

2009

# Wilson Library University of La Verne

## PROGRAM REVIEW

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## I. EXECUTIVE SUMMARY

The Wilson Library's vision is to be recognized as an innovative and outstanding academic library by supporting the dynamic information needs of its diverse users and educating them for the challenges of 21<sup>st</sup> century research. Our mission is to empower our users to identify, collect and critically evaluate information while applying learning, scholarship and intellectual growth to their lives.

The goal of this program review is to evaluate the quality of the library resources and the effectiveness of the services provided and to assess if the library is meeting its strategic goals and objectives. The following three objectives from the Wilson Library Strategic Plan were identified as critical priorities and used as a lens for the program review.

**Priority One:** The Library's top priority was to achieve the staffing levels needed to successfully implement strategic goals and objectives (Strategic Plan Objective 5.1)

**Priority Two:** The Library's second priority was to improve resources which support the curricula and wide range of academic needs of the University by increasing holdings and budget dollars annually (Strategic Plan Objective 1.1).

**Priority Three:** Ensure equitable delivery of information literacy curricula and comparable student learning experiences whether courses are taught on the main campus, regional campuses, or online (Strategic Plan Objective 2.3).

The library used the Wilson Library User Satisfaction Survey, peer comparison data, university survey and library usage data as effectiveness indicators.

Wilson Library has been historically underfunded. Recognizing that the University of La Verne is a heavily tuition dependent and resource scarce institution, does not take away from the severity of the situation. This severe lack of financial resources has resulted in one of the lowest funded and staffed libraries in its peer comparison group (Appendix H). Wilson Library is at the bottom of its peer group in staffing, funding for materials and overall library budget.

Librarian attrition and the budget crisis of FY 2008-09 have further exacerbated the lack of essential resources. Currently, six librarians serve over 8000 students, in multiple locations across California, at multiple levels and in over 47 programs. During the 2008-2009 academic year, librarians travelled over 5700 miles delivering library instruction to the various campuses and sites across California in addition to serving the main campus programs. All three vacant librarian positions were frozen during the last two budget years (FY08-09 and FY09-10) and the budget monies subsumed into the university budget to alleviate the overall budget shortfall. At the time of the writing of this document, the library has not been successful in filling these vacant positions.

Additional resources are required for Wilson Library to be recognized as an innovative and outstanding academic library in comparison with our peers and support the objectives of the University of La Verne and the Library's Strategic Plan. In Fall 2009, Wilson Library surveyed its patron base. Sixty-one percent of respondents indicated that they considered library resources and services essential to accomplishing their academic/research goals. Another 26% said that it was very important to them. The same survey indicated that over 41% of respondents rated our services were excellent and 41% rated our services good. While our users rated our services and resources highly, our peer comparison data indicated that we lag far behind our peers. Based on our priorities and effectiveness indicators, the program review resulted in the following seven recommendations:

**RECOMMENDATION #1:** Reach a median staffing levels to our peer institutions

**RECOMMENDATION #2:** Reach median database budget of peer institutions

**RECOMMENDATION #3:** Reach median book budget of peer institutions

**RECOMMENDATION #4:** Reach median media budget of peer institutions

**RECOMMENDATION #5:** Reach median periodicals budget of peer institutions

**RECOMMENDATION #6:** Reach median library expenditure per FTE student of peer institutions

**RECOMMENDATION #7:** Increase travel budget to enable librarians to travel to off-sites for outreach and instruction.

**RECOMMENDATION #8:** Implement instructional technology to support off-site instruction.

**RECOMMENDATION #9:** Annually conduct a comprehensive analysis of library resources and services based on their usage, appropriateness to curriculum and equitable access to on and off campus programs.

**RECOMMENDATION #10:** Support new program/course development and accreditation efforts by analyzing and documenting library resources and services capacity

**RECOMMENDATION #11:** Collaborate with other university departments and peer institutions to improve resources and services

**RECOMMENDATION #12:** Continue to provide focused outreach to University of La Verne community

**RECOMMENDATION #13:** Continue to provide the most current and equitable access library services

**RECOMMENDATION #14:** Continue to assess facilities to meet user needs

**RECOMMENDATION #15:** Continue to benchmark with peer institutions to improve resources and services

## II. PROGRAM VISION AND MISSION

The Wilson Library's Mission, aligned with the University of La Verne's Mission, is to empower our users to identify, collect and critically evaluate information while applying learning, scholarship and intellectual growth to their lives.

### III. PROGRAM GOALS AND OBJECTIVES

The Wilson Library's goals and objectives are aligned with the University of La Verne's Strategic Plan and outlined in the Wilson Library Strategic plan as follows:

#### **Strategic Goal #1 Resources**

The University of La Verne Wilson Library will develop, deliver, and maintain high quality academic research resources that satisfy the evolving needs of its user population (or curricular needs).

**Objective 1.1:** To improve resources which support the curricula and wide range of academic needs of the University by increasing holdings and budget dollars annually.

**Objective 1.2:** To ensure that the Wilson Library provides resources and delivery whether students are enrolled at the main campus, regional campuses, or online.

**Objective 1.3:** To organize, preserve and provide high quality access and services pertaining to the resources available in the University Archives.

#### **Strategic Goal #2 Information Literacy**

The University of La Verne Wilson Library will develop, deliver, and maintain high quality programs and information literacy curricula that satisfy the evolving needs of its student population.

**Objective 2.1:** To develop information literacy outcomes and an outcome assessment plan that effectively measures student learning outcomes.

**Objective 2.2:** Measure and use outcome assessment scores to continuously improve information literacy curricula and student learning.

**Objective 2.3:** To ensure equitable delivery of information literacy curricula and comparable student learning experiences whether student is online, on campus or off campus.

#### **Strategic Goal #3 Faculty**

The University of La Verne Wilson Library will provide resources and services to support excellence in teaching, scholarly research, and academic service for all faculty.

**Objective 3.1:** To provide a broad range of high quality resources to support faculty teaching, research, publication activities, and development.

**Objective 3.2:** To provide services to support faculty teaching, research, publication activities, and development.

**Objective 3.3:** To organize, preserve and provide high quality access and services pertaining to the resources available in the University Archives.

#### **Strategic Goal #4 Reputation**

The University of La Verne Wilson Library will build its image and reputation as a leading private academic library among its peer institutions.

**Objective 4.1:** To be a leader among peer institutions in services and resources.

### **Strategic Goal #5 Sustainability**

The University of La Verne Wilson Library will be organizationally and environmentally sustainable.

**Objective 5.1:** To achieve staffing levels to implement the University of La Verne Wilson Library's strategic goals and objectives.

**Objective 5.2:** To maintain equitable and competitive compensation for library faculty and staff.

**Objective 5.3:** To foster an environment that promotes success through professional development.

**Objective 5.4:** To foster a culture of accountability among librarians and staff.

**Objective 5.5:** To foster a culture of open communication and collegiality among library faculty and staff

**Objective 5.6:** To create and implement a library marketing plan that includes promotional materials, events, etc. to support library organizational sustainability.

**Objective 5.7:** To foster partnerships with other campus units to serve users where they are.

**Objective 5.8:** To create a physical space that is inviting and relevant to our diverse users.

**Objective 5.9:** To reduce the environmental impact of delivering library services to our user population.

### **Strategic Goal # 6 Diversity**

The University of La Verne Wilson Library will build on the University of La Verne's commitment to diversity in all aspects.

**Objective 6.1:** To provide diverse resources to educate and assist student, faculty and staff with their research and programs at ULV.

**Objective 6.2:** To provide staffing that supports the diverse ULV community.

### **Strategic Goal #7 Shared Governance**

The University of La Verne Wilson Library faculty will be active participants in the University's shared governance structure.

**Objective 7.1:** To maintain awareness, influence, and participation in shared governance to represent library and university interests.

**Strategic Goal #8 Assessment:** The University of La Verne Wilson Library will develop a culture of assessment.

**Objective 8.1:** Conduct comprehensive program review for Wilson Library every five years.

## IV. PROGRAM DESCRIPTION

### A. Services

#### Information Literacy

##### **Research Appointments (In-Person or on the Phone)**

Librarians offer in-person research appointments to discuss and evaluate research needs and/or further a patron's knowledge of research resources, methods and practices. The length of these appointments depends on patron needs and librarian availability. Appointments are usually scheduled in advance. The scheduling form is available on the library's website at <http://library.laverne.edu/research-help.php>. Patrons may choose the librarian they wish to meet with and the request is automatically forwarded to them via email. If the patron is unable to come to the library to meet with the librarian in person, telephone appointments can also be scheduled to discuss research, database training or related needs.

##### **Scheduled Reference Desk Hours**

Reference and research assistance to cover vital after-hours and weekend patron needs is available. A (part-time) librarian provides in-person, online or phone reference to La Verne patrons during week-day night (Monday – Thursday, 5pm to 7:30pm) and weekend hours (Saturday - Sunday, 1pm to 5pm). The librarian sets appointments, provides instruction and provides walk-in assistance. If further assistance is needed, the librarian refers patrons back to subject specialists.

##### **Walk-ins**

Patrons who have immediate needs (ie. no time to either return at a later time or set an appointment) may meet with an available librarian. Patron needs can range from a short research question to advanced research assistance. Depending on individual librarian schedules, but with departmental and user needs in mind, librarians indicate on their online calendars the times they are available for walk-ins. Circulation Desk staff check availability of librarians before referring students. If librarians are not available, students are encouraged to make appointments with a librarian by emailing or voicemail, or to go online and ask their question on the Chat with a Librarian service (Questionpoint), which is available 24 hours a day, seven days a week.

##### **Chat Reference**

The library also offers research assistance via online chat. Chat reference can assist with both walk-in and off-campus patrons. No appointment is needed.

**QuestionPoint** is a cooperative research/reference assistance. La Verne patrons can initiate instant messaging at any time (available 24/7) with expert academic librarians from participating institutions. If research needs can only be answered by La Verne librarians, patrons will be referred back to La Verne. No appointment is needed. La Verne librarians are available for 4 hours every week (Thursday and Friday, 3pm-5pm).

**Meebo** is an instant messaging/reference service offered by participating La Verne librarians to provide answers to immediate patron research and informational needs. Patrons can range from walk-ins to off-campus researchers. Meebo is only available during business hours. No appointment needed.

### **Email**

All ULV librarians participate in email reference where research or informational needs are answered via email. Patrons can directly email librarians or fill out a form at <http://library.laverne.edu/research-help.php>. If further assistance is needed, patrons are referred to one of the above services or asked to schedule and return for a research appointment.

### **Course Related Instruction**

The Wilson library works together with other members of the University of La Verne community to participate in, support, and achieve the educational mission of the University of La Verne by teaching the core competencies of information literacy—the abilities involved in identifying an information need, assessing needed information, evaluating, managing, and applying information, and understanding the legal, social, and ethical aspects of information use.

Wilson Library faculty strongly believes that information literacy is best delivered in collaboration with instructional faculty. Critical thinking and lifelong learning are integral components of the university mission. The systematic delivery of instructional programs and services are planned in concert with overall strategic library planning, including the library's budgeting process. Such planning also involves strategizing with other campus units such as the academic colleges (College of Education and Organizational Leadership, College of Business and Public Administration, and College of Arts and Sciences) as well as the Regional Campus Administration (RCA) to deliver collaboratively designed programming. This philosophy is consistent with the ACRL (Association of College and Research Libraries) Guidelines for Instruction Programs in Academic Libraries (June, 2003).

### **Main Campus Courses**

Each librarian is affiliated with a college and is responsible for several programs within that college. The responsibility of the college/program liaison is to coordinate with the faculty to meet the information literacy needs of students. Faculty can also directly schedule instruction sessions with librarians via a form on the library website. The web form is located at: <http://library.laverne.edu/instruction-request.php>

### **Off Campus Courses**

The University of La Verne provides adult learning opportunities at regional campuses throughout California. The campuses are located at Bakersfield, Burbank, Irvine, Oxnard, Rancho Cucamonga, San Luis Obispo and Victorville. In addition to these off campus centers, classes are held at numerous sites such as California military bases at Point

Mugu, Port Hueneme, and Vandenberg Air Force Base, Community College partnership locations, corporate and education sites.

Wilson Library believes that every student, faculty member, administrator, and staff member is entitled to equal access to library services and resources irrespective of where they are enrolled or located. Wilson Library faculty regularly visits these off campus classes to conduct outreach and information literacy skills instruction. This involves the faculty member coordinating with the Director of the regional campus, the Education Coordinator and the faculty member to arrange the instruction session.

The library faculty, in collaboration with the Regional Campus Administration (RCA) Dean, Directors and off campus faculty, also plan coordinated “sweeps” of off-campus locations. The library faculty typically plans a minimum of a Fall and Spring “sweep” each academic year. Using the Schedule of Classes for both the RCA campuses and the College of Education’s Statewide Education programs, librarians create a draft travel itinerary. This itinerary is planned for multiple geographic locations and courses over a week to two week periods for maximum efficiency and effectiveness. This draft plan is then shared with the RCA Dean, affected Directors and Administrative Assistants for confirmation that classes have made as scheduled and that their respective faculty wish to participate. The RCA campus Directors, Administrative Assistants, and in the case of Vandenberg AFB, the Base librarian, coordinate schedules and ensure the visiting librarian is provided course names, faculty member names and contact information, and if there are any associated sites reporting to the RCA campus, directions.

Generally the librarian will schedule instruction at one or more location an evening, providing instruction to as many classes as are offered on that evening, either in groups or one by one, based on faculty needs. In some cases, where locations are geographically closer, such as Vandenberg, Santa Maria and San Luis Obispo, a librarian may combine multiple site visits in one evening, depending on the number of classes being offered on that particular evening. Again, depending on need, the librarian may require multiple evenings to adequately reach all scheduled classes. On the return sweep the librarian will visit the same site locations, in reverse order, on a different evening of the week (or day, if it is a Saturday class). To further complicate the planning process, some class sites are officially offered out of a particular RCA campus, but the physical location is at a different geographic site (e.g., a community college, school or a corporate/business site). These related sites are included in the itinerary, as can be accommodated. The planning process is complex and requires significant coordination and cooperation from supporting university units. Once the draft itinerary is completed a travel authorization must be approved by the University Librarian from the President of the University of La Verne prior to travel.

### **Online Courses**

The library supports online courses by linking its resources and services in Blackboard, the university’s learning/course management system. The library tab in Blackboard is

accessible from all Blackboard pages. This page includes information on books, databases, guides, library information (hours, contact information, etc), and more. The Blackboard tab is integral to connecting the library to students where ever they are. All courses are automatically set up in Blackboard and having this presence gives students access to library materials that they may not otherwise be aware of or access if they were not easily accessible from their course website. The intention is by being located in Blackboard, after students use the library via the Course Management System they may visit the library website or the building in time.

### **Workshops**

The librarians at Wilson Library facilitate a variety of workshops and seminars for the University of La Verne community. The purpose of these workshops is to provide outreach that extends beyond the Information Literacy Instruction program within classes. Some examples of seminars and workshops that have been offered are: The 21<sup>st</sup> Century Research series in collaboration with the Center for Teaching and Learning; RefWorks workshops; Intro to Social Software series; “Reseach 911” in conjunction with the university’s Learning Enhancement Center, and a new “Becoming a Skilled Researcher” series.

The library faculty also collaborate regularly with the Center of Teaching and Learning (faculty development). Librarians and CTL staff have designed and facilitated the 21<sup>st</sup> Century Researcher series which highlighted current technologies faculty can use in their research process, such as the databases, RefWorks, blogs, wikis, social bookmarking, RSS feeds, and collaborative documents/presentations.

### **Online Guides and Tutorials**

Wilson Library subscribes to LibGuides, a web-based interface for creating subject guides, allowing the library faculty to create interactive and more in depth subject and course guides for students. The guides incorporate videos, music recordings, recommended websites, and dynamic lists of recently published material; guides also point students to library resources in their disciplines and provide a way for students to directly contact a subject librarian.

This winter an ad hoc committee of the library faculty began revising the library tutorial that was created in 2001. The tutorial exists for students to gain a greater understanding of the research process and a foundation of information literacy skills.

The library faculty believes that these online resources are invaluable for the students, faculty and staff of the University of La Verne for a variety of reasons. First, being located on the website the resources are available 24/7. Second, these tools provide assistance at the point of the students’ need. Third, as a University that provides service to a large geographic area, online tools make it more feasible for the librarians to reach a larger proportion of students and faculty wherever and whenever they are seeking information.

### **Library Website**

The library website was re-designed during the summer of 2009. The working philosophy of the

Web Team was:

”Our goal is to create a simple, yet aesthetic, and dynamic contemporary library site that is both user-friendly and serves all learning styles. The site will encourage learning, growth and exploration through community-based participation and research/evidence-based development. We will implement emerging technologies and utilize intuitive design with concise, jargon-free language. We hope to create a strong library web presence that can effectively reach the entire ULV community.”

The end result is a library website that highlights the tools that students and faculty most commonly need, including catalog searches, databases, searching for articles, library news, and contact information. It is the intention of the Web Team to do a user survey on the site during Spring. During the analysis of the data of website usage, it came to our attention that the amount of users accessing the website via mobile interfaces is increasing. This spring, the Web and Instructional Technology Librarian will be developing a mobile website that incorporates library information and mobile ready research resources.

### **Web. 2.0**

The Wilson Library Web Team continues to build on their use of web 2.0 software in the delivery of the library’s web resources. The library has a presence on Facebook, with over 130 fans. We continue to market the Facebook page to the University community in order to communicate, and hear the fans thoughts on library resources and services.

The Web and Instructional Technology Services Librarian is using RSS feeds to create dynamic web content. The blog news is pushed to the library main page, the subject guides, and the blackboard library tab through RSS feeds. This makes updating information automatic and easier to maintain. RSS feeds are also used on many of the librarians’ subject guides to pull professional association news, recently published articles, and more.

### **Circulation and Reserve Services**

The library’s Circulation Desk is open all hours the library is open and manages the check-ins, check-outs, reshelving, reserves, holds, LINK+ and LEODelivers! requests.

### **Technology Services**

The library provides 41 PC workstations with Microsoft Office and Internet access for its patrons. The workstations are networked and connected to a printer. The library building is also wireless with printing capabilities. Students may also check out laptops at the Circulation Desk.

## **B. Resources**

### **Books (Printed and Electronic)**

Currently, the library has 177,682 printed books and 39,180 electronic books. The library devotes a portion of the book budget to automatically purchase printed and e-books on

approval plan from a book jobber. The approval plan, based on the academic programs offered at the university, was designed by the librarians. Remaining funds are allotted equally among the three colleges. Liaisons/selectors for the colleges select materials as needed and distribute the funds among the programs supported by that college.

### **Audio Visual Materials**

The library provides audio visual materials to support the teaching and research needs of its patrons. The library's collection of VHS and DVDs has over 2300 titles. Student may view DVDs/Video in the library or check them out. The library currently does not have a separate budget allocated for audio-visual materials. Every year a portion of the book budget is set aside to purchase these materials. The funds are allocated equally among the three colleges.

### **Periodicals/Serials (Printed and Electronic)**

The library currently subscribes to over 200 printed journals, magazines and newspapers. The library also provides access to over 25,000 electronic journals. The library makes every attempt to provide access to periodicals through subscription or license in each academic discipline for which a degree is offered. The library has a strong preference for electronic serials for current and archival access except where print is useful for current browsing, is part of a special collection, is of particular historical interest to the university, or is of special interest in the curriculum. Digital access is preferred to print for research and archival use.

### **Online Databases**

Many of the electronic databases are primarily serials. The library additionally purchases or leases informational (reference) databases as needed to support academic programs. The library currently subscribes to over 64 periodical and reference databases. These databases cover a range of subject areas supporting the various academic programs.

### **Archives and Special Collections**

The Archives and Special Collections are currently closed due to lack of staffing. The purpose of Archives and Special Collections at the Wilson Library is to provide source materials of significant historical and/or of research value that support teaching and learning at the University of La Verne. Documents and artifacts relate to the history of the university, the City of La Verne and the Church of the Brethren. The primary users of Special Collections are meant to be the faculty, students, and staff at the University of La Verne. We also provide access to scholars and members from the local community as well as national and international institutions.

### **Resource Sharing**

To augment its resources, the library also offers its patrons access to collections available at other libraries in a variety of ways. These services provide access to millions of additional titles for our patrons.

### **Interlibrary Loan/Document Delivery**

The Wilson Library interlibrary loan and document delivery services are called LeoDelivers, which uses the OCLC ILLiad software. This service is invaluable for two reasons. First, it enables our students to request materials (books, articles, conference proceedings, dissertations, etc.) that we do not own from other libraries. Second, as our students are located all across the state and the country, it allows them to request materials to be sent to their homes.

### **LINK+**

The library belongs to a consortium of academic and public libraries called LINK+. LINK+ allows ULV faculty, students and staff to electronically request materials (books and AV) not available at Wilson Library but available at any of the participating libraries. The materials are delivered to the library via courier. The turnaround time is 2-3 days. Students are notified by email when their materials are ready for pick up. Off campus patrons call the library if they would like their materials mailed to them. Two services offered in conjunction with LINK+ that are extremely beneficial to our off campus students is the LINK+ Visiting Patron and the LINK+ Pickup Anywhere services. Patrons can pick visit or pick up their books at any of the participating institutions.

### **IEALC (Inland Empire Academic Library Cooperative)**

ULV students may borrow materials from over 15 libraries in the Inland Empire. An IEALC card is issued at the Circulation Desk with a valid ULV ID, which students can use to check out materials at the participating libraries.

### **Resources Selection and Acquisitions**

The library selects materials in all formats. Because of the extensive off-campus academic programs of the University of La Verne, strong consideration is given to acquiring materials in electronic format where possible as needed to support those programs. Each subject area of the library has an assigned librarian/subject specialist who is the final authority on selection in his/her area. The specialist works with the academic departments as appropriate to identify the most important information resources to acquire. Subject specialists also confer with each other and with other librarians on major purchases.

### **Faculty Selection**

Wilson Library encourages faculty involvement in the selection of materials to build its resources. The library offers a online form to accept faculty suggestions. The form is located at: <http://library.laverne.edu/purchase-request.php>. College/program liaisons also work closely with faculty to ensure that resources are acquired to support the teaching and research needs.

### **Resource Maintenance**

The library makes every attempt to maintain an up to date, curriculum relevant collection of resources. Every year, librarians carefully review the current subscriptions of printed serials and online databases through the filter of usage data and content analysis. As time permits, subject specialists weed the printed book collection. For weeding criteria, see the Resource

Development Policy, located at [http:// library.laverne.edu/reports/resource-development-policy-2010.pdf](http://library.laverne.edu/reports/resource-development-policy-2010.pdf).

### **C. Physical Facility**

The Wilson Library is a 30,374 sq. foot building located on the main campus of the University of La Verne. The building has two floors with a mezzanine on each floor. The building houses the printed book collection (reference and circulating), meeting rooms, study spaces, computer workstations, faculty offices, staff offices and workspaces. The printed circulating book collection is located on 3 of the 4 levels. The 4<sup>th</sup> level (mezzanine of the 2<sup>nd</sup> floor) houses the printed periodical collection. The circulation desk, reference desk, staff offices and workspaces, computer workstations, study spaces, meeting rooms, current periodical collection, reference collection are all housed on the first floor. Further information on the physical facility is included in Appendix D.

### **Hours**

During the Academic year (September to May), the library is open 86 hours per week.

Mon-Thurs	8am – 11am
Fri	8am – 6pm
Sat	10am – 6pm
Sun	1pm – 9pm

### **Meeting Rooms**

The library has several meeting rooms designated for specific purposes.

#### **Student Study Rooms**

There are 6 study rooms available for study groups of 2 or more. Five of the study rooms have a maximum seating capacity of four. One study room can seat up to seven. All study rooms can access the internet via wireless or wired Ethernet.

#### **Classroom**

Library Room 172 is designated for library classroom instruction activities. The room is equipped with a projector, a computer, a dvd/vhs player, speakers, a whiteboard and projection screen. This room is also available for other units on campus through a reservation form on the library's website (<http://library.laverne.edu/room-reservations.php>).

#### **Conference Room**

Library Room 160 is used as a backup for library classroom instruction activities. The room is equipped with a white board. This room is also available for other units on campus through a reservation form on the library's website (<http://library.laverne.edu/room-reservations.php>).

### **Faculty Study Rooms**

There are 6 faculty study rooms which are made available to faculty as a research space. The rooms are made available on a first-come, first-served basis for a semester at a time.

### **D. Library Organization**

The Wilson Library is a matrix organization comprised of teams. The **Full Library Team** includes all faculty and staff members.

The library consists of two divisions: Academic Services Division and the Administrative Services Division. The Academic Services Division is comprised of all library faculty. The Administrative Services Division is comprised of all paraprofessional staff. Both these divisions are overseen by the Library Administration Office which is comprised of the University Librarian and the Executive and Financial Assistant to the University Librarian.

### **Academic Services Division**

The Academic Services Division functions through the following four teams.

#### **Information Literacy Team**

**Description:** The purpose of this team is to promote information literacy in collaboration with faculty. All library faculty are members of the Information Literacy Team.

**Responsibilities:** Instruction, both on and off campus to undergraduate, masters, and doctoral students; research appointments (in person, by telephone, or via email); 24/7 chat research assistance (QuestionPoint); tutorial development; Faculty outreach and College liaisons; Special instruction sessions (e.g., the Brazilian Program, the REACH program); Implementation of ACRL information literacy standards; Copyright and plagiarism; Statistics and reports; Marketing.

#### **Resource Development Team**

**Description:** The purpose of this team is to provide the most appropriate resources to support the mission and the curriculum of the university. All library faculty are members of the Resource Development Team.

**Responsibilities:** Resource collection management in all formats; Resource Development Plan; Vendor and consortium relations; Faculty outreach and College Liaisons; Statistics and reports; Marketing.

#### **Assessment Team**

**Description:** The purpose of this team is to assess library resources and services in order to improve their efficiency and effectiveness.

**Responsibilities:** Strategic planning; Program review; User surveys; Annual reports; Accreditation; Statistics and reports; Marketing.

### **Technology Team**

**Description:** The purpose of this team is to investigate, develop, implement and support the technological needs of the Wilson Library.

**Responsibilities:** Wilson Library website; Webpac; Database management; Innopac; Library instructional technology; Blackboard (embedded librarian); Primary OIT liaison; Emerging technology planning; Statistics and reporting; Marketing.

### **Administrative Services Division**

Administrative Services Division is comprised of the following staff members

- Circulation Assistant – Day (1 FTE)  
Open facility, LINK+ processing, overdue notices, hire, schedule and supervise student workers, building and stack maintenance, lost and found, stolen property reports and inquiries, etc.
- Circulation Assistant – Evening (1 FTE)  
Close building, Interlibrary loan (Lending), stack maintenance, fines and financial holds, overdue notices, reserves, room reservations, etc.
- Circulation Assistant - Weekend (.5 FTE)  
Weekend building supervisor, stack maintenance, supervises students, etc.
- Resource Sharing Assistant (1 FTE)  
Processes Interlibrary Loan (LEODelivers!), document delivery and statistical reporting.
- Resource Processing (1 FTE)  
Copy cataloging, place orders, receive new and gift books, database maintenance and statistical reporting.
- Electronic Services Assistant (1 FTE)  
Updates and maintains library computer and audio/visual systems and statistical reporting.

### **Library Administration**

- University Librarian (1FTE)  
Overall coordination and management of library services, providing leadership in planning and budgeting, serving and collaborating to achieve the mission of the university, etc.
- Executive and Financial Assistant to the University Librarian (1 FTE)  
Processes invoices, purchase orders and check requests, budget reporting, orders office and library supplies, general administrative assistance, federal surveys, and monthly reports, etc.

## V. Effectiveness Indicators

The effectiveness indicators listed below were used to assess the Library's top three priorities: A) Library Staffing; B) Library Resources, and; C) Delivery of Information Literacy Curricula (library instruction, research appointments, curriculum development, etc.).

### **Academic Library Survey – Peer Comparison Data**

Wilson Library participates in the Academic Library Survey conducted by the National Center for Education Statistics every two years. The library gathered data from 13 California peer institutions to benchmark its services and resources. This peer comparison group includes institutions classified by the Carnegie Institute as Doctoral Research Universities (DRU) and other institutions that University of La Verne has traditionally used as a peer group. These institutions are: Loma Linda University, Biola University, University of the Pacific, University of San Diego, Pepperdine University, University of San Francisco, Azusa Pacific University, California Lutheran University, California Baptist University, University of Redlands, Chapman University, Point Loma Nazarene University, Westmont College, Whittier College, and Occidental College.

### **Usage Statistics**

Wilson Library used various usage statistics to assess the usage and effectiveness of its services. These included: circulation check outs and renewals, interlibrary and document delivery requests, instruction sessions, research appointments, database usage, website logs, etc.

### **Wilson Library User Satisfaction Survey**

Wilson Library conducted a User Satisfaction Survey during Fall 2009. The purpose of the survey was to gauge how the library, its services and resources were meeting the needs of its users.

The Survey was sent by email to 9282 members of the university community. Of which, 4700 were main campus students, 3487 were off campus students, 628 were faculty and staff and 467 were part-time faculty. The first email was sent out on Oct 1, 2009. Two follow-up reminders were sent out a week apart. The survey was closed on Nov 5, 2009. Respondents were offered an opportunity to enter a draw to win one of fifteen \$15 iTunes certificates.

The Library received 640 responses or a 7% return rate. Thirty-nine percent were undergraduate students, 23.7% were masters students, 8.9% were doctoral students, 8.7% full-time faculty and 4.8% part-time faculty. All three Colleges served by the Wilson Library were fairly equally represented in the respondents. 29.6 % of the respondents belonged to the College of Business and Public Management, 27.5% were from the College of Education and Organizational Leadership, 27.2% from the College of Arts and Sciences and 5.9% from College of Law. While a majority of students take classes off campus, more main campus

students (77.9%) responded to the survey in comparison to off campus users (20.4%) and online students (1.6%). Full report on the Survey is available in Appendix I.

### **University Survey Data**

The University conducts surveys of graduating seniors every two years using the College Senior Survey instrument. They also conduct the National Survey of Student Engagement which is designed to gather information about student participation in programs and activities that provide for their learning and personal development.

#### **College Senior Survey Data 2009**

Seniors at the University of La Verne are requested to complete a national survey evaluating their undergraduate experience. Two hundred and forty-three seniors participated in this survey. There is a general question on satisfaction with library facilities and students are asked the following additional optional questions: “Which of the following groups best describes your student status at ULV?”; “How confident do you feel about your ability to search online databases for academic purposes?”

#### **National Survey of Student Engagement 2008**

This survey is designed to obtain information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. 139 freshmen and 401 seniors from University of La Verne participated in the study. The following question related to library is included in the survey: “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology?”

#### **Adjunct Faculty Climate Survey 2009**

The University conducted an adjunct faculty climate survey in 2009. The survey included a question about assistance provided by librarians. Adjunct faculty play a key role in delivering programs off campus and their interaction with the library is critical in delivering library services to off campus students.

## VI. Findings

The findings listed here are related to the top three priorities for the Wilson Library: A) Library Staffing; B) Library Resources, and; C) Delivery of Information Literacy Curricula (library instruction, research appointments, curriculum development, etc.).

### Priority One: Library Staffing

1. The University of La Verne Wilson Library is understaffed by a significant margin. In comparison with 15 peer institutions, the University of La Verne Wilson Library operates on less than half of the average number of library employees (17 FTE employees at Wilson Library vs. 36 FTE employees at peer libraries) and serves, on average, over 1,000 more FTE students (6,154 FTE students at ULV vs. the group average of 5,025 FTE students). Of these 15 peers, less than half hold the same classification as ULV; Doctoral/Research Universities - Intensive, with the remainder classified as Master's Colleges & Universities I or II or Baccalaureate Colleges - Liberal Arts (see Appendix H: Peer Comparison Data). The University of La Verne is a Doctoral/Research University.
2. Total library expenditures are far below ALS reported averages in comparison to local peer institutions, with a comparison group average of \$3,190,136.00 vs. \$1,278,393.00 for the Wilson Library. Increasing expenditures would allow for better staffing and service and enable the Wilson Library to attain its strategic initiatives.
3. Library vacancies: none of the six library vacancies are currently advertised..
4. User Satisfaction Survey results show that most active users indicate a strong preference to interact with librarians face-to-face, with a secondary preference for telephone or e-mail. The majority indicated that online chat was not preferred (see Appendix I: User Satisfaction Survey, Question 5). With a student-to-librarian ratio of 1,025:1, more students must rely on outsourced and in-house chat services for librarian support.
5. Patrons feel that library resources and services are important to their success. 61% of library patrons indicated that library resources and services were essential for accomplishing their academic/research goals, with an additional 26.9% rating the library as very important. Increasing staffing levels would enhance and improve library service for patrons (see Appendix I: User Satisfaction Survey, Question 18).

### Priority Two: Resources

1. The book budget is almost 1/6<sup>th</sup> the comparison group average (\$76,852.00 for ULV vs. \$426,966.00 NCES peer average).
2. The journal budget is less than 1/5<sup>th</sup> the comparison group average (\$123,788.00 for ULV vs. \$695,841 NCES peer average).
3. The average audiovisual budget for our peer institutions is almost 14 times as much as the Wilson Library's audiovisual budget (\$32,375.00 peer average vs. \$2,382 for ULV).
4. The total library expenditure per FTE student is almost 1/3<sup>rd</sup> the average of our peer institutions and far below similarly classified doctoral/research universities at \$207.73 per FTE student vs. a \$599.75 per FTE student peer average.

5. User survey results indicate that the majority of active library users access library collections monthly or once per term, with the exception of electronic databases, where most active users accessed them once per week. The majority of active patrons indicated the print, e-book and print periodical collections were good, secondary to satisfaction reports of excellent or adequate. Sixty-one percent of survey respondents indicated that the library resources and services were essential in accomplishing their academic/research goals, with 26.9% reporting resources/services as very important. (see Appendix I: User Satisfaction Survey, Questions 1, 2, and 18). With an average satisfaction level falling short of top marks, a reported high frequency of use, and the resources being essential or very important for academic/research success, it is imperative for the library to offer high-quality, relevant materials for patrons.
6. The book budget has remained flat, losing pace with yearly cost increases and the need to continue building the collection to support the curriculum and program offerings.

### **Priority Three: Equitable Delivery of Information Literacy**

1. The travel budget, essential for delivery of services to regional campuses, was cut by 33%, for FY 2008-2009, resulting in limited off-campus outreach and limited professional development activities related to information literacy trends and curriculum development.
2. Delivery of information literacy curricula to on-campus and off-campus students dropped by approximately 30% between the '07-'08 and the '08-'09 academic years. While the current academic year is not complete, it appears that results will be similar to the 2007-2008 academic year (see Capacity section C, Information Literacy Classroom Instruction in this report). Travel budget and staffing levels are primary factors contributing to the decline in outreach capabilities. One of the librarians was on sabbatical during Spring Semester 2009. The remaining librarians did not have the capacity to pick up the extra instruction sessions, resulting in a decline in instruction statistics for that term. The lack of staffing and funding results in inequity (30-50%) in the delivery of library instruction to off campus students.
3. Most active patrons use information literacy outreach (in-person/phone/e-mail/chat and library research presentations) once per term. The majority of patrons report excellent to good levels of satisfaction with these services (see Appendix I: User Satisfaction Survey, Questions 3, 8, and 13).

## VII. Action Recommendations

Based on the careful review of the library's programs, resources and services, the following recommendations must be implemented to achieve the three strategic priorities.

**RECOMMENDATION #1:** Reach a median staffing levels to our peer institutions

**RECOMMENDATION #2:** Reach median database budget of peer institutions

**RECOMMENDATION #3:** Reach median book budget of peer institutions

**RECOMMENDATION #4:** Reach median media budget of peer institutions

**RECOMMENDATION #5:** Reach median periodicals budget of peer institutions

**RECOMMENDATION #6:** Reach median library expenditure per FTE student of peer institutions

**RECOMMENDATION #7:** Increase travel budget to enable librarians to travel to off-sites for outreach and instruction.

**RECOMMENDATION #8:** Implement instructional technology to support off-site instruction.

**RECOMMENDATION #9:** Annually conduct a comprehensive analysis of library resources and services based on their usage, appropriateness to curriculum and equitable access to on and off campus programs.

**RECOMMENDATION #10:** Support new program/course development and accreditation efforts by analyzing and documenting library resources and services capacity

**RECOMMENDATION #11:** Collaborate with other university departments and peer institutions to improve resources and services

**RECOMMENDATION #12:** Continue to provide focused outreach to University of La Verne community

**RECOMMENDATION #13:** Continue to provide the most current and equitable access library services

**RECOMMENDATION #14:** Continue to assess facilities to meet user needs

**RECOMMENDATION #15:** Continue to benchmark with peer institutions to improve resources and services

## VIII. Action Plan

**PRIORITY #1:** To achieve staffing levels to implement our strategic goals and objectives (Objective 5.1).

**RECOMMENDATIONS # 1:** Reach median staffing levels to our peer institutions

- To reach median librarian staffing of 20.75 librarians will require adding 14 librarians.
  - FY 2010-2011 Budget – Request 4 positions
  - FY 2011-2012 Budget – Request 4 positions
  - FY 2012-2013 Budget – Request 4 positions
  - FY 2013-2014 Budget – Request 2 positions
- To reach median support staffing of 9 staff will require additional 3 FTE Library Staff positions
  - FY 2010-2011 Budget – Request 2 positions
  - FY 2011-2012 Budget – Request 1 positions
- To reach median librarian staffing of 8.85 student workers will require adding 7 additional student workers
  - FY 2010-2011 Budget – Request 7 positions

**PRIORITY #2:** To improve resources which support the curricula and wide range of academic needs of the University by increasing holdings and budget dollars annually (Strategic Plan Objective 1.1).

**RECOMMENDATION #2:** Reach median database budget of peer institutions

To reach a median database budget of \$457, 423 will require an additional \$163,423

- Increase operational budget
  - FY 2010-2011 Budget – Request increase by \$100,000
  - FY 2011-2012 Budget – Request increase by \$45,000
- Raise foundational and donor funding (coordinating with the Provost and University Advancement)
  - FY 2010-2011 – Raise \$15,000

**RECOMMENDATION #3:** Reach median book budget of peer institutions

To reach a median book budget of \$164,851 will require an additional \$51,851

- Increase operational budget
  - FY 2010-2011 Budget – Request \$10,000 additional funding
  - FY 2011-2012 Budget – Request \$10,000 additional funding
  - FY 2012-2013 Budget – Request \$10,000 additional funding
- Raise foundational and donor funding (coordinating with the Provost and University Advancement)
  - FY 2010-2011 – Raise \$10,000
  - FY 2011-2012 – Raise \$10,000

**RECOMMENDATION #4:** Reach median media budget of peer institutions

- Increase operational budget (To reach a median budget of \$6880 will require new funding since there is no existing media budget)
  - FY 2010-2011 Budget – Request \$6,000 additional funding
  - FY 2011-2012 Budget – Request \$12,000 additional funding for streaming video

**RECOMMENDATION #5:** Reach median periodicals budget of peer institutions

- Increase operational budget \$161,000 to reach median budget of \$196,000
  - FY 2010-2011 Budget – Request \$55,000 additional funding
  - FY 2011-2012 Budget – Request \$55,000 additional funding
  - FY 2012-2013 Budget – Request \$55,000 additional funding

**RECOMMENDATION #6:** Reach median library expenditure per FTE student of peer institutions

- FY 2010-2011 Budget – \$400 per FTE
- FY 2011-2012 Budget – \$500 per FTE
- FY 2012-2013 Budget – \$600 per FTE

**PRIORITY #3:** Ensure equitable delivery of information literacy curricula and comparable student learning experiences whether courses are taught on the main campus, regional campuses, or online (Strategic Plan Objective 2.3).

**RECOMMENDATION #7:** Increase travel budget to enable librarians to travel to off-sites for outreach and instruction.

- FY 2009-2010 Budget – Request additional \$4000
- FY 2010-2011 Budget – Request additional \$4000
- FY 2011-2012 Budget – Request additional \$4000
- FY 2012-2013 Budget – Request additional \$4000

**RECOMMENDATION # 8:** Implement instructional technology to support off-site instruction.

- AY 2009-2010: Establish feasibility study group
- AY 2010-2011: Implement feasibility study group recommendations

**RECOMMENDATION # 9:** Annually conduct a comprehensive analysis of library resources and services based on their usage, appropriateness to curriculum and equitable access to on and off campus programs.

- AY2009-2010: Conduct comprehensive analysis when adding, renewing or cancelling library resources and services

**RECOMMENDATION # 10:** Support new program/course development and accreditation efforts by analyzing and documenting library resources and services capacity

- AY 2009-2010: Assessment and documentation of library resources and services for new programs/courses

**RECOMMENDATION # 11:** Collaborate with other university departments/units and peer institutions to improve resources and services

- AY 2009-2010 Review services and collaborate with other university departments/units to maximize investment
- AY 2010-2011 Review services and align with peer institutions to maximize investment

**RECOMMENDATION # 12:** Continue to provide focused outreach to University of La Verne community

- AY 2009-2010 Develop website for faculty research and publications; implement video tutorials; continue to support university summer programs
- AY 2010-2011 Provide research workshops for community in the Summer and Fall

**RECOMMENDATION #13:** Continue to provide the most current and equitable access library services

- AY2009-2010: Study feasibility of implementing discovery service product
- AY2010-2011 Implement text-a-librarian; library access from mobile devices; implement frequently asked questions website

**RECOMMENDATION #14:** Continue to assess facilities to meet user needs

- AY2009-2010: Review and implement suggestions from users in User Satisfaction Survey
- AY2010-2011: Review library space

**RECOMMENDATION #15:** Continue to benchmark with peer institutions to improve resources and services

- AY2009-2010: Share data from program review and strategic plan and seek input from peer institutions

## IX. Appendices

### Appendix A: Wilson Library Strategic Plan Update

Located at: <http://library.laverne.edu/reports/strategic-plan-update-2009.pdf>

### Appendix B: Wilson Library Resource Development Policy

Located at: <http://library.laverne.edu/reports/resource-development-policy-2010.pdf>

### Appendix C: Wilson Library Information Literacy Policy

Located at: <http://library.laverne.edu/reports/information-literacy-policy-2010.pdf>

### Appendix D: Physical Facility

#### Patron-related

Physical Spaces	
Total area	30,374 sq. ft.
Open stacks and study space	24,929 sq. ft.
Hallways, bathrooms, data closets & misc.	294 sq. ft.
Seating	113
Computer terminals	33
Study carrels	49
Student study rooms	4 (4 + 1 with ADA priority)
Faculty study rooms	6 (5 + 1 with ADA priority)
Restrooms	3
Archives	3 work counterspaces
Shelf space (main areas)	40,236 linear feet
Shelf space (archives)	4,500 linear feet

Equipment	
Photocopy machines	3
Computer terminals	39 (including public catalog stations)
Printer station	1
Microfiche reader	1
VCR's/CD/DVD players	2
Copy card dispenser	1
Projectors	2 (lab/classroom mounted)
Phones	1

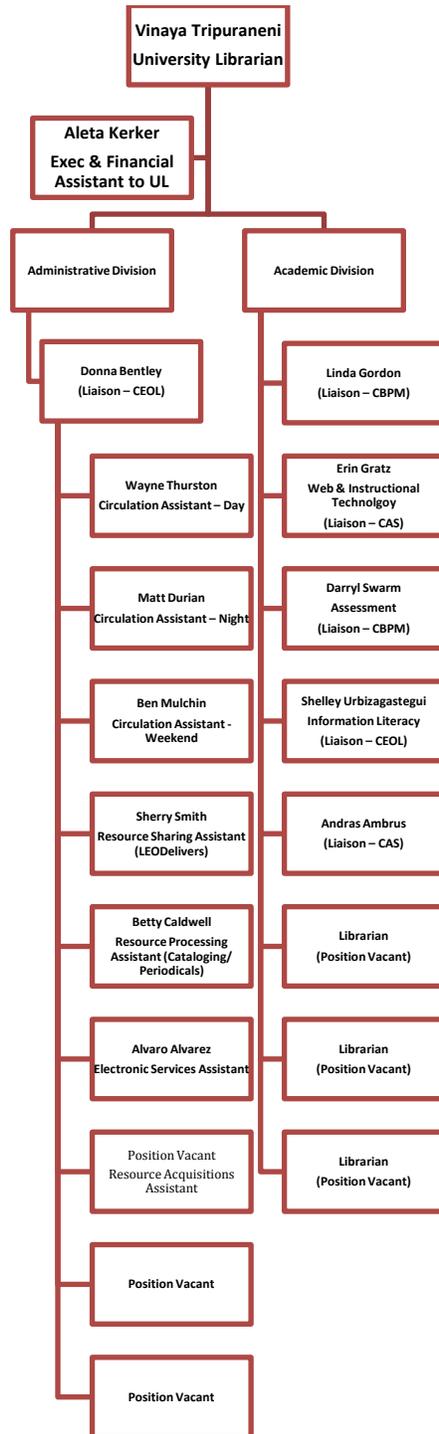
#### Library Faculty and Staff Related

Physical Spaces	
Offices	2,454 sq. ft.

Meeting/conference rooms	1,955 sq. ft.
Storage	742 sq. ft.
Library instruction classrooms	2 (40-person & 25-person capacities)
Center for Teaching & Learning Lab/classroom	1 (15-person capacity)
Librarian/Staff Offices	8
Technical services	4 cubicles
Circulation	5 workstation spaces
Document Delivery	2 workspaces + 1 counter space

Equipment	
Computers	17
Printers	15
Laptop air cards (for offsite Internet access)	7
Projectors	5
Scanners	2
Telephones	30

**APPENDIX E**  
**Library Organization Chart**



## Appendix F: Library Resources and Services Usage Data

### Information Literacy Instruction

	2007-2008	2008-2009	2009-2010 (Jul-Dec)
Main Campus	149	152	88
Off Campus	105	72	67
<b>Total Classes</b>	<b>254</b>	<b>224</b>	<b>155</b>
Main Campus Students Served	2675	2419	1476
Off Campus Students Served	1540	1001	851
<b>Total Students Served</b>	<b>4215</b>	<b>3420</b>	<b>2327</b>

### Circulation Activity (check-ins, checkouts, holds, etc.)

	2007-2008	2008-2009	2009-2010 (July09 – Dec09)
Total Transactions	74746	76753	40844

### LEODelivers!

	2007-2008	2008-2009	2009-2010 (July09 – Dec09)
No. of Requests	2533	5006	2701
No. Filled	1883	3435	1888
Fill Rate	74%	68%	69%

Request to Delivery - Turnaround Time	2007-08	2008-09	2009-2010 (Jul – Dec)
Total Number of Selected Article Records	1634	2933	1649
Average Time from Submitted to Processing	2.14 days	3.85 days	3.62 days
Average Time from Processing to Sent	10.69 hours	6.05 hours	7.14 hours
Average Time from Sent to Received	4.66 days	4.05 days	4.01 days
Average Time from Received to Notified	10.74 hours	9.67 hours	7.29 hours
Average Total Time	7.70 days	8.56 days	8.23 days

**LINK+**

	2007-08	20098-09	2009-2010 (Jul-Dec)
Checkouts from La Verne	4750	4959	2306
Checkouts to La Verne	5845	6543	3058
Total transactions	10595	11502	5364

**Building Usage (Gate Counts)**

	2007-08	2008-09	2009-2010 (July – Dec)
Gate Counts	257123	202610	105385

**Databases Usage**

	2008-2009
Number of session/logins to databases	392,660
Number of searches (queries) in databases	1,267,902
Number of successful full-text article requests	1,102,725

**Website Usage**

	2008-2009
Library website usage	122,678 visits
Library website usage (typical sample month)	18,766 visits (April 2009)

**Resources**

Resources	Printed Titles	Electronic Titles
Books	177,682	39,180
Journals (Current Subscriptions)	254	25,426
Reference	12,063	*
Databases	*	64

**Appendix G: Library Budget and Expenditures****Library Resources Budget**

	2007-2008	2008-2009	2009-2010
Books and Media	\$104,445.00	\$113,000.00	\$113,000.00
Databases	\$232,992.00	\$294,000.00	\$294,000.00
Periodicals	\$50,000.00	\$35,000.00	\$35,000.00
Total Materials Budget	<b>\$387,437.00</b>	<b>\$442,000.00</b>	<b>\$442,000.00</b>

Budget	2007-2008	2008-2009	2009-2010
General Operations	\$96,680	\$136,350	\$136,350
Contracted Services	\$58,368	\$107,000	\$107,000
Library Faculty Salaries and Wages	\$1,275,157	\$1,088,869	\$918,625
Student Wages (Non Work Study)	\$17,120	\$13,000	\$13,000

#### Services Expenditures

Service	2007-2008	2008-2009	2009-2010
LINK+	*	\$33,969.89	*
LEODelivers!	*	\$9012.51	*
Cataloging	*	\$28,718.11	*
Reference (chat, etc.)	*	\$13,883.41	*

#### Travel Budget and Expenditures

Travel Type	2007-2008	2008-2009	2009-2010
Regional Travel Expenditures	*	\$5356.51	*
Professional Development Travel Expenditures	*	\$7879.76	*
Total Travel Expenditures	*	\$13236.27	*
Travel Budget	\$17,543	\$11,000	\$11,000

#### APPENDIX H

#### Peer Comparison Data (including Median Data) - NCES Academic Library Survey

(<http://nces.ed.gov/surveys/libraries/compare/index.asp?LibraryType=Academic>)

Comparison Group ID: 3089

#### Library Expenditures and Staffing Levels

Library Name	Total FTE 12-Month Enrollment	Total Library Expenditures	Total Staff
Comparison Group Average	5,025	\$3,190,136	36.06
Comparison Group Median	3,939	\$2,001,500	29.75
<b>University of La Verne, CA</b>	<b>6,154</b>	<b>\$1,278,393</b>	<b>17</b>

### All Staffing Levels

Library Name	Librarians	Other Professional Staff	Librarians and Other Professional Staff	All Other Paid Staff	Student Assistants	Total Staff	Total Staff Per 1,000 FTE Students
Comparison Group Average	10.04	3.47	13.51	12.32	12.13	36.06	7.87
Comparison Group Median	9	2	11.5	7.73	8.85	29.75	5.8
University of La Verne, CA	7	1	8	7	2	17	2.76

### Library Materials Expenditures

Library Name	Expenditures: Books, Serial Backfiles, Other Materials	Expenditures: Current Journals (incl some online)	Expenditures: Audiovisual Materials
Comparison Group Average	\$426,966	\$695,841	\$32,375
Comparison Group Median	\$164,851	\$457,423	\$6,874
<b>University of La Verne, CA</b>	<b>\$76,852</b>	<b>\$123,788</b>	<b>\$2,382</b>

### Total Library Expenditures

Library Name	Total Library Expenditures
Comparison Group Average	\$3,190,136
Comparison Group Median	\$2,001,500
<b>University of La Verne, CA</b>	<b>\$1,278,393</b>
Loma Linda University, CA	N/A
Whittier College, CA	N/A
Biola University, CA	\$2,514,763
California Baptist University, CA	N/A
University of Redlands, CA	\$1,820,338
Azusa Pacific University, CA	\$2,949,821
Chapman University, CA	\$3,284,286
Point Loma Nazarene University, CA	N/A

Westmont College, CA	\$846,987
Occidental College, CA	\$2,001,500
University of the Pacific, CA	\$2,545,875
University of San Diego, CA	\$4,491,066
California Lutheran University, CA	\$1,173,116
Pepperdine University, CA	\$5,174,547
University of San Francisco, CA	\$8,289,200

### Library Expenditures per FTE

Library Name	Carnegie Classification Code	Total Library Expenditures Per FTE Student
Comparison Group Average	N/A	\$599.75
Comparison Group Median	N/A	\$434.65
<b>University of La Verne, CA</b>	<b>Doctoral/Research Universities-Intensive</b>	<b>\$207.73</b>
Loma Linda University, CA	Doctoral/Research Universities-Intensive	N/A
Biola University, CA	Doctoral/Research Universities-Intensive	\$513.32
University of the Pacific, CA	Doctoral/Research Universities-Intensive	\$404.56
University of San Diego, CA	Doctoral/Research Universities-Intensive	\$636.22
Pepperdine University, CA	Doctoral/Research Universities-Intensive	\$726.97
University of San Francisco, CA	Doctoral/Research Universities-Intensive	\$1,047.41
Azusa Pacific University, CA	Doctoral/Research Universities-Intensive	\$343.64
California Lutheran University, CA	Master's Colleges and Universities I	\$434.65
California Baptist University, CA	Master's Colleges and Universities I	N/A
University of Redlands, CA	Master's Colleges and Universities I	\$462.13
Chapman University, CA	Master's Colleges and Universities I	\$290.90

Point Loma Nazarene University, CA	Master's Colleges and Universities II	N/A
Westmont College, CA	Baccalaureate Colleges-Liberal Arts	\$631.61
Whittier College, CA	Baccalaureate Colleges-Liberal Arts	N/A
Occidental College, CA	Baccalaureate Colleges-Liberal Arts	\$1,105.80

**APPENDIX I: Wilson Library User Satisfaction Survey Results**

1. How often do you generally use the following collections?							
	<i>answered question</i>						<b>629</b>
	<i>skipped question</i>						<b>11</b>
	Daily +	Weekly	Monthly	Once per term	Yearly	Rarely/Never	Response Count
Print book collection	2.9% (18)	9.7% (61)	18.0% (113)	21.1% (133)	8.7% (55)	<b>39.6% (249)</b>	629
E-book collection	1.6% (10)	8.3% (52)	13.5% (85)	18.8% (118)	7.6% (48)	<b>50.2% (316)</b>	629
Print periodical collection (magazines/journals)	3.2% (20)	14.5% (91)	19.2% (121)	19.9% (125)	7.5% (47)	<b>35.8% (225)</b>	629
Online databases (including online articles)	10.8% (68)	<b>32.3% (203)</b>	23.4% (147)	17.8% (112)	3.0% (19)	12.7% (80)	629
Wilson library archives	2.1% (13)	9.5% (60)	11.0% (69)	16.9% (106)	7.5% (47)	<b>53.1% (334)</b>	629

2. Please rate your level of satisfaction with the library collections								
	<i>answered question</i>							629
	<i>skipped question</i>							11
	Excellent	Good	Adequate	Poor	Unacceptable	N/A	Rating Average	Response Count
Print book collection	15.7% (99)	<b>31.6%</b> <b>(199)</b>	18.0% (113)	4.1% (26)	0.3% (2)	30.2% (190)	2.16	629
E-book collection	14.1% (89)	24.2% (152)	15.7% (99)	2.9% (18)	0.3% (2)	<b>42.8%</b> <b>(269)</b>	2.14	629
Print periodical collection (magazines/journals)	19.9% (125)	<b>31.2%</b> <b>(196)</b>	17.5% (110)	2.9% (18)	0.3% (2)	28.3% (178)	2.06	629
Online databases	<b>38.2%</b> <b>(240)</b>	33.9% (213)	12.9% (81)	3.0% (19)	0.2% (1)	11.9% (75)	1.79	629
Wilson library archives	16.2% (102)	24.3% (153)	13.2% (83)	2.1% (13)	0.3% (2)	<b>43.9%</b> <b>(276)</b>	2.04	629

3. How often do you use the following services?							
	<i>answered question</i>						629
	<i>skipped question</i>						11
	Daily +	Weekly	Monthly	Once per term	Yearly	Rarely/Never	Response Count
Research help with a librarian in-person	1.9% (12)	5.2% (33)	11.4% (72)	23.2% (146)	10.0% (63)	<b>48.2% (303)</b>	629
Research help with a librarian via. telephone	0.6% (4)	2.7% (17)	4.9% (31)	10.8% (68)	7.3% (46)	<b>73.6% (463)</b>	629
Research help with a librarian via. e-mail	0.6% (4)	3.7% (23)	6.2% (39)	15.6% (98)	9.2% (58)	<b>64.7% (407)</b>	629
24/7 Chat with a librarian service	0.6% (4)	2.5% (16)	5.6% (35)	11.1% (70)	8.4% (53)	<b>71.7% (451)</b>	629
Library research presentations as part of a course	1.9% (12)	4.1% (26)	8.3% (52)	23.5% (148)	12.7% (80)	<b>49.4% (311)</b>	629
Interlibrary Loan/LeoDelivers (requesting articles/books from other libraries)	1.4% (9)	5.6% (35)	15.4% (97)	18.3% (115)	11.0% (69)	<b>48.3% (304)</b>	629
Link+ (borrowing books from cooperative libraries)	1.4% (9)	6.0% (38)	15.3% (96)	17.6% (111)	10.2% (64)	<b>49.4% (311)</b>	629
Course reserves (course materials)	1.7% (11)	5.2% (33)	9.4% (59)	15.9%	8.9% (56)	<b>58.8% (370)</b>	629

**3. How often do you use the following services?**

available from the check-out desk)				(100)			
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4. How satisfied are you with the following aspects of Wilson Library technology							
	<i>answered question</i>						629
	<i>skipped question</i>						11
	Excellent	Good	Adequate	Poor	Unacceptable	N/A	Response Count
Library computer terminals	28.3% (178)	<b>29.9% (188)</b>	13.0% (82)	1.6% (10)	0.3% (2)	26.9% (169)	629
Library laptops	11.9% (75)	14.6% (92)	7.2% (45)	1.1% (7)	0.3% (2)	<b>64.9% (408)</b>	629
Software applications on library computers/laptops	19.9% (125)	25.6% (161)	15.3% (96)	1.4% (9)	0.2% (1)	<b>37.7% (237)</b>	629
Library wireless Internet	27.2% (171)	24.5% (154)	12.4% (78)	4.6% (29)	0.8% (5)	<b>30.5% (192)</b>	629
Library website	33.5% (211)	<b>36.7% (231)</b>	15.6% (98)	2.7% (17)	0.5% (3)	11.0% (69)	629
Online library research tutorials	24.6% (155)	27.7% (174)	16.2% (102)	2.1% (13)	0.3% (2)	<b>29.1% (183)</b>	629
Online library copyright/plagiarism tutorials	21.8% (137)	24.3% (153)	13.2% (83)	1.1% (7)	0.3% (2)	<b>39.3% (247)</b>	629

5. Please rate how you prefer to interact with library faculty?				
	<i>answered question</i>			629
	<i>skipped question</i>			11
	Strongly preferred	Preferred	Not preferred	Response Count
Online chat	23.7% (149)	37.8% (238)	<b>38.5% (242)</b>	629
Face-to-face	<b>59.0% (371)</b>	30.0% (189)	11.0% (69)	629
E-mail	33.7% (212)	<b>48.5% (305)</b>	17.8% (112)	629
Telephone	25.4% (160)	<b>43.7% (275)</b>	30.8% (194)	629

6. Were you aware that writing assistance and assistance citing your papers is a service available through the Learning Enhancement Center (located next to the library)?			
	<i>answered question</i>		629
	<i>skipped question</i>		11
		Response Percent	Response Count
Yes		56.6%	356
No		43.4%	273

7. How often do you use the following aspects of Wilson Library technology							
	<i>answered question</i>						<b>629</b>
	<i>skipped question</i>						<b>11</b>
	Daily +	Weekly	Monthly	Once per term	Yearly	Rarely/Never	Response Count
Library computer terminals	10.7% (67)	19.6% (123)	16.9% (106)	11.6% (73)	5.7% (36)	<b>35.6% (224)</b>	629
Library laptops	2.7% (17)	3.7% (23)	6.2% (39)	6.0% (38)	4.3% (27)	<b>77.1% (485)</b>	629
Software applications on library computers/laptops	6.4% (40)	13.5% (85)	12.9% (81)	8.4% (53)	3.8% (24)	<b>55.0% (346)</b>	629
Library wireless Internet	12.6% (79)	20.5% (129)	12.4% (78)	9.7% (61)	4.3% (27)	<b>40.5% (255)</b>	629
Library website	16.2% (102)	<b>31.3% (197)</b>	25.8% (162)	11.0% (69)	1.7% (11)	14.0% (88)	629
Online library research tutorials	4.3% (27)	8.4% (53)	14.0% (88)	21.1% (133)	10.0% (63)	<b>42.1% (265)</b>	629
Online library copyright/plagiarism tutorials	2.5% (16)	4.8% (30)	8.3% (52)	14.5% (91)	12.2% (77)	<b>57.7% (363)</b>	629

8. Please rate your level of satisfaction with the following services							
	<i>answered question</i>						<b>629</b>
	<i>skipped question</i>						<b>11</b>
	Excellent	Good	Adequate	Poor	Unacceptable	N/A	Response Count
Overall library services in general	<b>41.3% (259)</b>	41.0% (257)	9.9% (62)	1.1% (7)	0.2% (1)	6.5% (41)	627
Research help with a librarian in-person	<b>35.5% (223)</b>	21.6% (136)	7.0% (44)	1.7% (11)	0.5% (3)	33.7% (212)	629
Availability of research librarians	28.2% (177)	26.8% (168)	12.3% (77)	3.0% (19)	1.0% (6)	<b>28.7% (180)</b>	627
Research help with a librarian via. telephone	17.5% (110)	16.9% (106)	8.6% (54)	1.6% (10)	0.5% (3)	<b>55.0% (346)</b>	629
Research help with a librarian via. e-mail	19.0% (119)	20.5% (128)	9.6% (60)	0.6% (4)	0.2% (1)	<b>50.1% (313)</b>	625
24/7 Chat with a librarian service	16.0% (100)	15.2% (95)	8.8% (55)	1.3% (8)	0.0% (0)	<b>58.7% (367)</b>	625
Library research presentations as part of a course	22.3% (139)	23.8% (148)	11.3% (70)	0.8% (5)	0.0% (0)	<b>41.8% (260)</b>	622
Availability of research instruction in your courses	21.4% (134)	28.0% (175)	15.5% (97)	2.9% (18)	0.5% (3)	<b>31.8% (199)</b>	626

8. Please rate your level of satisfaction with the following services							
Interlibrary Loan/LeoDelivers (requesting articles/books from other libraries)	26.9% (169)	23.2% (146)	10.2% (64)	1.3% (8)	0.3% (2)	<b>38.1% (239)</b>	628
Link+ (borrowing books from cooperative libraries)	29.0% (181)	21.8% (136)	9.4% (59)	1.0% (6)	0.5% (3)	<b>38.4% (240)</b>	625
Course reserves (course materials available from the check-out desk)	17.0% (105)	20.9% (129)	11.7% (72)	1.6% (10)	1.0% (6)	<b>47.7% (294)</b>	616

9. How would you rate your skills using technology (computers, Internet, databases, etc.)			
	<i>answered question</i>		<b>629</b>
	<i>skipped question</i>		<b>11</b>
		<b>Response Percent</b>	<b>Response Count</b>
Excellent		35.3%	222
<b>Good</b>		<b>47.2%</b>	<b>297</b>
Adequate		15.7%	99
Poor		1.4%	9

9. How would you rate your skills using technology (computers, Internet, databases, etc.)			
Unacceptable		0.0%	0
N/A		0.3%	2

10. Do you have access to the Internet for academic purposes at home or at work?			
	<i>answered question</i>		<b>629</b>
	<i>skipped question</i>		<b>11</b>
		<b>Response Percent</b>	<b>Response Count</b>
<b>Yes</b>		<b>97.8%</b>	<b>615</b>
No		2.2%	14

11. How would you rate the following aspects of physical space and amenities in the Wilson Library (select N/A if you have not used the library building)							
	<i>answered question</i>						<b>629</b>
	<i>skipped question</i>						<b>11</b>
	Excellent	Good	Adequate	Poor	Unacceptable	N/A	Response Count
Overall appearance and comfort	33.4% (210)	<b>36.6% (230)</b>	12.1% (76)	1.9% (12)	0.3% (2)	15.7% (99)	629
Study booths	29.6% (186)	<b>31.5% (198)</b>	15.3% (96)	3.5% (22)	0.8% (5)	19.4% (122)	629
Study tables	30.7% (193)	<b>31.8% (200)</b>	15.6% (98)	2.5% (16)	0.5% (3)	18.9% (119)	629
Study rooms	<b>27.2% (171)</b>	24.2% (152)	17.3% (109)	6.2% (39)	1.1% (7)	24.0% (151)	629
Signage	19.2% (121)	<b>29.7% (187)</b>	18.4% (116)	3.0% (19)	0.3% (2)	29.3% (184)	629
Safety/security	<b>32.8% (206)</b>	30.8% (194)	12.4% (78)	1.9% (12)	0.3% (2)	21.8% (137)	629
Library hours	22.3% (140)	<b>31.5% (198)</b>	20.0% (126)	5.7% (36)	2.4% (15)	18.1% (114)	629
Photocopy machines	16.1% (101)	25.1% (158)	20.2% (127)	4.8% (30)	1.3% (8)	<b>32.6% (205)</b>	629
Printers	15.9% (100)	24.3% (153)	20.3% (128)	4.3% (27)	1.6% (10)	<b>33.5% (211)</b>	629

11. How would you rate the following aspects of physical space and amenities in the Wilson Library (select N/A if you have not used the library building)							
Copy/print card machines	15.1% (95)	24.2% (152)	21.5% (135)	4.8% (30)	1.7% (11)	<b>32.8% (206)</b>	629

12. How often do you check out materials from the Wilson Library:							
	<i>answered question</i>						<b>629</b>
	<i>skipped question</i>						<b>11</b>
	Daily	Weekly	Monthly	Once per term	Yearly	Rarely/Never	Response Count
In-person	2.4% (15)	11.0% (69)	19.7% (124)	23.5% (148)	5.7% (36)	<b>37.7% (237)</b>	629
Over the phone	0.8% (5)	1.1% (7)	3.0% (19)	7.0% (44)	3.3% (21)	<b>84.7% (533)</b>	629
By e-mail	2.2% (14)	3.0% (19)	7.0% (44)	9.7% (61)	3.7% (23)	<b>74.4% (468)</b>	629
Through LeoDelivers	1.7% (11)	4.1% (26)	11.6% (73)	15.7% (99)	6.2% (39)	<b>60.6% (381)</b>	629

13. Please indicate your level of satisfaction with regards to diversity in the Wilson Library							
	<i>answered question</i>						629
	<i>skipped question</i>						11
	Excellent	Good	Adequate	Poor	Unacceptable	N/A	Response Count
Diverse breadth of materials available to you	25.0% (157)	<b>34.7% (218)</b>	19.9% (125)	2.5% (16)	0.3% (2)	17.6% (111)	629
Diversity represented in the library staff and faculty	27.0% (170)	<b>31.8% (200)</b>	15.1% (95)	2.5% (16)	0.5% (3)	23.1% (145)	629
Level of respect with which you have been treated in your interactions with library faculty/staff	<b>48.8% (307)</b>	26.1% (164)	9.7% (61)	1.1% (7)	0.6% (4)	13.7% (86)	629
Diversity of ways in which information and assistance is available to support different learning styles (in-person, on the website, via e-mail, etc.)	<b>41.7% (262)</b>	30.2% (190)	12.1% (76)	1.1% (7)	0.3% (2)	14.6% (92)	629

14. Please indicate the range of hours you would likely use the library building during the week (indicate your general usage, assuming that the hours would be increased from what is indicated during peak times like the week before and during finals)

					<i>answered question</i>	625
					<i>skipped question</i>	15
<b>Opening</b>						
	<b>8am</b>	<b>9am</b>	<b>10am</b>	<b>24hrs</b>		<b>Response Count</b>
Building hours	51.7% (323)	14.9% (93)	16.2% (101)	17.3% (108)		625
<b>Closing</b>						
	<b>9pm</b>	<b>10pm</b>	<b>11pm</b>	<b>12 midnight</b>	<b>24hrs</b>	<b>Response Count</b>
Building hours	12.3% (77)	17.6% (110)	16.8% (105)	32.3% (202)	21.0% (131)	625

15. What is your race/ethnicity? (optional)

					<i>answered question</i>	345
					<i>skipped question</i>	295
						<b>Response Count</b>
					 <a href="#">Show replies</a>	345

17. Status Affiliation:

College of Arts and Sciences	College of Business and Public Management	College of Education & Organizational Leadership	College of Law	Other
27.2% (171)	29.6 (186)	27.5% (173)	5.9% (37)	9.9% (62)

Campus Location:

Main campus	Kern	Burbank	Orange County	Ventura	Inland Empire
77.9% (490)	1.7% (11)	2.5% (16)	1.6% (10)	1.3% (8)	7.0% (44)

San Luis Obispo	High Desert	Pt. Mugu/Port Hueneme	Vandenberg AFB	Online only	Other (corporate sites, etc.)
2.1% (13)	0.6% (4)	0.0% (0)	0.6% (4)	1.6% (10)	3.0% (19)

Gender:

Male	Female	Other	Decline to state
31.2% (196)	66.9% (421)	0.2% (1)	1.7% (11)

Age:

Under 18	18-25	26-36	37-47	48-60	61+	Decline to state
0.5% (3)	33.1% (208)	25.9% (163)	17.0% (107)	16.7% (105)	4.1% (26)	2.7% (17)

(Response count: 629)

17. Please indicate the following:	
<i>answered question</i>	628
<i>skipped question</i>	12

17. Please indicate the following:							
How many courses do you take online?							
	All	Most	Some	None	n/a	Response Count	
University information	2.4% (15)	1.8% (11)	19.1% (120)	<b>59.4% (373)</b>	17.4% (109)	628	
How long have you been at the University?							
	1st Semester/Term	1 Year	2 Years	3 Years	4+ Years	n/a	Response Count
University information	16.7% (105)	18.2% (114)	19.9% (125)	15.0% (94)	<b>28.3% (178)</b>	1.9% (12)	628

18. How important to you are the library resources and services for accomplishing your academic/research goals?			
	<i>answered question</i>		<b>629</b>
	<i>skipped question</i>		<b>11</b>
		<b>Response Percent</b>	<b>Response Count</b>
<b>Essential</b>		<b>61.0%</b>	<b>384</b>
Very important		26.9%	169
Somewhat important		9.7%	61
Not important		2.4%	15

19. Please indicate any resources you would like to see improved				
	<i>answered question</i>			629
	<i>skipped question</i>			11
	No improvement needed	Some improvement would be nice	Definite improvement needed	Response Count
Print journals/magazines	<b>50.9% (320)</b>	41.2% (259)	7.9% (50)	629
Online journals/magazines	41.5% (261)	<b>46.6% (293)</b>	11.9% (75)	629
Print newspapers	<b>64.7% (407)</b>	31.0% (195)	4.3% (27)	629
Online newspapers	<b>59.0% (371)</b>	34.2% (215)	6.8% (43)	629
Print books	<b>47.2% (297)</b>	41.8% (263)	11.0% (69)	629
Online books	<b>46.3% (291)</b>	40.7% (256)	13.0% (82)	629
Print reference (encyclopedias/handbooks/etc.)	<b>60.7% (382)</b>	32.9% (207)	6.4% (40)	629
Online reference (encyclopedias/handbooks/etc.)	<b>52.9% (333)</b>	38.8% (244)	8.3% (52)	629
Print tests & measurements (research surveys, etc.)	<b>57.2% (360)</b>	35.5% (223)	7.3% (46)	629
Online tests & measurements (research surveys, etc.)	<b>54.4% (342)</b>	37.5% (236)	8.1% (51)	629
Videos/DVDs/CDs	<b>48.8% (307)</b>	39.7% (250)	11.4% (72)	629

<b>19. Please indicate any resources you would like to see improved</b>				
Online video content	<b>50.1% (315)</b>	40.5% (255)	9.4% (59)	629
Business/management databases	<b>55.2% (347)</b>	35.6% (224)	9.2% (58)	629
Arts & Sciences databases	<b>55.0% (346)</b>	35.5% (223)	9.5% (60)	629
Education databases	<b>54.2% (341)</b>	36.7% (231)	9.1% (57)	629
Other databases	<b>57.2% (360)</b>	34.7% (218)	8.1% (51)	629
Library faculty staffing	<b>63.3% (398)</b>	28.0% (176)	8.7% (55)	629
Library staffing	<b>62.6% (394)</b>	28.9% (182)	8.4% (53)	629

20. If you have any suggestions regarding how we could improve the services we provide to you, please enter them in the box below.

	<i>answered question</i>	193
	<i>skipped question</i>	447
		<b>Response Count</b>
 <a href="#">Hide replies</a>		193

50 responses per page



Power strips at the tables so that you can have more then one laptop connected and the lights on at the table.

1. Question 19 of this survey does not allow for a not certain answer. If you don't use a resource how could you determine if it needs improvement or not? Therefore I answered many as some improvement. As a research student I would think makes the results of question 19 invalid... :)
2. I'm happy with the library.
3. difficult to comment without experience in using services. Pragmatically, online would be usage -- if I new how.
4. I am an adjunct faculty. I am not taking online courses and have not been in a degree program for X amount of years... survey question no. 17 but I had to make up information to submit the survey.  
Also, question no. 19-- I am a business faculty. I don't have an opinion about art and science or education materials.....need an N/A
5. N/A

**20. If you have any suggestions regarding how we could improve the services we provide to you, please enter them in the box below.**

- I have not used on-campus services so i can only rate them as not needing improvement.
6. sometimes difficult to reach a live person to speak to. maybe ulv needs a dedicated hotline for satellite students.  
also some of the business/mgmt. databases need updating. seems the avg. articles are 3+ years old.
7. make library databases dealing with teacher education available on Blackboard for off campus students.
8. Better online instruction in accessing online books and periodicals from other colleges
9. more full text items from journal articles
10. Na
11. It appears that searching on the website is a little difficult...trying to narrow the search to what you are trying to accomplish. I have used the 24/7 librarian and the first time it was amazing. The librarian was very helpful. Every other time I have attempted to use it (approx 4) the librarians just didn't want to be bothered. I think if you are going to offer the resource, they should be willing to help.
12. hours~ please open earlier consistently
13. Have library faculty available during day so that students can easily find them at the reference desk.
14. I am quite dissatisfied with the Wilson Library website and references. It is crucial for me to use professional journals to write my paper but I find it difficult with the Wilson library site. I usually have to ask friends who attend other universities if I can use their library log in and access materials from their library. I am disappointed that ULV is not up to par when it comes to our library.
15. The overall service is confusing. I was unable to locate specific material needed in a timely fashion. Services could be a little more user friendly.
16. I am an on-line student. Any improvement aimed at making more resources available for the on-line student would be very helpful and appreciated.
17. lighting in the library should be improved.
18. the library services for research are REALLY helpful. I am thankful I can do research from home and work. I am in my 2nd year of the counseling program at the burbank campus and we just had someone from the library give a presentation on how to use the online database. I wish we had instruction early in

**20. If you have any suggestions regarding how we could improve the services we provide to you, please enter them in the box below.**

the program.

#19 asks for ANY and I initially answered what I used but the survey gave me an error "this question requires an answer" so everything I responded 'no improvement needed' should really be n/a

19. NA

20. For Librarian to answer call faster

21. Having the library open consistently during the CAPA cycle (Fri eve and Sat) would be very helpful

22. In class presentation at the regional campus by library faculty was very helpful. Many students could benefit from this if faculty is able to present a tutorial in-person at the regional level campuses more often. Allows students to reconnect with main campus.

23. The air circulation/conditioning is not satisfactory. It is very difficult to concentrate for extended periods of time when you are feeling warm and uncomfortable.

24. Progressing -Good Job!

25. The new website is not as effective as old website for library use

26. Lighting at the library needs to be improved.

27. Survey is not precise. Intervals for Ques 1,3,7 are too wide. Ques 17 should allow for numerical input. Ques 19 N/A should be an option as it is impossible to rate a resource if it was never used. I could not submit survey without rating all resources, which skews the results.

28. longer hours at the wilson library, and better selection of online journals, and faster service thru leo delivers

29. The changes to the search engine for looking up articles, databases etc seem more difficult to find thing now. You should help it alone.

30. no

31. Open earlier on Sunday

**20. If you have any suggestions regarding how we could improve the services we provide to you, please enter them in the box below.**

32. More efficient and easier search engines.

33. Easy-to-follow (hard copy) instruction templates of instruction, for new users would be helpful.

34. Make the online library easier to use and understand for individuals who are not proficient with using/gathering the information. Maybe a users handbook with easy to follow instructions.

It would be nice to have a Library or access to a College Library for those students who are attending satellite colleges. It would be nice to speak with a Librarian in person, or able to look at research material in person.

35. In addition with your Learning Enhancement Center, it would also be helpful to have someone on at the satellite sites to help with our papers. For some e-mailing papers and waiting for a response can be very time consuming.

36. Accessing Proquest and other databases are not using friendly. I spend more time try to find the database needed to get to journals such as peer reviewed articles. There is too many search tools to go through just to find these articles. I should be able to just type in 'peer reviewed articles' and the search take me directly to these articles and then begin my topic search.

37. I thought you should know, I am a two week faculty member. My completion of the survey is limited.

38. none at this time

39. none

40. I have no suggestions that could improve the services. The quality of services is more than enough.

41. N/A

42. I could not give this survey the justice it deserves as I just recently introduced to the library. But now that I know of this help it offers I am really excited about using it.

43. I would like to see proactive library engagement with students and clubs.

44. Make sure librarians are available to travel off campus to education classes every academic term.

**20. If you have any suggestions regarding how we could improve the services we provide to you, please enter them in the box below.**

45. Staff has been incredibly helpful

46. Keep up the good work!

47. Last time I checked there was not a way to figure what videos you had in an entire listing of any sort. It seems to me that the video/DVD library needs to be both cataloged in a way that makes it more accessible if that hasn't already been done and it also needs to be updated according to instructor's needs. Also, I have some readings on loan for check out and several of my students came in and were told that they were not there. Perhaps they were already checked out and in use but is there a way to indicate that to those who might be looking for the materials.

48. Your staff has been a huge help to me in learning how to use the databases

49. None

50. increase friday and weekend hours

database needs much improvement. I have used other schools' (ex: penn state) databases to find information I was unable to find here.

51. most schools/libraries have a variety of DVDs for educational and entertainment purposes. I think it would be really nice to have access to such things at ULV.

Study rooms are really hard to come by, making it difficult to study in partners or groups.

52. Online access to more history journals would be a boon.

53. Please increase the breadth of your peer reviewed professional journals. Online access to the Journal of the American Medical Association and Journal of Clinical Psychology would greatly enhance my dissertation success.

54. I feel as though academics are and should be a primary focus for the university therefore we should have a library that is open 24 hours especially during finals week to meet the academic needs for the students.

55. Getting online and having my computer scanned everytime is a waste of time. Users should only be asked to do this the first time they connect to the library internet.

56. I think the prices ULV charges for copies is HORRIBLE we are poor students and you can't afford to make a copy on campus. I also think maybe more cozy study areas would be nice more comfort!!!
57. Sometimes it gets too warm in the library, and the lightbulbs in the study desks emit heat as well.
58. I always appreciate this library's help. Thank you very much.
59. Sometimes an article is only offered through leo delivers, however, upon further research, for example going into the journal itself, the article can be found...
60. I have some CAPA classes at 7pm on fridays and the library closes at 6pm. I wish the library would be open until at least the time that I go in so I wouldn't have to leave.
61. Allow windows 7 on wifi as soon as possible
62. Pay attention to the account profile. I live 5 hours away & invariably I get a email to pick up my book at the desk --- then I have to email back that it was supposed to be mailed. By the time I finally get it, I only have a few days to read & still make the return deadline. I'm busy. I don't have time to 'just read', esp. if it happens to be a large book. I've complained about this more than once, but so far, no improvement. -- my two cents
63. The supplies in the copy area could be improved and that area seems cramped and crowded.
64. New study rooms!!! Light, ventilation, comfortable seating, and more room STRONGLY preferred.
65. The few times I checked out materials, I still received overdue notices even after I had returned them. Each time, it required multiple phone calls to the library to resolve the situation.
66. A more interactive research presentation for students, with short collaborative research activities they can do to apply librarian's talk.
67. great job
68. Hours need to be improved, I always need more library hours. I would like to see the ability to rent out headphones for the computers. Some of the library website is a bit unclear, better than last year though. some lights in the study booths don't work, and some of the keyboard stands (bottom of keyboard flips) are broken. Sometimes toilet paper runs out in the bathroom. I would like to see some way to print/copy in color. A change machine, or equip the front desk with change for the copy machine/printer (like to break a 20 or a 10)
69. I work full time and like to study sat and sunday mornings, but the library is not open early on those

days. It would be nice if the library was open early on either day. 8am would be nice

70. Please continue to have research classes provided alone or with student courses. I have received the best research tips from the Wilson library when my classes had an appointed time to come into the library for a research. Keep up the great work!!!

71. I thank you for your commitment to educational excellence and to our students. You have done wonders with a limited staff and resources. I think you are doing an excellent job. Thanks especially to the librarians who provide presentations to classes and are available by appointment for research paper consultations.

72. The only service I was not aware of is "course materials available from checkout"--several students primarily for financial reasons are having difficulty buying textbooks. Are all course textbooks available for temporary student use (reading required chapters, study for exams, etc.)? A notice about this might be informative if such a resource is generally available.

73. Library staff needs to greet people as they walk in. Offer assistance if they see someone wandering around, looking lost. Staff also needs to acknowledge people as soon as they step forward to the desk. I have entered the library many times without acknowledgment and when I have asked a question I get looked at like I am bothering them or ignored all together. For this reason I choose to STAY OUT of the Library and not use it for resources. Your staff is not providing a welcoming atmosphere.

74. It would be nice to have the library open prior to the beginning of the earliest classes (7 am?). Some of us have classes at 8:00 am, and no help prior to that.

Also, for this survey, it would have been good to have the option of "NA" or "I don't know" for item # 19

75. I find it difficult getting around on the new webpage. I am not able to retrieve articles as quickly as before. This is most likely a learning issue on my part. I must have missed the announcement about the new look and feel of the website. Thank you.

76. FIX HOURS EXTEND PLEASEEEEE!

77. You might change this survey to the new location of the LEC in the campus center. I have used Leo Delivers quite a bit over the summer and I have been very satisfied but I would like to be able to get some of the articles from our library which had only 4 of about 25 I needed which were not from difficult to find journals.

78. The archives are not available. I would like to use them. Why do you ask questions (#1 and #2) that cannot be answered about the archives?

79. Keeping doing an excellent job of providing service to our students and faculty.

80. Make the archives available to faculty.

81. The only truly negative experience I have had here happened once on the top floor in the quiet study area. I am one of those people who cannot concentrate unless its very quiet so I really appreciate that space being there. One time though there were several staff members hanging out in the office up there, they were talking very loud and laughing the entire time. I could hear every word of their conversations. I want to say this lasted for about 20 minutes. I found it really distracting and would expect more respect from the staff, especially on the quiet study floor.

82. If the wireless internet was set up the way it was before Feb. 2009, that would be nice. (My laptop no longer is able to use the internet with the new wireless system).

83. improve internet speed and accessibility

84. I wish that Link+ would deliver faster. Also, weekend hours would be great especially on Sunday.

85. Please include more full text to online database.

First of all, I am full time gruduate student.  
Thanks.

86. Some of the print books need to entered in the library database because I found that some of them are not in the library database, but they are in shelves.  
Thanks.

87. Longer hours in the summer. Closing at 7pm is not enough time for CAPA students who work till 5pm and then commute to school to find out that there is only less than an hour before the library closes.

88. I became comfortable in using the library and computers after listening to a short presentation conducted by a librarian who came into our class as a guest speaker. She taught us about the many valuable library resources. I have only seen this presentation given in 2 out of the 9 courses in the two years that I've been attending ULV. In one of the presentations, I finally learned what LEODelivers was all about. Both presentations were very instrumental although I know there are probably other resources that I've never used because I know nothing or little about them.

89. Open library 24hrs during final weeks and longer hours during normal weeks would be nice.

90. Utilizing low conversational tones in the staff area behind the counter; the usual daily conversations that go on there can be heard in the second floor study booths and are quite distracting.

91. I would like to see more journals online for Psychology.

92. Great job:)

93. More outlets for laptops on the tables would be great. Sometimes study groups meet and the rooms are full, but the center tables do not have plugs like the other University Libraries have.
- JStor essential
94. Keep Lexis-Nexus, but promote use and offer tutorials  
Assistance with funding better anti-plagiarism software.
95. For my opinion, I really support that the library could be opening for 24 hours. Because my habit is at night
96. Have staff walk around the library to make sure other students are keeping the noise level down.
97. alot of the questions did not relate to me since i am a first time student at ULV and have not yet had to have used the library services all that much so i was unable to adequitly answer a lot of your questions, also, i am a full time graduate student and there was not that option to choose from. N/A should ahve been within all the questions, in cause a peerson like myself has not had experience with that particular service. plus i had to mark the answers eventhough my response was not that answer but it make me mark it anyways.
98. While having the library open 24 hours would be nice, it may not be feasible, so I would suggest 7 am until midnight.
99. Longer hours during finals. Increased video selection or online video selection.
100. Please increase the speed of the server for WilsonsWeb. It is too slow!

101. Noise control when there are study groups who set up at the large tables.
102. Excellent services for so few people! Hire more librarians to spread the load!
103. the charge of machine and printer is too expensive.
104. N/A
105. Our doctoral students couldn't be more pleased with the quality and expertise of the library faculty and staff. Please continue doing the good work that you do.
106. My experience with the student workers has not been too pleasant. I've been to the library several time since the semester started and they are not friendly and welcoming. When I go to the desk to ask for

- help they seem bothered and insulted. I try to avoid the library because I do not want to deal with them.
107. I would like more information on items offered in the library. Fortunately my instructors talked highly about the learning center. I have utilized that department and love it. I would like to use the library more, though I am not aware of all that it has to offer. Is there a place where I can look up what students have access too?
108. Longer hours are needed. Could not meet or research in the library on Saturday or Sunday as needed during the summer.  
Also the study rooms show signs of excessive wear. Some of the upholstery needs to be replaced. The wooden part of the benches in these rooms need to be repaired (not sure how much is abusive use by students??)
109. Seems like the library is a social club where anyone can talk, answer phones and whatever else. Silence is essential and needs to be enforced. Even the quiet study are in the 3rd floor can use some monitoring for assured silence. In addition, keeping the library open longer hours would be very helpful. Maybe until 1 am or so. Otherwise, a good place to study.
110. More children's books
111. Stay open until midnight. It would be very convenient.
112. You need to have a "N/A" category on your last question (#19). I marked no improvement needed on several items that I don't ever even use.
113. Please get JSTOR. There are so many articles on there that would be relevant to my research/Senior Thesis, but I have to get them from my friends in the UC system. It's embarrassing that tuition is \$30k+ yet we don't have a subscription to JSTOR.
114. N/A
115. email reminders of materials due would be helpful - a reminder a day beforehand or a few days after puts long-distance students at quite a disadvantage
116. Longer weekend hours.
117. 10cent per paper to print is very costly. Should be more cheap.
118. get comfortable couches and provide rest areas to read books
119. Allow food in the library

120. Need to open earlier
121. I just began and teach in the Ed.D. Org leadership program, so I haven't used many of the resources yet but I plan to.
122. I think the library should open at 7 a.m. instead of 8 a.m. :)
123. The library needs a better funding structure.
124. Print for free...
125. The one thing i would like to see is enforcement of library rules mostly cell phone use, i've been there many times and many times there are people holding conversations very loudly inside the building i've had to leave because it was very disrupting
126. For the Course Reserves, we should have a program where one book from every course is available, but only to be used within the library for two hours at a time. There fore in the long run, we would be saving the library fees from leo delivers or link + and all books would be there and assessable without charging the instructor to put one there.
127. Our library is doing an amazing job of providong access and service to our students. No improvements are necessary.
128. The study rooms are very stuffy and sometimes too hot to work in. Maybe a fan that could be turned on or off by the occupant might be helpful. Other than that, great job!
129. Availability of journal articles is very important to me. It seems as though the more recent articles, or older ones, can only be obtained via LeoDelivers. Having to go through the process of ordering, waiting, and then finally receiving it is frustrating. I hope that you will expand/improve/renew, do whatever it takes so that this type of information can be obtained without delay.  
Also, please improve the air conditioning/air circulation in the study rooms/meeting rooms (on the 1st floor, south side of building).  
Thank you for the opportunity to participate in this survey.
130. The workers behind the front counter could be a bit nicer. When one needs help they often act like they do not have the time or that one should already know the information.
131. Online Databases and how to use them needs improvement.
132. need more in person librarians available in the evening hours and more library staff available in the evening hours

133. I think the library needs to get new chairs for all of the library. The chairs are wood and very uncomfortable for students to sit on during study hours. The chairs provided are uncomfortable in general. Also the Air Conditioning seriously needs to be brought down to a good temperature for the students during the Summer like to 65-70 Degrees. It is always super super super HOT inside the library and the Air Conditioner for the back on the library doesn't work because the vents are turned off. Air Conditioner needs to be on in every part of the library!
134. Leo Delivers needs improvement. Online articles need to be available really fast.
135. open later on Sat and Sunday
136. Would really like to see some extended hours. Sometimes I'd like to go to the library and it is closed. I work 8-5, M-F and it seems that the library keeps the same hours.
137. n/a
138. stay open later. Should be 24 hrs during final week and open past midnight during the term
139. I would like to see a more convenient a holistic Log In and Log Out system. It is very confusing to understand if you are logged in and out in addition to knowing if your material will be saved on the computer. In the past I have had a computer system that once you log out, all information on the computer goes back to default. This would be nice to see for security and convenience. In addition I would like to be able to use my own laptop at the school. I am not sure why I am unable to log on, but it does not work. There needs to be either a tutorial and/or assistance (in the library) for handling these issues
140. Open up the timing of Sundays please. Many students prefer to study in the mornings and not in the afternoons commencing at 1:00 p.m. Go forward with at least a 10:00 a.m. start and a close at 7:00 p.m.
141. a lower price for printing
142. More study rooms. More power adapters at tables for laptop connections. longer library hours.
143. Overall I am very pleased with our library and the faculty staff. I use the research databases a LOT, which is why I'd rather see those increased rather than print journals. Call me old fashioned, but I don't like to be anchored to a computer when searching through a book, and prefer hard copy. Our book selection is abysmal, but since we have Link+, this isn't too much of a hardship. Thanks for the lots that you do, with so little!
144. \*While library faculty are nothing but Excellent in caliber, knowledge and assistance, the same cannot be said for the library staff in general. Those in the front who check out our material are not too swift at times nor are they very hospitable - none of them smile - ever.  
\*Laptops? You have laptops available? I don't have to drack mine there. Gee I wish I knew.

\*I marked online books "definite improvement needed" because I have a heck of a time trying to get them to work. They take forever to change a page and to open. I avoid online books because so far, I've not had success with them. Perhaps, I'm simply not doing things right.

145. Change the wireless internet system so that it is compatible with all anti-virus programs!

146. I really think the Library should be open from 7am to midnight.

I think most students are too embarrassed or intimidated to ask for help. It would be helpful if the library had a greeter or someone to roam the stacks to ask if students need assistance. It is easier to ask for help if the staff comes to the students.

147.

I am a student at the law school, so I rarely use this library. However, when I have, the restroom is disgusting and the staff is generally rude. (The student staff, not the adults.) I have also heard staff making racial comments that were highly inappropriate.

148.

149. Research librarians should be out in the open area during all business hours, not in their offices behind closed doors.

150. The reserve course materials needs improvement

151. I think it would be nice to have more computers and printers available in the library.

152. More online data bases!

153. None

154. I think the closing time for the library is not logical, especially the new change to 11 pm. We need a 24-hr library like most universities have for their students.

155. everyone is extremely professional and helpful to me and to my students. Miss having research librarian available face to face more.

156. There needs to be coordination between the librarians and the EdD faculty for research instruction. The librarians are great, but understaffed, but they are not in the loop with the EdD faculty for research assignments, which makes it more difficult for them to help me. Why are there not ongoing sessions throughout each of the years of the EdD program in collaboration between the departments??

157. You have done a very good job for me and my classes.

158. Any improvements in the accessible number of online sources would be great!
159. I would really like to see more information online such as Magazines, Articles, Databases, Journals.
160. the chairs for the tables are very uncomfortable. i would like to use the computer chairs for the tables. to be upright.
161. When I called yesterday to ask for the research librarian to clear something up, I was told curtly "no one is here." This is the first time in 15 years I have come upon an employee not trained to try to help me.
- I think that the library has done a great job at keeping the students able to connect wirelessly. Since I use my own laptop it is important for me to have my own work space to work quietly and have access to the internet. I hope that the books can be a little more updated for education because some of the concepts are a little outdated. Other than that the library is a great resource and I have used it many times in the past. I also get good use of Link+, thanks for that.
- 162.
163. 1) Need to fix the soap dispenser in Mens Room. It doesn't work at all.  
2) Need to extend library hours on Friday - Sunday and definitely during the final exam week. Thank you.
- One issue is with the library research desk. With nobody there, it gives an appearance that the library is understaffed somehow. I realize that there are multiple research professors, however, that signage is not posted on the desk. Secondly, the study carrels on the mezzanine level (the semi-circle ones) are in dire need of repair to the seats. That same kind of attention needs to be given to the study rooms, which need cosmetic repairs.
- 164.
165. Work on the LeoDelivers program. I have ordered several articles and never received them even when I needed them several months later.
166. enjoy going there to study
167. add a fax machine to the services offered. even if we have to pay like the printers and copiers. many on campus students do not have access to fax machines throughout campus and do not own one in their room. this would be very convenient. thanks
168. It would be nice if there was a place to plug in computers on the tops of the tables. Right now it pretty ridiculous to see students crawling under the tables to find power outlets.
169. n/a
170. I would like to see a room available that allows groups to practice their PPT presentations. When I ask to use a room for our group, I am always turned down. We need to look for an empty classroom to

practice and this is difficult to do.

171. Replacing some very old books, with either new editions or new ones that have up to date information and current research.

172. I would argue that I would be considered a "heavy user" when it comes to using the libraries resources, especially in terms of checking out books. From my experiences, my biggest complaint would be with the newly remodeled search engine. It is nowhere near as effective as before. Try typing "Ghandi" in you will get no results. I have encountered so many problems in searching for a book since the beginning of the year, problems that were non-existent when the old "Find Books" search engine was used.

173. It would be nice if the library was open before 8 AM so people could print things for their 8vAM class without being late.

174. A better search engine for finding articles would be nice. It seems as though it takes too much time & effort to find an article, even though you may have all the essential information.

175. The library is great. I have recently been using more especially for my senior thesis, but what dissappointed me is that it closes at 11 pm. I work in the morning and have classes in the afternoon so the only time i have to use it is after 9 or 10 and that gives me less than two hours! Please try to change the hours to at least 1 or 2 am, it will be really helpful. At least do it this semester!!

176. More students and faculty are breaking the rules and are talking loud in the library or using their cell phones in the library. It seems the rules have been relaxed. During exam time it is very annoying.

177. Ease of article retrieval from databases

178. workshops would be nice for specific areas like Thesis or Dissertation information

179. Send out emails on new information for the library, have a school social outside of library to become aware of library functions, provide flyers to the resident halls, ask for a librarian ambassador to be involved with LEC.

180. The place is a noise gallery. Better policing of clear policy violators.

181. Over all the library has worked out good for all the semesters i have been here. The data base can be confusing at times. Sometimes I can be on the database for hours looking up one specific article or measurement. But overall the library has been good to me.

182. No

183. Stay open longer

184. being open by 7 or 7:30 am would be helpful

185. Not at the this time.

In Leo Delivers need the ability to indicate HOW I want the books that I requested delivered. At times, I needed a book mailed to me and at times I can pick up the books at Main Campus. This is dependent upon my availability and how I want to receive my request.

186. My other complaint is that I do not always receive email confirmation when my requests are filled. I have asked why this occurred and no one can tell me why. Yes, I do have my email address in the notification portion.

Finally, the last pain is that I can't renew my books PRIOR to the due date. What is the purpose of blocking users out of this functionality - to create extra revenue by being late? NOT user friendly.

187. Your website is no longer user-friendly, go back to the traditional format.

188. What is the bell on your south east outside corner for?

189. \*longer library hours  
\*improve computers in the computer lab  
\*drop the price of printing/copying if possible  
\*keep past exams database updated

190. n/a

191. Provide more comfortable chairs. The chairs for the study tables are extremely uncomfortable and annoying because it rocks back and forth because of the curved base and also the seat is curved.

192. My biggest concern in the library is that it is not at all quiet. People eat, drink, chat, receive phone calls everywhere. It is not possible to work in the library. I have never seen this before. Even faculty keep doors everywhere open and talk everywhere. It should be really made clear that the library is a quiet place.

A lot of articles are not available. Over Leo delivers you never know if you receive the article and when - it is not very good and predictable if you want to do a complete desearch.

193. I am always amazed at how noisy the librarians are and how they almost always seem to be socializing with ONE ANOTHER while ignoring students. I have always found this unacceptable.

## APPENDIX J SELECTED UNIVERSITY SURVEY RESULTS

### National Survey of Student Engagement 2008

11g. To what extent has your experiences at this institution contributed to your knowledge, skills, and personal development in *using computing and information technology*?

	% Freshmen (n=139)	% Seniors (n=401)
Very little	2	1
Some	10	12
Quite a bit	41	30
Very much	46	57

### College Senior Survey 2009

University of La Verne	Total			Group A (Main campus)			Group B (Off Campus)		
	Your Inst	Comp 1	Comp 2	Total	Men	Women	Total	Men	Women
<b>Graduating Seniors</b>	243	5,968	14,679	118	28	90	102	23	79
<b>Library facilities</b>									
Very satisfied	41.4%	37.7%	31.2%	36.8%	37.0%	36.7%	45.3%	25.0%	50.0%
Satisfied	43.6%	41.9%	44.1%	47.0%	48.1%	46.7%	40.7%	43.8%	40.0%
Neutral	12.7%	13.8%	15.3%	12.8%	11.1%	13.3%	12.8%	31.3%	8.6%
Dissatisfied	1.8%	5.3%	7.2%	2.6%	0.0%	3.3%	1.2%	0.0%	1.4%
Very dissatisfied	0.5%	1.3%	2.2%	0.9%	3.7%	0.0%	0.0%	0.0%	0.0%
Total (n)	220	5,898	14,509	117	27	90	86	16	70
Mean	4.24	4.09	3.95	4.16	4.15	4.17	4.30	3.94	4.39
Standard Deviation	0.78	0.91	0.97	0.81	0.91	0.78	0.74	0.77	0.71
Significance	-	*	***	0.07	0.17	0.08	0.08	0.19	0.08
Effect Size	-	0.16	0.30	0.65	0.82	0.61	0.54	0.60	0.50

**College Senior Survey 2009 Supplemental Questions**

University of La Verne	Total			Group A (Main campus)			Group B (Off-Campus)		
	Your Inst	Comp 1	Comp 2	Total	Men	Women	Total	Men	Women
Graduating Seniors	243	5,968	14,679	118	28	90	102	23	79
<b>34. Which of the following groups best describes your student status at ULV?</b>									
	226	0	0	118	28	90	102	23	79
Main Campus, started as First-Year Freshman	39.4%	0.0%	0.0%	75.4%	75.0%	75.6%	0.0%	0.0%	0.0%
CAPA Student	27.9%	0.0%	0.0%	0.0%	0.0%	0.0%	61.8%	43.5%	67.1%
Regional Campus Student (e.g. Central Coast, High Desert, Inland Empire, etc.)	17.3%	0.0%	0.0%	0.0%	0.0%	0.0%	38.2%	56.5%	32.9%
Main Campus, started as Transfer Student	12.8%	0.0%	0.0%	24.6%	25.0%	24.4%	0.0%	0.0%	0.0%
Other	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>35. How confident do you feel about your ability to search online databases for academic purposes?</b>									
	227	0	0	118	28	90	102	23	79
Not confident at all	1.3%	0.0%	0.0%	0.8%	0.0%	1.1%	2.0%	0.0%	2.5%
Somewhat confident	16.7%	0.0%	0.0%	14.4%	28.6%	10.0%	18.6%	13.0%	20.3%
Confident	40.5%	0.0%	0.0%	44.1%	50.0%	42.2%	36.3%	39.1%	35.4%
Very confident	41.4%	0.0%	0.0%	40.7%	21.4%	46.7%	43.1%	47.8%	41.8%

**Adjunct Faculty Climate Survey 2009**

**4. Predominant college affiliation (Check one only)**

- 30.6% College of Arts and Sciences
- 34.9% College of Business and Public Management
- 34.1% College of Education and Organizational Leadership
- 0.4% College of Law

**5. Teaching level (Check all applicable)**

- 38.4% Bachelor's
- 54.1% Master's/Credentialed
- 6.3% Doctoral

**6. Years of teaching at the University of La Verne including current**      **Average 8 years**

**7. Typical driving distance to teaching location (One way)**      **Average 23 miles**

**8. Number of different higher education institutions for which you teach including La Verne**      **Average 1.4**

**9. University of La Verne teaching locations (Check all applicable):**

42.4%	Main campus	40.8%	Off-campus
3.9%	On-line	1.6%	Hybrid

**28. The support I receive from librarians is acceptable**

1.6%	Strongly Disagree	49.8%	Agree
7.8%	Disagree	34.5%	Strongly Agree