and libguide

### *Committee Involvement*

University-wide committees that librarians participate in provide opportunities for spreading knowledge and techniques for enhancing information literacy skill instruction and use of library information sources. These include:

- ACPAC (Academic Computing Policy Advisory Committee)
- Taskforce on Accessibility Guidelines
- Graduate Curriculum Committee
- Undergraduate Curriculum Committee
- Online Learning Committee
- Reflective Practice Project
- Center for Teaching Excellence Advisory Board
- ABLLE (Advisory Board for Living Learning Excellence)
- LESC (Library and Education Services Committee)

This is an increased number of committees central to the educational mission of the university. The Libraries' involvement supports undergraduate learning outcomes.

### *Reference Assistance and Instruction*

The Library's mission states that the library is an extension of the classroom and therefore librarians are teachers who participate in instruction in a formal and informal basis. One of the ways that all librarians offer instruction is through point of need assistance offered at reference desks and through answering online reference questions and emails.

Recently the recorded reference inquiries seems to have decreased, though this could possibly be linked to a reference interaction recording form that is only available via an invisible link and because librarians are to record interactions while simultaneously answering the reference question effectively which may result in an inaccuracy in recording the reference interaction as the higher priority is to successfully answer the question for the patron.

Having professional librarians at the reference desk mirrors the PASSHE's positive policy of supporting undergraduate learning outcomes by bringing university faculty and students in close proximity as much as possible instead of relying heavily upon student instructors. Continuance of the reference desk is something highly desired by university faculty and students and shows the library's commitment to supporting student success in a format that is desirable to students and helpful to faculty. Students and faculty speak highly of the service and feel that it is most

efficient to have a person in a central location and this supports student success. Librarians at the reference desk are easy to find and students who are already confused are likely to just give up rather than seek out the subject specialist.

*Embedded Librarian for On-site Reference and Instruction in the Regular Classroom*

IUP Libraries have continued to develop its embedded librarian position. Librarians for Music, The College of Education, and the regional campuses, have been joined by librarians for the College of Business and College of Humanities and Social Science. This model continues to offer some benefits but also logistical and political challenges.

*Summary*

In summary, over the last five years the instructional mission of IUP Libraries has been well-supported by:

- The work of librarians who teach formal classes, credit-bearing and on-demand, on campus and at distant locations, any time classes are requested, in any format.
- Delivery methods and library instructional opportunities which have been developed to support current populations of students, needs, and technology opportunities including outreach games and activities, libguides and video tutorials, embedded librarians for two additional colleges, and development of online learning options.
- Continued support for traditional reference service that brings faculty expertise directly to students in a dependable, centralized, location offers efficient delivery of a much loved service.