

Rohrbach Library Program Review 2008 Report

Introduction

Self Study

1. Mission Fit
 - a. Congruency of Rohrbach Library's mission with missions of PASSHE, Kutztown University, and Kutztown University's Academic Division
 - b. Congruency of Rohrbach Library's services, policies, and procedures with the Library's mission, goals, and objectives
 - c. Adequacy of resources (human, physical, and fiscal) available to the Rohrbach Library to support meeting its mission, goals, and objectives
 - d. Future demand for library services at Kutztown University
2. Outcomes Assessment
 - a. Analysis of Rohrbach Library's cooperation/interaction with other Kutztown University units and with external groups
 - b. Analysis of annual outcomes assessment reports
3. Cost Effectiveness Analysis
 - a. Cost effectiveness of operating the Rohrbach Library
 - b. Additional Rohrbach Library contributions to the mission of Kutztown University

Action Plan

Introduction

Background:

The Pennsylvania State System of Higher Education Board of Governors has put forth the official expectation that all university programs/units (academic and non-academic) will undergo a review every five years. The review process is outlined in the Kutztown University Strategic Planning and Resources Committee's *Non-Academic Unit Review Process*. The objectives of the unit review process are as follows:

1. Facilitate continuous improvement of the quality of the services provided
2. Assess current status in terms of mission fitness, outcome assessment, and cost effectiveness
3. Identify goals and needs over the next five year period
4. Delineate an action plan for achieving these goals

The *Non-Academic Unit Review Process* encompasses both evaluation and planning components. After extensive investigation and analysis of available documentation, the Program Review Committee developed a draft of the Rohrbach Library Program Review 2008 Report. Following receipt of an evaluative report from the External Review Team, the Program Review Committee will finalize its report.

Review Team:

In October 2006, Dr. Barbara Simpson Darden, Dean of Library Services charged the Program Review Committee with conducting a review according to the guidelines established by the University. [See Appendix "Non-Academic Unit Review Process"] The Program Committee is composed of seven members:

- Ruth Perkins, Chair
- Sandra Allen (retired January 2008)
- Bruce D. Gottschall
- Miguel Nieves
- Krista Prock
- Stephanie Steely
- Karen Wanamaker

Review Process:

Prior to the beginning of the current self study, the Program Review Committee examined the previous five year review procedure. The methodology used in the 2000 self study was a locally developed procedure based on published models. The current Program Review Committee decided to abandon the approach of prior committees and adopted the model suggested by the *Non-Academic Unit Review Process*. Initially, the Committee attempted to study the academic years from 2000-2001 to 2004-2005 as suggested by the University's time table. Because we started the process late (in October 2006 instead of October 2005),

the report includes all seven years since the last review (Fall 2000 through Spring 2007). For future reviews, this Committee recommends investigating the use of the Association of Research Libraries (ARL) and the Association of College and Research Libraries (ACRL) guidelines for outcomes assessment in academic libraries.

Mission Fit

Question 1.A. Unit Review Committee examines, and when necessary suggests the need to revise, the unit's mission, goals and/or objectives to ensure that they are congruent with the mission, goals, and objectives of PASSHE, the University and the division.

The mission and goals of the Library should correspond to the mission and goals of the University's Division of Academic Affairs, the University as a whole, and the Pennsylvania State System of Higher Education. While not all the components of the mission and goals of the higher bodies are applicable to libraries, the Library is well aligned with those components that do apply. Since the 2001-02 academic year, the Library clearly has made a concerted effort to align its mission and goals with those of the higher bodies to which it reports. This is evident in the annual report from the Dean of Library Services to the Vice President of Academic Affairs, which is required to address the Library's accomplishments in terms of the mission and goals of the Library and the division, the University, and the PASSHE.

The most direct fit of the Library's mission and goals to those of the higher bodies is in areas related to student learning, including concepts such as academic excellence, retention, lifelong learning, instructional technology, and information literacy. These concepts reflect the Library's core function of providing information resources that support the University's curriculum and the curricular and extra-curricular information needs of its students and staff. The extent to which the Library meets its goal contributes directly to the University's success in providing a quality education to its students.

The second area in which there is strong correlation between the Library and the higher bodies is in the area of service to the wider community. As a state-owned, taxpayer-funded institution of higher learning, the Pennsylvania State System of Higher Education and Kutztown University are committed to serving all the citizens of the Commonwealth and forging alliances that enhance the educational, cultural, and economic condition of the state. The Library contributes to these goals in a variety of ways, but primarily it does so by providing library services to individuals in the region surrounding the University, sharing information resources through interlibrary loan and document delivery, and participating in regional and statewide library consortia in a variety of cooperative and often cost-saving initiatives.

The third, and last, area of correlation is in the area of diversity. During this review period, some of the goals of the Pennsylvania State System of Higher Education and of Kutztown University were to "enhance," "celebrate," and "promote" diversity. The Program Review Committee interprets this to mean increasing diversity of the student population, increasing the diversity of the faculty and staff, and broadening student perspectives. While the Library has no formal role in the recruitment or retention of students, we can affect the diversity

of this population indirectly by providing an environment inclusive of collections and services where patrons feel represented and welcomed. Regarding the diversity of the faculty and staff, the Library is without a tradition of a very diverse faculty and staff and did not address this in any of its missions or goals during this review period. The Library can broaden student perspectives, specifically in the provision of resources that reflect the variety of people within the University, the state, and the world. While providing culturally diverse materials first appeared in the Library's missions and goals for the 2004-05 academic year, the Library has a long tradition of purchasing culturally diverse materials with limited monetary resources. The Library was, therefore, acting in accordance with stated university and system goals even though it did not include this concept in its mission and goals until recently.

In conclusion, the Library has carefully aligned its mission and goals with institutional and system goals during the period under review. The degree of correlation between the mission and goals of the Library with the Division of Academic Affairs, the University as a whole, and the Pennsylvania State System of Higher Education reflects the Library's central role in the educational process. It recognizes the Library's prominent role within the community, the region, and the state. Finally, it highlights the Library's commitment to collect culturally diverse resources as part of the larger effort to recruit and retain increasing numbers of diverse students as well as provide a more balanced view of the world in which we all live.

Question 1.B. Unit Review Committee examines unit's services, policies and procedures for congruency with the unit's mission, goals, and objectives. Appropriate standards from national regional professional organizations shall also be considered.

Analysis of the Library's services, policies, and procedures indicate that they are congruent with the Library's stated mission, goals, and objectives. The analysis also reveals that standards from professional institutions and organizations such as the Library of Congress, American Library Association, and Association of College and Research Libraries inform many of the Library's practices. [See Appendix "MissionFit1BChart"] While there are no parts of the mission, goals, or objectives that are not being addressed in a substantive way, there are functions that could be further developed or refined. These are noted as concerns in the analysis that follows.

**Collection Organization and Access
& Information Management**

The Library acquired information resources that support the university curriculum in multiple physical and virtual formats, organized that information effectively, and provided access to the collections, primarily through the Library's online catalog and Web site. It provided efficient interlibrary loan and document delivery services to all university constituencies for information not owned by the Library. It continuously examined its collections for outdated information and withdrew or canceled information that no longer addressed curricular needs. Recently, updated policies and procedures governing collection development, circulation, interlibrary loan and document delivery, cataloging, and other functions provided structure for the services related to this aspect of the Library's mission and goals.

The Library kept abreast of technological developments in information management. The implementation of e-reserves and user-initiated interlibrary loan, migration from print to electronic formats as the primary source of journal content, Web site development, updating and maintenance of the online catalog, and experimentation with emerging technologies such as link resolvers and federated search engines indicated that the Library created a robust virtual environment.

- Concern: Although the Technical Services area has worked continuously since the Library's conversion in 1990 from the Dewey Decimal classification scheme to the Library of Congress classification scheme, about half of the main collection remained in Dewey Decimal. No external funding or additional staff was committed to the completion of this project at any time. Staff shortages and other special projects often interrupted the reclassification process. It is an inconvenience to the Library's patrons to have the main collection divided in this way. In addition, circumstantial evidence exists that suggests that students seek out books classified in

Dewey Decimal, the classification scheme with which they are familiar from high school, when more recently published books in Library of Congress would be more appropriate choices.

- Concern: The professional books within the Library Science collection are slated to be transferred to the Main collection. As with the Dewey reclassification, staffing levels are not sufficient to ensure a timely completion of this project.
- Concern: Some signage in the Library is inadequate. While some service and collection areas are well-signed, others are not. Lack of signage and poor signage create obstacles for patrons in finding the information they seek.
- Concern: Some collections are not as accessible to patrons as they perhaps should be. The University Archives, Dornish Collection, the Updike first editions, the Audiovisual Center collection, and the Curriculum Materials Center's kit collection are all in closed stacks or enclosed in separate rooms.
- Concern: Audiovisual Center materials are assigned accession numbers rather than Library of Congress classification.

Information Literacy Instruction

The Library offered formal and informal information literacy instruction to classes and individuals. The Library worked diligently and made great strides to transition from BI to IL. The number of sessions escalated since the last program review. The instruction was designed to help students successfully complete their course work and satisfy their future information needs. Curriculum-related instruction was coordinated with classroom faculty to make them aware of the Library's resources in their discipline and to ensure that instruction meets the needs of each course. The *ACRL Standards for Information Literacy* guided the provision and development of information literacy instruction.

- Concern: Much time and effort have been devoted to moving the Library's bibliographic instruction program in the direction of information literacy. While there has been progress, the program still is more of a bibliographic instruction model than an information literacy model. The Library needs to work with classroom faculty to help implement information literacy across the curriculum.

[See Appendix "Library Statistics"]

[See Appendix "IL Task Force Report"]

Faculty Support

The Library provided a broad array of services to classroom faculty in support of curricular instruction and discipline-based research. Faculty, of course, benefited from the services provided to all the Library's patrons. Special services provided only to faculty and administrators included information literacy instruction; collaborative teaching; course reserves; audiovisual equipment for classroom use; test-monitoring; vendor demonstrations of hardware, software, and information resources; training in the use of hardware, software, and information resources; the liaison program and associated selection services for collection development; and table of contents service.

- Concern: The Library does not engage in enough outreach. Faculty are sometimes unaware of the services available to them. Services must be better publicized.
- Concern: The liaison program was begun as a means for involving classroom faculty in the selection of new information resources for the Library. Even though this program has now been firmly established, the Library has not capitalized on its success by expanding the program into other areas of interest and assistance to the classroom faculty.

[See Appendix "Library Statistics"]

[See Appendix "AV Equipment Item by Patron Group"]

[See Appendix "LTC Training Sessions 2006-2007"]

[See Appendix "LTC Workshops"]

Collection Development

The Library's collection development policy guided the purchase of new information resources as well the acceptance of donated resources. While priority was placed on selecting items to support the curricular mission of the University, the Library also purchased resources related to faculty and administrative research needs and to the leisure reading and research interests of all users. The liaison program was the primary means by which resources were selected for purchase. The Library also collaborated with classroom faculty on the re-evaluation and deselection of resources. All library materials were purchased in the format that best suited their use. A number of special funds existed to try to ensure that the Library's collections were balanced in terms of subject coverage and representative of alternative points of view and diverse cultures. Special collection development programming emphasized scholarship and dialogue through campus-wide reading and discussion opportunities, selected and often annotated bibliographies of resources, and through the showcasing of resources in displays or exhibits.

- Concern: The Rohrbach Library shares with all academic libraries concerns about the growing practice among vendors and publishers of electronic journal content of “embargoing” the full-texts of recent journal articles – withholding of full-text for one to three years in order to encourage/force continued subscription to the print versions of journals. The Library’s budget does not permit duplication of electronic and print resources.
- Concern: The practice among vendors and publishers of chiefly electronic journal content to aggregate, bundle, or otherwise package content in a way that restricts the Library’s freedom to select and deselect information resources as it sees fit is a challenge to traditional concepts of collection development and is an economic challenge as well.

[See Appendix “Collection Development Policy”]

Ethics and Integrity

The Library adhered to standard or basic level ethical practices and operated with integrity. It endeavored to adhere to policy statements and codes of operation from professional associations and to those it created for itself. It generated some annual reports that revealed whether or not goals and services were fairly identified and accomplished and publicized survey results to reveal successes and failures.

- Concern: The Library does not have a code of ethics.

Quality of Service

The Library attempted to provide quality service while also satisfying patron expectations. The Library maintained as extensive a schedule of operating hours as was possible while assuring access to professionally trained staff. Public service points on all three levels of the building made staff readily accessible to users requiring assistance. Through its subscriptions to a full complement of electronic databases, quality service was extended beyond library walls so that students, faculty, and staff could access a growing number of library resources on- and off-campus at any time of the day or night. The library staff was guided by local policies and manuals as well as ACRL standards in the provision of public service. An active Staff Development Committee supported the professional education of library faculty and staff. The Library assessed the quality of its service periodically through the use of LibQUAL.

- Concern: The Library currently trains student workers only within the department in which they work. The Library needs to have a universal and consistent customer service component in its training and uniform assessment practices (job performance evaluations) for student workers.

- Concern: The Library does not formally analyze assessment results and implement changes to correct deficiencies. It should plan to complete the circle of assessment.

[See Appendix “LibQualKU2003”]

[See Appendix “LibQualKU2006”]

[See Appendix “LibQualSSHEComparison”]

Technology

The Library employed technology to accomplish its work and to meet the needs and expectations of its patrons. It used the Internet to access the Library’s online catalog and integrated library system located in a Keystone Library Network installation at Shippensburg University to perform circulation, serial check-in, acquisitions, and cataloging functions. Through its Web site, the Library promoted its collection through its online catalog, provided access to electronic journals and databases, publicized library policies and patron regulations, offered reference services and research guides, and shared resources with other institutions through interlibrary loan. The Library reviewed its online presence and updated it as necessary, continually searching for new online tools (such as the blog) and implementing them when appropriate. In the non-print areas of the collection, the Library provided information in various formats, adopted new formats as they emerged and abandoned formats as they become obsolete.

In addition to the Internet, the Library used computer technology in general in its work and maintained dozens of public access computers, many loaded with commonly used productivity applications. A portion of these computers were part of the University’s replenishment plan. Those that were not replenished were replaced as the library budget allowed. This left critical areas, such as the Information Literacy Classroom, vulnerable as the computers, printers, and other equipment were not regularly replaced. In addition, equipment such as digital cameras and laptops in the AVC became obsolete quickly without a replacement plan.

The last current short- or long-range plan for technology ended in 2007. We are currently operating without a technology plan.

- Concern: The Library does not have a current technology plan.
- Concern: The Library does not have an accurate, master inventory of all of its computers, printers, and equipment.
- Concern: The Library does not have a current replacement plan for computers, printers, and equipment that are not part of the University’s replenishment plan.

[See Appendix "Rohrbach Library Technology Plan 2000-2003"]

[See Appendix "Rohrbach Library Technology Plan 2003-2007"]

Distance Education

While the University offered few distance education courses, many classroom faculty use WebCT and Blackboard as an adjunct to traditional face-to-face instruction. The Library maintained a number of the components necessary to adequately serve distance education programs including website(s), the online catalog, electronic databases, reserves/e-reserves, circulation services, document delivery, interlibrary loan, research guides, selected annotated bibliographies, a federated search engine, a link resolver, and reference services. The increase in off campus instruction necessitated continued support and expansion of services specifically for distance education programs. Ironically, services originally intended to benefit distance education students and faculty are now integral components of the research process for all library users.

- Concern: Library services are not embedded into the Blackboard course management software.
- Concern: The Library lacks adequate policies and assessments to meet the needs of distance education and distributed education classes.

Professional Development

There is evidence of faculty and staff professional development over the period of the review. Many library faculty and staff attended and/or presented at university, local, state and national conferences and workshops. There was a dearth of professional development opportunities provided at the Library by regional or national experts. The Library Staff Development Committee presented an ambitious and informative program of professional development using library or university staff as instructors.

- Concern: Professional development is mentioned only in the Library's mission statement and goals in 2002-2003 and 2004-2005.
- Concern: The Library does not look beyond the University to find experts to provide critical professional development. While development opportunities are occasionally available through SSHELCO and the Keystone Library Network, the costs involved limit the number of people who may attend.
- Concern: Funds for professional development for deans, faculty, and support staff are inadequate at the University.

[See the Staff Development Committee folder in the Rohrbach Library's Archives]

Upward Support

Upward support was mentioned in Rohrbach Library's 2002-03 and 2004-05 mission statements/goals. Generally, these goals addressed the mission of the University and cooperation with other divisions on campus. In 2004-05, the scope of the goals broadened to include cooperation with institutions in Pennsylvania, nationally, and internationally. These goals were met through the Library's participation in consortia and cooperative networks, and through individual faculty member's work with state and national organizations. The Library also cooperated with other campus departments. Although not always included in the mission statement/goals throughout the review period, the Library consistently provided support to the University and cooperated with local, state, and national organizations.

Library Facilities

The library building provided a place for study, interaction, collaboration, consultation, and reflection. The Library's public space included quiet study areas, general study areas, study rooms, and computer work areas. These areas contained a variety of seating arrangements including carrels, desks, tables, and sofas. LibQUAL survey results indicated that students want more quiet study space and more group study areas. The Assistive Technology Center afforded physical space for students with various disabilities. The Coffee Shop sold refreshments. For the most part, collection space was adequate but inflexible.

Staff work space in the Library was generally satisfactory. Some areas were cramped, and there was little space to accommodate additional staff. Load-bearing walls, inadequate access to electrical outlets and network drops, and other factors were impediments to the reorganization and reallocation of space.

- Concern: The public space continues to be inadequate to meet the needs of a growing student body. There is demand for more of every type of seating option and more computers.
- Concern: The need for an increase in library personnel will create a need for additional staff work space.

Collegiality and Professionalism

The Library did many things to foster a collegial and professional workplace. Many staff members worked together through committees, personal contact, or departmental work to make the Library an efficient and helpful place for our patrons. However, the communication between all library employees, between library departments, and between the administration and the employees needs to

improve. An increase in communication will create more awareness throughout the Library about what is being accomplished and will help employees feel more like members of the library team rather than departmental teams.

The Library provided professional development opportunities and/or training to its workers. The Staff Development Committee worked diligently to provide a variety of opportunities each year for both faculty and staff. The Library also provided learning opportunities to faculty and students outside of the Library, creating a “genuine spirit of cooperation and teamwork” throughout the University.

- Concern: In the absence of an over-arching Rohrbach Library ethics statement to guide professional conduct and moral accountability, questionable decisions and actions have, in the past, negatively affected collegiality.
- Concern: The Library needs to provide more opportunities for staff development beyond those offered by the Staff Development Committee.
- Concern: The Library needs to improve means of communication.

Question 1.C. Unit Review Committee examines unit's resources (human, physical and fiscal) and organizational structure in light of their adequacy in supporting the unit in its effort to meet its mission, goals and objectives.

Human Resources

Total Library Positions During the Review Period							
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
# of full-time faculty	12	12	13	13	13	13	13
# of full-time staff	12	12	13	14	15	15	15
# of managers	1	1	1	0	0	0	0
# of administrators	1	1	1	1	1	1	1
TOTAL	26	26	28	28	29	29	29

In Fall 2002, the Audiovisual Center (AVC), historically housed in the library building but operated as a unit in the College of Education, was transferred into the Library's organizational structure. The absorption of AVC services included the addition of one librarian, one evening media technician, and one part-time secretary to the Library's total staff. The part-time AVC secretary position was increased to full-time in January 2005. In Spring 2004, one technician position was added to the Learning Technologies Center (LTC).

An administrative manager from the division of Information Technology Services (ITS) was assigned to operate from the library building and assist in the LTC in 2000. ITS restructured, and that position returned to the Stratton Administration building in 2003.

The FTE of the University was 6,984 in the 2000-2001 academic year. FTE grew to 10,193 in 2006-2007. The Library increased services to keep pace with the ever increasing information seeking needs of our students in alignment with the University mission, goals and objectives. No corresponding increase in library personnel accompanied the rapid growth in the student population. Due to retirements, resignations, and leaves, at no time during this period was the full compliment of library personnel in place. In a number of cases, University Human Resources' procedures for hiring resulted in searches that languished for lengthy periods. Subsequently, as the library staff continued to provide more services to more students, the workload became increasingly unbalanced and often strained.

Gender and Ethnic Diversity of Library Personnel							
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Female	19	20	21	21	21	20	20
Male	5	6	8	9	9	9	10
Caucasian	21	20	23	25	25	24	25
Black	1	3	3	3	3	3	3
Latino	2	3	3	2	2	2	2

The table above illustrates that the diversity of library personnel remained basically unchanged. We struggled to increase the number of individuals from under-represented groups.

Physical

The Rohrbach Library physical plant measured 122,205 square feet and the size of the building did not increase during this evaluation period. However, available space for students to study did decrease as square footage was reorganized with the construction of the University Archives Room (Room 100 B), an Information Literacy classroom (Room 100 C), the Voices & Choices Center (RL 208), and a coffee shop.

In Fall 2002, the AVC transfer resulted in changes to the space formerly reserved for the Map Area. In Spring 2005, a space allocation committee assessed services and collections on the ground floor and devised a plan to reorganize available space that resulted in several improvements. [See Appendix "Space Allocation Committee Final Proposal"]

Over the course of this review period, several of the nine group study rooms were taken off-line and pressed into use by other university groups for a variety of purposes. For example, the Middle States Decennial Self-Study Committee used one of the rooms as an evidence room in Fall 2006. Since that time, it has been unavailable for student use. Anecdotal evidence suggested that there is a growing need for student study rooms.

In Fall 2001, three wireless internet lab areas, one on each floor, were established in the building. This was the first wireless technology offered on the university campus. By 2004, access was expanded to cover the entire Library. This major technological achievement provided users increased flexibility and accessibility to the Internet, supplementing over 520 networked drops already in place.

Air quality within the Library has been an issue for many years, predating even the addition to the Library. Remediation efforts to date have failed. In addition, problems with a leaky roof and water leaks have been prevalent. Continued reduction of custodial staff by the University has resulted in unhealthy conditions.

Fiscal

Information necessary to determine the adequacy of fiscal resources was unavailable to the Program Review Committee.

Question 1.D. Unit Review Committee analyzes unit statistics, other local and national demographic information to determine present and future demand for the unit's services.

Note:

It merits mention here that the unit statistics the committee compiled to answer this question are of varying consistency. The same statistics are not available for each year, and they are often in different formats from year to year. In order to better document the services provided by and work done in the Library, it is crucial that each department/center in the Library compile an annual report each academic year. This annual report should contain statistics that can be compared from year to year. One way of accomplishing this is to compile statistics monthly whenever possible. This would make it easy to combine months in necessary combinations for various external reports, while making the raw statistics available for comparison in future program reviews.

Library Statistics:

Reference Desk: The number of questions asked at the Reference Desk has remained steady since 2001 producing an average of 7366 questions each year over the past six years. [See Appendix "Library Statistics"]

Information Literacy (IL) Classes: Overall, the number of classes has increased over the review period as has the size of the classes. [See Appendix "Library Statistics"] This increase has occurred in the absence of any significant recruiting efforts for professors to bring their classes to the Library for IL sessions. It should be noted that we have moved the IL classroom location twice in response to an increase in average class size, yet we still remain at or above capacity with some classes. This is directly related to the increase in KU's student body and the increase in class sizes throughout the University. This trend occurred at the same time the number of librarians available to teach has remained the same.

Reserves: Print reserves have decreased, and the use of e-reserves has skyrocketed. In fact, since e-reserves began in 2001-2002, the usage has jumped almost 50 fold. [See Appendix "Library Statistics"]

Document Delivery: After a peak in 2003-2004, document delivery of articles to our patrons has decreased probably due to an increase in full-text database subscriptions. Likewise, the number of traditional Interlibrary Loan transactions has decreased. [See Appendix "Library Statistics"]

Book Interlibrary Loan: We loan more books than we borrow, signifying a good collection for our students' needs. The number of books borrowed remained steady during the review period. [See Appendix "Library Statistics"]

Circulation: Overall, total circulation transactions have remained steady during the review period, ranging from 62,717 to 69,275 for an average of 66,511 items circulated per year. Some patron groups have experienced slight upward or downward trends, while other patron groups have remained steady. [See Appendix "Circulation Transactions Total Items by Patron Group"]

Main Collection circulation both overall and for the major user groups (faculty, undergraduate, and graduate) has decreased. Rental book circulation, however, has more than quadrupled. The circulation of government documents was small in relation to the circulation of other collections at the start of the review period and has decreased to practically zero. Map Collection circulation as well as the circulation for the Library Science Collection and the Curriculum Materials Center have all remained steady. In-house laptop circulation has generally increased over the review period. [See various appendices labeled "Circulation Transactions X Item by Patron Group" where the "X" corresponds to the collection discussed above.]

The total number of Audiovisual Center transactions almost doubled during the review period, mainly due to a sharp increase in the circulation of equipment. The circulation of other Audiovisual Center materials varied depending on the type of media, for example, videocassette circulation decreased while DVD circulation increased. [See Appendix "AVC Circulation Transactions Total Items"]

Database searches: This number increased exponentially through the 2005-2006 school year. The increase was most likely due to subscriptions to additional full-text databases. There was a surprising 18% decrease in searches in 2006-2007, which may turn out to be a statistical anomaly. However, fewer IL classes were conducted in 06-07 as compared to 05-06, which could have contributed to the decrease. IL classes are an opportunity to market library databases and fewer classes were introduced to the databases in 06-07. Several classes increased in size and moved to the Academic Forum in Spring 2007. Anecdotal evidence indicates that professors teaching such classes have altered their course requirements to include fewer assignments that require students to do research. Professors teaching in the academic forum have not requested IL classes. [See Appendix "Library Statistics"]

Demographic Statistics:

KU enrollment is increasing. From 2000-2001 to 2006-2007, enrollment increased by 3209 students, or 46%. [See Appendix "Enrollment Statistics"] Based on population projections, we expect enrollment to continue to increase. According to data from the U.S. Department of Education, enrollment at degree-granting institutions from 1990-2004 increased by 25% (to 13.8 million) and is projected to increase between 13-18% between 2004 and 2015 (to 19.9 million). [See Appendix "NCES Statistics"]

From 2001-2006, 21-23% of KU in-state undergraduate students were from Berks County, as were most community patrons. [See Appendix “Trends in Fall Undergraduate Enrollment by County”] Projections of the population of citizens age 5-17 in Pennsylvania are predicted to remain steady through 2025, and Berks County’s overall population is projected to increase through 2030. [See Appendix “Population Data”] Lehigh County provided the second highest percentage of in-state students, at 12-14%. [See Appendix “Trends in Fall Undergraduate Enrollment by County”] The number of high school seniors in surrounding counties (Northampton, Lehigh, Bucks, Montgomery, Chester), is projected to increase through 2016-2017. [See Appendices “Enrollment Projections” for Berks, Lehigh, Montgomery, Northampton, and Bucks counties] Graduate students followed the same trend, with Berks and Lehigh counties providing the most students. [See Appendix “Trends in Fall Graduate and Certification Enrollment by County”] Currently less than 10% of our students are from out of state. [See Appendices “Trends in Fall Undergraduate Enrollment by State” and “Trends in Fall Graduate and Certification Enrollment by State”]

All demographics presented here lead to this conclusion: for the foreseeable future, enrollment will continue to rise, resulting in a continued increase in the demand for library services, materials, and space. This combination will place additional pressure on a library staff already performing at capacity. Therefore, in order for the Rohrbach Library’s faculty and staff to achieve our mission– to meet the demands of an expanding university community – its staff and facility must grow proportionately.

Outcomes Assessment

Question 2.A. Unit Review Committee analyzes and reports the nature and level of cooperation/interaction that the unit has with other university units and with appropriate external groups.

The Rohrbach Library was actively and productively involved with other university units. While most of the relationships detailed were initiated before the period under review, a few were relatively new, and one ceased to exist.

The Chairperson of the library faculty was a member of Chairnet, a campus organization of academic department chairpersons that meets to identify common problems and bring them to the attention of the administration. While the library was not as directly affected by issues such as student recruitment, classroom scheduling, and student advisement, problems such as increasing class sizes did heavily impact the library's ability to provide needed services. By participating in Chairnet, the library chairperson had direct input into problems brought before the administration. Chairnet meetings also provided the library chairperson with the opportunity to promote the Library's collections and services and to gather information from the other department chairpersons on how the Library met their needs.

For many years, the Library's primary collection of children's fiction and nonfiction literature was housed in the library building within the confines of the Library Science Department. The Library also gave an annual budget allocation to the University's Early Learning Center, a preschool teaching laboratory, to provide children's books for the students, teachers, and pre-service teachers at the Center. As a condition for this allocation, the Library required that the Early Learning Center allow all education majors access to this collection. When the Dean of Library Services discovered that the Early Learning Center was severely restricting access to the collection, the Library withdrew its funding. Subsequently, this collection was transported to the Library and merged with the collection from the Library Science Department that had been moved to open library stack space on the ground floor of the newly renovated building.

As part of the University's educational memorandum of understanding with Hawk Mountain Sanctuary, a protective flyway and research center for migratory birds of prey, the library staff cataloged the books for the sanctuary's library and included them in our online catalog. This arrangement provided electronic access to bibliographic records representing the collection of the research center not only to the university community but also to the world. While Hawk Mountain's collection does not circulate, university faculty and students were allowed to visit the sanctuary library and use the collection. Also, during the period under evaluation, a university librarian wrote an electronic interface that allows researchers to perform keyword searches of a database index to the sanctuary's collection of article reprints.

The Library cultivated a relationship with the Pennsylvania German Cultural Heritage Center on campus. The Center accumulated a substantial amount of genealogical materials as well as books in German and books about Pennsylvania German culture. The Rohrbach Library provided training and equipment to the Center so that their staff can catalog their collection. They plan to build a library at some point in the future, and further collaboration may include projects to digitize some of the rare cultural materials existing in both collections.

The Library's Voices & Choices Center (VCC) was created in part to promote the portions of the Library's collections that contain information on diverse cultures. In fulfillment of this role, the Center forged a productive relationship with the University's Performing Artists Series and other performance-oriented endeavors. The Center mounted displays and hosted programs in the Library related to performances held on campus. Smaller displays were mounted in the performance venue. The Center also hosted readings of the works of university and community authors. In fulfillment of another of its roles (to make the Library a more welcoming place to faculty and students from under-represented groups) the VCC worked with the University's Multicultural Center to create a library consultation service. Each Wednesday evening during the academic year, the service provided students living in the residence halls with nearby access to a librarian.

The most far-reaching efforts, in terms of the number of library staff involved, grew out of the liaison program. Librarians served as the Library's representatives to one or more academic departments or programs. The initial goal was to provide advice and assistance in the purchase of materials for the library collections. Individual liaisons expanded their roles to include information literacy instruction and other activities.

Outside of the University, the Rohrbach Library maintained relationships with a small number of organizations that greatly benefit the Library and its patrons. The library deans and directors of the fourteen PA State System of Higher Education universities met together as SSHELCO (State System of Higher Education Library Cooperative) for many years. In the late 1990's, this venture produced plans to cooperatively purchase and administer a library integrated system that all fourteen institutions would share. The group purchased the Voyager Integrated Library System from Endeavor Information Systems, Inc. Information technology staff at Shippensburg University maintained the hardware and system software for all fourteen universities, resulting in enormous cost-savings. The libraries also benefited through the ability to share expertise and training opportunities. Library patrons were able to search all fourteen online catalogs, individually or in groups using a single interface. Borrowing privileges were extended system wide.

The implementation of the shared library system led to the creation of the Keystone Library Network (KLN), a consortium of the PASSHE that includes the

PASSHE libraries, the State Library, and several other public and private institutions. Since its inception, the KLN enhanced the value of the Voyager system by implementing U Borrow, a user-initiated interlibrary loan module. In 2004, the KLN acquired two LSTA grants to provide base file cleanup and authority control processing for KLN libraries, thus implementing system-wide authority control. A subsequent LSTA grant provided NACO training for all interested libraries.

Building on its success with Voyager, the KLN engaged in the cooperative purchase of electronic databases which saved each of the member libraries tens of thousands of dollars. The KLN expanded its purchasing efforts to include monographs and other library materials. A statewide contract for services from Baker & Taylor/Yankee Book Peddler and Blackwell provided libraries with larger discounts than they had received through their individual contracts with these vendors.

The Rohrbach Library has long been affiliated with PALINET, the regional provider for OCLC services and training. In recent years, PALINET became an excellent secondary source for electronic databases. Libraries were able to purchase or subscribe to databases more cost-effectively through PALINET than through other cooperative ventures.

The Library also maintained relationships with the Associated College Libraries of Central Pennsylvania. This relationship was mostly beneficial for the programs it sponsored especially those targeting the needs of support staff.

Finally, the Library was a member of the Pennsylvania Academic Library Consortium (PALCI), a consortium consisting of many of the largest academic institutions in the state. PALCI recently extended membership to libraries in New Jersey and West Virginia. While PALCI engaged in many projects from which the Library benefited, its most important endeavor was the implementation of EZBorrow, a user-initiated interlibrary loan module that gave the Library's patrons access to books in the collections of many of the best research libraries in the region.

Question 2.B. Unit Review Committee analyzes the unit's annual outcomes assessment reports looking for trends that would indicate the unit's effectiveness.

Sample Indicators of Non-Academic Unit Outcomes [See Appendix "Non-Academic Unit Review Process"]:

1. Integrity and appropriateness of the unit
 2. Results of unit's user satisfaction survey
 3. Level of effectiveness working with other areas within the University
 4. Level of flexibility in responding to perceived needs of users
 5. Analysis of areas of cooperation and/or duplication with other units
 6. Improvements/reorganization made to improve the delivery of services
 7. Staff training efforts
 8. Success in increasing the diversity of the unit's personnel (i.e., recruitment and retention of minority staff)
 9. Adequacy of staffing and facilities
 10. Level of staff morale
-

1. Integrity and appropriateness of the unit

The Rohrbach Library strives to maintain the utmost level of integrity and service to its patrons at all times. It is central to the success of the University and a required entity by Middle States and most accrediting bodies. During this review period, the Rohrbach Library met the requirements of all accreditation bodies that have reviewed programs at Kutztown University.

The most recent Middle States review was in 1998. [See Appendix "1998 Middle States External Evaluators Report"] In that review, the Library received both praises and criticisms. The external evaluation committee found the Library's staff and the Library's director to be both competent and experienced. It also noted the faculty status held by the librarians and the committee work that the librarians participated in across campus. Our expanded access to full-text databases, document delivery services, and new and faster state-of-the-art integrated library system that links all system libraries were all seen as positive attributes. In addition, the newly renovated building was noted as offering increased physical space for

computers and for seating. The evaluation team also noted that the Library was a member of several consortia that provided a professional network for staff development and purchasing; the formal liaison program that offered customized service and acquisitions support to the academic faculty; and the Library's outcomes assessment plan that was implemented to support the university's assessment of student learning outcomes.

The Middle States Committee also offered some criticisms and suggestions for improvement. A major area of concern was the Library's use of two different classification systems in the Main Collection: Library of Congress and Dewey Decimal. It was suggested that all books be converted to the Library of Congress classification system. This is an ongoing project, but without more staff to complete the work, it is not likely to be completed anytime soon. Also of concern was the lack of MARC records for all materials owned by the Library. The Middle States group also noted that student mastery of library research techniques was poor and suggested a competency-based approach to fix this deficiency. The team also pointed out that the Library did not have a formal instruction program in place and that the instruction classroom did not have a sufficient number of computers. Finally, the review team indicated that although we offer a twelve-month service, the library director could only offer summer contracts to four librarians during each summer session, thereby leaving the Library without librarian coverage when classes are not in session.

Although many of the issues addressed by Middle States were addressed and rectified, some, such as the split classification of our main collection and the issue of summer contracts, are more complex problems that continue to be addressed but have not been solved.

In addition to the Middle States recommendations, the Library received recommendations from an external evaluation team during the Library's last program review in 2000. [See "Self Study Report November 2000" in the Rohrbach Library's Archives] The program review's external evaluation team made thirteen recommendations for the Library to consider. The first and second recommendations were technology based. The first focused on the hiring of a full-time computer technician for the Library to handle hardware and software issues and troubleshoot day-to-day problems, thereby freeing library faculty and staff to focus on academic matters. The second focused on the acquisition of an in-house

server and router for the Library. These recommendations have not been met.

The third recommendation, to include a library component in freshmen orientation, also has not occurred. However, an online library tutorial was developed and is accessible on the Library's web page. An Information Literacy Task Force was created, and they recommended that IL be included in KU's General Education requirements. An online library tour is scheduled to be released by the end of the Spring 2008 semester and will be available for viewing online or on an iPod.

The fourth recommendation dealt with the availability and functionality of computers for student use. It was recommended that more workstations be added and that they provide access to necessary academic software and the Internet. Also included was a suggestion to have appropriate technological support to maintain these computers. We added computer workstations with better printers and added many software packages to these machines. We also provide more laptops for student use within the building. A technician to maintain the computers has not been assigned.

The fifth recommendation was that a credit card be acquired for use in acquisitions. This has been implemented.

The sixth recommendation was to annually assess the demand for professional librarian services during summer sessions. The external team suggested that the Library not only look forward in the spring to anticipate needs for the upcoming summer, but also look back during the fall semester to see if there were any unfulfilled services in any of the Library's departments. The Library continues to investigate summer services and the distribution of faculty during summer sessions and in between sessions. However, no documented efforts or plans have been written.

The seventh recommendation that the team offered suggested that the Library investigate the provision of an after-hours study area to give students a place to study after the Library is closed. Although the Library extended hours during and just prior to finals week in the spring and fall semesters, no other changes to the Library's schedule were made to meet student study-space needs.

The eighth recommendation was for the University to recognize the Library as a "fully academic unit" rather than a "non-academic" one (as is evidenced by the fact that we follow the "Non-Academic Unit Review

Process” for our program review). Our classification has not changed during this review process. No documented efforts have taken place to resolve our classification.

The ninth recommendation dealt with providing maps throughout the Library, in addition to our signage, to indicate the location of services and collections. We provided floor plans on our website to assist patrons, created better signage, and recently added a directory on the main floor that lists employees and their office numbers. However, no “you are here” maps (as suggested) were installed.

The tenth recommendation dealt with our telephone system and suggested that the Library investigate how patrons could choose to select voice-mail for lower priority calls while forwarding more critical calls directly to employees. This has not been done. However, during this period, all employees did receive their own (rather than a shared) phone line with a direct number.

The eleventh recommendation suggested that the Library investigate whether Archives was meeting the University’s expectations for archiving materials and preserving historical articles. No documented efforts have occurred.

In the twelfth recommendation, the external team suggested that the Library investigate partnerships (public, state or corporate) and grants to increase revenue of the Library. They suggested that we use the University’s Public Relations Office, Office of Institutional Research and Planning, and Office of Development to assist us. Several librarians did apply and receive grants. These included: two “Let’s Talk About it” grants from the American Library Association to conduct a book discussion series in partnership with a local public library, an authority control grant through the Keystone Library network, and a digitization grant. The Library also made cooperative purchases through collaboration with both the KU College of Business and KU’s Career Services. In addition, the Public Relations Committee contacted and has met with University Relations to begin discussing collaborative efforts.

The last recommendation from the previous unit review was for the Library to develop stronger ties to the Audiovisual Communications and Technology Department in order to coordinate the efforts of both the print/online and the media information providers on campus. During this

review period the Audiovisual Center was acquired by the Library and is now a department reporting to the Dean of Library Services.

2. Results of unit's user satisfaction survey

The Library administered the LibQual Survey in 2003 and 2006. The sample used in the 2003 survey was not sufficiently random, and the results were skewed to particular populations. The 2006 survey results were satisfactory. In all three result categories, Library as Place (sufficient space, comfortable, useful, academic setting), Affect of Service (staff knowledge, dependability, helpfulness, disposition) and Information Control (amount, accessibility, and variety of formats for information and equipment), the Library met user expectations. [See Appendices "LibQualKU2003" and "LibQualKU2006"]

3. Level of effectiveness working with other areas within the University

During this review period, the Rohrbach Library effectively and proactively worked with the other areas within Kutztown University. Our dean, faculty, and staff participated on university-wide committees and special events on a regular basis. Library faculty also were very active in the faculty union, APSCUF, including librarians who served as president of the local union, grievance chair, public relations chair, and webmaster. The librarians also worked with the Center for Enhancement of Teaching to train faculty on resources and technology, and they worked with the Pennsylvania German Heritage Center to get that Center's holdings online and digitally preserve images in their collection.

Academic faculty collaborated with the Library by participating on library committees and task forces, partnering with librarians for Information Literacy instruction and infusing information literacy skills into coursework, and participating in the Library Liaison Program for collection development and purchasing. In addition, the Voices and Choices Center succeeded in many collaborative programs and events that involved faculty, staff, and students from across campus as well as members of the community.

4. Level of flexibility in responding to perceived needs of users

The Rohrbach Library continued to respond to the needs of its patrons. We extend library hours during the weekend prior to finals week and during finals week to accommodate students who need resources and study space. The librarians changed their regular work schedule or worked hours outside of their normal schedule in order to participate in

orientations and offer instruction. We listened to user needs and sometimes allowed non-circulating material to circulate under special conditions. We also provided rush cataloging of new materials as needed based on student and faculty requests. The Library reviewed and made changes to policies in response to user needs. Examples of this included an increase in the number of books that faculty can borrow via Interlibrary Loan and the creation of a system for reserving student study rooms. The Library also eliminated overdue fines for all library areas except the Audiovisual Center based on research and a review of ILL fine policies at other institutions.

5. Analysis of areas of cooperation and/or duplication with other units

The Rohrbach Library worked diligently to provide excellent service to our patrons. We continued to be the centralized location for resources on the KU campus, and our materials remained accessible during all library hours. Because of this, the Library was asked to collaborate with campus participants in the Collaborative for Excellence in Teacher Preparation Project (CETP), a grant funded by the National Science Foundation, to bring a collection of educational materials to the Library's CMC from a room in the education building. The collection needed to be more accessible and needed to be institutionalized as part of the grant. Infusing the materials into the CMC made the CETP materials much more accessible and allowed patrons to search for them via our online catalog. There was also discussion about transferring art education materials to the CMC from a collection in the Art Department, but that discussion dwindled and the merge never occurred.

Another collection that was brought to the Library for accessibility reasons was a children's literature collection that was formerly housed in the Early Learning Center (ELC). These books were purchased with library funds, but they were not accessible to the entire KU population while housed in the ELC. They were brought to the Library and reclassified into the Library Science Collection sometime around 2000 or 2001 to make them accessible to all library patrons.

The Voices and Choices Center regularly cooperated with the campus Performing Artists Series by providing displays that coordinated with campus events. Some examples included the Spring 2007 exhibit "The Book, Bacchanalia, and Brazil," which supported a performance of DanceBrazil, and the exhibit titled: "A Shave and a Haircut... Only." This exhibit featured an array of past and present grooming tools and

supported the performance of *The Barber of Seville* by the Opera Verdi Europa. In addition to these in-library exhibits, the Voices and Choices Center librarian created displays of related books and other materials in Schaeffer auditorium for several Performing Artists Series performances.

The Library's Learning Technology Center (LTC) had a close working relationship with KU's Center for the Enhancement of Teaching (CET) during the review period. The LTC computer lab was used as a location for CET training, and the LTC Coordinator provided several of these training sessions each month and was a member of the CET's Advisory Council. Other library faculty also provided periodic programs for the CET and served on the Advisory Council. The LTC Coordinator also worked closely with the CET to administer the Technology grant program each year.

The Library worked with the KU Disability Services Office to help students use resources in the Rohrbach Library and continued to provide assistance to our patrons with special needs through our Assistive Technology Center.

Working with Professor Karen Thomas, Director of the Student Support Services Program, the Library hosted mentors from that program at a desk on the main floor that worked to offer assistance and sign in program participants for their required library study/research time.

During this review period, the Rohrbach Library purchased the Rand-Bishop Africana Collection, which contained approximately 23,000 books, journals, typescripts and pamphlets. We cooperated with the KU Multicultural Center by donating any duplicates from that purchase to that Center.

6. Improvements/reorganization made to improve the delivery of services

During this review period many changes were made to the Library to improve the delivery of services. Some of these changes were physical changes to the Library's layout or the location of departments/services and other changes were improvements to existing services or the addition of new services.

In Spring 2005, Dean Devlin formed and charged the Library Space Allocation Committee with reviewing the space on the ground floor and submitting a proposal to make better use of the space in light of the fact

that the Department of Library Science was merging with and moving to the Department of Instructional Technology. Both of these departments (which are part of the College of Education) were located at opposite ends of the ground floor at the time. The Committee presented their final proposal to the Dean that same semester. [See Appendix “Space Allocation Committee Final Proposal”] Several key improvements related to library services resulted from the Committee’s recommendations, including: a new location for the LTC offices and lab, the return of RL22 to the CMC for use in instruction, and a combination of the Library Science and CMC circulation desks as one main service point. These adjustments created positive changes for the Library, and some have continued to change and improve since 2005 as the Library’s needs and the patrons’ needs change.

The Library’s instruction classroom was moved to RL 29 during the review period. Thirty-five new desktop computers were purchased for student use during instruction, replacing outdated laptops. We also moved from a wireless room to a wired room, which improved the performance of the computers significantly. The number of computers also increased, allowing for larger classes to have hands-on instruction.

In addition to the above, the Library sought to meet user needs with two major service changes when it added a Voices and Choices Center to oversee diversity in the collection and outreach to the multicultural needs of our patrons and when it acquired the Audiovisual Center and its staff from the College of Education.

A third center that increased services to our patrons, specifically those with disabilities, was the addition of the Assistive Technology Center on the third floor. Overseen by a dedicated library staff member who has been working to serve students in this population for years, the mission of this Center is to “provide assistive and adaptive technology designed to provide patrons with various disabilities access to the Library and its resources.” Although this staff person has been providing disability support services to library patrons since 1991 (including note-taking, test proctoring, etc.) having a room designated for such patrons and their needs has been beneficial. The room itself was a converted study room and was originally called the “Visual Enhancement Center.” By 2004, when more software and hardware had been added, the Center’s name changed to indicate the wider array of services.

Additional computers were purchased for student use during the review period. Several desktop PCs were purchased and placed in the Periodicals area on the second floor. Microfilm machines were removed to make room for these new computers. Circulating laptops also were added to the Library's collection during the review period. In addition, the number of Apple computers increased from 35 to 40.

Several other services also were relocated or improved over this review period. Document delivery and ILL were split. ILL moved to the Access Services Department and document delivery remained in the Periodicals Department. The Library was the first building on campus to have wireless Internet access. E-reserves were offered to make access to reserve materials both digital and remotely accessible. The Library's website was reviewed and updated several times as needed to keep pace with the information needs of patrons and the latest technologies. Ask Here PA was added as a reference service to our patrons. And finally, with the increased emphasis on information that is accessible in electronic format, the Library continually looked at providing research information through databases and offered video options through companies such as FMG and Unitedstreaming.

Lastly, the Library reviewed and updated the job descriptions of its employees as job openings occurred to ensure that these jobs addressed the changing needs of the Library and our patrons.

7. Staff training efforts

The Rohrbach Library created a Staff Development Committee during the 1999-2000 academic year. Since that time, this active Committee has provided library employees with a variety of internal trainings on topics from preservation to technology. [See the Staff Development Committee folder in the Rohrbach Library's Archives] Additionally, employees were encouraged to attend outside trainings, meetings, and conferences (examples: PALCI, SSHELCO) as well as on-campus workshops sponsored by such units as Information Technology, The Multicultural Center, and the Center for Enhancement of Teaching.

Although these staff training efforts improved the abilities of library employees, instruction for them often was offered by KU or State System employees rather than by experts from outside the University and the System. Monetary resources were limited and not sufficient to support necessary staff and faculty development. There was no support for faculty

who wished to pursue coursework at a non-SSHE college or university. Support for attendance at professional meetings was minimal and not sufficient to attend many major library professional association meetings. While this was a university-wide problem, it merits mention here.

8. Success in increasing the diversity of the unit's personnel (i.e., recruitment and retention of minority staff)

During this review period, the Library was successful in increasing the number of faculty and staff from underrepresented groups. In addition, the Library has taken steps to make efforts to recruit diverse individuals a part of their hiring procedures. By the beginning of this review period, improvements to search procedures included an increased use of online resources and personal contacts to schools and professional groups with ties to underrepresented groups. As an added effort, a Search Procedures and Diversity Recruitment Task Force was created to look into diversity and hiring for the Library. The Task Force examined and updated the library faculty search procedures to help ensure a diverse pool of applicants for faculty openings. The Task Force has continued investigations to try to obtain grant money to create a Minority Librarian Program that would provide academic library experience for a recent library school graduate from an underrepresented group.

9. Adequacy of staffing and facilities

Although a large addition to the Library was completed in 1998, the square footage of the building has already become inadequate to meet the needs of a growing student population. During this review period—Fall 2000 through Spring 2007—enrollment increased by 46% or 3209 students. [See Appendix “Enrollment Statistics”] The lack of space was due to the need for more seating, study rooms, and computers for student use. The Library has not completed an overall evaluation of its services and departments to see what changes are needed to ensure that we are using the available square footage to its fullest possibilities.

The library faculty and staff continued to be stressed and overextended. With the previously mentioned growth of the student population, we served more students without an increase in staff. In addition, the Library has added services and hours to keep up with user needs, but it has not been approved for additional staffing to support these new services. There also has been no evaluation of all services to determine whether any services could be discontinued. The increase and rapid change of

technologies, which has benefited the Library in many ways, has not eased the workload of library faculty and staff. In fact, the constant technological change has required us to constantly update our products and services, thereby increasing our workload.

The librarians also felt additional pressure as members of the University's faculty. As professionals in the Library, each of them had a job description to fulfill. However, as members of the faculty, they also were required to attend and present at conferences, to obtain a second masters degree if they did not already have one, to participate in committee work across campus, to perform research, and to publish in order to get promoted and tenured at the University.

10. Level of staff morale

Staff morale has decreased during this review period. While the Library's faculty and staff are dedicated to what they do, stress, workload, and change during the review period caused morale to decrease significantly. Some of the decline came from trying to provide outstanding service to more faculty and students each year without additional help. The distribution of responsibilities among all library faculty and staff has not always been perceived as equal, causing additional morale problems throughout the Library. A process and procedure for job performance evaluations existed during this period for both faculty and staff with an ability to remove someone from a job during probationary periods (6 months for staff and first 2 years for faculty). These procedures have not been sufficiently reviewed and utilized.

The lack of effective communication contributed significantly to the low morale. Several challenges existed that prevented the staff from reaching a higher quality of communication. First, the Library operated in a departmentalized organizational system. This lowered the levels of team thinking and communication because employees focused on only one area of the Library without, perhaps, seeing and/or hearing how all areas interrelate. Staff meetings used to help us share what was going on in each area, but when the meetings stopped, so did the communication. Second, there was insufficient communication between different levels of library employees. The dean's office, the faculty, and the staff needed to communicate with one another on a regular basis with a free exchange of information. The separation of each group has lead to a noticeable divide between the overall library staff, faculty, and administration. Third, interpersonal conflicts, bullying, and gossip contributed to the

communication problems while impeding work flow, stifling creativity, and preventing innovation throughout the Library.

The Dean of Library Services retired in June 2005 after fourteen years of service. After her official retirement, she was appointed interim dean while a search for her replacement took place. Library employees felt the instability of leadership that was caused by this unconventional management model. The new Dean was appointed in July 2006. As could be expected, the uncertainty of new leadership also provided cause for concern. The lack of communication from library administration during this period exacerbated morale problems.

Attempts to increase morale have not worked. Social gatherings (such as showers or birthday celebrations) that were attended by many library employees early in the review period were sparsely attended by the end of the period. An outside consultant was brought in on January 18, 2006 for a team building workshop meant to illustrate how each individual library employee makes an important contribution to the Library. All library employees were required to attend this training, but the training was insufficient to raise morale among employees.

Cost Effectiveness Analysis

Question 3.A. Unit Review Committee examines the cost of operating the unit.

Sample indicators of cost effectiveness for non-academic units include: user satisfaction with the service provided by unit; cost/benefit data; assessment of unit's effectiveness in working with other areas of the University; benchmarking; and total budget for operating the program. As a non-revenue producing unit, the data required for a cost/benefit analysis of the Library's services are not available. Effectiveness in working with other areas of the University was not assessed during this review period making this option also unviable. Total budget numbers for the period under review were not consistently available to the committee making an analysis based on that measure impractical. Therefore, the committee chose to focus on user satisfaction with the service provided by the Library and benchmarking as the measures for our cost effectiveness analysis.

User Satisfaction with Services Provided: The primary measure of effectiveness for the Library is customer satisfaction with the resources and services provided. The LibQual survey was developed by the Association of Research Libraries (ARL) in an attempt to measure the degree of user satisfaction within academic libraries. The Rohrbach Library participated in this survey in 2003 and again in 2006. LibQual measures the user's perception of affect of service, information control, and library as place. The results of the LibQual survey from 2003 demonstrated overall satisfaction with the Library's services and resources, however, the sample for the survey was not adequate to yield reliable results. The 2006 survey did produce reliable results and once again indicated overall satisfaction from all user groups with the Library's resources and services. [See Appendices LibqualKU 2003 and LibqualKU 2006]

Benchmarking: In 2003 Kutztown University chose 15 peer institutions for a peer group analysis. Typical input measures were used to compare the libraries in the peer group. The Rohrbach Library ranked 7th in material expenditures (with 2 libraries not reporting this information); 7th in total number of books in the collection; 10th in total number of periodicals; and 10th in total number of staff. Eleven libraries in the peer group, including the Rohrbach Library, had the same number of service hours. Three libraries had more hours, but two libraries had less. [See Appendix "Peer Group Analysis 2003"]

In 2007, the West Chester Statistics Institute prepared an analysis of the Academic Library Survey (1998, 2000, 2002, 2004) and the LibQual results (2006) for all libraries in PASSHE. The purpose of the report was "to assess the strengths, weaknesses, and trend over time for the libraries of the Pennsylvania State System of Higher Education." [See Appendix "LibQualSSHEComparison"]

Examining the data from the report, this study established that the Rohrbach Library had similar numbers of librarians per 1,000 FTE students as the other PASSHE libraries over the time reviewed. However, it is important to note that the numbers of librarians per 1,000 FTE students did decrease during those years. The data for expenditures per FTE students showed the Rohrbach Library slightly below the other PASSHE libraries at the beginning of the review period but falling even further behind by the end of the period. The LibQual results from 2006, however, show a higher degree of user satisfaction with the Rohrbach Library than with the peer group libraries.

A critical and truthful review of the results of both the Peer Group Analysis and the Academic Library Survey reveals that the Rohrbach Library is just average in comparison to its peer institutions. This strongly suggests the need to intensify our efforts to excel.

Question 3.B. Unit Review Committee explains other factors through which the unit contributes to the mission of the University.

The Rohrbach Library has been described on many occasions as the ‘heart of the University’ by our University Presidents. By providing a welcoming space, approachable staff, and resources to support research and study, the Library was the central campus information resource. The Library’s services and resources supported the University’s mission to prepare “its students to meet lifelong intellectual, ethical, social, and career challenges and responsibilities by providing quality programs that engage them in critical, analytical, and aesthetic inquiry.” In addition, the faculty and staff of the Library contribute to the mission of the University through their participation in many university committees and organizations including, but not limited to: APSCUF; the University Strategic Planning Committee; the Women’s Consortium; Allies; University Senate; Academic Technology Committee; Research Committee; Latino Caucus; Frederick Douglass Institute; GLBTQ Center; Performing Artists Series; various PASSHE committees; and extensive community outreach efforts.

The Voices and Choices Center became a pioneering example of the concept of ‘library as place.’ Library spaces were used by university groups for displays, discussions, and presentations with library employees actively organizing, supporting, and participating in these efforts. Librarians also collaborated with the Communication Design Department to coordinate assignments that culminated in displays of student art work that were judged and recognized.

Rohrbach Library Action Plan 2008

Over the course of the many months the Program Review Committee worked on its report, several important things became obvious to the members of the Committee. First, the lack of an action plan or strategic plan with measurable goals made an analysis of the value and/or success of the Library's programs and services difficult if not impossible. Second, without a clear idea of what needed to be measured or assessed, the gathering of statistics over the last several years was haphazard. The Committee was able to obtain some data that had been prepared for national reports, but it was not collected uniformly over the years. In addition, we used some data received from area coordinators, but again, that data was not collected uniformly. Crucial data such as budget information was difficult if not impossible to find. Finally, the Outcomes Assessment Plan of 1997, which would have given some basis for data collection, seems to have been largely ignored, perhaps because it was not the specific responsibility of any one person to collect and archive the data.

For the future assessment of the Library's programs and services, the Program Review Committee recommends the following:

- Strategic Plan will establish assessment process in accordance with ACRL guidelines
- Strategic plan will identify appropriate programs and services to be evaluated
- Strategic plan will define the specific data to be collected (quantitative and/or qualitative) for the assessment process
- Program Review Committee (or equivalent) will be charged with the responsibility of collecting, collating, and archiving the data
- Program Review Committee (or equivalent) will report annually on progress toward goals in the Strategic Plan