



## Program Review Self-Study 2015

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### Egan Library Mission Statement

Egan Library supports scholarship, research, and creative activities at the University of Alaska Southeast by providing relevant, diverse, and well-maintained collections, by helping individuals evaluate and efficiently use those resources, and by creating a welcoming environment for all.

### Introduction

In support of the University of Alaska Southeast’s [Mission](#) and [Core Themes](#) both Egan Library and the Campus Library in Ketchikan are active participants in ongoing academic assessment. However, this program review focuses on assessing the Egan Library’s programs in our regional role serving all of UAS. The effectiveness of our programs are evaluated using a variety of national standards including the Association of College and Research Libraries (ACRL) [Standards for Libraries in Higher Education](#), [Standards for Distance Learning Library Services](#), and [Information Literacy Competency Standards for Higher Education](#), as well as the National Center for Education Statistics’ (NCES) [Academic Libraries Survey](#), the Integrated Postsecondary Education Data System’s (IPEDS) [Academic Libraries Survey](#), and the Northwest Commission on Colleges and Universities (NWCCU) [Accreditation Standards](#).

## Timeline

Feb. 16 <sup>th</sup>	Begin library self-study
April 17 <sup>th</sup>	Library completes initial program review
April 17 <sup>th</sup>	Institutional Review Committee members identified and review begins. Two faculty members, one external reviewer, UAS Ketchikan campus librarian, Library faculty member from UAS.
May 29 <sup>th</sup>	Institutional Review Committee makes recommendations
July 1 <sup>st</sup>	Library response to the IRC report in writing to the Provost. 5-10 pages.

## Self-Study Organization

The self-study includes a careful review of five programmatic areas within the library: Collections and Resource Discovery, Teaching and Learning, Services to e-Learners, Library as Place, and Information Technology. Each section includes:

- a brief narrative describing the main functions of the program
- how the program maps to the UAS mission and core themes
- assessment of the current program using relevant performance indicators from ACRL, NCES, IPEDS, and/or NWCCU accreditation standards
- regional aspects of the program when applicable
- a brief review of trends within the program from the past 3 years
- a vision for the program extending 3-5 years into the future

The final section of the self-study is an analysis of Egan Library's revenue and expenditures including personal and non-personal services of all budget orgs.

## Overview

The Egan Library is a modern academic library located in the heart of the Juneau campus. The Library consolidates the resources and expertise necessary to promote and facilitate student learning outside the classroom. In addition to traditional library resources and services, the library building houses a Learning Center, Testing Center, Writing Studio, Media Services Department, and a Classroom Technology Support Desk.

Egan Library also currently functions as the main campus computing lab, serves as the primary study and collaborative learning space on campus, is the main campus research center, took over some responsibilities of the recently closed UAS Bookstore, and has the largest event space on the main campus. We also envision an expansion of Media Services to include increased direct support services to students and faculty in the creation of multimedia content for coursework and to support teaching and learning. Part of this vision includes space for an instructional designer for the Juneau campus, as well

as additional space for a technology enhanced learning commons, and the possibility for maker spaces and/or an innovation lab.

Egan Library's robust academic collections, print and electronic, provide students with the means for successful information seeking. Whether the information need is for a class or for a hobby, and whether the scope is local or global, our materials and services are geared to fill the need. We support students on the Juneau campus as well as e-Learners in remote locations by providing delivery of materials, access to databases and ebook collections, as well as online research guides, video tutorials, and digital reference services. We also serve Juneau e-Learners in our facility with technology and study spaces to connect to their classes.

We regionally support Sitka and Ketchikan and plan for new opportunities to improve services to these campuses in AY 2016 (Sitka Public joining JLC), improving e-Learner orientation, expanding the Open House, and a communication plan to e-Learning faculty, staff, and students.

The Egan Library is a busy, student-centered place with more than 1500 visits each week. In AY13-14 Egan Library faculty and staff engaged in over 5,000 reference interactions (face to face and distance) with our users. We also had 1,800 views on our YouTube Channel and 6,500 visits to our online research guides. With the launch of the new Framework for Information Literacy for Higher Education we will initiate and facilitate conversations with other faculty, staff, and administrators about information literacy and its impact on student success. We will move forward in collaborating with discipline faculty in developing a cohesive curriculum and learning outcomes for information literacy.

We also look forward to continuing to implement small scale improvements to student spaces in the library, guided by the findings of the Egan Library and Learning Center Space Study (2014) until future years when capital funds may support for more significant renovations.

In serving all of these roles, we need an effective operational framework, qualified staff, and a fiduciary plan which provides for the continuation of these services. This is our first Program Review and through this process we have uncovered a variety of data management issues in the library and between departments. Inconsistencies in data collection are noted in this document in several program areas.

Beginning in AY14-15 we automated much of our data gathering, which is now available for reporting in real-time. We expect this new method to lead to more accurate reporting and further illuminate library use trends. Gate counts, reference statistics, and study room usage were all transitioned to the LibAnalytics platform which we believe is the first step toward a reliable data management system. We hope that this document will serve as a new baseline for data collection and assessment measures moving forward; our next review period will be in 2020.

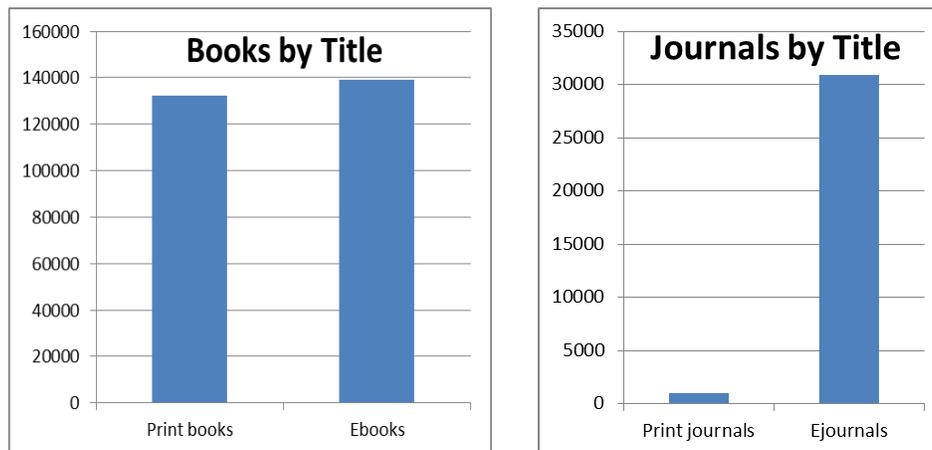
An [Executive Summary](#) is also available.

## Collections and Resource Discovery

This program area includes physical and electronic collections and the systems used to access those collections. This includes collection development (selection and deselection), online databases and the library catalog, circulation, interlibrary loan, and related information infrastructure.

Egan Library focuses on developing collections that support the UAS curricula. We leverage our membership in consortia to greatly expand the resources available to students and faculty. We provide resource discovery platforms that help users find information in a format that suits their needs.

Egan Library offers nearly equal-sized collections of print and electronic books. The majority of our ebooks are provided through our subscription to Ebrary Academic Complete, a service tailored to academic libraries, which is refreshed and expanded monthly. The library maintains a small number of print journal subscriptions including Alaska-specific journals, magazines, and newspapers. We rely on 121 databases to provide online full-text access to over 30,000 ejournals and other electronic resources.



Ebook number excludes ListenAK Statewide collection (from OCLC Collection Evaluation tool, April 2015)

### UAS Mission and Core Themes | Collections and Resource Discovery:

The Egan Library Collections and Resource Discovery Program employs the following strategies in the provision of academic and student support services supporting UAS's Mission and Core Themes.

***Student Success Core Theme*** – Provide the academic support and student services that facilitate student access and completion of educational goals.

- **Maintain efficient and easy to use systems for student access** to a variety of academic support materials including books, ebooks, journal content, study aids, equipment (calculators, laptops) relevant to UAS programs. This includes the collections of the Egan Library and an additional 1.5 million items from consortial library partners (JLC) including the UAA/APU Consortium Library.
- **Encourage reading and exploration of information** of personal interest as part of everyday life (Standard: Guidelines for University Library Services to Undergraduate Students: Resources and Collections). The library maintains collections that provide recreational and leisure reading in our

Featured Books and Featured Magazines locations. We promote our resources through displays, New Books (both a location and an online display) and the online Awesome Box where students can share with others books that caught their interest. We provide current newspapers online and in print including newspapers from Southeast Alaskan communities. Through our consortial shared collections with Juneau and Anchorage Public Libraries, we provide access to a large collection of popular fiction and nonfiction, recreational and leisure reading.

***Teaching and Learning Core Theme*** – Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

- We support faculty in teaching by providing the resources they need to support their courses. Each year, the library does direct outreach to faculty to assess what resources need to be added to the collection to support the courses taught. We particularly target new faculty who may be teaching new courses or have a new focus for an established course; **we allocate a certain amount of funds each year for new faculty requests**. On average, we purchase around 105 individual books, films, and journal titles for 15 different faculty members each year (see [Detailed Report on Faculty Requests](#)). Some of these requests are quite expensive to fulfill. For example, between AY12 and AY15, we purchased 24 films with public performance rights to support faculty-sponsored film series. These series were tied to particular courses but also open and advertised to the public. The average price of a DVD with public performance rights was \$237. These costs are borne by the library and not passed on to the academic departments. The library retains the DVDs and they remain available to students and for additional future public showings.
- We look for opportunities to **engage campus stakeholders on important topics related to scholarly communication** such as access to intellectual property, copyright and open access publishing. Library faculty host campus brown bags (for example, on copyright), produce the @Egan newsletter aimed at UAS faculty, and participate in new faculty orientations.

***Community Engagement Core Theme*** - Provide programs and services that connect local, state, national, and international entities on programs, events, services, and research that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

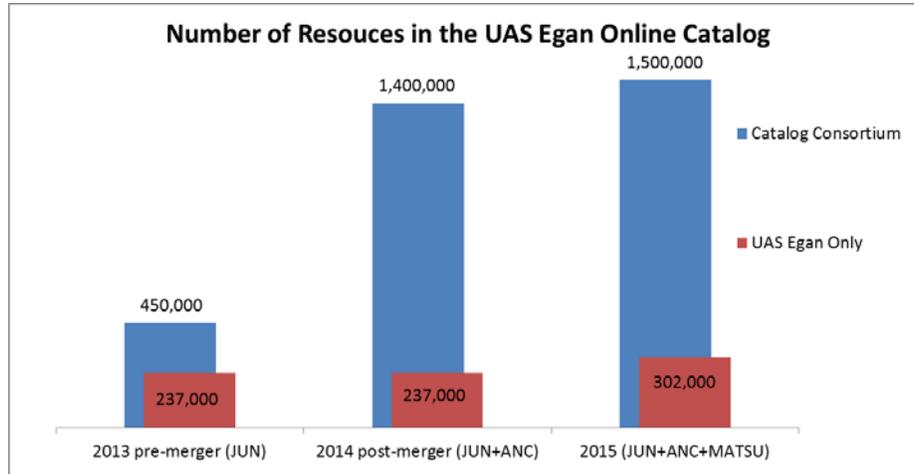
- Egan Library **builds mutually beneficial partnerships** e.g. Outreach to USFS Pacific Northwest Research Station/Juneau Forestry Science Lab during an ACRC Brown Bag event to re-establish collaboration to maintain and facilitate research access to the UAS Forestry Sciences Collection.
- **Faculty Librarians perform service to community organizations** such as serving on the board of Friends of the Juneau Public Libraries, and serving as officers of the Alaska Library Association statewide and Juneau chapters, as well as various other public service activities in Alaska. These build relationships with library stakeholders and are opportunities to promote the library and also collect feedback and suggestions for collection and service improvements.

***Research and Creative Expression Core Theme*** - Provide programs and services that support research, scholarship, and creative expression by faculty and students.

- **Collection size and scope.** The Egan Library supports research and scholarship by providing scholars with access to a **comprehensive collection on-site and electronically**, and to literally a worldwide collection of resources via interlibrary loan.

**The Egan Library collection consists of:**

- 132,370 print book titles
  - 139,660 electronic book titles
  - 5,370 print serial titles (journals, annuals, monographic series)
  - 121 databases providing access to 30,000 journals and millions of articles.
  - 1,520 video and music media titles
  - 4,310 maps
- **Leveraging of consortial collections:** The library seeks to provide a greater number of resources through strategic cooperative ventures. The library has engaged in cooperative collection access since at least 1986 when the UA-J library formed the Capital City Libraries (CCL) cooperative with the Juneau Public Libraries and the Alaska State Library. Since 2013, the Collections and Resource Discovery program has been significantly expanded and redesigned as a result of the CCL merger with the larger Joint Library Catalog (JLC) cooperative which includes the UAA/APU Consortium Library, five UAA campus libraries and 15 public libraries throughout Alaska.
  - **Joining the JLC tripled the number of resources** available to students, and the combined collections offer five times more resources than UAS Egan offers alone. The majority of these are freely circulating materials that UAS students can easily request online and pick up at Egan or another library in the consortium. Joining the JLC also greatly reduced the costs to Egan Library for library catalog system; approximately \$24,000 was saved in reduced contributions to licensing fees and system administration costs.

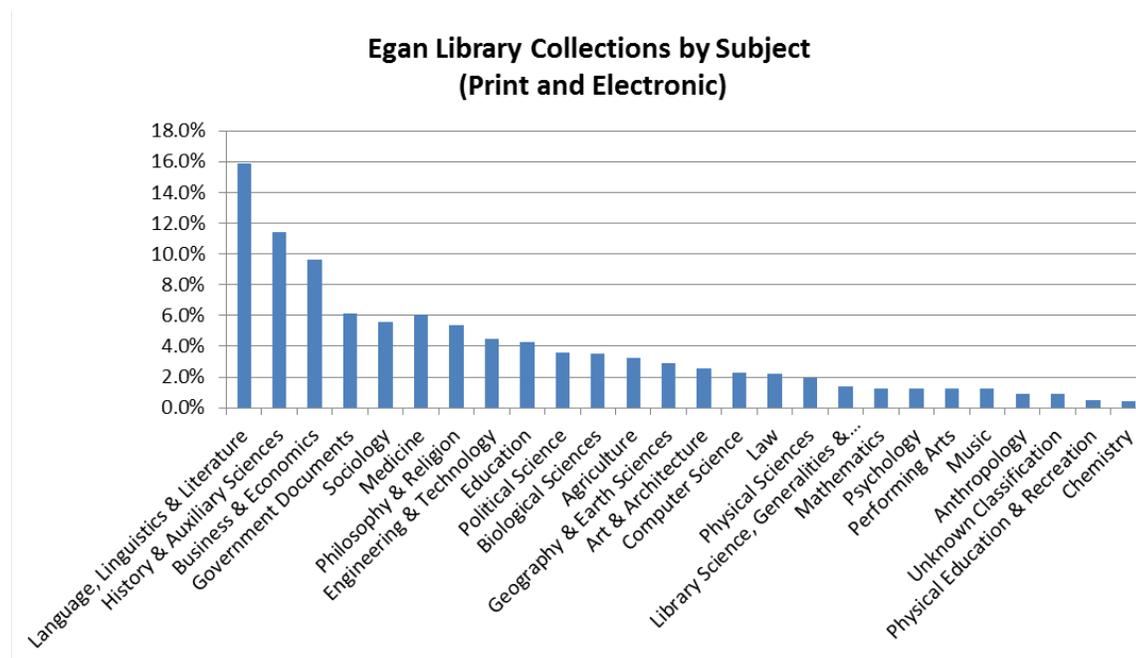


Of the [121 subscription databases](#) available through the library, 39% are provided through the Statewide Databases program which is funded without direct cost to UAS, 28% are funded through shared consortial purchases (mostly with the other UAs), and [33% are purchased by UAS Egan Library on our own](#).

Through our consortial agreements, we are able to offer essential article databases at a fraction of the cost of individual institutional subscriptions. For example, Elsevier’s ScienceDirect is a premier database containing thousands of scholarly, high-impact journals in a variety of disciplines. It is

purchased consorcially by UAA, UAF and UAS. The total cost to the UA system for this product in 2015 was \$629,000. Of this **UAS, paid \$5,500, or less than 1%**. UAS usage amounted to around 4% of the total, with 5,900 journal article requests (2014). This is an average of less than \$1 per article. **The cost of these articles without a subscription is \$31.50 per article.** The cost of a subscription to UAS without the consortium is estimated to be between \$10,000-\$15,000 per year; UAS Egan Library was not able to fund this resource prior to the consortia purchase opportunity.

- **Comprehensive and specialized collections.** The library maintains a collection that is comprehensive in order to meet the basic standards for libraries serving undergraduate students. The library strives to maintain a basic level of information across a wide range of disciplines, **while providing greater depth of resources in areas where UAS has programs or are of particular local significance.**



Source: OCLC Collection Evaluation, 2015

- **Discovery Tools.** The library provides multiple ways for students to search and explore the library collections. Our [OneSearch](#) discovery tool, featured prominently on the center of our homepage, is an integrated search interface that simultaneously searches the majority of the library’s article databases and the [Library Catalog](#). Our [JournalSearch](#) tool provides links by journal title to the 30,000 e-journals held in our databases. The library’s physical organization by Library of Congress classification system also facilitates subject browsing and serendipitous resource discovery.

## Regional Services | Collections and Resource Discovery:

- Participation in JLC has provided additional collection and resources access for e-Learners throughout the state. Collection materials are sent and received by mail and courier services 5 days a week to individual users and partner libraries. **JLC expansion plans include Sitka and Ketchikan.**

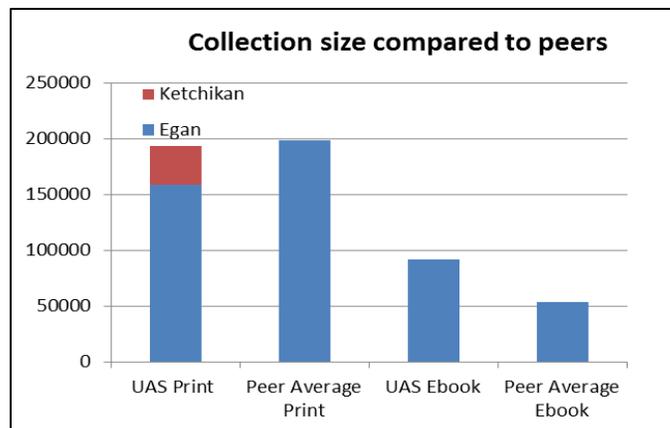
- [Online library account registration](#) is provided to e-Learners, with delivery of account information returned via email within 48 hours (this will become automated soon, see Vision section).
- Egan Library collection and database access systems offer **24/7/365 remote access to a wealth of digital collection materials** (e-journal articles, ebooks) to our users throughout the Southeast region, Alaska, and the world.

## National Standards/Assessment | Collections and Resource Discovery:

**Collections are aligned with institutional programs and adequate to support those programs.**

Collections are sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution. Circulation policies permit effective access ([NWCCU standard 2.E.1](#); [ACRL standards 5.1, 5.2](#); [ACRL Guidelines for University Library Services to Undergraduate Students](#))

- The library aligns with programs by providing librarian liaisons to each academic program. Liaisons are responsible for making selections to support curriculum, often in consultation with faculty.
- The library considers program delivery (on-campus versus e-learning) when selecting materials.
- Librarians use appropriate tools to stay informed of new publications across disciplines (New book alerts, Choice Magazine’s *Outstanding Academic Titles*, and OCLC Collection Evaluation).
- See data above on size of print and electronic collections, and breadth of disciplines covered.
- The size of our print collection is average compared to UAS peer institutions and our ebook collection is 70% above average. [NCES Academic Libraries Survey, 2012](#)



Source: [NCES Academic Libraries Survey, 2012](#).

- Interlibrary loan and other document delivery services are provided to students to give them access to materials not owned by UAS and to provide print materials by mail to off campus e-Learners.

**Planning for information resources is guided by data that include feedback from affected users** ([NWCCU standard 2.E.2](#))

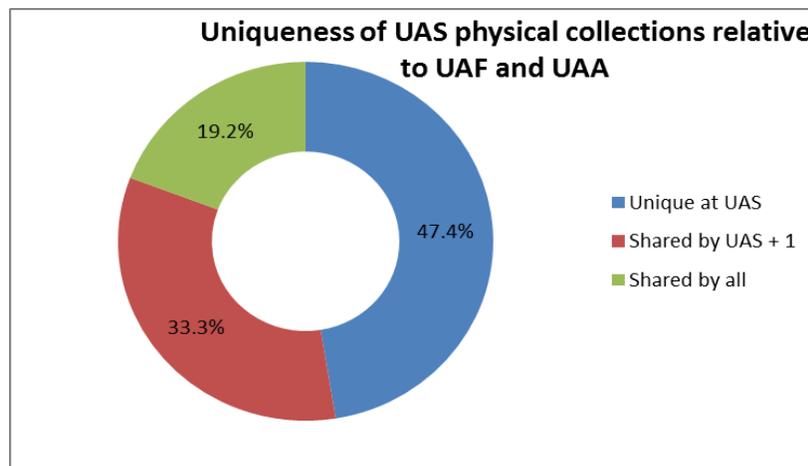
- As stated above under *Teaching and Learning*, Faculty recommendations are continuously sought. A purchase request form is available on the website and liaisons remind faculty each year that recommendations are welcome.

- We also incorporate faculty in the de-selection process by sending them lists of items to be withdrawn. We hold a “weeding party” each year where faculty come to the library and review areas of expertise. There were **700 titles withdrawn in AY14 and 650 in AY15 during weeding parties**. In collaboration with Special Ed faculty we withdrew 330 outdated titles (almost 80% of the collection) and added 40 new titles, both print and ebooks. We are currently removing outdated materials from our Juvenile collection with the assistance of Humanities and Education faculty.
- The library provides data on library support for academic programs for program reviews when requested. This is an additional point at which the library is assessed. (See [Health Sciences example](#))
- We incorporate student feedback into collection development by reviewing course evaluation comments for actionable suggestions for the collection, analyzing circulation patterns, and taking student requests and recommendations. ([See example of circulation analysis](#))
- Major database purchases are undertaken only after a trial access period when faculty and students are invited to test the product and provide feedback.

**The library builds and ensures access to unique materials, including digital collections** ([ACRL Standards for Libraries in Higher Education 5.3](#)).

- In AY2014, UAS joined in a UA system-wide effort to highlight and preserve the unique digital assets and intellectual output of our universities—the [Scholarworks@UA institutional repository](#). **We increased hours in the position of Serials & Electronic Resources Assistant to provide support for this program** and meet increased workload in general. To date, this program has resulted in a searchable collection of UAS Soundings going back to 2000, and a searchable archive of theses from the M. Ed. in Special Ed, as well as other collections. Upcoming projects include adding an official digital archives for student research in the URECA program, Tidal Echoes, as well as faculty research.
- **Over 47% of our physical holdings are unique among the major UA Libraries.** Our most special collections relate to the environment and cultures of Southeast Alaska. Our Alaskana collection consists of approximately 9,000 titles, of which roughly **15% focus on Alaska Native knowledge and cultures** (See [Alaskana Collection](#)). **We envision a separate Alaskana collection space.**

**Egan Library unique & overlapping holdings relative to UAA Consortium and UAF Rasmuson Libraries**



Source: OCLC Collection Evaluation tool, 2015.

- The Forestry Sciences Collection, donated by the U.S. Forest Service in 2005, numbers 18,600 titles. Sizable sub-collections still being processed are a collection of aerial survey photos of the Tongass and Chugach Forests, and historical pamphlets and grey literature compiled by the Forest Service Juneau Research Station. This collection is a vast and valuable resource on the natural history and conditions of Southeast Alaska.
- The Egan Library does not include Archives and Special Collections as a programmatic area. We have neither the facilities (storage and reading room) nor the staff expertise (archivist) to run such a program. Therefore our capacity to collect truly unique archival and rare items is limited.

**The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users. The library regularly evaluates the quality, adequacy, utilization and security of its resources. ([ACRL standard 5.4](#); [NWCCU standard 2.E.4](#))**

- Collections are organized by Library of Congress Classification – a national standard for arranging collections by disciplines, used by vast majority of U.S. academic libraries
- Collections are monitored for condition by staff. Library maintains repair and replacement program where appropriate.
- Integrated library systems support online catalog and circulation services including hold requests.
- Circulation data is mined to consider utilization of resources both during selection and deselection.
- Infrastructure for preservation provided: bindery, in-house repair, closed stack storage, digitization of UAS institutional records.
- Librarians continuously evaluate library resources in the process of managing the library, and formally do so through annual NCES IPEDS surveys, NWCCU accreditation reports, and periodic UAS academic program reviews.

**The library ensures long-term access to the scholarly and cultural record ([ACRL standard 5.6](#)).**

- As a member of OCLC, a complete copy of our catalog is preserved in the OCLC WorldCat database; the library can evaluate the number of worldwide copies for any resource in our collection prior to decision to de-select an item.
- The library catalog is backed-up regularly and there is built in redundancy with OCLC Worldcat, Workflows and Enterprise databases.
- UAS Library collections are appropriately evaluated for retention; the retention policy is dependent on the discipline. The limited stack space in the library curtails our ability to hold all materials long-term. Consideration is given to the importance of currency in the discipline, the uniqueness of the materials, and their local significance.

**Library collections provide effective access to information resources through reference sources in a variety of formats. Reference collections provide standard and interdisciplinary indexes and sources ([ACRL Guidelines for University Library Services to Undergraduates](#))**

- The Library catalog includes a reference search function that searches both print and electronic resources

- The Library is gradually replacing portions of the print reference collection with online equivalents. In 2014, the library replaced over 1,000 volumes of literary criticism in print format with the online equivalent and reduced the size of print reference collection by approximately 10%.
- [Available databases](#) cover a wide range of disciplines. These provide full-text searching for over 30,000 journals, and provide basic indexing of even more.

**Library collection policies should include withdrawal and relocation practices because of the special nature of undergraduate collections. Collections should be dynamic and responsive to the needs of a changing curriculum and clientele. ([ACRL Guidelines for University Library Services to Undergraduates](#))**

- The Technical Services Librarian tracks weeding across the collection and prioritizes areas that are particularly outdated and/or crowded.
- Librarians collaborate with faculty on withdrawals and relocations. For example, the proposed relocation of Alaskana (see Vision) is in collaboration with faculty in Alaska Native Studies.
- Changes to collections respond to changes in the current information landscape. We eliminated the print index location in 2009; we reduced print reference and expanded media in 2014. We created Featured Books and Featured Magazines sections in 2012 and 2013.

#### **Challenges to meeting standards:**

**The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically. ([ACRL Standard 5.2](#))**

UAS Egan Library has generally kept up with new formats for information; however we currently have a very limited number of licensed streaming videos available to students. When faculty need films for course instruction, our current practice is to purchase the film as a DVD. This works fine for face-to-face instruction, but copyright restrictions prevent these films from being broadcast remotely to e-Learners. The library recognizes the importance of multimedia instructional materials. **UAS students and faculty would benefit if the library could add more streaming videos licensed for instructional use in face-to-face and in e-Learning**, however this has been cost-prohibitive thus far.

**The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users. ([ACRL Standard 5.4](#))**

UAS Egan Library meets this standard partially, but inventory control is limited by lack of a security system and RFID tags. Such a system would cut down on theft and would also facilitate a more automated inventory. Lost and missing items impede access. Current estimates suggest that almost 5% of new books are lost within the first three years.

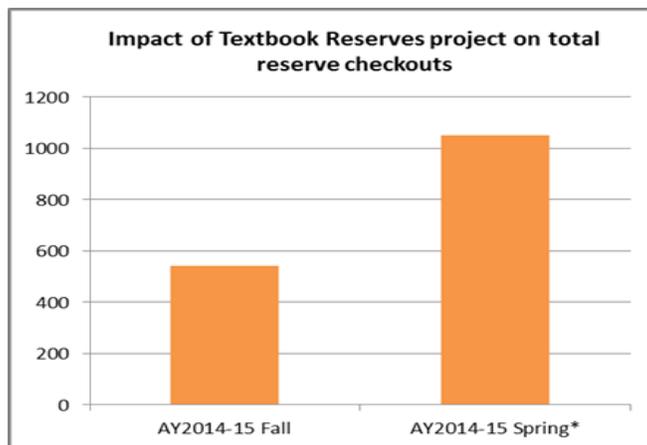
**Collection policies for separate undergraduate libraries should include withdrawal and relocation practices because of the special nature of undergraduate collections. Collections should be dynamic and responsive to the needs of a changing curriculum and clientele. ([ACRL Guidelines for University Library Services to Undergraduates](#))**

UAS Egan library partially meets this standard. Although we serve graduate programs at UAS and are not exclusively an undergraduate library, our facility and our collections are more typical of an undergraduate library than a major research library. The collection is outdated in areas and needs additional weeding ([See Analysis of Collection Age](#)). We consistently work on this but more is needed.

We would also like to further change our space and re-arrange collections to have a more intentional organization that meets the needs of current students and programs (see Vision section). There is a national trend towards the use of off-site storage, a 2006 survey of Association of Research Libraries found 71% using off-site storage for collections (ARL 2006). These facilities allow less-used but still valuable collections to be relocated rather than withdrawn. Egan Library has no such facility and our on-site, high capacity storage area is very small. Therefore we face many difficult decisions where we must discard items that still have research value in general, but haven't been used by our students recently. **For this reason we need to maintain all the collection space that we currently have.**

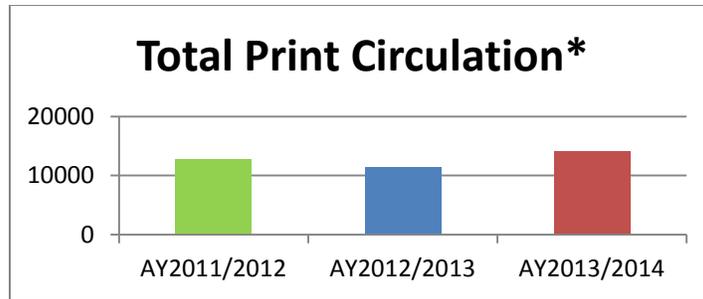
## Trends Analysis | Collections and Resource Discovery:

- **Placement of 200 required books in Library Reserves** for 100 and 200 level courses Spring semester AY14/15, in collaboration with the UAS Bookstore following their closure, **led to a historic high number of reserve checkouts (430) and overall circulation (1400) in February 2015.**



\*Textbook Reserves Project initiated Spring Semester, totals taken 3/31/15. Semester total will likely top 1500 items.

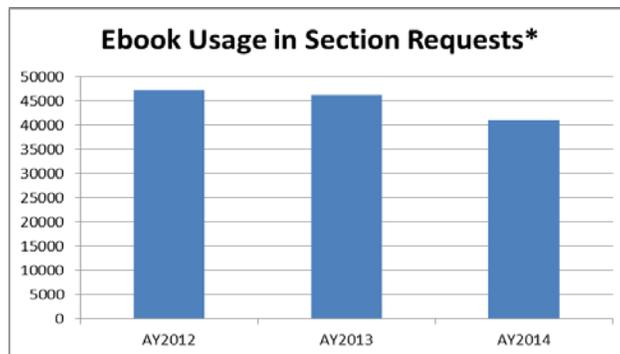
- This trend demonstrates the important role that low or no-cost textbook alternatives have in supporting student success. Research (Bell, 2012; Beck, 2012) has documented a strong correlation between cost of attendance and student retention as well as the negative impacts of rising textbook costs on overall cost of attendance. **A review of the literature documents that textbook costs have increased at twice the rate of inflation in the last 20 years, correlating with high usage of textbook reserve collections in academic libraries** (Berry, 2011). However opinions are mixed as to whether or not libraries should be expected to provide this service in the face of rising textbook costs rather than work as advocates to faculty and publishers on Open Access Textbook Alternatives initiatives.
- **Circulation and demand for print books has remained steady; AY13-14 experienced a 15% increase in circulation**, likely due to our library system merging with the larger JLC regional system.



\*Includes reserves but not ILL. On IPEDS 2014 ILL filled borrowing requests are added to Total Print Circulation however because prior years did not include it is left out of these totals.

The NCES/IPEDS Academic Library survey uses the ratio of circulation per FTE student as a metric of library use. In the most recent year of survey data available (AY2011/12), our general circulation was lower (15,298) than our peer group average (25,568) however **circulation per FTE student (9) was higher than the peer group average (3)**. [UAS FTE is 38% lower than our peer institution average FTE.](#)

**Ebook usage is also relatively steady.** Along with print, usage of ebooks has also been stable. The library offers over 139,000 ebooks which are always available, and can be full-text searched.



\*Successful section requests from the COUNTER Book Report 2 for Ebrary, Ebsco, Gale, and Springer ebook collections combined. COUNTER is an international standard for reporting usage of online resources.

A technical problem with the integration of our largest ebook collection and our OneSearch discovery tool may have been responsible for the slight downward trend in ebook usage since 2012. This is an issue we have partially resolved. We continue to look for ways to encourage use of the ebook collection including possibly changing vendors to one that would integrate better with OneSearch.

- **Journals have shifted increasingly from print to electronic.** This has been accomplished both by reallocating funds, cancelling print subscriptions, and by entering into consortial purchases for ejournal collections.

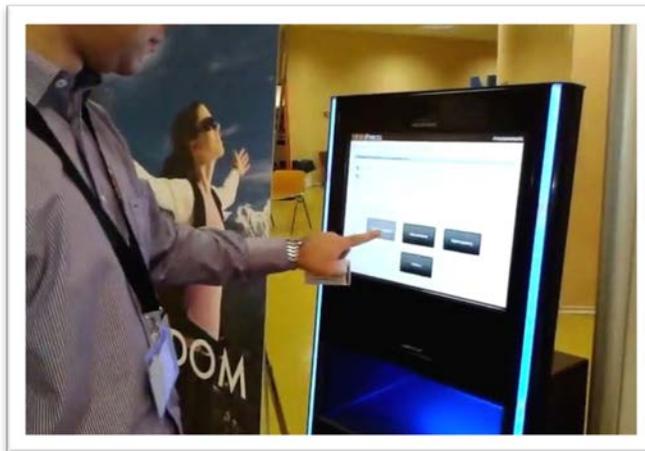
	Print Journals Subscriptions	Electronic Journals Available
2001	492	9,650
2007	368	18,000
2015	237	30,000

- Electronic journals facilitate full-text searching and create equal access on and off-campus. They have also greatly expanded the amount information that is available to students. As shown in our e-Learners program section, **use of the library’s databases has also increased.**

## Vision | Collections and Resource Discovery:

Please see the [Goals and Objectives Implementation Timeline](#) document for details.

- **Scholarworks@UA Institutional Repository:** We value our role in disseminating knowledge created by our community. The stewardship and enhancement of the repository is a priority. “Faculty research and scholarship represent invaluable intellectual capital, but the value of that capital lies in its effective dissemination to present and future audiences” (Hahn, et al., p. 1) – also, distributing valuable *student* work raises recognition of successes in student learning, engagement, and research.
- **RFID Security System:** We will initiate a collection wide security system using RFID technology which will allow for more secure access to our highly valuable collections (insured value = \$14 million). This new system will also allow for self-checkout which has been demonstrated to allow staff to reallocate their time to more essential tasks and increase circulation as patrons have more privacy over the materials they select.



**Smartserve 400 self-checkout station**

- **Library account automation for all UAS affiliates:** An automated process developed by UAA Consortium Library will be initiated to create and maintain student, staff and faculty library accounts in coordination with BANNER data. **This will remove an additional layer of registration** for library use by UAS affiliates and reduce a significant barrier to library use for a variety of stakeholders including on-campus students, e-Learners and adjunct faculty.
- **Pilot a Textbook Alternative Project:** Based on models from [Temple University](#), [University of Massachusetts-Amherst](#) and [Southern Utah University](#)) by inviting faculty teaching lower level courses to workshops on Open Educational Resources, pedagogy, instructional design, and copyright with the goal of replacing a textbook with an Open Access Textbook in at least one course.

- **Collection Reorganization:** The Library will undertake the first major reorganization of the collection in 25 years. The goals of this reorganization are to facilitate student access by putting collections closer together that are used by the same programs, to create more study space and space for student art displays, to dedicate space honoring Alaska Native knowledge, and in general to refresh our beautiful facility.

## Teaching and Learning

This programmatic area includes individual research assistance and instruction, information literacy instruction, student-focused events, and internal staff training. This help UAS students, staff, faculty, and the community make the best use of library resources, evaluate and efficiently use information resources, and to enhance their information literacy skills.

### UAS Mission and Core Themes | Teaching and Learning:

As with other Egan Library programs, many aspects of this program support more than one Core Theme. Below we've listed these aspects under the Theme which they are most closely linked to; however, there should be an understanding that they do support multiple Core Themes.

#### *Student Success Core Theme*

- **Individual research consultations** which take place at the Reference Desk and may be the most visible way in which we work one-on-one with students; however, we also work with patrons (primarily students) to assist them with their research through [email, telephone, and chat](#) in order to provide consistent service regardless of location. Some examples of questions that are addressed through research consultations includes how to: narrow a research topic, find relevant books and articles on a topic, evaluate the reliability of a source, and properly cite and observe copyright.

*"Sweet! Thanks for looking into... as usual, you nailed it! Thanks again!"* Student comment from digital (chat) research session.

- To further meet students, and other patrons, at their point of need in the digital environment we create and make available a growing collection of **research guides**. These research guides provide research strategies and sources tied to a specific course with which we are working (e.g. [ENGL 211: Writing about Literature](#)) subject (e.g. [Philosophy](#)), or general information needs (e.g. [ebooks at UAS Libraries](#)). We create these guides using the world renowned LibGuides software.
- Our collection of **short instructional online videos** is growing. They demonstrate how to start using the library, develop search strategies, find materials, and complete specific tasks. They are used in LS 111: Information Literacy for e-Learners, course-related instruction, Open House for e-Learners, and are widely available through the [Egan Library YouTube Channel](#) and our [Egan Research Minutes](#) research guide. These videos are yet another opportunity to get 24/7 assistance with research help.

- In collaboration with discipline faculty we develop and deliver **course-related information literacy instruction sessions** which are incorporated into both face-to-face and eLearning classes. Information literacy instruction contributes to students' ability to effectively navigate the information environment and to effectively incorporate reliable information into their research projects and personal knowledge bases. Sessions are tailored to meet the learning outcomes and assignment criteria of specific courses. Faculty librarians incorporate active learning strategies and assessments into their sessions to engage students to measure learning outcomes.

*"Loved that we had informational visit included with our class. Used it for an assignment right after!"*

*"Thank you for providing me additional tools to further my college success!"*

*"The library provides a vast amount of information and the ease of access makes it twice as useful."*

- In addition to providing course-related instruction sessions, library faculty collaborate with discipline faculty to **develop assignments** and activities that promote research and information literacy skills.

### **Teaching and Learning Core Theme**

- There is not a required library research or information literacy class at UAS; **our research and instruction program is the primary way in which students are taught about the current information environment**, the quality print and electronic resources that they have access to as university students, and how to effectively and efficiently use these resources to support their academic excellence. Information literacy skills contribute to self-directed and lifelong learning.
- Library faculty **teach two one-credit classes, *Library Resources and Information Literacy* and *Library Information Literacy for e-Learners***, every Fall and Spring and *Library Information Literacy for e-Learners* in the Summer. These classes give students the opportunity to learn about library research and information literacy skills in a systematic way. Both classes consistently receive high scores from the Student Course Ratings. Student comments about LS110 and LS111 include:

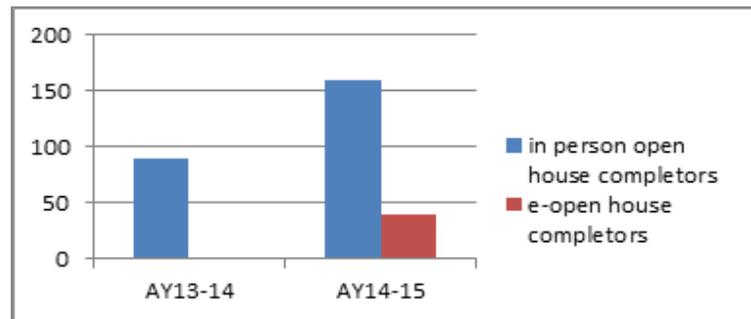
*"I have learned so much in this class that will benefit me not only in my academic life, but in my everyday personal and professional life as well."*

*"This class was very beneficial, I just wish I had taken it earlier in my schooling. It would've helped me so much with all of my previous research papers."*

*"This class has definitely improved my researching capabilities. I have learned most, if not all, of what I need to know for any college level research assignment. I think this should be a required class at UAS."*

- **Create and host ongoing and engaging 'edutainment' opportunities such as the Annual Library Open house, Student Orientation, and Campus Kickoff** providing students with an interactive, fun learning opportunity which reduces their library anxiety and helps establish relationships between

library faculty and students. For some students Open House is their first contact with an academic library. Upward trends in participation indicate we are making contact in a meaningful way.



- **Egan Library faculty** as part of the One Campus, One Book program **create unique learning opportunities for students through the One Campus, One Book student internship** (HUM 499 Spring 2014) in collaboration with humanities faculty. This internship provided the opportunity for a UAS student to develop practical professional skills including writing and distributing press releases, editing web content using a content management system, coordinating media and publicity for arts and culture events and conducting focus groups.

*"(The internship) gave me the chance to try out different methods of keeping track of what else I had to do, prioritizing my time, managing my stress-levels, and working on avoiding procrastination."* –comment on Spring 2014 Intern Evaluation

- **Egan Library faculty co-taught the freshman seminar, A Sense of Place: Alaska and Beyond** (HUM 120 Fall 2014). This served as a great opportunity for library faculty to share their expertise on new teaching tools and technology with colleagues. Library faculty are highly visible members of the campus community and many students including those in sections taught by other faculty stopped the Egan Library reference desk to ask questions about course content. Library faculty welcome all opportunities to collaborate in the classroom in innovative, interdisciplinary ways.

### ***Community Engagement Core Theme***

- Egan Library faculty and staff **collaborate with campus departments as members of the Campus Events and Activities Committee** and other local, regional and statewide channels to plan programs and events occurring in the Egan Library and other campus venues.
- **Library faculty chair the One Campus, One Book program** (UAS common reading program) steering committee comprised of faculty from other UAS departments, staff and students. In addition to bringing the author of the selected book to campus, they organize a series of events and class visits connecting students with living authors and scholars.

### ***Research and Creative Expression Core Theme***

- Faculty librarians **give presentations and lead workshops** about search strategies, unique resources, and other library highlights with faculty, staff, and students at events such as Convocation, Adjunct Faculty Orientation, New Student Orientation, New Student Orientation for e-Learners, Library Open

House, Library Open House for e-Learners and open workshops for students, faculty, and staff.

- **Research consultations with discipline faculty and other advanced researchers** and our **online research guides** address research questions such as how to easily keep abreast of current research.

## Regional Services | Teaching and Learning:

- Our provision of individual research assistance via telephone, email, and chat reference extends to all UAS students, staff, and faculty regardless of location.
- We provide course-related instruction in both the face-to-face and e-Learning environments.
- We work with Sitka campus admin, faculty, and students to offer face-to-face instruction.
- We provide both a special Library Open House and a New Student Orientation solely for e-Learners.
- Students from Sitka and Ketchikan regularly enroll in LS111: Information Literacy for e-Learners.
- **We collaborated with Sitka campus administration, faculty, and students** during AY14-15 to **bring the One Campus One Book guest speaker to Sitka** and planned related local events.

## National Standards & Assessment Measures | Teaching and Learning:

- Information literacy is one of the UAS Undergraduate Competencies and faculty librarians play an essential role in helping students develop their information literacy skills. Our [Information Literacy Program](#) follows national standards and our learning outcomes are also based national standards.
- Our Research and Information Literacy Program follows the ACRL [Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline](#)
  - Category 1: Mission (see our [Program's Mission Statement](#)), Category 2: Goals and Objectives (see our Outcomes and Assessment)
- [Information Literacy Competency Standards for Higher Education](#), [Guidelines for University Library Services to Undergraduate Students](#), and supports [NWCCU Accreditation Standard 2.E.3.](#)
  - We have a [defined information literacy program with a Mission Statement](#).
  - We have one library faculty member (Information Literacy Librarian) whose primary responsibility is the Research and Information Literacy program. Two additional library faculty teach information literacy in their liaison areas.
  - Instruction is integrated with undergraduate coursework.
- The Egan Library's instruction program is guided by the [Standards, Performance Indicators, and Outcomes](#) put forth in ACRL's [Information Literacy Competency Standards for Higher Education](#). Our instruction and assessment measures are aligned with these standard learning outcomes for information literate students. To learn more about how our learning outcomes for our course-related sessions are aligned with the *Information Literacy Competency Standards for Higher Education* see [Outcomes – Information Literacy at Egan Library](#). As we move forward we will work more closely with the newly released [Framework for Information Literacy for Higher Education](#).

- The majority of our course-related instruction sessions include **activities that faculty librarians evaluate as assessments** either during or after class time. For AY2014/15 we began a goal to assess at least 20% of our course-related instruction sessions using a **questionnaire** to measure learning outcomes and elicit student feedback. Fall 2014, 70% of the students who completed the survey correctly answered all learning outcomes questions correctly and 39% gave positive feedback. Students also added constructive comments under “Suggestions for improving the session.”
- **Library instruction includes concepts on the economic and legal issues surround the use of information.** Students are instructed on the value of information, copyright, and how to use information ethically and legally ([ACRL Standards for Libraries in Higher Education 5.5](#)).

### Challenges to meeting standards:

#### ACRL Framework for Information Literacy for Higher Education, 2015.

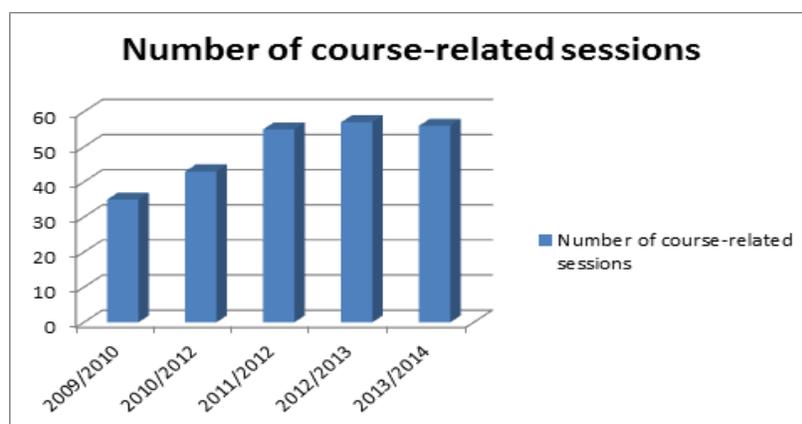
The Framework is a **major revision** to the ACRL Information Literacy Competencies for Higher Education **and will require modification and realignment** of the Research and Information Literacy component of the Teaching and Learning program ([Framework for Information Literacy for Higher Education](#)).

#### **ACRL Standard 3.6. *The library has the IT infrastructure to keep current with advances in teaching and learning technologies.***

- The lack of a computer lab or active learning classroom on campus limits the capacity for teaching for-credit LIS classes and information literacy research sessions. A well-equipped, active learning space in the library would facilitate in-house library instruction and other innovative teaching opportunities for all faculty.

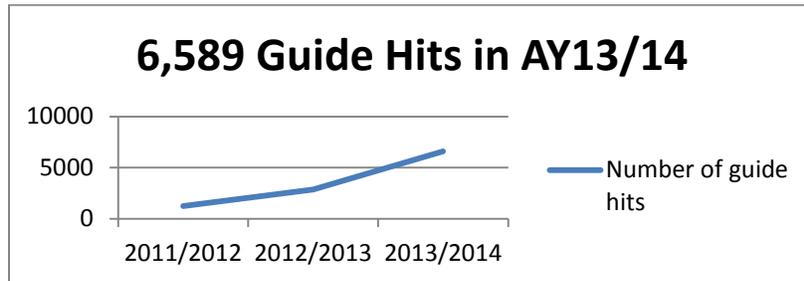
### Trends Analysis | Teaching and Learning:

Our course-related instruction sessions are one of the primary ways that we collaborate with discipline faculty in the classroom and online. While **course-related instruction sessions have increased 60% in the last five years**, sessions have remained relatively stable during the past three. See graph below:



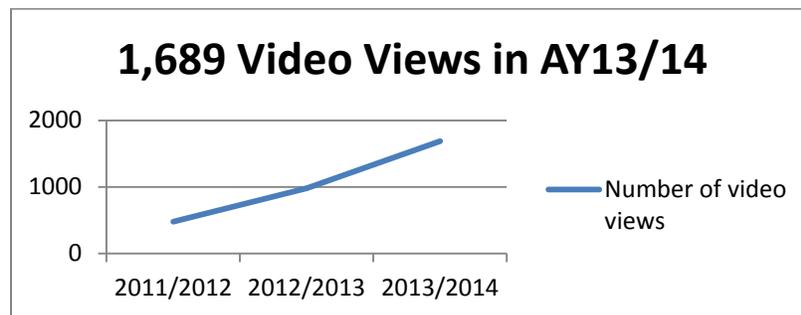
Note that in Summer, 2012, there were 9 individual research consultations held in connection with ED627.

We provide just-in-time instruction in the 24/7 virtual environment through our collection of online [research guides](#). Usage of our research guides increased 132% between AY2012/2013 and 2013/2014.

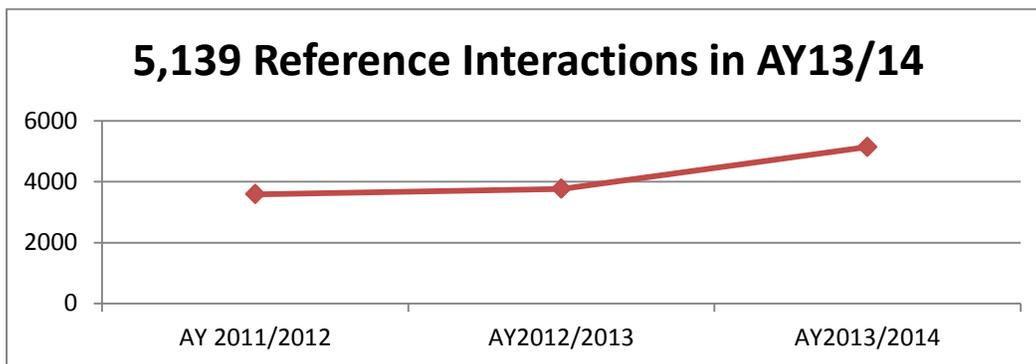


Note: Research guides have been available since January 1, 2012

Another way in which we provide instruction and research help online is via our short instructional videos. These videos are on YouTube (Egan Library has a [YouTube Channel](#)) and are used as part of instructional activities in eLearning classes, Library Open House for e-Learners, LS 111, and our collection of [Egan Research Minutes](#). Views of our videos have increased 262% since Academic Year 2011/2012:

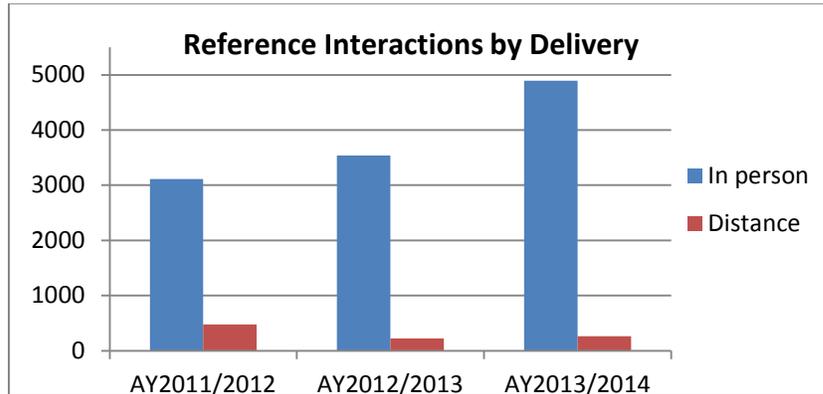


We facilitate **point-of-need assistance** (in-person, by telephone, by email, and by chat) during all open hours of the library; during the academic year this is typically 80 hours a week (longer during finals), 57 hours during the summer session, and 45 hours a week during intersessions.

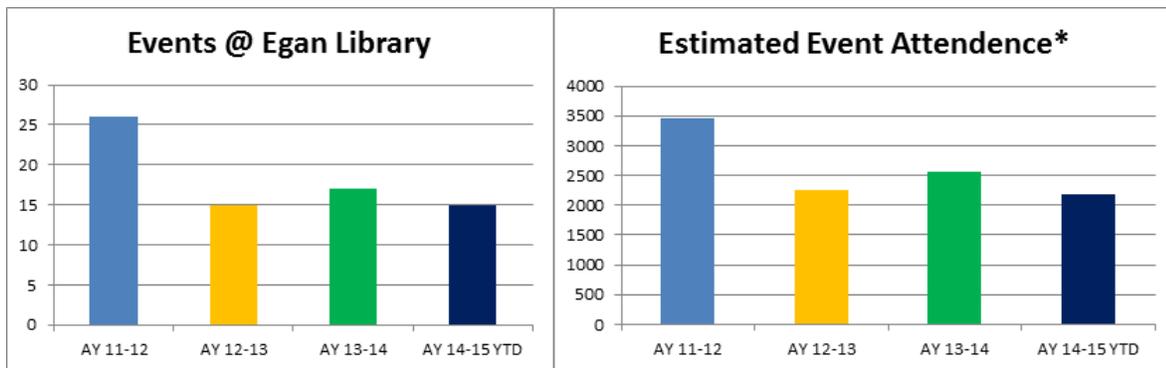


Total number of reference interactions have increased; however, **our number of reference interactions via distance (telephone, email, chat) have actually decreased** the past three years. One cause of this could be the increase and coverage of our online research guides and videos and subsequent drastic

increase in usage; students may be consulting those instead of a librarian directly. Still, you will note in the Vision section that we will work to increase awareness and use of reference services for e-Learners.



Events at the Egan Library allow library faculty to collaborate with other campus and community partners to offer **events including active learning opportunities, student performance, student showcases, and student research and creative activities.**



\*based on estimated attendance submitted on event use request form

## Vision | Teaching and Learning:

Moving forward, our research and information literacy program will continue to extend its services in order to meet the student, staff, and faculty when and where they need assistance and support.

Please see the [Goals and Objectives Implementation Timeline](#) document for details.

- We will also enhance our coverage and assessment of the foundational ideas linked to information literacy that help students academically and professionally and create lifelong learners. The [Framework for Information Literacy for Higher Education](#) states that “Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.” We take that responsibility seriously and will focus on the different elements of this statement in advancing our research and information literacy program.

- Spring 2015 we began **offering research assistance from the Writing Studio** two hours a week. We will explore providing research assistance from other areas of campus where students live and gather to offer information literacy workshops geared toward specific student interests.
- We will promote our digital chat reference service to both faculty and students to increase awareness and use of this service.
- To further extend our digital research services we will **investigate the feasibility and usefulness of providing alternate digital research assistance during off peak hours** using tools such as GroupAsk.
- In the physical library space **we will examine the focal point of our research services, the reference desk, and identify potential improvements** (e.g. a desk at a lower level at which both librarian and patron can sit and work together, a small desk/workstation, etc.).
- As more courses are offered in the e-Learning environment, and all courses have a UAS Online course site, we will continue to collaborate with discipline faculty to enhance our presence within the LMS to support students. This may include discipline faculty linking to course specific research guides, linking to research services, and may include a librarian in the class lists and discussions.
- With the launch of the new [Framework for Information Literacy for Higher Education](#) we welcome the opportunity to facilitate conversations with other faculty, staff, and administrators about information literacy and its impact on student success. We will collaborate with discipline faculty in developing a cohesive curriculum and learning outcomes for information literacy.
- Course-related information literacy assignments which are integrated into the curriculum may take place one or more times per semester based on the needs of the class. A recent research study found that “progressive degrees of librarian engagement in IL-related course instruction and/or syllabus and assignment design had an increasingly positive impact on student performance” (Booth, Lowe, Tagge, & Stone, 2013, p. 1). We hope to collaborate more with faculty on this.
- In order to measure student learning linked to information literacy instruction we will engage in more “authentic” assessments (e.g. reviewing bibliographies) in addition to in-class activities. This is done on a limited basis now, so working with even **4-5 classes is a good goal**.
- *LS 110: Library Resources and Information Literacy* and *LS111: Library Information Literacy for e-Learners*, are courses that are well-received by students, however, enrollment needs to increase. We will continue to work with faculty and improve marketing to improve enrollment numbers.
- We will conduct a study to assess which classes offered at UAS include a research component. Once we identify those courses we will work to strengthen the Library’s role in supporting those courses.
- **Integrate Critical Reading Strategies into Information Literacy or First Year Seminars.** We spend so much time and energy working with students to find resources that they actually can’t read because 49% of incoming freshman don’t read at the college level. Despite this, 80% of first year reading is from peer-reviewed journal lit which is not written for undergraduate readers. Crossing all ACRL thresholds for Information Literacy requires reading. (MacMillan & Rosenblatt, 2015).

## Services to e-Learners

This programmatic area includes website development, database management, LibGuides, Open House for e-Learners, e-Learner Orientation, Instruction, and Interlibrary Loan and book delivery. Services are available to UAS students regardless of location; there is some overlap with other programmatic areas.

The lines between on-campus and e-Learner students are especially blurred when it comes to accessing resources supporting student learning through the library. Delivery modes of instruction at UAS include traditional, e-Learning, and blended classes. A scan of the UAS class schedules for Fall 2015 shows **198 different e-Learning classes, offered by all three campuses.**

The large amount of e-Learning classes offered make embedded librarians (direct help to each class throughout the semester) unlikely. Where there is faculty interest in the extra support, librarian collaboration with e-Learning classes has happened successfully in Biology, Education, English, Humanities, and others. Full academic library services are expected by accreditors and it takes a team of faculty librarians to coordinate the collections, resource discovery, instruction, reference, and other support. **Incidentally, our Juneau, Ketchikan and Sitka on-campus learners also greatly benefit from library online resources. UAS students residing in Juneau taking e-learning and blended classes use our facility, reference services, study rooms, computers, and other technology to access their classes.**

### UAS Mission and Core Themes | [Services to e-Learners:](#)

The following services are essential to help e-Learners complete their educational goals:

#### ***Student Success Core Theme***

##### **Library Website**

- Portal to all licensed collections and educational materials on conducting research.
- Services overview identifies Juneau, Sitka, e-Learner students, Ketchikan and the steps each should take to get connected with library services, and contact information for questions.

##### **Digital Reference Services**

- Reference desk professionals answer research queries through chat, email and face to face during open business hours. These are services equally available to e-Learners and campus students.
- We have a toll-free phone number for students to call and ask questions at their point of need.

##### **E-Learner New Student Orientation**

- We cooperate with Student Services to provide e-Learner orientation to the library and UAS Online.

##### **Open House for e-Learners**

- Fall 2014 was the first full-program open house created for e-Learners. There were 40 participants. It was hosted asynchronously through Blackboard for 4 days in early September.

- The majority of the participants were from the School of Management (SOM) with representation from School of Education. The SOM staff were important partners in sending notifications to all of their students. The [feedback from our e-learners was very positive](#).

### ***Teaching and Learning Core Theme***

#### **Online Research Guides (LibGuides)**

- Research Guides are created to support classes including e-Learning classes. The librarian creates a guide and uses it to supplement an instructional visit; students can return to review resources.
- **We directly address e-Learners on many of the research guides. In summer 2015, when we transition to the new library guide system, we will seamlessly address e-Learners in every single research guide.** Research Guides are helpful because we can host video tutorials within the system.

#### **Information Literacy Instruction (also addressed in the Teaching and Learning section).**

- Librarian liaisons are available to join classes at faculty request and develop assignments supporting learning objectives at every level and discipline of study at UAS.
- Video and Adobe Presenter learning objects are developed for any e-Learning class upon request.
- We rely on individual relationships with faculty teaching these classes. We have limited faculty librarians, therefore we do not reach all classes and all e-Learners with library instruction. **We reach e-Learners with instruction when requested by faculty.**

### ***Research and Creative Expression Core Theme***

#### **Database Management**

- We communicate directly with vendors to provide **consistent and seamless access to scholarly (and popular) articles from a diverse group of journals carefully selected for their relevance to subjects being taught at UAS.**
- We configure our remote access (proxy) server in coordination with ITS to **allow any UAS affiliate to gain access to licensed materials regardless of their location.**
- We brand each database and configure the user interface to be most easily used by students. E-learners benefit from all of the online collections we hold, including ebooks.
- Through our website, databases, ebooks, and research guides, **we offer 24/7 access to research materials supporting student learning.** The breadth and depth of research and scholarship access offered to our e-learners and entire UAS community is also discussed in the Collections and Resource Discovery section.

### **Regional Services | Services to e-Learners:**

The Egan Library in Juneau regionally provides support to Sitka and Ketchikan campuses. Sitka does not have a library on-site. Ketchikan has a library and a librarian dedicated to Ketchikan based classes.

- The Outreach Services Librarian is a Sitka campus liaison and visits the Sitka campus each academic year to provide workshops, trainings, and visit classes taught on the Sitka campus.

- Juneau library faculty keep in close contact with the Ketchikan campus librarian who provides instruction and services to campus and e-learning classes offered through the Ketchikan campus.
- We liaise with Sitka faculty to directly support their students as needed. Program faculty in Sitka are also supported through librarian departmental liaisons (e.g. Humanities, Social Sciences, Career Education, Natural Sciences, etc.). Generally a letter is sent to program faculty each year and library faculty attend departmental meetings periodically.
- In Summer 2014 we developed a formal agreement with Sitka: any UAS student in Sitka requesting library materials from the Egan Library may get them delivered to their home address, and **now they can drop off the materials to the front business desk on the Sitka campus to have materials returned to Juneau Egan Library free of charge**; previously the student paid return postage fees.

## National Standards/ Assessment Measures | Services to e-Learners:

Our essential services for e-learners are guided by the following standards and assessment measures. The [NWCCU Standards for Accreditation 2E](#), The National Association of College and Research Libraries ([ACRL Standards for Distance Learning Library Services](#)) and [Guidelines for University Library Services to Undergraduate Students](#), all have relevant measures.

Library and Information Resources applicable to e-learning ([NWCCU Standard 2.E](#)):

**Provides access to library and information resources...wherever offered and however delivered.** ([NWCCU Standard 2.E.1](#)). As previously noted in the Collections and Access Services program, we meet this standard.

**Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators** ([NWCCU Standard 2.E.2](#)). We meet this standard with student e-Learners (see Trends: Student Course Evaluation Data). More data are needed from faculty, staff, and administrators.

**Provides appropriate instruction and support for students, faculty, staff, administrators, and others...to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered** ([NWCCU Standard 2.E.3](#)). We partially meet this standard; we are available and provide appropriate instruction to students, faculty, staff, and administrators *when requested*. **Additional programming and communications** for instructional support to e-learning students, faculty, staff, and administrators is needed.

[The National ACRL Standards for Distance Learning Library Services](#) are founded upon the Access Entitlement Principle: "Every student, faculty member, administrator, staff member, or any other member of an institution of higher education, is entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where enrolled or where located in affiliation with the institution." ([Principle](#)). The philosophy and bill of rights of these standards require the following:

**Access for Achievement of Superior Academic Skills.** We meet this standard. Through our website and reference services, interlibrary loan and online databases we provide equality of access to resources and services for e-learners to achieve superior academic skills.

**Direct Human Access...through instruction, interaction, and intervention from library personnel.** We meet this standard. Professional reference desk staff, liaison librarians available to visit classes and teach course-specific information literacy, interlibrary loan, and circulation staff are all prepared to handle e-Learning requests in person, via email, phone, chat, and sometimes via postal mail.

**Additional Investment ... distance learning students and faculty [still] face distinct and different challenges involving library access and information delivery....special funding arrangements, specialized staffing, proactive planning, and promotion are necessary to deliver equivalent library services...and maintain quality in distance learning programs.** We partially meet this standard. The Egan Library funds one faculty Outreach Services Librarian to support this population. The budgetary implications are unclear. The promotions are improving with marketing committee support and we hope to use the expertise of the public relations office for video promotions and brochures.

**Mandated Support... administrative officers...[must] provide for funding and appropriately meeting the information needs of its distance learning programs... Innovative or distributed systems should not be used simply to provide distance learning library services in avoidance of making any additional separate investments in these services. In growing and developing institutions, funding should expand as programs and enrollments grow.** We partially meet this standard. More media and technology support (instructional design assistance) is needed in order to provide expanded services to e-learning faculty and services specific to each disciplinary e-learning program.

**Technical Linkages...between the library and other...computing facilities, and instructional media.** We can improve with this standard. Suggestions for this are in the Information Technology program section.

**Institutional Involvement of Library and Other Personnel with distance learning program planning and development.** We meet this standard. Library faculty serve on the Curriculum Committee and Faculty Senate. We contact faculty developing new programs to understand the library resource needs.

**Written Agreements.** We can improve with this standard. We propose a new written agreement with Sitka Public Library in the vision section.

**Meeting Needs, the Primary Responsibility.** We meet this standard and we continually work to understand and communicate with the distance learning students.

**Strategic Planning.** We partially meet this standard. While the library conducts strategic planning more missions and goals specific to our e-Learning population are needed. The Egan Library consciously chose to address UAS community students as "all students" and took an inclusive approach as opposed to specifically addressing e-Learners. This seems to have been the practice of UAS as a whole.

**Outcomes Assessment.** We partially meet this standard. When a librarian visits an e-learning class to teach then there is an opportunity to assess outcomes. When we are simply creating a video or handout for an e-learning class we are not involved with outcomes assessment.

**Information Literacy.** We meet this standard, and, we are always improving. Our instruction is offered on-demand **available through instructional modules, web-meeting, audio, and asynchronously – all created by a teaching librarian with specific instructions and help for e-Learners.**

[The National Guidelines for University Library Services to Undergraduate Students \(ACRL\)](#) – these standards are “format blind” and as such do not mention e-Learner undergraduates specifically. Services for e-Learners are meant to be equal to on-campus students and other sections of this report address these standards more specifically.

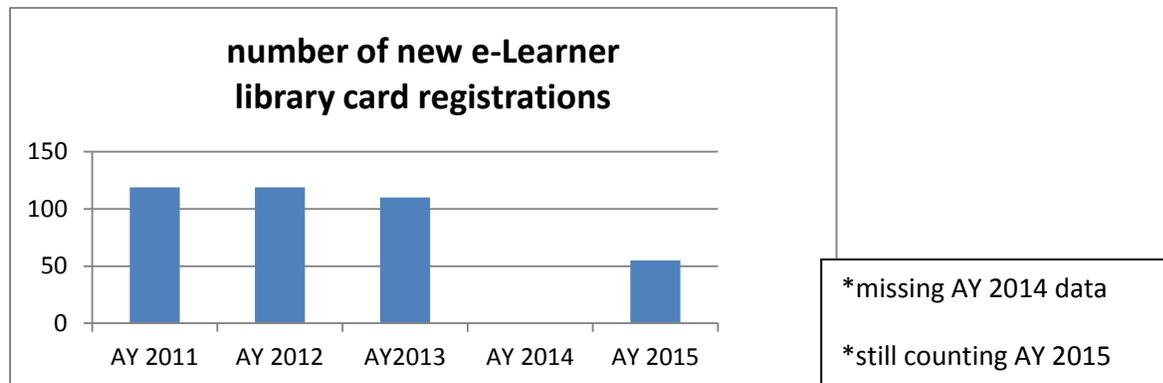
## Trends Analysis | Services to e-Learners:

### *How do UAS e-Learners discover specialized library services?*

Students registered as Ketchikan home-campus have a library and librarian to support them in addition to Egan Library services. Sitka home-campus students are served by the Egan Library. We provide a flowchart on [how e-Learners become aware of library services](#).

### E-Learner New Registrations

We provide a web form for e-Learners to sign up for a library card and request books and media from our library. **The data for new registrations are not complete, also, e-Learners don’t necessarily need a library card if they only want to access articles, the library card becomes essential when they need books and other physical media from our library or others delivered to their location.**



### Student Survey Library Evaluation Data

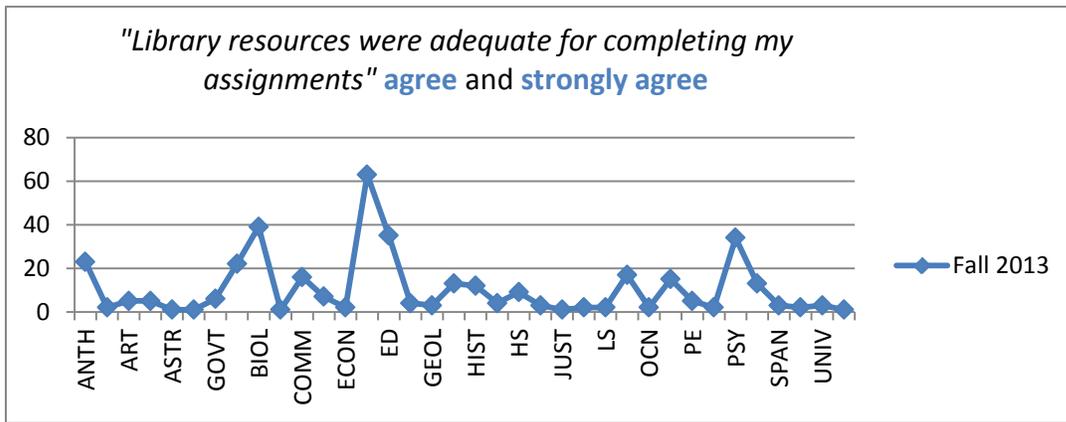
In course evaluations, all students can rate the library resources, services, and provide comments about their observations and needs. It is possible to sort the data by e-Learning classes. Following is a snapshot of student evaluation ratings for a representative semester, fall 2013.

Adequacy of Library Resources and Usefulness of Library Services – e-Learner Student Responses to “Library resources were adequate for completing my assignments”

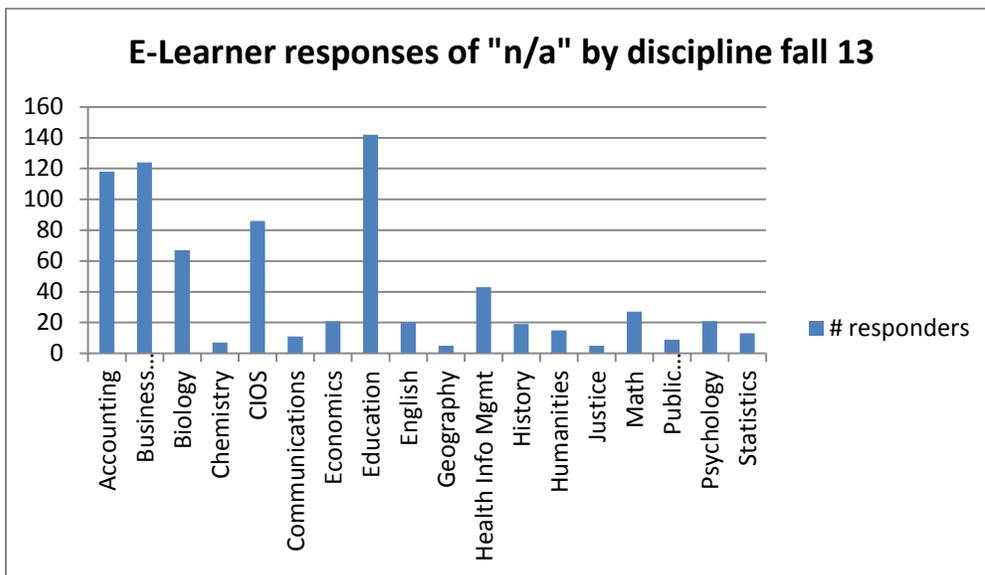
1,587 students registered in e-Learning classes responded to the survey. Strongly Disagree: 55; Disagree: 48; Neutral: 135; Agree: 142; Strongly Agree: 330; N/A: 803; No Response: 74

We are concerned when e-Learning students answer “not applicable” and are investigating so we can respond to better serve e-Learners, especially those in classes that have a research component.

The following chart shows who the e-Learner students are who answered “agree and strongly”



The following chart shows who the e-Learner students are who answered “not applicable”

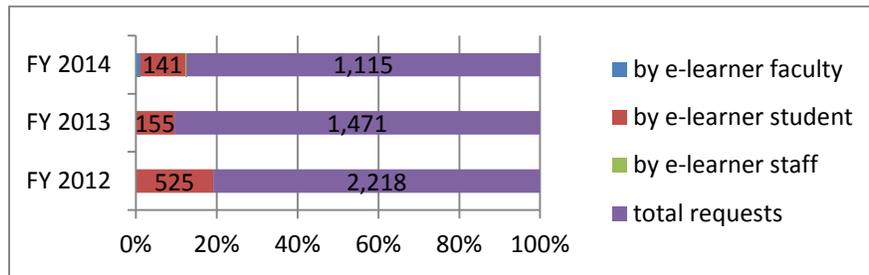


\*No adjustment is made for the amount of sections of each class (i.e. accounting and education offer more sections than communications or economics, so the numbers of students will be bigger anyway)

Interlibrary Loan Support

Trends in interlibrary loan borrowing include documented support for e-Learners; these are not perfect numbers because student status may change or be dual (e-Learner and campus student). Growing online collections have coincided with reduced e-Learner registrations and ILL borrowing.

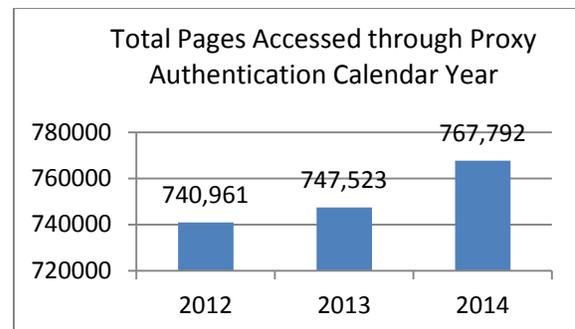
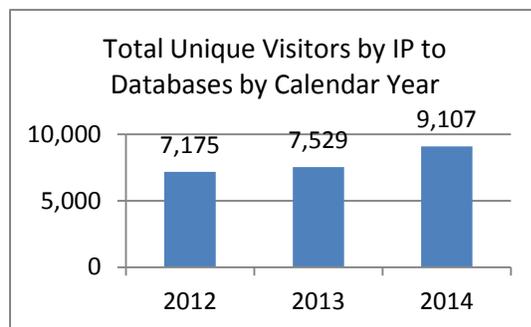
## ILL Borrowing Requests by self-identified e-Learners of total interlibrary loan borrowing



We think a decline in interlibrary loan borrowing is offset by the increasing access to more electronic collections through our databases. See the Proxy Server Data for 2012-2014.

### Proxy Server Data

The proxy server provides metrics for usage of licensed resources; these data demonstrate how many unique visitors are passed through the proxy to our licensed databases. Off-campus logins are not easily caught separately, so these numbers represent both on-campus and off-campus accesses to databases.



Number of unique visitors increased between the calendar years 2012 – 2014. **This increase could explain the declining numbers in interlibrary loan requests.**

## Vision | Services to e-Learners:

Please see the [Goals and Objectives Implementation Timeline](#) document for details.

The marketing team has set out to **identify the most pressing goals for promotion, branding, and marketing of our services.** See the [“living document” we use to measure our work toward reaching a goal of increasing e-Learners’ use of the library.](#)

- The Egan Library needs a more consistent way to reach e-Learners to alert them to our resources and services. Currently we depend on faculty, program assistants, our website, and UAS Online and the LMS. We should address e-Learners directly in all Library Research guides.
- In FY16 the **Sitka Library Network will join the JLC** providing **new opportunities for collaboration in support of the Sitka campus, which doesn’t have a campus library.** This means book delivery from

all over the state will be available to UAS Sitka more seamlessly. Plans are under development for bringing the **Ketchikan Campus** and Ketchikan Public Libraries into the JLC in future expansion.

- We envision a more central role for the library in all UAS programs delivering online classes, specifically those classes offering a research component. This can only be accomplished **with institutional support for the time and expertise to develop promotional materials. Multi-media and instructional design support is needed** – [see the legal ruling on how Harvard and MIT were sued over lack of closed captions](#). **We can create tutorials and learning modules but pedagogical and accessibility support is needed.**
- We envision increasing **excellent support for faculty teaching e-Learning courses** by offering ongoing faculty development workshops.

## Library as Place

“Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge” --[ACRL Standards for Libraries in Higher Education](#).

The physical space of the library is at the heart of all our programs and every service we deliver. As a campus information commons, the space must serve the varied needs of our many users and these needs are often in conflict (active spaces v. quiet spaces). We must innovate to optimize our users’ experience within our facility while collaborating with campus stakeholders for maintenance and enhancement (Facilities, Information Technology) as well as to seek potential partners (Student Services/Orientation, Residence Life) for co-delivery of services within the library space.

This programmatic area includes the physical use of the Egan Library including classrooms, study rooms and other study commons/spaces. Visioning and planning for ongoing enhancements to these physical spaces are integral to this area. Libraries are undergoing a historic transformation to rebalance space for collections with space for technology, collaboration, innovation, performance, and creation. The Egan Library is researching these trends and seeking opportunities to transform our spaces and services.

### UAS Mission and Core Themes | Library as Place:

As with other Egan Library programs, many aspects of this program support more than one Core Theme. Below we’ve listed these aspects under the Theme which they are most closely linked to; however, there should be an understanding that they do support multiple Core Themes.

#### ***Student Success Core Theme***

- The Egan Library is an active study commons and technology center, available to students 80 hours each week (89 for 2 weeks around finals), and providing a reliable, quiet, well-staffed (from faculty specialists to student peer assistants) and equipped venue for student study and collaboration toward educational goals. In FY14 we implemented an automated people counting system to more

accurately observe use trends to determine potential schedule changes. **We regularly receive student comments requesting increased open hours.**

- We provide student employment opportunities in the Egan Library that are flexible, prioritize student academic success and provide students with relevant customer service, opportunities to serve as peer models and gain valuable information technology experience.
- As in other academic programs on campus, Egan Library faculty are highly qualified and possess a breadth of knowledge to assist students with their academic goals and to advise other faculty on important issues such as scholarly communication, copyright and literature-based research.

### ***Teaching and Learning Core Theme***

The Egan Library commons areas serve a significant though often overlooked role in the Teaching and Learning process. In our spaces students engage in collaborative learning communities with their peers, faculty and academic support partners (Learning Center/Writing Studio, ITS).

- Students participate in e-Learning in our study and conference rooms and rely on our network infrastructure and occasionally our **faculty and staff to help orient them to the e-learning environment** and technology platforms.

### ***Community Engagement Core Theme***

- The Egan Library is the primary UAS facility used by the broader Juneau community. We strive to provide unique spaces and services otherwise unavailable in our community that inspire academic and creative activity.
- Each year the Egan Library event space is used by campus and community groups for cultural programs providing for meaningful, mutually beneficial exchange of ideas and in doing so cement the role of the Egan Library as an intellectual commons.

### ***Research and Creative Expression Core Theme***

- Egan Library Faculty and staff **collaborate creatively with campus stakeholders** to plan the fall and spring lecture and arts series, Evening at Egan, and Sound and Motion, and each semester a few of these are held in the library. Planning for these events brings members from all areas of campus, academic programs and support services to identify topics that will engage our students but also **serve as an opportunity for our faculty to showcase their research and creative work.**

## **Regional Services | Library as Place:**

- Though the primary use of the Egan Library is by the Juneau campus community, faculty from Sitka and Ketchikan attend faculty convocation (held in our Events Space) in-person and via videoconference and video broadcast.
- Many of the **events held the library are also distributed to a regional and statewide audience via UATV broadcast** in collaboration with UAS Media Services.

## National Standards and Assessment Measures | Library as Place:

Egan Library programs are aligned with national standards, principles and performance indicators for assessment such as those provided by Association for College and Research Libraries (ACRL) and The Northwest Commission of Colleges and Universities (NWCCU). The Library as Place program measures services and outcomes in regard to [UAS Mission and Core Themes](#), the Egan Library's [Academic Dean and Director's Goals and Priorities](#) and Egan Library's [Response to Strategic Direction Initiative](#).

- Library **faculty and staff are trained** for working with distressed users in order to provide safe and secure environments conducive to academic scholarship. We have within the review period installed **security cameras** and implemented **time-management software on publicly accessible computers** to discourage loitering and activity in violation of library Rules of Conduct. [ACRL Standards for Libraries in Higher Education 1.1](#)
- The library has **one designated IT staff member** who provides front-line support for our users and collaborates with campus IT staff to manage a typically reliable and robust campus IT infrastructure in line with [ACRL Standards for Libraries in Higher Education 6.3](#). **Recent updates include WIFI enhancements** for lower level study rooms, **virtualization of workstations** to simplify software deployment. [List of available software](#).
- Egan Library spaces are regularly used for lectures, exhibits, orientation and recruitment programs, and serve as an intellectual commons. Detailed events information is including in the Teaching and Learning program. [ACRL Standards for Libraries in Higher Education 6.4](#)
- Egan Library periodically makes enhancements to spaces in support of new pedagogical practices ([ACRL Standards for Libraries in Higher Education 6.5](#)), recent enhancements include: sound dampening to encourage unfettered collaboration in the study rooms, digital displays added to two study rooms, mobile power-top study tables added on lower level, study nooks created in underused space under stairs, power upgrades throughout, and eliminating seldom used equipment to create new study spaces. Many of these enhancements were informed through consultation with our users through a Student Course ratings, [Library and Learning Center Space Study](#), and our suggestion Box. ([ACRL Standards for Libraries in Higher Education 6.8](#) and [NWCCU Standard 2.E.2](#))
- Built 25 years ago, the library's physical spaces have held up well and updates to IT infrastructure have kept features such connectivity, computers, HVAC and lighting and up-to-date. However furnishings (though re-upholstered), wall coverings and carpeting are beginning to show their age ([ACRL Standards for Libraries in Higher Education 6.6](#)).
- The library is clean, inviting, climate controlled and conducive to study and research ([ACRL Standards for Libraries in Higher Education 6.7](#)).

### Challenges to meeting standards:

**ACRL Standard 6.1. *The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.***

The Egan Library celebrated its 25<sup>th</sup> anniversary this year. We still do not have adequate way-finding and collection signage as it was not included in the project. Since that time various temporary or ad-hoc signage projects have been undertaken, however not at a scale that could be called intuitive or supportive of comprehensive self-sufficient navigation and use of the library's physical spaces. This deficiency is largely in the physical arena as our library web team has been in a process of continuous improvement of our virtual spaces during the review period.

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

Our physical spaces could be arranged more efficiently to allow for flexible use of space that is primarily designated to events and lecture seating (lower level events space). The campus is lacking a suitable gallery space to showcase the 2D and 3D creative output of our students and faculty, space within the library could be identified and purposefully remodeled to accommodate this campus need.

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

Some enhancements have been made, however many spaces including our flexible use conference/classrooms and broadcast media room are in need of design and technology upgrades to facilitate innovative pedagogies and creative activities. Identifying a more transparent model of shared responsibility between ITS and the Library will facilitate moving these needed enhancements forward.

**ACRL Standard 6.6. *The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.***

Connectivity and computing equipment has been kept up, furnishing have been periodically refreshed or replaced, however a more formal and strategic vision for updating interior spaces. See visioning section for proposal of an Egan Library Furniture and Study Commons Plan as part of strategic planning.

**ACRL Standard 6.8. *The library's physical and virtual spaces are informed by consultation with users.***

Solicitation and collection of user input should occur on a more regular basis and in coordination with ITS and stakeholders necessary to carry forward user requested service and space enhancements. See vision section for proposed ethnography research study.

## **Trends Analysis | Library as Place:**

In Spring 2014 as part of the Egan Library and Learning Center Study, students were [surveyed](#) using UAS Online. 220 complete surveys were received.

- 159 (72%) of students surveyed used the Egan Library 2 or more times a week, 88 (40%) use the library 4 or more times a week.
- 158 (71%) of students surveyed stay for an hour or more when they visit.

- 110 students indicated they would spend more time at the library if it were open more hours (212 answered this question).
- 133 (60%) of students surveyed use computers provided by the library/learning center/writing center some of the time. 206 indicated they use a personal laptop, tablet or smart phone however there is overlap due to survey question type (check all that apply).

A majority of students surveyed (61%) indicated their favorite times to visit the library fell between 10 a.m. and 7 p.m. Despite this use pattern many students indicated in comments a desire for more open hours with several suggestions for limited 24/7 access. 29% indicated preference for night (7 p.m. - 10 p.m.) and weekend hours while only 8% indicated preference for morning (8 a.m. -10 a.m.) hours. These preferences are supported by our library use data which shows peak usage between 10 a.m. - 5 p.m.

However there are still many student comments about extended hours:

“We need some place to study after hours when everything on campus is closed. I have had to sit in my car in the parking lot before to get internet and submit homework assignments.”

“During finals and midterms it would be nice to see Egan Library open 24 hours. We are all scrambling during crunch time and to have a place we know we can rely on would be great.”

The library should be open from 7:30 am to 12 am, and on weekends from 9 am to 9 pm. **The library is the most productive place for me to work and when it isn't open it leads to increased stress, procrastination, and likely lower grades.**

There were many comments in the access category requesting the ability to enter the library on the lower level from Mourant Courtyard without having to travel through the Learning Center, and there were more than 15 printing related comments, many positive, others not:

“Ho-ly damn. That printer at the little computer island has been a Godsend. If I had a dollar for every time I printed something out (double-sided baby) I would still walk away if you made me pay for it. Tuition is enough as it is.”

“There is no other place on campus to be able to print anymore.”

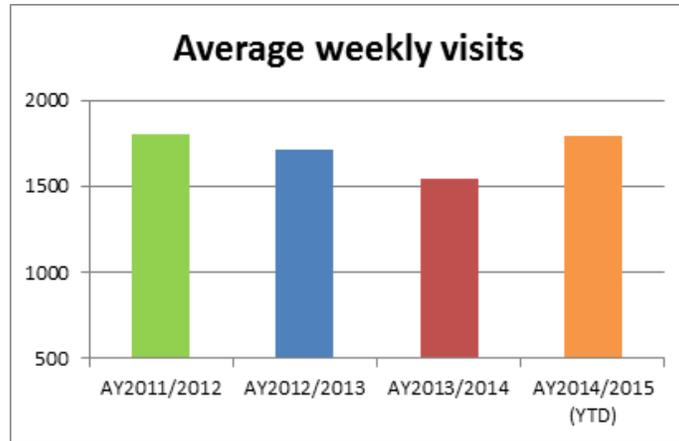
“Addition of a Google Cloud Print setup. EVERYONE is on a smartphone and/or tablet. We need this printing update to stay in the now and be able to print from our phones and tables directly.”

The top 3 features students would like to see more of at the Egan Library are:

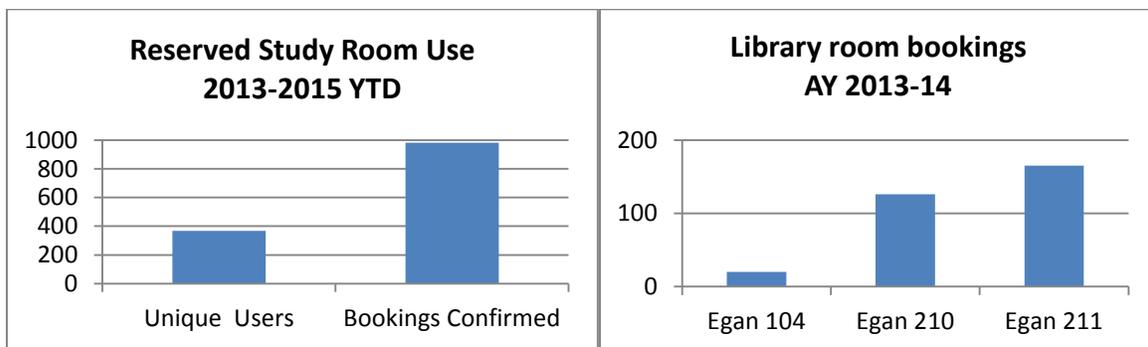
- comfortable areas to read and work on a laptop (131 students)
- private study rooms for groups (109 students)
- private study rooms for individuals (109 students)

For further student comments see the complete [Egan Library and Learning Center Space Survey Results](#).

The data trends on Library Visits presented here represent an opportunity for improvement in data collection metrics with an emphasis on sustainability and targeting data used to assess programs against national standards. As part of our larger Data Management Plan we will align data collection methods of the Egan and Ketchikan Campus Libraries.



- Beginning in AY14-15 we automated the gate count system, eliminated previous sampling methods and began entering data directly into the LibAnalytics software platform. We expect this new method to lead to more accurate reporting to help illuminate library use trends.
- Student input led to us putting 2 study rooms into a Reservation system in Jan 2013. Since that time nearly 400 students have made ~1,000 reservations for a study room.



- Egan Room 104 is an underutilized, dated space and prime candidate for repurpose.

## Vision | Library as Place:

Moving forward and guided by data driven strategic planning, environmental scans, the [Egan Library and Learning Center Study](#), the [UAS 5 year Capital Plan](#) and industry trends, our Library as Place program will look for opportunities to extend and refine our spaces and services in order to meet the evolving needs of our users. These goals will serve as milestones for measuring successful implementation of the goals of our strategic planning process.

Please see the [Goals and Objectives Implementation Timeline](#) document for details.

- **Following recommendations outlines on the Egan Library and Learning Center Space Study** (conducted Spring/Summer 2013 but not yet available?) as well as the Egan Library Furniture and Study Commons Plans (In Progress) **implement phased updates to library spaces including: carpeting, paint, service desks, collections shelving, furnishings and individual study rooms.**
- The study room reservation system we are using only allows use for up to 3 rooms without a fee; due to student demand for study room reservations, in Fall 2015 we will **add additional room(s) to the study room reservation platform.**
- With one year of library use captured using our new, more accurate methods (automated door count system and data entered into LibAnalytics platform) we intend to **increase average weekly library visits by 10% (1800 visits/week) by AY17-18.**
- **Conduct a follow up on space use in the library using a variety of methods (reply cards, spot interviews, ethnographic observations) in collaboration with Social Science faculty** to create a data corpus to direct future space improvements. This project will serve to **introduce the library as a laboratory for conducting relevant research providing hands on opportunities for student scholars to apply their skills while creating a meaningful body of data to drive decision making.**
- Identify **the population of student parents on campus who may benefit from a Family Study Room in the Egan Library. This may contribute to the academic success of this at-risk, non-traditional student population.** This student demographic faces additional barriers to completion (Brown & Nichols, 2012) and are less likely to graduate than their classmates without children. This project could **repurpose an underutilized library conference room while providing opportunity to collaborate with School of Education students and faculty.** (McCoy, 2013; Petit, 2014).



*The Family Study Room at PSU Library has a PC, a Mac, two scanners, and a variety of furniture for adults and children.*

**Photo by Joan Petit used with permission**

- Look for opportunities as a venue to better showcase the research and creative output of our academic community including student work and faculty work from regional campuses.
- **Assembly Space:** Target Furniture Plan spending on mobile, stackable chairs and tables to create a more flexible assembly space that can be used for student small-group collaboration as well as be re-configured for larger assemblies when needed.
- **Active Learning Classroom:** Repurpose and intentionally redesign underutilized space for a technology rich classroom for Information Literacy instruction and other innovative pedagogy.

- **Individual Classrooms:** Build individual study spaces for study or for use with web meetings for online classes. The image below is from the UAA Consortium library.



## Information Technology

This programmatic area includes student computing, wireless, laptops, printing, scanning, digital display, microfilm, wall-mounted monitors for collaboration, board, self-checkout stations, and library specific software and hardware.

Egan Library and Information Technology Services (ITS) have always been interdependent. The Library IT Technician was once a shared position with ITS (50/50); in 2011 it became a 100% FTE library position because of the growing IT needs of library stakeholders. **We have been able to respond nimbly and quickly to many student technology needs because of our in-house support.**

Recently we have been frustrated by a lack of clarity regarding technology service strategy, support roles and related budgets between Library and UAS ITS, and this is essentially failing our students; a standards based IT services framework is needed. **The absence of an IT Service Design Strategy which encompasses IT services, library services, and other campus stakeholders as they currently exist is negatively impacting student technology needs and demands.**

The EDUCAUSE Center for Analysis and Research (ECAR) recently proposed a [working model for IT Service Design](#). Currently, we do not have such a working model. In order to establish one, relevant questions to ask would include:

- What are the information technology needs of students at UAS and what role does the library play in providing for those needs?
- What is the UAS information technology service strategy, and what is the Egan Library's role in providing those services?
- How are student technology fee dollars spent for computers in the Egan Library learning commons for students?
- What technology is covered by the IT budget?
- What can reasonably be covered by the library budget?
- What is the process for expanding (or changing) equipment and technology services when needed?

- How can librarian experts and technology staff experts collaborate to identify the needs of our students and use best practices to respond quickly and meaningfully?
- What is the role of the Classroom Support Desk housed in the library?
- Can we provide a single service delivery point for classroom support, help desk support, and media services support in the library building for the benefit of students, staff, and faculty?

## UAS Mission and Core Themes | **Information Technology:**

### ***Student Success Core Theme***

#### Student Laptops and Other Technology Checkout

- Laptops for checkout have been popular with students and are consistently in high demand. Unclear budgetary support of this program, insufficient machines, and the immaturity of the VDI build (no off-campus functionality) has meant a failure in this area in supporting student success.
- Students can checkout other technology such as graphing calculators, headphones, microphones, digital adapters, power chargers, teleconference conveners, and more.

#### Printing, Scanning, and Copying

- Students tell us these services are very important to them. WhalePrint devices have servers in Anchorage and are notoriously challenging to troubleshoot; the library pushed to keep our student printing free of charge (non-WhalePrint), for students who already pay for these services through their tuition and fees.
- We offer a color printer (WhalePrint) for students; they must swipe their WhalePrint ID and “pay” from a pre-populated balance. From time to time issues with printing present. With a dedicated Library IT Technician who communicates issues with ITS, and a contract with Tongass Business Center, we are able to respond to interruptions in service faster than if we did not have this support.
- We have offered free scanning to students for over five years. Currently they can color scan and send multipage PDFs to email. Library staff provides assistance when needed.
- Copying has historically been .10 /side. Recently we coordinated with the “Flying University;” they offer a change jar to help students who need the money to make copies.

### ***Teaching and Learning Core Theme***

#### Workshops

- In Spring 2014 we offered a series of “student success library workshops” in coordination with Student Services. We would like to offer more of these types of workshops on a regular basis.

The Teaching and Learning section provides other examples of these services.

#### **Wall-mounted Monitors in Study Rooms for Collaboration**

- The library paid for large display screens in two study rooms. **Students can plug in their computers and practice giving presentations or work collaboratively with this technology** – the setting is a

quiet study room dedicated for student use. We are in line with the key technology trends on “rethinking learning spaces” according to the [NMC Horizon Report 2015](#)

### ***Research and Creative Expression Core Theme***

#### **Student Academic Workstations**

- The library provides the “computing lab” setting for access to university licensed specialty software to enable/empower student learning (research/creative activity, civic engagement, student success).

#### **Digital Display**

- In spring 2014 we installed a high definition display monitor in the entrance to the library. This visual and dynamic display has been an effective communicator to students of library events, opportunities for classes, study rooms, new library collections, and more.



Digital Display of timely information on new resources and events

#### **Microfilm Reader Printers**

- With increasing digital collections a general trend is many microfilm collections are being digitized. This service is not highly used, with ~30 articles per semester accessed. Moving this equipment to a staff area may be a better use of public space.

### **Regional Services | Information Technology:**

Information technology in support of regional services is covered in the Collections and Resource Discovery section, as well as the Services to e-Learners section. It includes management of technology that provides access to resources and services to all UAS students, regardless of location.

### **Standards and Assessment Measures | Information Technology:**

[ACRL Standards for Library Services to Undergraduates](#): The library has adequate up-to-date technology options in place. Students have adequate access to information technology for accessing and working with information.

[NWCCU](#) provides several sections where library support is needed to meet accreditation standards. This section of the report will focus on relevant Student Support Resources (2D) and Technological Infrastructure (2G) standards.

**Student Support Resources –Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs. ([NWCCU Standard 2.D.1](#)).**

- The Egan Library is invested in creating an effective learning and studying environment for our students. We continually improve the interface and permissions of how library computers are set up. The library retains control of the “build” of 11 library machines; all of these machines are open to students and visitors to our library, 5 machines have been limited to 15 minute sessions, and on 4 machines we installed PC Reservation software so we can monitor and limit the time a public patron stays at any of our machines. **Students are not given a time-limit on any library machines (unless they are using a checkout laptop).** A Library IT Tech staff position is responsible for these computer configurations and responds to librarian direction for improving the computing experiences.

**Technological Infrastructure –Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services. ([NWCCU Standard 2.G.4](#)).**

- The quality and quantity of checkout laptops is currently low. If we want our students to be successful, including those students who cannot afford personal technology, then the checkout laptops program is important and should be maintained and improved.
- VDI login machine performance and stability is sometimes problematic. In general, the strategic deployment of virtual computing infrastructure while exhibiting economic and management efficiencies may contribute to student perceptions of under-investment in university technology.

**Technological Infrastructure – Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. ([NWCCU Standard 2.G.5](#)).**

- While ITS is responsible for the monitoring and delivery of WIFI to campus buildings, students told us they were not satisfied with downstairs study room WIFI access, so the library paid for a router and coordinated Facilities Services and the Library IT Technician to install this access point.
- Both open (UAS Guest) and secure (UAS) Wi-Fi access is provided in the building. **Wireless access to networked printers is for authenticated UAS users only – students use this service every day.**

**The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. ([NWCCU Standard 2.G.6](#)).**

- Information Technology Systems provides a Student Classroom Support (CS) Desk located in the entrance of the library. These students and professional staff have been an additional support for

students needing computing and printing assistance in the library, however, their institutional role is not clearly defined and at times this creates barriers for students.

- The library provides an [Assistive Technology Features Guide](#) that highlights accessibility features within the library, on all computers, and in all of our major online collections.

**Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services. ([NWCCU Standard 2.G.7](#)).**

- Here we see an opportunity for improvement. We assist students daily with their computing and technology needs; at this time there is **no clear mechanism on who is responsible for responding to student technology needs**. Sometimes technology services come out of the library budget and others from the ITS budget. A mechanism for cooperative decision making is needed.

**The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services. ([NWCCU Standard 2.G.8](#)).**

- Planning efforts have historically been coordinated between the Library and ITS management staff, and implemented by the Library IT Technician with assistance from ITS staff when required.
- Before 2011, the Library IT Technician was a shared position between the library and ITS (half-time in each department). In 2011 the library, with growing technology needs, hired a full time library technician. The coordination between the library and ITS is handled better by a full-time position.
- Some **coordination of efforts have suffered since the re-structuring of the ITS department**. We would like to have a technology replacement plan in place for high-demand laptop circulation.

## Trends Analysis | Information Technology:

- Campus technology and computing has been shifting to the library for years, especially when the Academic Computing Lab was decommissioned in Summer 2013. Additional workstations were added in the library to meet demand.
- The Classroom Support (CS) Desk is now stationed in the Egan Library.
- Student computing has shifted to a virtual server (VDI) environment. See [Timeline of Computing Growth in the library](#).
- The Library had 10 academic workstations that were in high demand at peak times of the semester. Due to this we requested an additional two machines in Fall 2014. ***The process for securing additional academic workstations was unclear to both library and IT staff.***

### Data on Student Use of Computers

For the past three years (and earlier) our data collection for student computer use involved an hourly tally of persons sitting at the machines. Currently the Classroom Support Desk tallies student computer use by hour also. This was not the most efficient, accurate, or meaningful way to collect these numbers;

we have a lack of data on usage of the computing technology in the library (other than circulation of laptops and counts of logins to PC Reservation Machines), so we have begun conversations with ITS to improve our tracking. We will look into [LabStats tracking software used at all other UA Campuses](#).

Data management support is a top trend for academic libraries, “Libraries, IT, research administration, and grant support will have to collaborate to find the expertise necessary to provide data management support through the research process” ([ACRL 2014](#)). Not only should we provide data management support for other parts of our institution, we must model good data management practices for our own strategic planning. **Improving data management practices requires considerable collaboration between departments.**

### **Student Checkout Laptops**

More student checkout laptops are currently needed. The four available laptops were checked out 123 times during fall 2014. **Students who needed a laptop during fall 2014 were turned away 96 times** due to laptops being unable to run the VDI build or because they were already checked out. Checkout Laptops are often used by new, nontraditional students taking e-Learning courses and the laptops are inadequate to meet their needs, in fact using these machines complicates the experience and may turn students away because of the following issues:

- Inconsistent recognition of USB drives causes problems with peripherals that may be used for e-Learning such as webcams, microphone/headphone sets, USB storage, and external DVD drives.
- Requires occasional adjustments to system volume settings (in Linux outer OS) prior to login otherwise max volume levels during the Windows session are too low.
- Inability to update/modify Java settings without administrator privileges.
- Must be on UAS campus network.
- The machines currently deployed are 6-12 years old and would have otherwise been sent to surplus prior to campus use of VDI technology.

As another indicator of student demand for laptops, we have students sign an agreement to be responsible for lost or damaged university property (members of the public are not allowed to use these computers). **Roughly 100 new students sign laptop user agreements each academic year.**

## **Vision | Information Technology:**

This is an area for great potential. Academic libraries and higher education in general must be able to respond to changing demands for technology services. **Our vision is to have mechanisms in place to more readily explore funding for innovative or at least expected services. See also the [Goals and Objectives Implementation Timeline](#) document for details.**

**Goal:** Work through shared governance to propose IT management practices designed to serve stakeholders’ decision making.

**Goal:** Propose that TLTR reinstate a small prize/grant competition for students to implement good technology ideas in the library.

**Goal:** Maker Space, identify best practices, partners, and funding sources for increased technology support in the library

Some academic libraries are designing interactive environments for creation and innovation. We are behind this curve, but intend to focus efforts on a new level of user engagement. We envision:

- Increased and improved direct production and media support for students and faculty.
- Instructional designer housed in the Egan Library to aid faculty with course development.
- Addition of a maker space or innovation lab, a “Technology to Watch” in [NMC Horizon Report 2015](#).
- Continued Bring Your Own Device Support, a “Technology to Watch” in [NMC Horizon Report 2015](#).
- Addition of Promethean boards for student participation in e-learning classes, accessibility (larger screens), group video conferencing (e.g. to watch the Legislature in session).
- Additional digital displays in study and conference rooms. The projector/media cart is not well suited to 211 due to the room configuration. Add 60-80” monitor with videoconferencing.
- Support for Apple TV and other Apple technology.

## Egan Library Budgets

The Library has operated within a relatively abundant and stable budget environment for some time. In recognition of the boom-and-bust nature of budget cycles, we have managed for sustainability, leveraging available resources to improve services without significant cost increases. We have also maintained and enhanced the Library facility and collections.

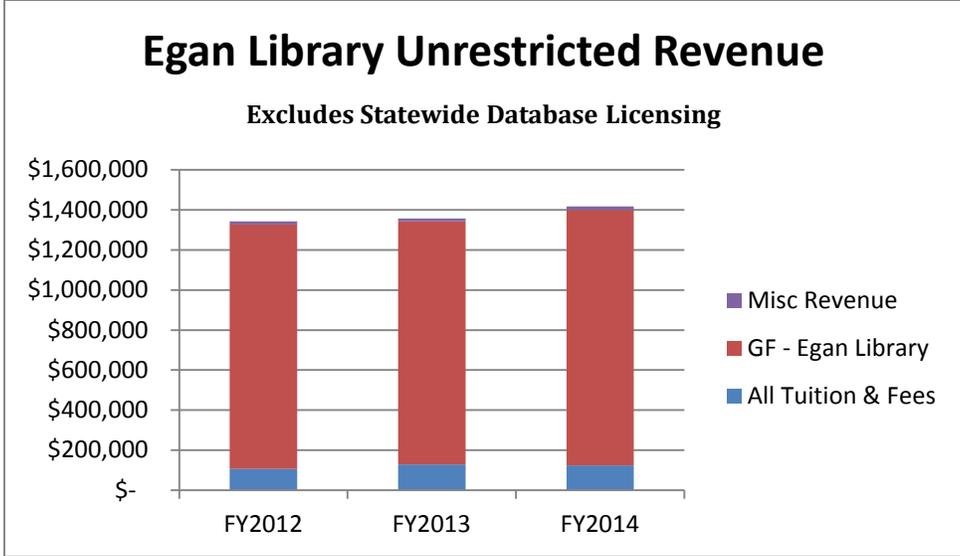
Our budget has historically included the Statewide Database Licensing fund (\$412,000 annually in FY2012-2014). This funding for a statewide initiative skews Egan Library expenditures and per-FTE expenses when compared to peer institutions. The Statewide Database Licensing revenue and its system-wide responsibilities will move to UAA in FY2016. For the purpose of this program review, we have excluded the Statewide Database Licensing Fund from our analysis.

## Revenue

The Library budget is funded primarily through State appropriations and tuition revenue.

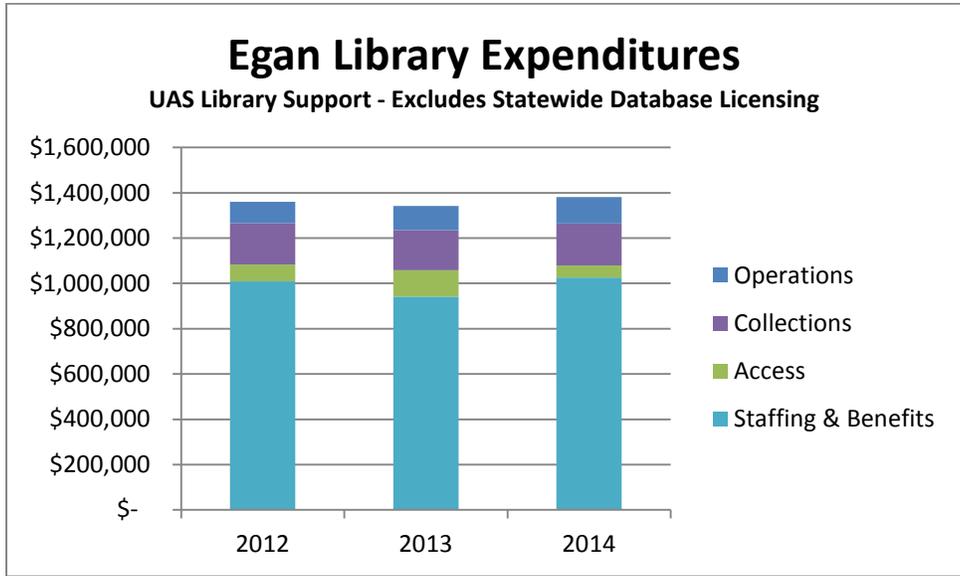
Library Restricted fund revenue amounts to approximately \$30,000 annual spendable earnings from the Carrigan endowment fund for general collections and facilities, and approximately \$5,000 annually from several small endowments limited to specific collection development goals.

In FY2016, we anticipate replacing approximately \$250,000 of General Fund with consolidated fee revenue.



## Expenditures

In this overview we have categorized expenditures into Staffing (including benefits), Collections, Access, and Operations. Subsections provide more detail. Note that annual revenue exceeds expenditures since Egan Library has consistently contributed to campus carry-forward. Personal Services represents approximately 75% of our budget, as is typical within our service-driven institution.



Overall, Library expenditures have remained stable over the past three years.

- Operations: Office supplies, equipment, maintenance agreements, travel, professional development, and all of our normal operating expenses.

- Collections: Print and electronic serials and books, content databases, audio visual materials, microfilm and bound periodicals.
- Access: Systems used to access library collections. This includes the library catalog, OneSearch, circulation, interlibrary loan, and related information infrastructure.
- Staffing and Benefits: All regular staff, faculty and labor pool positions including benefits and leave.

## Personal Services Costs and FTE Analysis

Position	Function	FTE
Regional Library Director	Manages the Egan Library and regional library services for UAS.	1
Tech Services Librarian (faculty)	Collection Development, Cataloging, and Team Leader for TS.	1
Public Services Librarian (faculty)	Coordinates library programming, works on enhancements for library spaces, manages the Circulation and ILL departments.	1
Outreach Services Librarian (faculty)	Support for UAS e-Learners, Sitka campus liaison, database management, reference and instruction services.	1
Info Literacy Librarian (faculty)	Teaches information literacy including LS110 and LS111.	1
Administrative Secretary	Provides administrative support for the Egan Library.	1
Library Assistant (Circulation Supervisor)	Supervises the Circulation Dept. including hiring and training student employees.	1
Administrative Assistant	Manages Library budgets, completes management reports and does purchasing for Egan Library.	.5
Library IT Technician	Supports the Information Technology in the Egan Library.	1
Library Assistant (ILL & Public Services )	Works in Interlibrary Loan and assists with public services.	1
Library Assistant ( Acquisitions & Catalog)	Works with acquisitions and cataloging.	.5
Library Assistant (Cataloging & Collections)	Performs cataloging, book repair, and institutional repository.	1
Library Assistant (Serials & Electronic Resources)	Print and electronic subscriptions, electronic resource authentication, institutional repository, bindery, and gov. docs.	1
<b>TOTAL FTE</b>		<b>12</b>

## Egan Library Staffing Compared to Peers

UAS Egan Library staffing in FY2012 was lower in both the number of librarians and the number of total staff than our peer group comparison libraries.

	Both UAS Libraries	UAS Egan Only	Peer Group Average	Peer Group Median
Librarians	4.88	4.0	4.47	4.5
Total Staff	16.89	14.51	15.86	17.8

[Data from 2012 NCES Academic Libraries Survey](#). Total Staff includes temporary labor pool staff and

student hours. Although data from peers for the 2014 NCES/IPEDS survey is not yet available, it is likely that UAS Egan will continue to show **average or lower than average staffing compared to peers.**

When looking at UAS Egan and the Ketchikan Campus Library combined, our numbers are slightly higher than the peer group average, however this is generally comparing a 2 location system (UAS) with single location libraries (7 out of 10 peers). Of the 10 peers, seven reported having only 1 location; one reported having 2 locations; and one did not report. The tenth institution, Oglala Lakota College, reported 12 branches with a total staff of six, so their branches cannot be considered equivalent to a fully-staffed branch open regular hours such as the Ketchikan Campus Library.

## **FTE Realignment**

As vacancies arise, the library management team has worked to realign library FTE in order to better serve our shifting needs.

In FY11 we:

- decreased the FTE of the Admin Generalist 3 position from 1 to .5
- increased the FTE of the Library IT technician position from .5 to 1

In FY14 we:

- increased the hours of one of our Circulation Supervisor positions (LMAT 3) from .75 to 1 FTE
- eliminated one of the .75 FTE Circulation Supervisor positions
- increased the hours from .5 to .1 FTE for the Serials & Electronic Resources Assistant (LMAT 2)

These changes enabled us to accomplish more of our goals in a cost neutral way. Consolidating our FTE into full-time positions improves our ability to retain qualified staff while reducing costs related to employee training and other support. The above changes also resulted in the elimination of one benefited PCN, which ultimately saves the university money.

## **Personal Services Reductions**

Personal Services costs rose by about 2% between FY2012 and FY2014. While this is a modest increase, we recognize that the current budget climate requires reductions. UAS Egan has maintained a staff FTE of 12 (excluding labor pool) for nearly 20 years. In FY16 we intend to:

- Eliminate 1 FTE for the Admin Secretary position. The incumbent announced her retirement for May 2015. We intend to hire her back at 49%, 14 hours a week as a non-benefitted temporary employee. We will reassess our administrative support functions in the year ahead, and explore options for receiving assistance from other departments. **Savings will equal approximately \$49,000.**
- Reduce contract for Outreach Services Librarian (faculty) from 12 months to 9 months. **The savings from this move would equal approximately \$30,000.**

This will take the library down to **10.75 FTE, around 13% reduction in overall FTE**

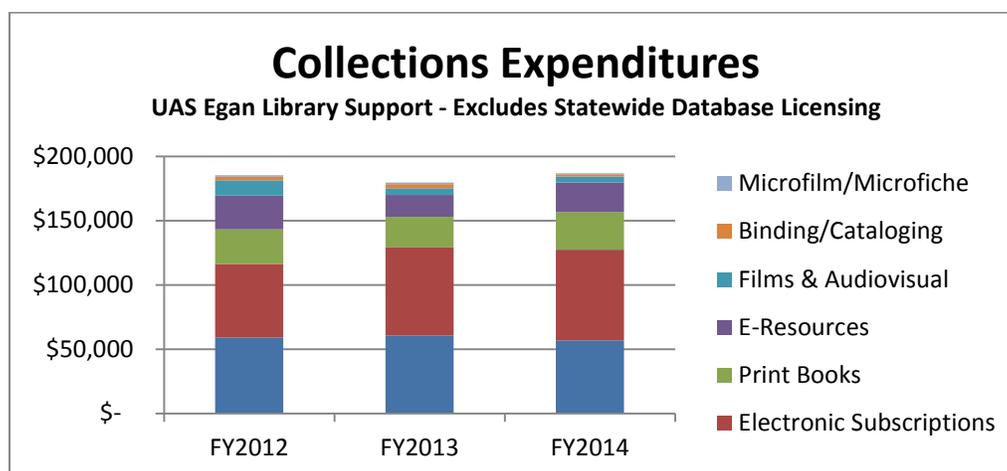
## Non-Personal Services

FY2013 non-personal services expenditures were higher than average due to salary savings from position vacancies reallocated to non-personal services for staff recruitment, data migration, and equipment replacement. In general, we are reducing costs where possible to sustain the most mission-critical activities in the Library.

## Collections

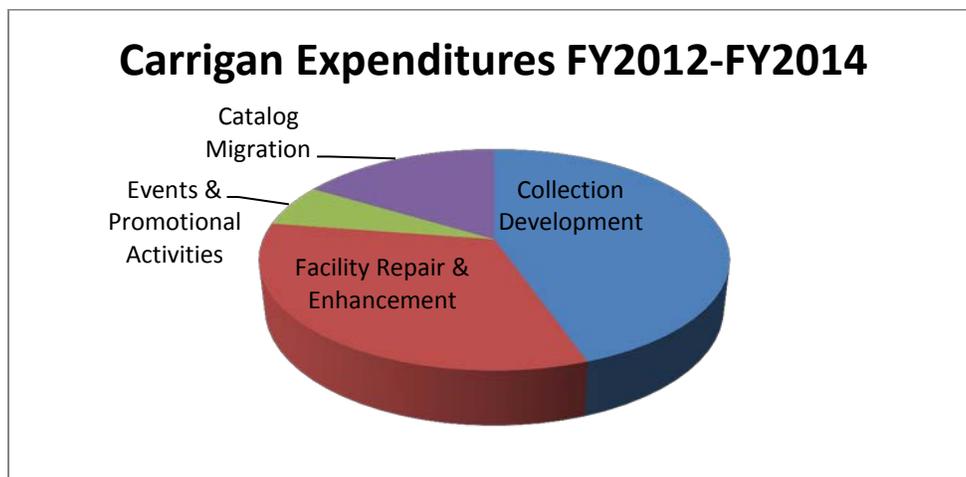
The library materials budget has been essentially flat for several years. At the same time, the cost of the materials has gone up. In the past 5 years, journal prices have increased an average of 6% a year and academic book prices have increased an average of 2% a year ([Collections Price Increases](#)). Shifts to online formats and open access models have had little downward effect on journal prices. The average price of a U.S.-published journal in a science discipline in 2015 is \$1846 (\$622 in social sciences, \$194 in humanities). Our strategy to deal with price increases has been to cut back on journal subscriptions, enter favorable consortial purchase agreements whenever possible, and to use our endowment funds to supplement the book budget. Further cuts jeopardize our ability to collect the essential titles that support our programs. Publishers produce relatively small print runs and titles go out of print quickly. Lean years in the library's budget are likely to leave a gap in the print collection. The ability to purchase out of print titles in electronic formats varies and could help bridge the gap.

For the foreseeable future, the library will need to continue to select new books in both print and electronic formats. Recent research published by Baron in *Words Onscreen* (2015) found that **young adults in college express a preference for print when reading more than a few pages and where re-reading and comprehension are important goals**. Research has shown that readers skim less, read more slowly, and comprehend better when reading from a print volume than from a screen (particularly from a tablet or phone screen where numerous distractions interrupt the reading process) (Baron 2015). Patterns of use at UAS would seem to support the continued relevance of print for many materials, including textbooks. **UAS faculty and students physically on campus often express preference for print over electronic**. Even when using electronic resources such as e-journals and databases, students often choose to print out articles for reading and note-taking. Egan Library currently supports free printing.



## Carrigan Fund

By spending Carrigan conservatively when overall budgets were sufficient to meet our needs, we built up a reserve of ~100,000. Over the past 5 years we've been consistently spending more than the annual earnings from the fund, and as budgets decline we will draw more heavily on this reserve. Our FY2016 budget proposal earmarks an additional \$20,000 to sustain collections at current levels. With \$10,000 already coming from Carrigan annually for collection development, we will effectively consume each year's spendable earnings for collections alone. We also rely on Carrigan Fund to support promotional activities/events and facility enhancements, and Carrigan provides substantive funding for special projects, such as the **new automatic door and the FY2013 catalog migration that resulted in significant annual savings in our operating budget.** Our current spending plan for the Carrigan fund will **deplete the spendable balance by FY2018.**



## Reductions to Library General Funds (GF)

The following represents the amount we needed to cut in order to hit a 10% reduction scenario for FY2016; ultimately we came up with 13.2% in reductions. Since we have released the Statewide Database Licensing budget to UAA for FY2016, we proposed an adjusted target that preserves \$40,000:

FY2015 GF	SW Databases	Adjusted GF	Target reduction to GF
\$ 1,616,300	\$400,000	\$1,216,300	<b>\$121,630</b>

Vice Chancellor Ciri supported exempting the Library from taking GF reductions on FY2015 GF replaced with consolidated fee (CF) revenue in FY2016. Since CF revenue is based on enrollment, there will be a new level of volatility to our budget by replacing \$250,000 of our GF with CF. It also means we will have less flexibility to choose which areas receive potential future reductions. This part of our budget will now be based on an estimate of incoming revenue. If revenue comes in low, we will need to reduce services or make up the deficit from other parts of our budget. If revenue exceeds estimates, we benefit short term but will need to account for our additional spending in a review process every two years.

FY2015 GF	SW Databases	Fee-Funded	Adjusted GF	Target reduction to GF
\$1,616,300	\$400,000	\$250,000	\$966,300	<b>\$96,630</b>

Below represents an overview of our **possible future reduction scenarios**:

<b>GREEN: Already implemented</b>	
Reduction in travel and professional development	\$3,500
Reduction in catering	\$1,000
Reduction in catalog fee from JLC merger	\$20,000
Reduction in postage	\$3,000
Reduced printer maintenance fees	\$3,500
Reduction in office and computer supplies	\$5,000
<b>Total savings for FY2015</b>	<b>\$36,000</b>

<b>YELLOW: Anticipated for FY2016 (13.2% GF Reduction)</b>	
Offset GF by replacing \$250,000 of GF with Consolidated Student Fees	
Personnel Reductions:	<b>\$79,000</b>
Reduce development and admin travel from FY15:	<b>\$1,500</b>
Eliminate OCLC Collection Evaluation tool:	<b>\$5,000</b>
Reduce Acquisitions Budget:	<b>\$20,000</b>
Overall reduction in office supplies and equipment budget:	<b>\$16,000</b>
Reduced printer maintenance cost annually for next 3 years:	<b>\$3,500</b>
Eliminate library storage unit:	<b>\$2,000</b>
<b>Total savings for FY16:</b>	<b>\$127,000</b>

<b>RED: Possible reductions with strategic implications</b>
<b>Further position eliminations or contract reductions</b>
<b>Elimination of key database collections</b>
<b>Further reductions to travel and professional development</b>

### **Impact of Reductions, Personal Services**

A 13.2% reduction to the main Library budget will be absorbed in both personal and non-personal services. Restructuring of the Admin Secretary position and reducing the Outreach Services Librarian's contract provides the largest overall savings but also has the largest impact. We hope the incumbent admin secretary will be able to get a lot done within her 14 hours a week. She will not be able to do everything and we will need assistance from elsewhere on campus. New policies only allow her to work as a temp for one year, after that we will no longer have a PCN for her position. It is highly unlikely that we can use temporary labor to replace the work required of this position, which will leave us with few options. Reduction to the Outreach Services Librarian's contract means others will need to work harder by taking on essential parts of the OSL workload. For example, someone will have to supervise the library IT technician, and other librarians will have to pick up 4-5 additional Reference Shifts each week.

- We considered additional contract reductions of library faculty, but the amount of savings would be partially offset by additional labor pool needs. Furthermore, library faculty all **manage departments within the library that require supervision of staff**; as the library is open during the summer, reductions to these contracts would affect our ability to maintain current service levels.
- The Library has been building the Library Materials (Acquisitions) budget from the \$60,000 base allocated for increased costs of library materials. The proposed \$20,000 reduction in this funding may eventually result in fewer new book purchases and reductions in journal and database

subscriptions. However, we will augment this budget with the Carrigan Fund in the short term.

- The One Campus One Book budget was established in FY14. We do not plan to reduce this budget.

### **Future Cost Savings**

We are closely reviewing other ways to save the university money in the coming years. One priority for FY2015 is to purchase a security gate and self-checkout system with RFID technology to lower the current loss-rate of our library materials. In general we have noticed that more items are disappearing from the library shelves without being checked out. Recently we did a mini-inventory of the 65 books with an item location of “New Books Shelf”. Of the 65 titles, 26 were checked out and 19 were missing. Similar loss rates were discovered from our “Featured Books” section.

### **Revenue Enhancement**

- With support from the UA Foundation Office, we have implemented a “**Friends of the Egan Library**” chapter of the UAS Alumni and Friends with the hopes to gain future bequests or endowments from avid supporters. There is also the possibility of fund raisers in the future.
- Update **Interlibrary Loan lending policies** to charge \$5-10 for items loaned to other libraries. This would offset costs we currently pay for materials we borrow at a cost of \$1,500/year.
- We are considering the possibility of generating **facility rental fees**.

Ultimately, the library team will continue to use a systems analysis approach to find ways to generate revenue and save existing funds while maintaining/improving patron access to resources and services.

[Metrics, References, and Supporting Documents](#)