

2018 Library Program Review

Program Review Guidebook for Non-Academic Departments 2017-2018

Library

Program Review: Introduction

A. SELF-STUDY

I. INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and can include:

A) THE INTERNAL CONTEXT

This section should include the following items:

- o An overview of the program/department describing where the program/department is situated (school/division) as well as the programs and services offered.
- o A brief history of the program/department should follow; this should include a description of changes made in the program/department, since the last review. Changes agreed upon in the last Program Review should be specifically addressed.

OVERVIEW

Pepperdine Libraries are overseen by the Office of the Provost and serve the faculty, students, and campus community of the University. The administrative center of the Libraries is located within Payson Library. Branch libraries are also located at graduate campuses in Malibu, Encino, West Los Angeles, and Irvine. The Libraries also serve the University's International Programs community with physical library locations in Buenos Aires, Florence, Heidelberg, Lausanne, London, Shanghai, and Washington D.C.

Pepperdine Libraries provide several services to students, faculty, staff, and alumni. To support student learning, the Libraries offer a robust information literacy instruction program for undergraduate and graduate students. The Libraries also support the research of students and faculty in a number of ways, including answering research questions, creating library resource guides for students and faculty ("InfoGuides"), acquiring print, electronic, and audio-visual materials, and providing an interlibrary loan service that allows the Libraries to borrow books and articles from other libraries worldwide. The Libraries have established an institutional repository containing faculty and undergraduate research on the Pepperdine Digital Commons site, which showcases the research output of Pepperdine's five schools.

The Libraries provide a unique place and community for learning. The Drescher, Encino, Irvine, West Los Angeles, and Payson Library locations each provide study rooms and spaces designed for study and collaborative work. The Academic Center for Excellence and Genesis Lab (makerspace) residing in Payson Library are designed to support student learning and content creation in media by providing access to technologies such as 3D printing, video production, and the like. The Boone Special Collections and Archives collects and preserves primary sources that support both teaching and research. A selection of these materials has been digitized and is available on the open access site Pepperdine Digital Collections. The Churches of Christ Heritage Center is a repository of books, documents, photographs, religious periodicals,

congregational histories, biographical studies, archival materials and artifacts of the Stone-Campbell Restoration Movement and the Churches of Christ. Other noteworthy spaces and services located in Payson Library support student learning through collaborations with other Pepperdine departments (e.g., Writing Center, Speech Lab, and the Student Success Center). Drescher Library provides a space for a GSBM Writing Specialist.

BRIEF HISTORY

Pepperdine Libraries' Information Literacy program began taking formal shape in the 1990's, using the information literacy competencies established by the California State University Information Competence Project and the Association of College & Research Libraries draft of Information Literacy Competency Standards for Higher Education as models. The Libraries also assess scholarly resources, which support the instructional programs and research activities of the University faculty, students, and community. The Libraries recognize that the assessment of information literacy also requires an examination of the materials that support this program, so this self-study will incorporate both information literacy and scholarly resources.

Pepperdine Libraries have continuously revised their Information Literacy program to adhere to national standards. In 1997, Payson Library restructured the information literacy program for the First-Year Experience (these courses include First Year Seminars, Great Books Colloquium, and the Social Action and Justice Colloquium (SAAJ)) to address the information competencies identified as essential for first year students. In January 2009 librarians began formulating a plan to assess information literacy outcomes, using the results of quizzes and in-class exercises, and started assessing student papers and bibliographies using a scoring rubric to evaluate them. The graduate campus programs were also brought into the Information Literacy project in 2009, and were incorporated into the overall information literacy plan. In the fall of 2009, an information literacy and instruction program for Special Collections and University Archives was initiated. Following the implementation of the newly acquired LibGuides product in fall 2010, librarians began transferring information from print handouts to easily-assembled web-pages, which supported digital literacy. In 2015 the Libraries responded to the introduction of the "Framework for Information Literacy for Higher Education" by the Association of College and Research Libraries by revising the Information Literacy program to adopt these new standards.

In 2014 the Libraries conducted a self-study on scholarly resources. The report reviewed aspects including the Libraries' collection development plan; role of library liaisons; methods of materials acquisitions; curricular mapping of resources; collections data, such as expenditures, use, and number of holdings; and provided benchmarking data and peer comparisons. The report was evaluated by two external reviewers, Dr. Jason Price (Statewide California Electronic Library Consortium) and John McDonald (Associate Dean of Collections, University of Southern California). Although the Libraries have been undertaking assessment efforts of scholarly resources by analyzing database usage statistics since at least 2006, this marks the first time scholarly resources have been formally included in a program review.

CHANGES SINCE LAST PROGRAM REVIEW

The Libraries have made several changes in response to the feedback from the last program review in 2013 (focused on Information Literacy). We have sought to close the loop in the following ways:

QIP Action Item #1: Increase the reach of the library's Information Literacy program with the goal of including 100% of undergraduate students

- The Libraries have increased the reach of their Information Literacy Program. Although we are still unable to reach 100% of first year undergraduate students, we have been able to increase our reach to include a greater number of Great Books Colloquium and Social Action and Justice Colloquium (SAAJ) classes since the last Program Review. Additionally, customized InfoGuides were created and embedded into **all** Great Books and SAAJ Courses sites.
- Librarians have collaborated with the Associate Dean of Student Affairs for Commuter and Transfer Students to develop ways of reaching out to transfer students. For example, Librarians have held drop-in workshops for transfer students and the Associate Dean of Student Affairs for Commuter and Transfer Students has assisted by promoting these sessions. Additionally, two librarians are currently undertaking a research project to explore the information literacy skills of transfer students, identify any gaps, and determine how the Information Literacy Instruction Program can best assist this population.
- Because 2/3 or more of Seaver students participate in study abroad programs while at Pepperdine, the Libraries have sought to maintain the relationship we have built with them in their first year. We create class specific InfoGuides for all classes we have identified as having a research component. We staff all of the library locations with a trained library student worker and consult with the visiting faculty members to ensure our collections support the curriculum. In 2016, we surveyed study abroad students to ascertain their awareness and usage of library resources and services while overseas. The findings from this survey have enabled us to tailor our outreach to this student population.

QIP Action Item #2: Continue to enhance and develop the graduate student Information Literacy program and move instruction from the classroom level to the curriculum level

- Reaching graduate students continues to be a challenge. Librarians at the graduate campuses state that they have sought to reach more students, but have been met with resistance by many graduate faculty who do not set aside sufficient class time for librarians to reach students via instruction. Librarians need to be involved in core classes at the graduate schools in order to effectively reach all graduate students.
- Specific efforts by graduate librarians between the 2013 Program review to the present include:
 - Committee formed by West LA librarian with GSEP Writing program and the Director of Career Services in order to integrate information literacy into the GSEP curriculum
 - Communications with GSEP program directors (In education and psychology) regarding specific courses to target for instruction
 - Presentation at GSEP faculty meeting regarding information literacy instruction benefits (presented together with Career and Writing Center staff)
 - The Drescher librarian was embedded in online discussions for curriculum discussions for GSBM and currently is involved in assisting in the creation of a PLO related to data literacy.

QIP Action Item #3: Increase librarian and teaching faculty collaborations

- The Libraries have representation on the Advancement of Student Learning Council (ASLC) and General Education Learning Innovators (GELI) committee. This representation provides the Libraries ways to integrate aspects of Information Literacy into academic areas and provides greater faculty collaboration on this effort. Additionally, librarians have attended several WASC retreats.

- Library involvement in the University-wide assessment of Information Literacy as a Core Competency beginning in 2016. Librarians developed the modalities of assessment for this endeavor and will continue to support this effort by analyzing papers in LiveText using the Information Literacy AAC&U VALUE Rubric.

QIP Action Item #4: Develop and implement a formal assessment plan for Information Literacy

- The Libraries developed a comprehensive system of assessment that includes all of the University's established learning outcomes. Colleen Mullally, who served as the Libraries' Assessment Librarian from August 2014 to June 2016, worked closely with the Office of Institutional Effectiveness, Advancement of Student Learning Council (ASLC), and the Libraries' Assessment Team to create a comprehensive assessment plan and oversee its implementation.

QIP Action Item #5: Develop just-in-time Information Literacy services

- Librarians continue to develop just-in-time information literacy services (specifically through online tutorials and guides) to support student learning across different curriculums, at both the undergraduate and graduate levels. The Libraries have created numerous online tutorials. These tutorials are hosted on Vimeo and YouTube and cover basic library skills, as well as those designed for GSBM students and undergraduate business students.

QIP Action Item #6: Explore collaborative teaching with faculty

- Collaborations between librarians and teaching faculty have increased. Examples range from librarians co-writing/administering grants with faculty, co-presenting workshops with faculty, and collaborating with faculty to develop extracurricular service and social events to the successful development of a new Digital Humanities minor at Seaver College. (See APPENDIX A: Examples of Librarian-Faculty Collaboration)

QIP Action Item #7: Continue to gather statistically valid evidence of learning outcomes

- The Libraries have continued their process of national benchmarking to peer and aspirational schools to compare practices, services, and scholarly resources.
- The Libraries collect more granular public services data, a practice which enables more granular statistical analysis. Specifically, the Libraries now collect data at the transaction level for all research assistance and library instruction transactions, and these transactions specify which student learning outcomes they addressed as they relate to ACRL's Information Literacy Framework.
- Pepperdine Libraries continues to participate in library surveys (e.g., ACRL Metrics) that provide national benchmarking data.
- In fall 2015, the Libraries administered SAILS to the incoming freshman and the outgoing seniors (who were tested as freshman in fall 2012).
- Librarians carried out other means of assessing student learning according to our Assessment plan.

QIP Action Item #8: Increase librarians' professional development funding

- Professional Development monies for Librarians were increased from \$1000 to \$1200 per year.
- One librarian was sent to ACRL Immersion Teacher Track Program in 2015.

Other notable achievement since the 2013 Program Review

- In Spring 2014, the library instruction classroom for Payson Library received a significant overhaul to improve support for different pedagogical approaches during library instruction sessions. Now called the Digital Learning Lab, this space contains four media:scape tables that facilitate active learning exercises, group work, and librarian feedback and interaction with students. When not in use for library instruction, the room (dubbed by students as the “Sky Lounge”) is quite popular with students engaging in group study and work. The media:scape tables are reservable via our LibRooms online booking system.

B) THE EXTERNAL CONTEXT

This should explain how the program/department responds to the needs of the area in which it serves. What are changes and trends, beyond Pepperdine that impact needed offerings of this program/department?

Information Literacy

STUDENTS SKILLS AND FEELINGS ABOUT RESEARCH DURING COLLEGE

A number of Project Information Literacy (PIL) studies, as reported in “What Can be Learned about the Information-Seeking Behavior of Today’s College Students,” found that college students have trouble getting started with research assignments, report “uncertainties with concluding and assessing the quality of their research efforts,” and deal with information overload students rely upon “the same few ‘tried and true’ resources, such as course readings, Google, library databases, and Wikipedia.” Students use adjectives like fear, angst, overwhelmed, confused, intrigued to describe their feelings about research assignments.

According to the 2016 Ithaka S+R US Faculty Survey, faculty “report that their students have poor research skills” and believe that information literacy/research support for undergraduates is an important role/contribution of the library. In fact, “[t]he share of respondents who believe it is important that their ‘library helps undergraduates develop research, critical analysis, and information literacy skills’ has surged by some twenty percentage points since the previous cycle of the survey in 2012” and this role is second in importance only to the library as buyer of research materials. Faculty expectations that their students be able to locate and evaluate primary and secondary sources increase as they move from lower classmen to upperclassmen.

Nationally, a survey of 722 library directors ranked “The library helps undergraduates develop research, critical analysis, and information literacy skills” as the most important role of the library in the 2016 Ithaka S+R US Library Survey.

This PIL and Ithaka research supports the increasing value and role of the Library’s Information Literacy Program at Pepperdine University. This is confirmed by our own findings from a post-instruction survey we conducted in fall 2017. The findings from this survey showed high levels of satisfaction with the library instruction sessions by Seaver, GSBM, GSEP students and faculty. A large majority of students reported knowing little of/some of the material presented in their instruction session and became aware of potential information sources and search strategies as a result of the session. Finally, students believed that the library instruction session had an impact on their success in completing their final research paper/project, as well as their future research projects. [see the section Analysis of Evidence: Student Success below].

Research out of Northwestern University and Stanford University indicates students at the college level and lower have trouble assessing the quality and credibility of online information. In terms of

information literacy, these findings have important implications for higher education and its role in preparing students to be informed local and global citizens. Following the recent rise of “fake news” which the American Library Association described as “unverified, unsourced, and sometimes completely untrue news,” librarians are needed now more than ever to help students critically evaluate information and assess a source’s credibility.

STUDENTS SKILLS AND FEELINGS ABOUT RESEARCH FOLLOWING GRADUATION AS THEY ENTER THE WORKFORCE

Recent graduates indicate they feel unprepared to find information in the workplace. This sentiment is echoed by employers who feel recent graduates “were tethered to their computers and rarely ... (go) beyond a Google search and the first page of results looking for ‘the’ answer to a workplace problem” (PIL “How College Graduates Solve Information Problems Once They Join the Workplace”). According to a 2013 AAC&U survey (p. 9), 98% of employers said that colleges should place the same (19%) or more (72%) emphasis on, “The ability to locate, organize, and evaluate information.”

Recent graduates also reported that “the critical thinking skills learned and developed during graduates’ college experiences were adapted in their post-college lives ... [particularly, they were able to] trans[fer] information skills from college for interpreting and applying search results (76%) and reflecting on the ways they learned best (74%). Yet, far fewer—less than a third (27%)—agreed that college had helped them develop the ability to formulate and ask questions of their own” (PIL “How College Graduates Solve Information Problems Once They Join the Workplace”).

Scholarly Resources

The Libraries’ scholarly resources, which support the instructional programs and research activities of the University faculty, students, and community, face constant states of change that impact the offerings of the Libraries. This change is primarily driven by external factors such as commercial content providers (vendors) and the scholarly publishing environment. Publishers and content providers continue to merge or consolidate into an oligopoly, as library budgets shrink or stay flat. *Library Journal’s* “Periodicals Price Survey 2017” indicates that a survey of more than 500 North American libraries found that the majority of respondents (64%) were “working with budgets that were either flat or had increased less than 5% over the previous year; nearly 25% reported budget decreases.” Journal prices increase by 4.5% to 6% annually. This means that as Pepperdine Libraries and libraries nationwide find themselves with diminishing purchasing power, they are forced to cancel subscriptions annually in order to afford price increases on existing subscriptions. They are also unable to add new subscriptions or initiate purchases without receiving more funds. 75% of respondents to the 2017 Periodicals Price Survey indicated they had reduced their number of individual journal subscriptions.

The open access movement, which has the goal of making scholarly literature freely available to readers, continues to gain momentum worldwide and is spearheaded by movements such as OA2020 to accelerate this transition. However, the open access model has yet to replace the paid subscription model, which relies on funds paid to publishers by libraries for annual subscriptions. Given that the largest portion of the Pepperdine Libraries’ materials budget is committed to funding ongoing annual subscriptions, large annual budgets are still required to support the teaching and research activities of the University’s faculty and students.

A great deal of research on e-book preferences within the fields of Library and Information Science has been published since the last Libraries program review, and the Libraries stay up to date in this area to ensure that local collections practices align with national trends. As Bernd Becker summarized in a 2015 article, there are many nuanced factors influencing students' preference of print or digital texts, including convenience, length of reading, and subject matter. Another point worth noting is that not all books have been digitized or are available online, underscoring the need to maintain a print collection. As of 2015, Google has scanned 25 million books as part of the Google Books Library Project, a figure representing 19.25% of the world's books that were available in 2010. This provides a glimpse into the scope of works that remain unavailable electronically.

The Libraries respond to these needs and changes in scholarly resources by operating on a data-driven, evidence-based framework. Having implemented an annual electronic resources review schedule led by the Scholarly Resources Librarian, the Libraries compile annual database statistics on use and cost, and librarians analyze collected data. At least one librarian attends the SCELC Vendor Day, an event which features over 50 library vendors exhibiting products, in order to review new products and to be informed of new product features or changes to current library subscriptions. In the spring librarians examine the annual budget and library liaisons meet to discuss low use titles or titles deemed no longer relevant to the curriculum or research needs of the students and faculty. All faculty are consulted regarding any proposed changes and encouraged to provide feedback. Faculty are then notified of updates or changes made to the Libraries' electronic resources subscriptions in order to close the loop.

In addition to this review cycle, librarians evaluate new electronic resource requests throughout the year. For all new electronic resource requests, librarians examine the scope of the proposed content, as well as criteria

including cost, license terms, departments served, prospective use, published reviews, and alternative or competing products, where available. Librarians also conduct overlap analyses among abstract and indexing databases, aggregator databases, and journal packages to eliminate subscriptions with duplicative content whenever possible so that the Libraries are not paying twice for the same content. These criteria are formally described in the Collection Development plan, which is available online to the public. Librarians meet weekly to stay up to date on changes to journal packages, new offers, pricing changes, and to review current subscription commitments and new or outstanding requests.

C) MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program/department's mission and goals.

- o There should be a general explanation of why the program/department exists, what it hopes to achieve in the future, and the program/department's essential nature, its values, and its work.**
- o Include program/departmental mission statement and list of goals.**
- o If applicable, include program/departmental student learning outcomes.**
- o Discuss how program/departmental mission, goals, and outcomes align with the mission and goals of the school and of the University.**

Mission

The Pepperdine Libraries provide a global gateway to knowledge, serving the diverse and changing needs of our learning community through personalized service at our campus locations and rich computer-based resources. At the academic heart of our educational environment, our libraries are sanctuaries for study, learning, and research, encouraging discovery, contemplation, social discourse and creative expression. As the information universe continues to evolve, our goal is to remain responsive to users' needs by providing seamless access to both print and digital resources essential for learning, teaching and research. In pursuit of this goal, we strive to make a positive impact in the lives of our students and faculty so they are equipped to change the world.

Goals

Through their services, resources, and spaces, the Libraries serve as the Pepperdine Community's research hub both physically and virtually. We support the University's commitment to academic excellence by providing access to unique scholarly content and preparing students to engage in critical examination of this content. By connecting users to information and facilitating their knowledge creation, we are a unique learning environment that supports students on their journey for service, purpose, and leadership.

The Libraries Annual Strategic Plan, as led by Dean Mark Roosa and the Associate University Librarians (AUL) group, identifies the initiatives in support of each of the five University goals. Thus, the goals in each annual strategic plan align with the University's goals.

Outcomes: Information Literacy Student Learning Outcomes (SLOs)

Information Literacy SLOs

1. The student defines the research question and determines the scope of the information needed to answer the research question.
2. The student uses discipline specific tools and search strategies to locate appropriate information.
3. The student evaluates significant and authoritative resources and integrates these sources within the context of the research project.
4. The student gives credit to the ideas of others through attribution.

Note: These Information Literacy SLOs were adopted in 2016 to match the learning outcomes used for the institutional assessment of Information Literacy as a Core Competency and to more closely align with the 2015 ACRL adoption of the Framework for Information Literacy for Higher Education. The SLOs used for assessment purposes in this Program Review are slightly different and were in-place at the time of the 2013 Library Program Review and our adoption of a formal assessment plan. These older SLOs will be clearly listed in Student Learning portion of this Program Review.

Alignment of Information Literacy SLOs to Pepperdine's ILOs

Below is a map of how our Information Literacy Student Learning Outcomes align to Pepperdine's ILOs. While some of these ILOs (#2, 3, 5, 6) are not mapped to our SLOs, the library does

provide extracurricular and co-curricular opportunities, through its programming, events and exhibits, to address these ILOs. In the section Analysis of Evidence: Service Usage & Evaluation, we analyze how and in what ways, Library events support the ILOs/Pepperdine Strategic Goals.

Pepperdine University Institutional Learning Outcomes		SLO #1	SLO #2	SLO #3	SLO #4
ILO #1	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery	X	X	X	X
ILO #2	Appreciate the complex relationship between faith, learning, and practice	N/A	N/A	N/A	N/A
ILO #3	Understand and value diversity	N/A	N/A	N/A	N/A
ILO #4	Apply knowledge to real-world challenges	X	X	X	X
ILO #5	Incorporate faith into service of others	N/A	N/A	N/A	N/A
ILO #6	Demonstrate commitment to service and civic engagement	N/A	N/A	N/A	N/A
ILO #7	Think critically and creatively, communicate clearly, and act with integrity	X	X	X	X
ILO #8	Demonstrate value-centered leadership	N/A	N/A	N/A	N/A
ILO #9	Demonstrate global awareness	X	X	X	X

II. ANALYSIS OF EVIDENCE

Evidence should be provided in the following areas:

A) SERVICE USAGE AND EVALUATION

1. What services does the program/department provide? Why are these services needed?
2. How does the program/department make students aware of the services?
3. How many students use each service? What are usage trends during this evaluation period?
4. Provide data disaggregated by gender, ethnicity and any other variables relevant to the department. How does this compare to university data? Are there student groups under-utilizing services?
5. How does the program/department obtain student feedback? Provide feedback/student evaluation data, disaggregated when possible.
6. Is there a demand for more or different services than the program/department is

currently able to provide?

7. Provide benchmarking data. How do the services offered compare to those at peer institutions? Or best practices recommended by the related professional organization?

8. Provide a reflective discussion on the usage and evaluation items above.

Within the scope of this Program Review, focused on information literacy and scholarly resources, the services the Libraries provide include: information literacy instruction; one-on-one research consultations; online research guides (InfoGuides); programming/events; use of physical library spaces; study room usage; acquisition of scholarly resources; interlibrary loan; electronic databases/ejournals; Special collections & Archives; Digital Commons; and Digital Collections (CONTENTdm).

Library data disaggregated by gender, ethnicity, and other variables are difficult to obtain. The librarian profession has a long-standing history of protecting circulation and usage records and it holds these to be confidential. A forthcoming article in *College & Research Libraries* highlights the tensions that librarians continue to face as the field of learning analytics emerges. In summary, the authors, who are faculty at library schools, note that the practices of learning analytics “present significant conflicts with the ALA’s Code of Ethics with respect to intellectual privacy, intellectual freedom, and intellectual property rights.”

Where possible, we have provided disaggregated data below, typically by school, division, and/or patron type.

Information Literacy Instruction

Information literacy has been defined by the Association of College and Research Libraries in its Framework for Information Literacy for Higher Education as, “[T]he set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” Similarly, Association of American Colleges and Universities (AAC&U) defines information literacy as, “The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand” (AAC&U Value Rubric for Information Literacy).

WASC specifically lists information literacy as one of the 5 listed core competencies for undergraduate programs (WASC Handbook 2013).

In partnership with the academic departments on campus, the Libraries play an important role in developing Pepperdine undergraduate and graduate student information literacy skills. We do so via information literacy/library instruction sessions, one-on-one research consultation sessions, and the creation of InfoGuides and other online learning objects.

INFORMATION LITERACY INSTRUCTION SESSIONS

The Libraries provide information literacy instruction sessions for undergraduate and graduate programs at the request of individual professors. At the undergraduate level, our Information literacy program is designed to build on information literacy skills developed during a student’s First Year Seminar and/or ENG 101 course, and culminate in capstone courses or research/writing intensive courses taken near the point of graduation. At the graduate level, librarians have targeted core classes for library instruction. Course-related instruction is

provided, at faculty request or as a result of librarian suggestion, for any course with a research assignment requiring or benefitting from the use of library resources. Pepperdine currently does not require students receive information literacy instruction, nor is a for-credit library class offered. Our Information Literacy Program is built, instead, on the relationships librarians have developed with faculty, as well as faculty recognition of their students' research limitations and the value and ability of the librarian to help to fill that gap. This demand for library instruction at Pepperdine is ad hoc, rather than systematic and integrated into curriculum as it is at some other universities.

One example of library instruction being integrated into the curriculum is Loyola Marymount University which adopted a New Core Curriculum in 2011. In the student's first year, s/he takes First Year Seminar and Rhetorical Arts courses in his/her first two semesters. The LMU Library partners with these courses to scaffold the development of information literacy skills in these first year classes via required online tutorials and in-person library instruction sessions. In order to build on these information literacy skills prior to taking an upper-division research intensive course in their major, LMU undergraduate students are required to take at least one information literacy flagged course by his/her third year to reinforce the information literacy skills developed during their first year.

The majority of library instruction classes provided by Pepperdine librarians are done in-person, but the graduate librarians also conduct instruction using web conferencing software (AdobeConnect) to meet the needs of this population.

Consistent with the Association of College and Research Libraries "Roles and Strengths of Teaching Librarians," Pepperdine librarians routinely create classroom learning outcomes, identify the learning needs of students, develop creative and innovative lessons, and assess student learning.

Pepperdine Libraries has had an increased demand for information literacy instruction between AY 2011/12 and AY 2015/16. In AY 2016/17 there was a slight dip in instruction sessions provided. This is likely attributable to the resignation of our GSBM librarian during that period of time. A new librarian was hired for this position in fall 2017 and we anticipate that this will increase library instruction to this student population. When we look back to our 2013 Program Review, we can see an even more pronounced trend in increased demand over the years as, in comparison, we taught 107 classes in 2006, 197 classes in 2010, and 233 classes in AY 2016/17.

Discussion of student and faculty satisfaction, as well as the impact of library instruction will be discussed in the Student Learning and Student Success portions of this report.

NUMBER OF LIBRARY INSTRUCTION SESSIONS

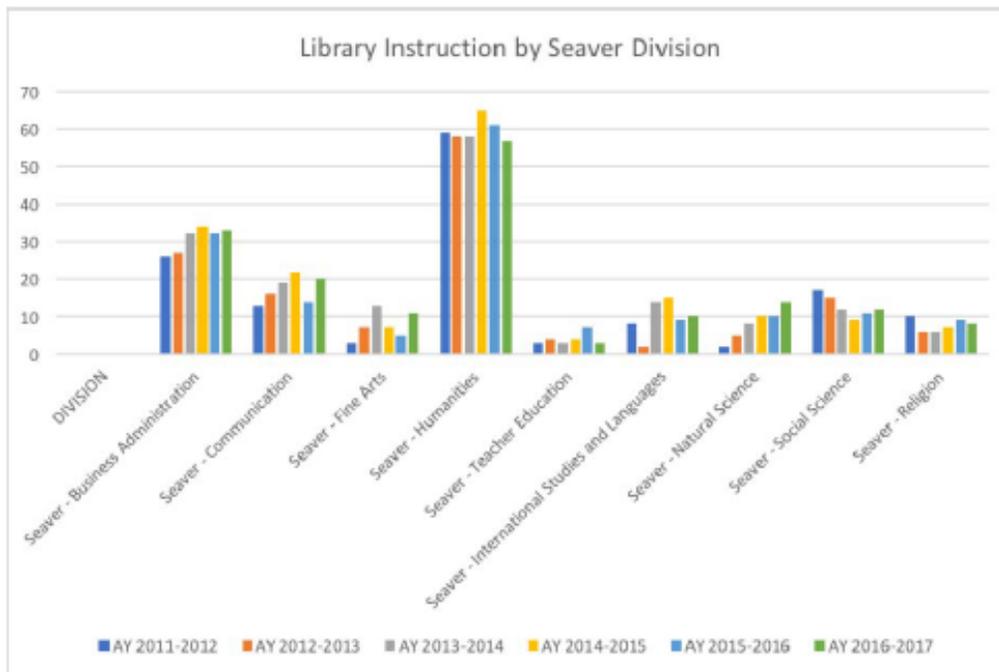
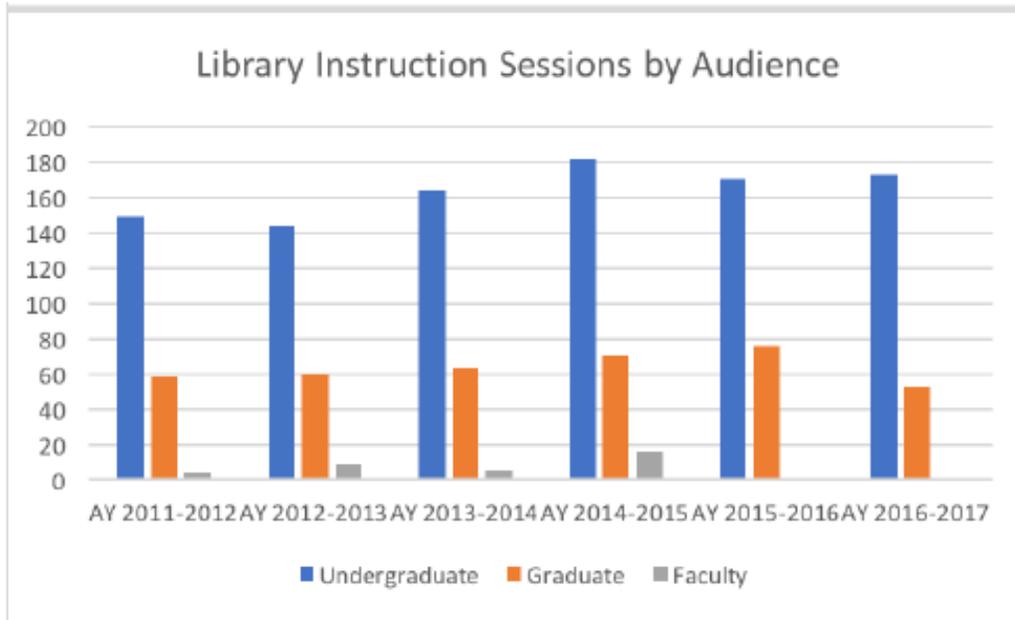


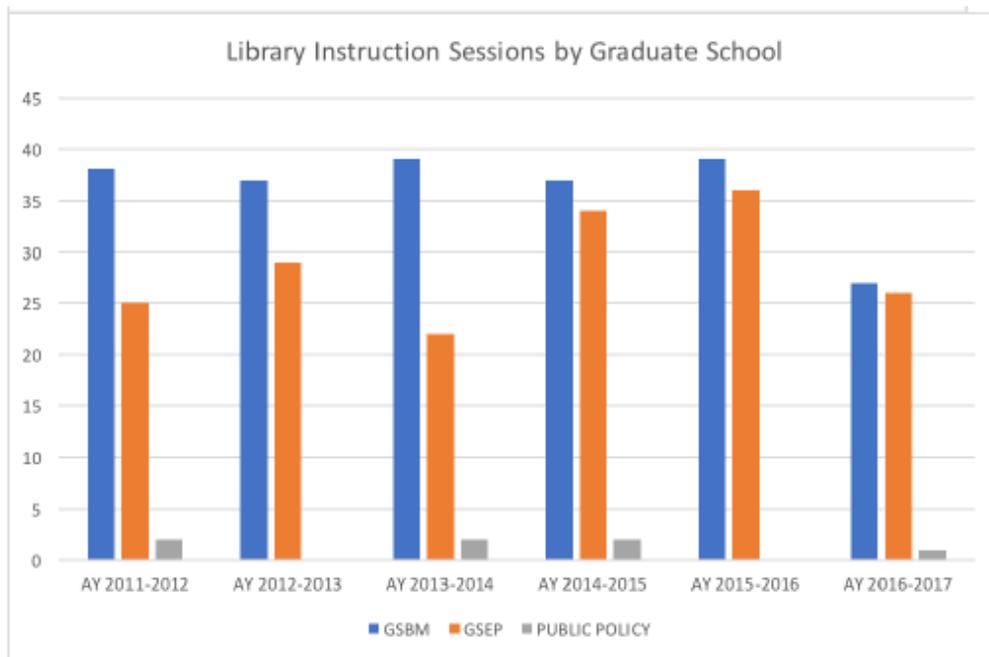
AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
211	213	234	264	264	233

NUMBER OF PEOPLE ATTENDING LIBRARY INSTRUCTION SESSIONS



AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
3540	3630	4020	4637	3949	3676





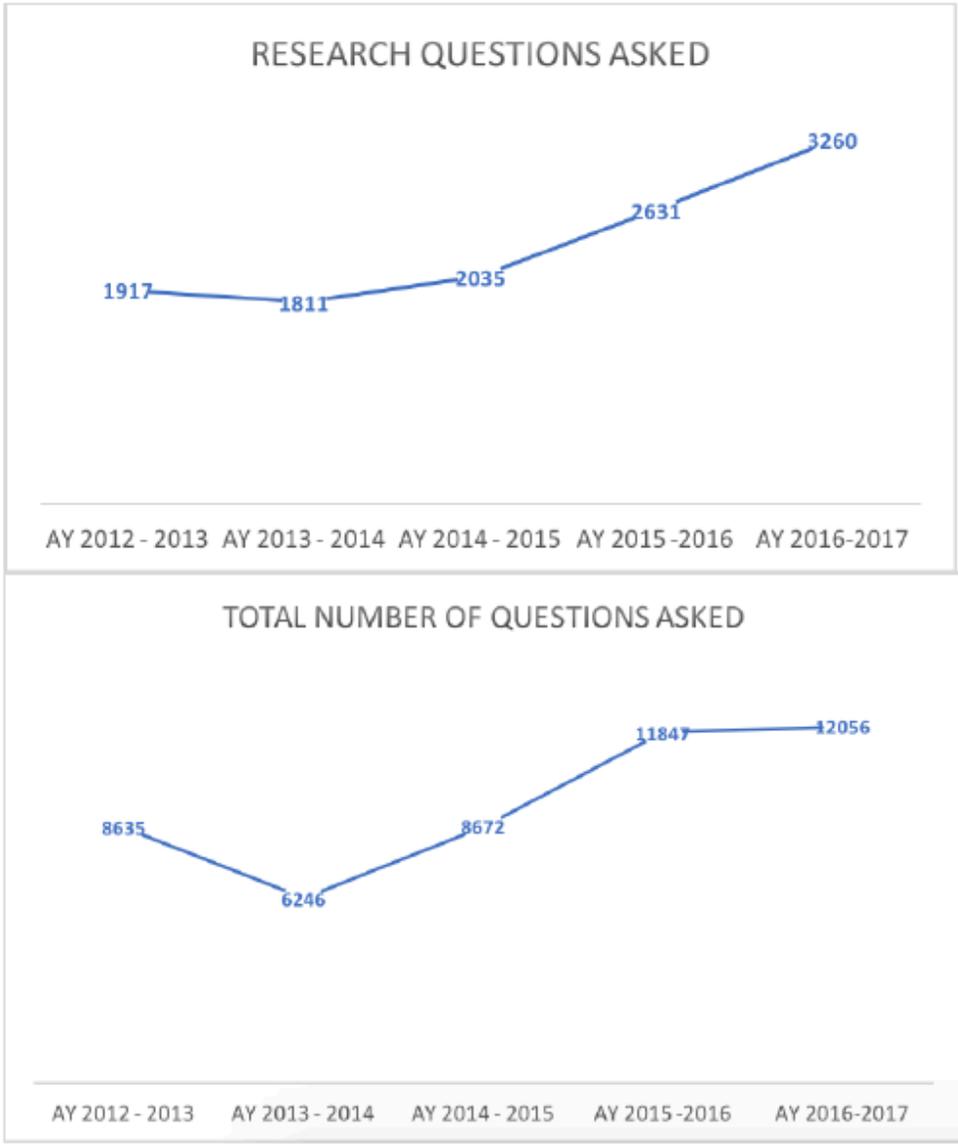
See APPENDIX B: Library Instruction Details for additional charts.

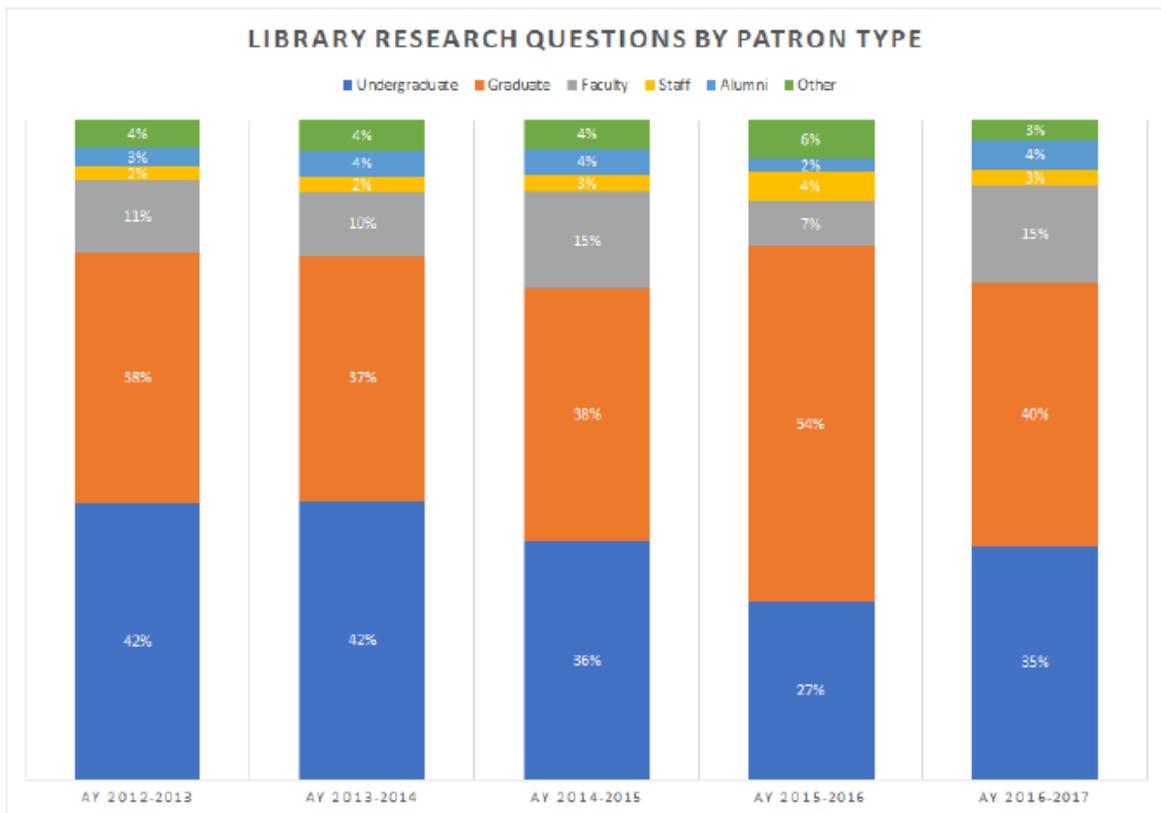
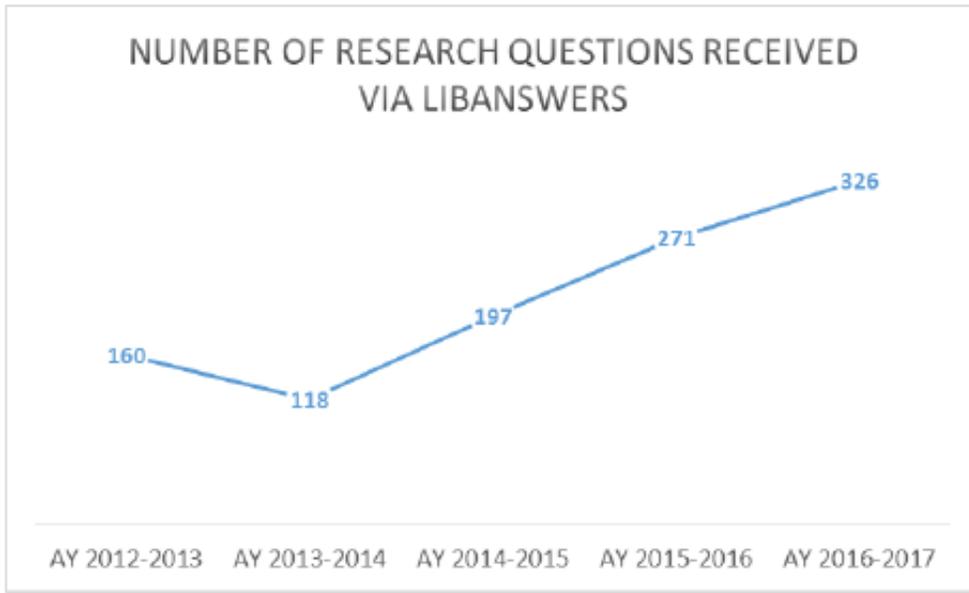
ONE-ON-ONE RESEARCH SESSIONS (FACE-TO-FACE, TELEPHONE, AND ONLINE)

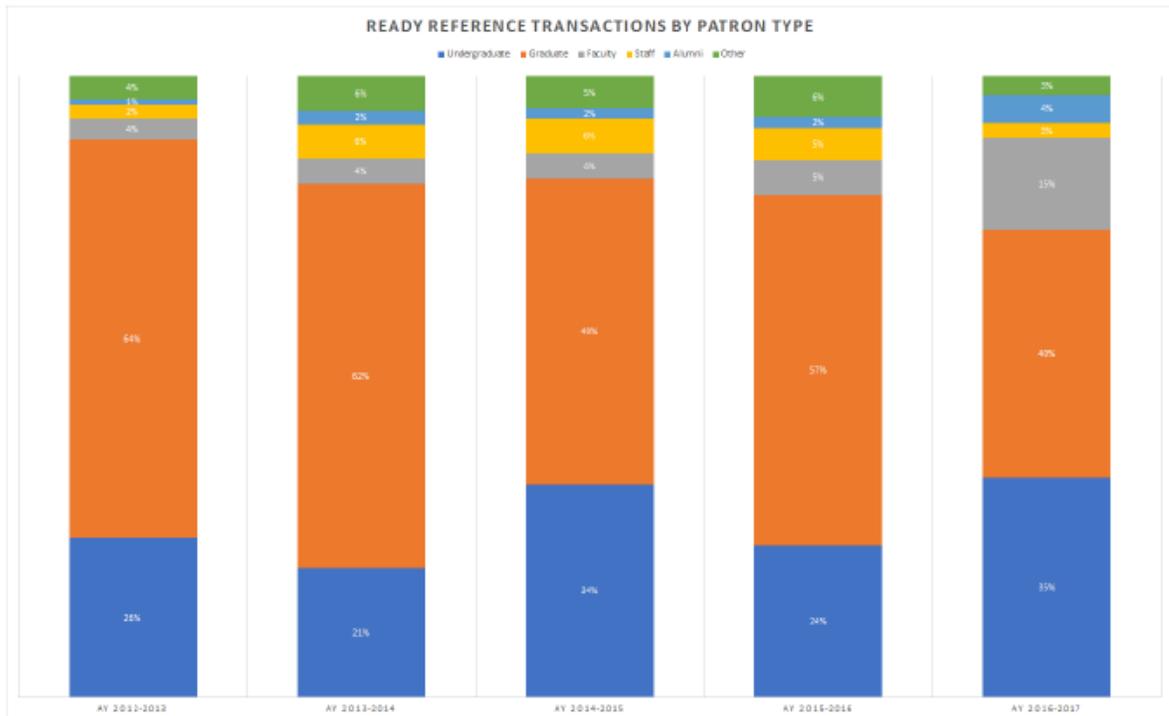
An additional form of information literacy instruction is represented by the one-on-one interactions that take place between students and librarians in the form of individual student requests for research assistance. This assistance comes in various forms: face-to-face, telephone, and online (email, chat, SMS, web conferencing/screen sharing platforms). Special Collections research question details will be discussed in a separate section below.

Pepperdine Librarians keep track of research questions through an online data analytics platform. We see the continued increase in the overall number of research questions asked. To contextualize this, nationally, reference question statistics are declining, while our numbers are increasing.

A close analysis of the data related to questions related to patron type suggests that librarians, particularly at Payson Library, might be experiencing data-keeping fatigue and this is resulting in an undercount of the research questions asked by undergraduate students. In speaking to several librarians, this investigator received confirmation that there are many times Payson Library is so busy that it is challenging to keep statistics as ready reference and research questions are received. Public services librarians should investigate whether alternative methodologies (e.g., sampling) might produce more accurate statistics.

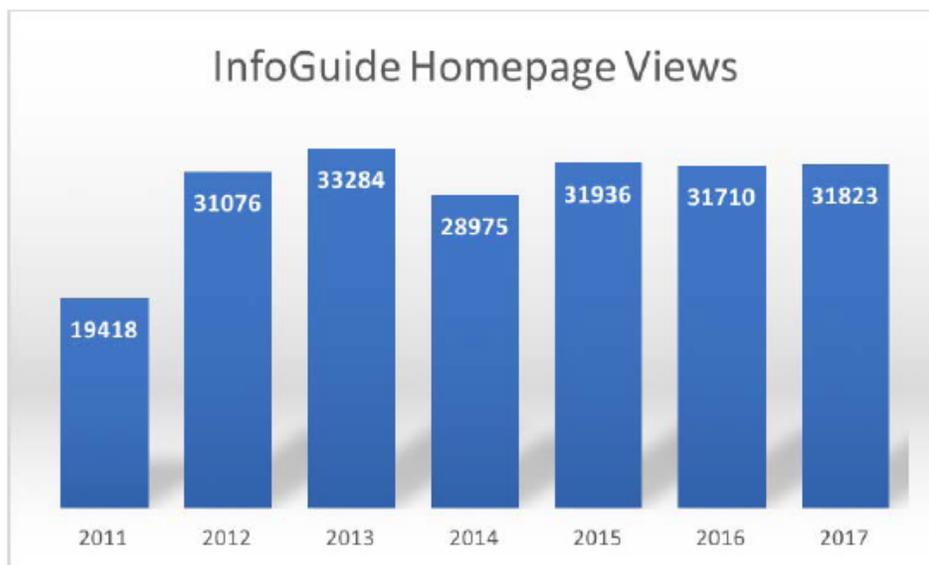




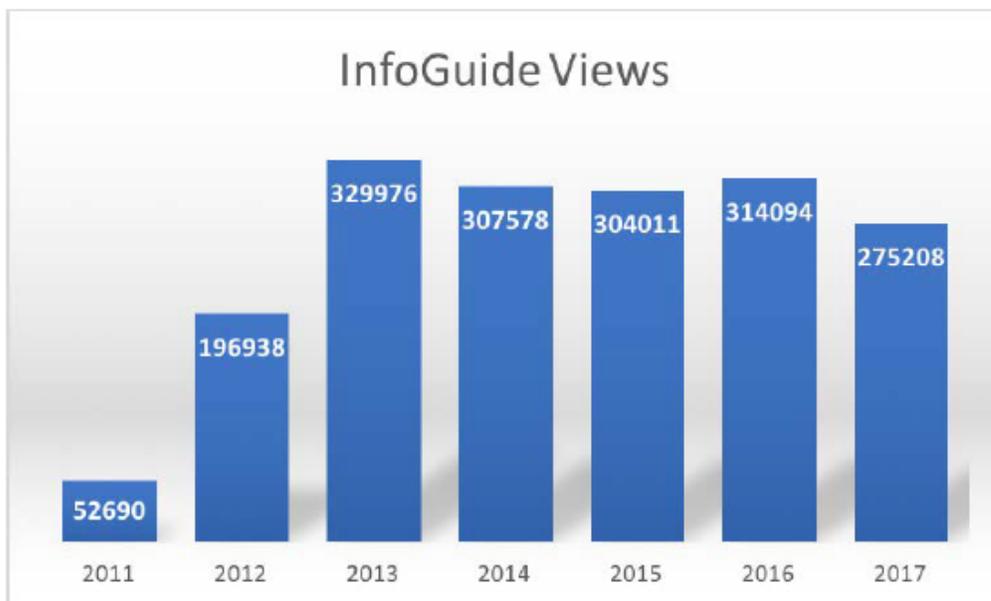


INFOGUIDES

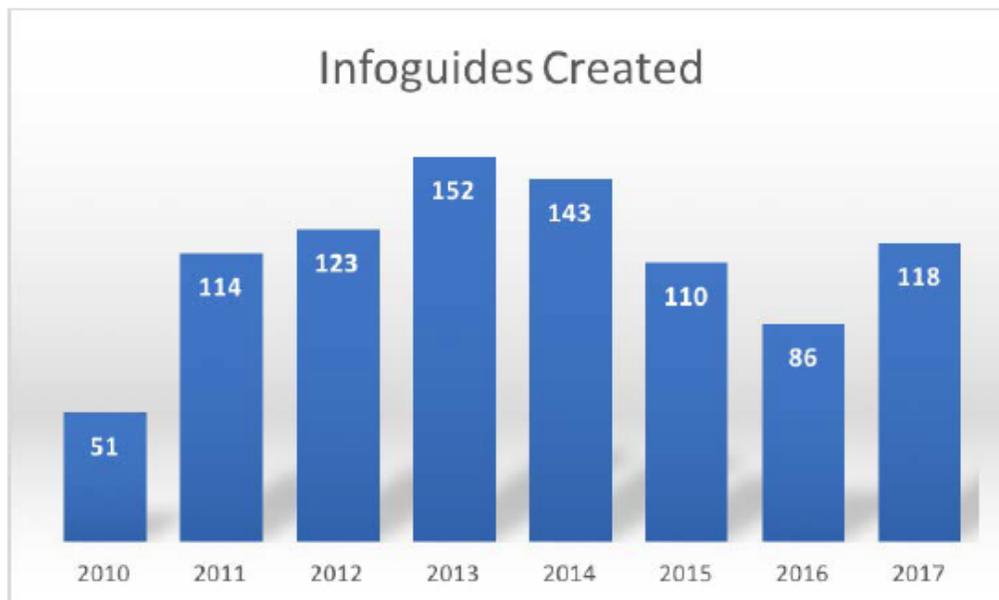
The InfoGuides homepage is the main landing page for our Infoguides. This homepage is linked to from the Library homepage. On average, the InfoGuides homepage receives more than 29,000 views per year from 2011 to 2017. To illustrate the extent of this usage, with fall 2016 University FTE at 6388, that is 4.5 views per year per student.



The chart below represents the total number of views for all of our InfoGuides pages from 2011 to 2017. These InfoGuides could have been accessed from the InfoGuides homepage, via Courses, via URL, or through a Google search, to name a few potential referral places. Between 2013 and 2017, our InfoGuides received sustained high usage.



Librarians are continually creating and modifying InfoGuides. This chart shows the distribution of InfoGuides created between 2010 and 2017. We currently have 572 published guides.



EVENTS

Pepperdine Libraries sponsored programming, exhibits, and special events are intended to further its promotion of meta-literacy and lifelong learning. During 2015 - 2017, the Libraries hosted at least 54 events, ranging from faculty book talks and Parkening Guitar Concerts to fake news workshops and finals stress relief activities. To see examples of the types of events the Libraries host, please visit this calendar. The Libraries track their programming in an online analytics platform. The Libraries mapped many of their events to the Strategic Goals laid out in the University's Strategic Plan (Pepperdine 2020: Boundless Horizons). See table below.

Pepperdine University Strategic Goals (Boundless Horizons)	Percentage of Libraries events mapped to Strategic Goals
	*percentages do not add up to 100% because events can be mapped to more than one goal
Goal 1: Advance student learning and superior scholarship	52%
Goal 2—Strengthen our commitment to the faith mission of the University.	16%
Goal 3—Build meaningful community and enduring alumni loyalty.	59%
Goal 4—Increase institutional diversity consistent with our mission.	16%
Goal 5—Develop resources that support the aspiration to be a premier, global Christian university.	5%

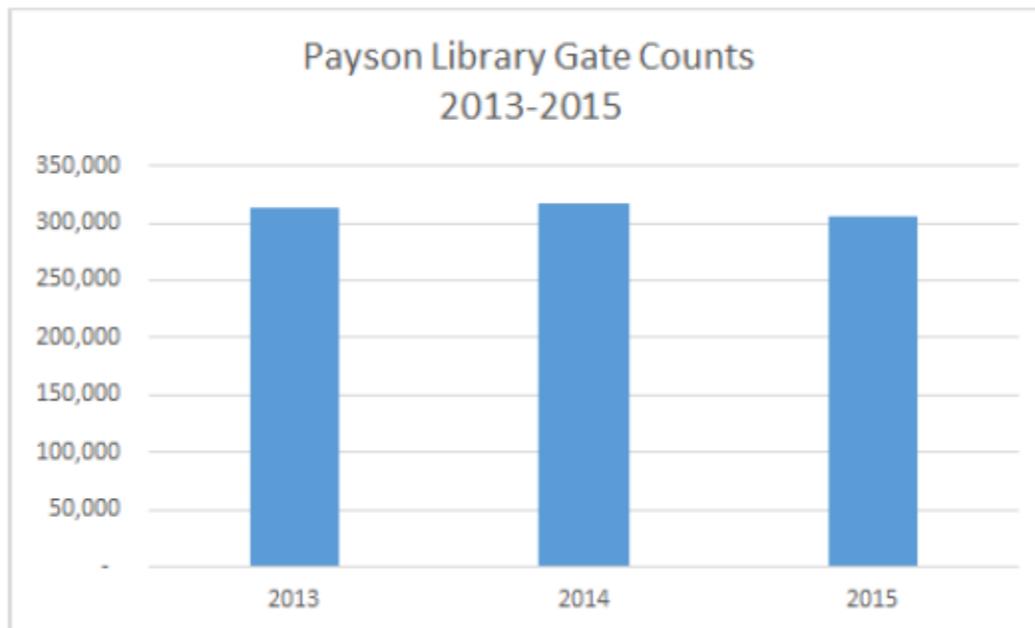
USE OF LIBRARY SPACES

PATRON COUNTS

Payson Library Patron Counts

Unlike the graduate campus library locations, Payson Library staff do not collect hourly patron counts. Rather, Payson Library measures the number of visitors to the library using gates near entrance(s)/exit(s). During the years 2013-2016, there was one entrance/exit into the library. Annual gate counts for 2013-2015 were relatively steady at around 310,000 visitors per year. Payson Library was closed for renovation (May 2016-August 2017) and therefore, we do not have statistics for this period. Following the renovation, Payson Library now has 3 points of ingress/egress. Two of these points have gates, the third (near Starbucks) does not. As of spring 2018, the Library will have a people-counter system for the entrance/exit near Starbucks. Anecdotally, this is a popular entrance and exit point in Payson due to its proximity to Starbucks and classrooms on campus. Thus, gate counts from the other two entry/exit points can provide us with an approximation of the number of visitors, but cannot give us a full picture. Even taking into account that our current gate counts will "undercount" actual visitors because of this 3rd un-gated entrance/exit, it is striking to see that in comparing November/December 2015 (the last fall

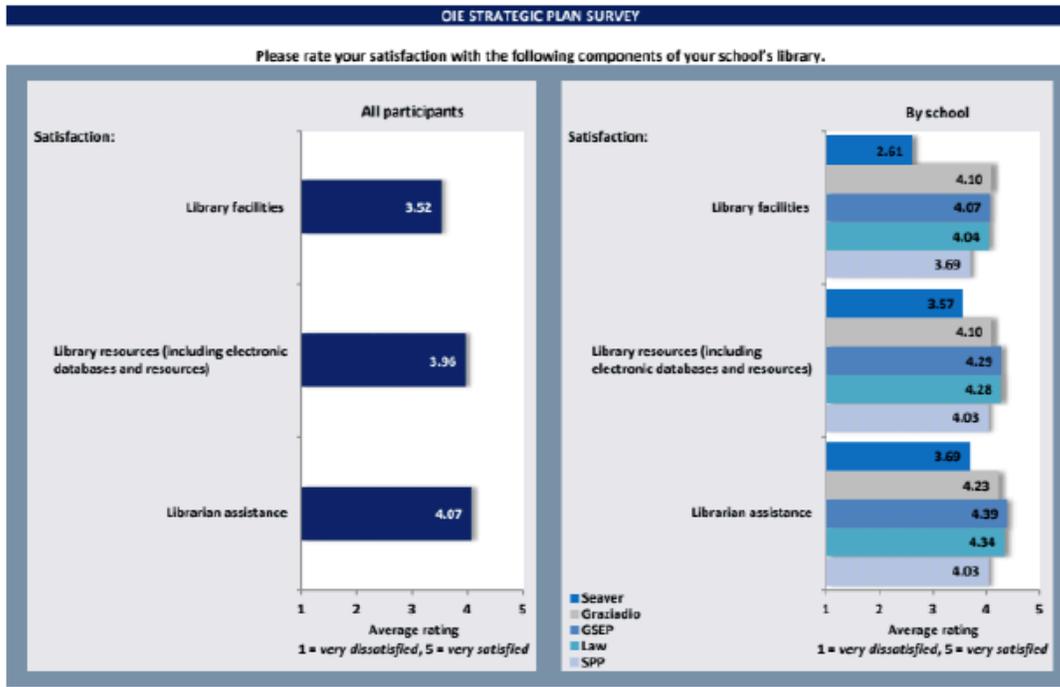
semester prior to renovation) and November/December 2017 (the first fall semester following renovation), there is a significant increase in the number of visitors to Payson Library.



	Visitors to Payson Library
November - December 2015	60,259
November - December 2017	107,165
Percentage increase between 2015 and 2017	78% increase

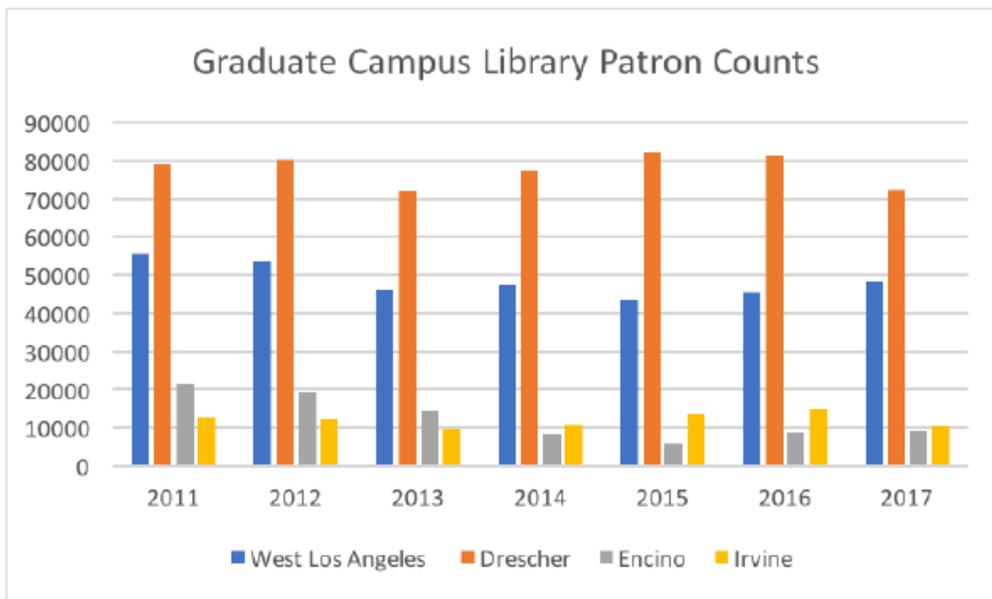
The value of the library as place can be seen not only through the numbers of people using our library spaces, but by the reaction of students when their library was not there. The OIE Strategic Plan Survey queries students from all Pepperdine schools about their satisfaction with library facilities. In the 2016 OIE survey, students rated their satisfaction with library facilities at 3.52 out of 5. When looking at this question by school, the Seaver students' score of 2.61 was substantially lower than the other schools and brought the average down overall. Looking at the free-text comments, Seaver students expressed missing Payson Library during the renovation and commented on how having a lack of a library impacted their studying and learning.

"I miss Payson, and I speak for hundreds of students when I say that the library being gone has affected both our academic performance and our sense of community on campus."



Graduate Campus Library Patron Counts

At the graduate campus libraries, library staff take hourly counts of patrons using the library. The chart below shows the patron counts for each graduate campus library. Drescher Library is the busiest, followed by West Los Angeles. The variation from year to year during this period of time (2011-2017) roughly follows the changes in enrollment numbers for GSBM and GSEP during this period of time.



STUDY ROOMS

Each Pepperdine Libraries location provides students with study rooms for collaborative group work. Students use our online system (LibRooms) to reserve study rooms. Generally, the study rooms are reservable for all of the hours the library location is open. Because we do not monitor study rooms to ensure that users have reserved the room, the usage statistics in these locations may undercount actual usage.

Number of reservable spaces in LibRooms per library (Fall 2017):

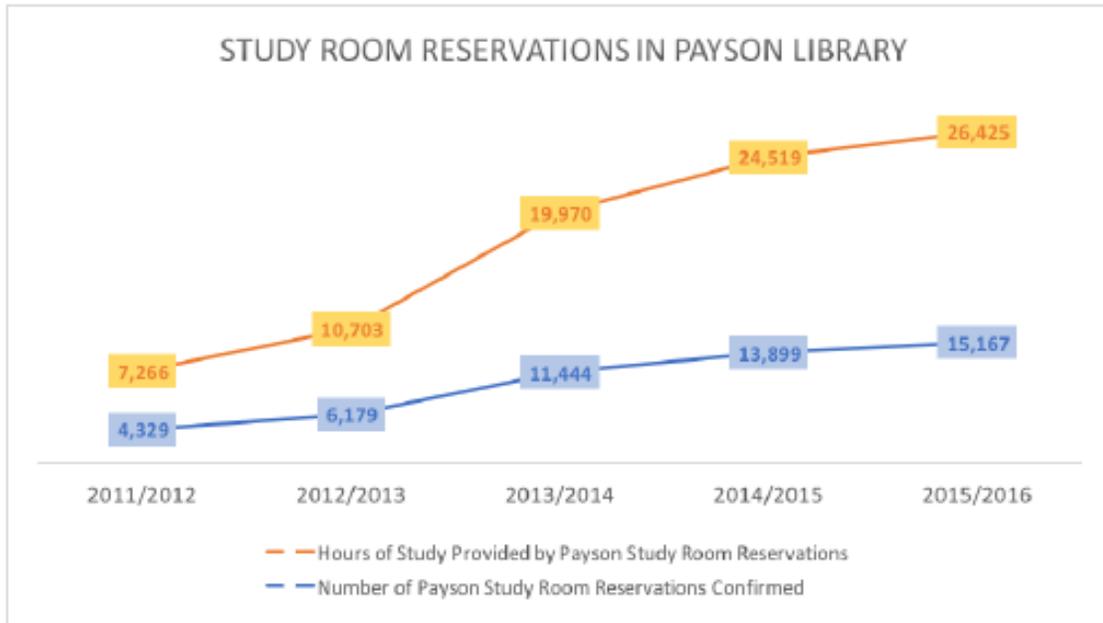
Payson Library	29
<u>Drescher</u>	10
West Los Angeles	6
Encino	4
Irvine	3

Payson Library Study Room Usage

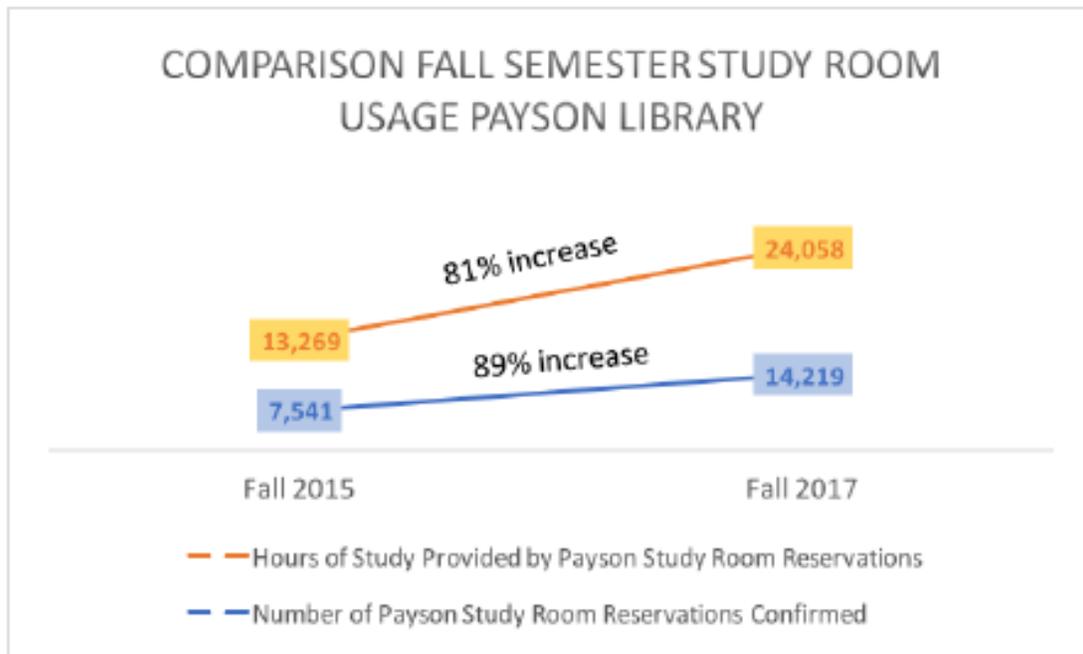
Prior to the Payson Library renovation, the Library was able to offer nearly the same number of study rooms as there are post-renovation. However, most of those rooms, located in the Pendleton Learning Center (rather than Payson Library proper), were subject to reallocation as other Departments on Campus needed office space.

Study rooms are in high demand and the data we obtained through LibRooms, a Spring 2015 Payson Library space survey, and other sources, helped inform the renovation plans for Payson Library leading to an increase from 6 study rooms located within Payson prior to the renovation, to 24 study rooms post renovation - a 4 fold increase.

The chart below shows the yearly increase in usage of study rooms at Payson Library between academic years 2011/2012 and 2015/2016. The number of study rooms available over the years has changed, generally increasing in number each year from six (2011), fifteen (2016), and 24 (fall 2017). Payson Library was closed for renovation during academic year 2016/2017.

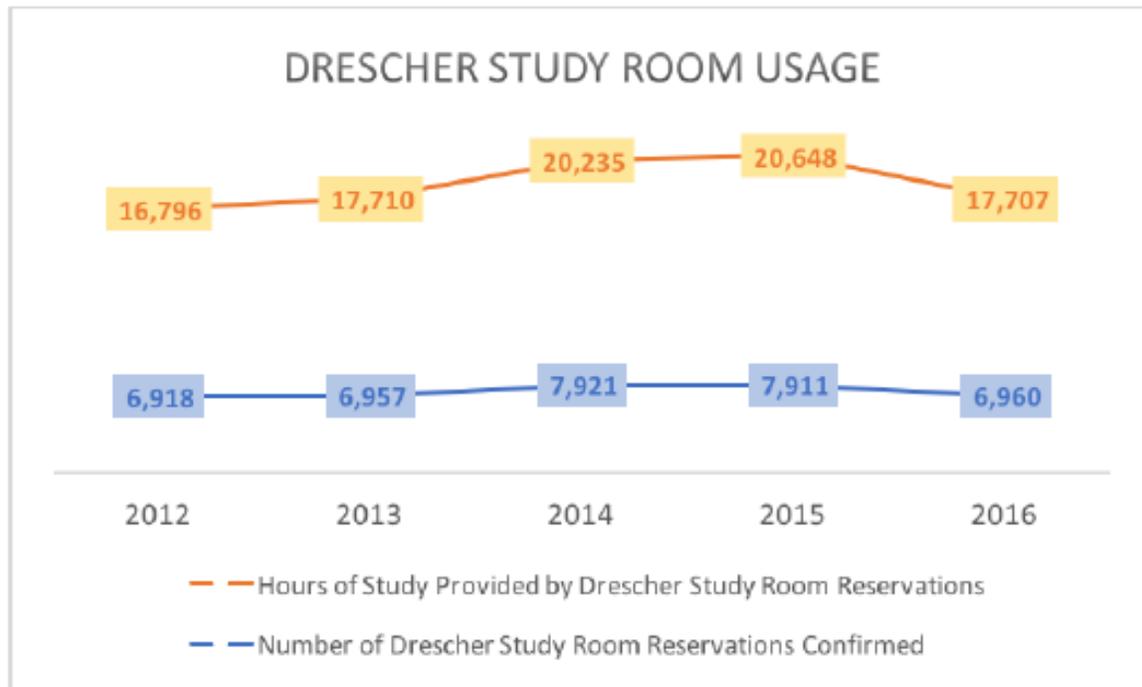


Payson re-opened in fall 2017. Comparing study room usage of fall 2015 (the fall semester just prior to renovation) to fall 2017 (post renovation), we can see a significant increase in both the number of reservations and the hours of study provided by the study rooms. This can likely be attributed to both an increase in the number of study rooms available, as well as their location within Payson Library and the increased foot-traffic.



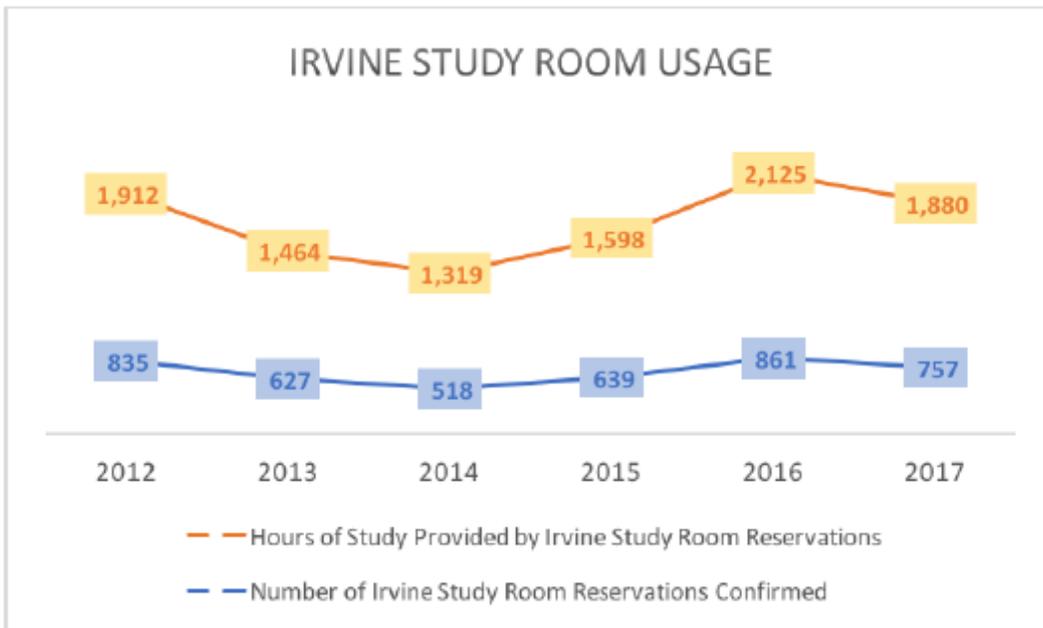
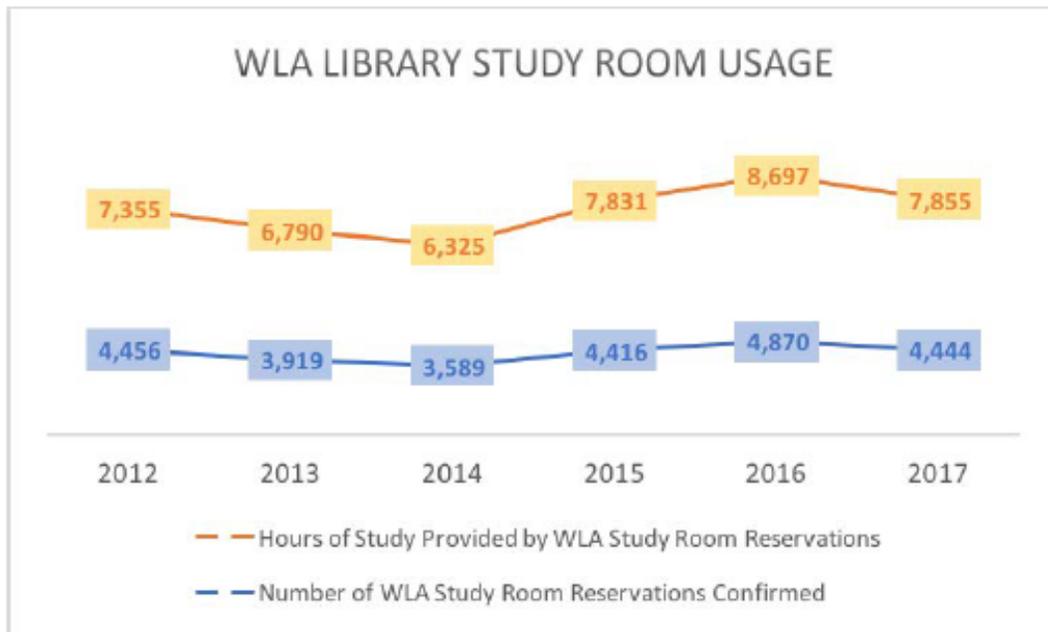
Drescher Graduate Campus Library Study Room Usage

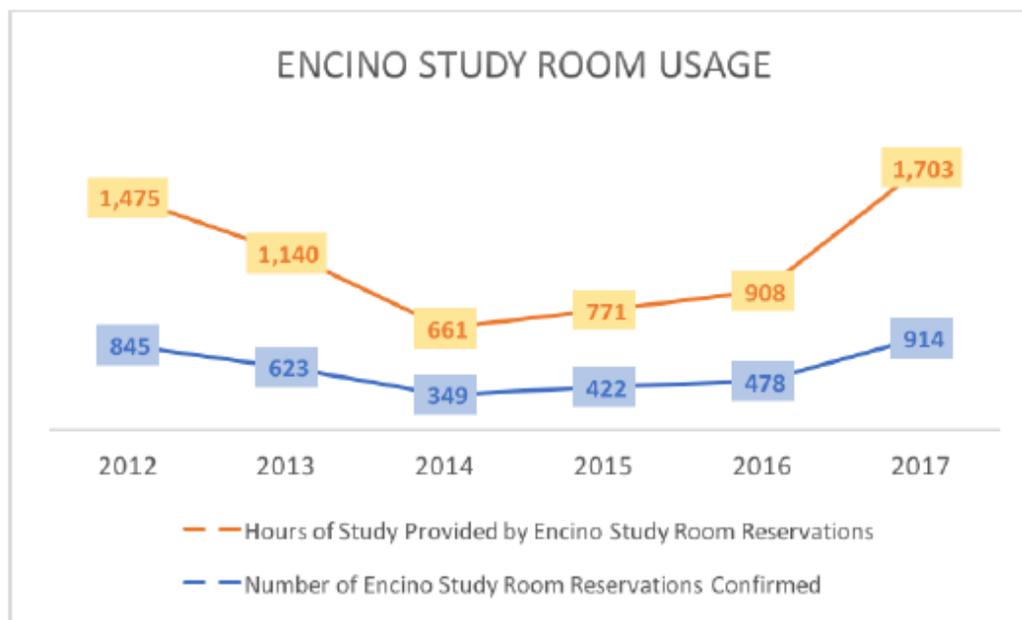
Drescher Graduate Campus Library saw increases in usage between 2012 and 2015. During 2016 and 2017, up to 5 Payson Library staff offices were temporarily located in Drescher study rooms while Payson Library was closed for renovations. While other study spaces in Drescher Library were made available during this time, the temporary loss of study rooms is the most likely cause of the dip in usage during 2016 and 2017.



West Los Angeles Campus Library, Encino Graduate Campus Library, and Irvine Graduate Campus Library

These three graduate campus libraries have seen variable study room usage since 2012. Roughly, these trends in study room usage follow the changes in enrollment numbers for GSBM and GSEP.





SCHOLARLY RESOURCES

Third-party vendors handle data for online scholarly resources, and each vendor has different practices for the granularity of data collected; typically, utilization data provided by third-party vendors is disaggregated and does not provide demographic details. However, the Libraries' Ebook Central platform does collect data on the user's school and whether they are a member of the faculty, a staff, or a student. The Libraries have provided this data in this review to the extent that it is available.

In 2015 librarians met with a representative in Pepperdine Information Technology to discuss assessing data from EZproxy logs, but this project was not initiated due to complexities that emerged beyond the Libraries' control. The Libraries use EZproxy as an authentication system for logging users into databases, and EZproxy logs can be set up to track user activity. Logs can be combined with demographic data, such as GPA, ethnicity, or major, to indicate the effect the Libraries have on student success.

ACQUISITIONS

The Libraries provide access to scholarly materials that are acquired in a variety of ways which permit efficient service and cost-savings. The provision of these services is needed to support the mission of the University and the Libraries' stated goal of providing our faculty, students, alumni, and community partners with the best possible access to knowledge.

"Firm" orders, or orders for single title requests are placed with the most appropriate vendor with regard to cost, condition, and delivery time. "Standing" orders and subscriptions are created for titles that are published and received on an ongoing basis, including monographic series, serials, and periodicals. Gifts are accepted, but titles must align with selection criteria outlined in the collection development plan.

Payson Library has an approval plan with GOBI Library Solutions from EBSCO, a bookseller for academic libraries. Weekly, GOBI ships new publications, based on the Libraries' profile that has been created by librarians in concert with GOBI. Books delivered on approval include university press publications and award winners, in addition to titles across the curriculum that have been identified as being essential for college libraries by professional bibliographers. Aspects of books included in the profile correspond to the Libraries' collection development plan, including level of research, language, and geographic coverage.

The Libraries conducted an in-depth circulation study of print books in Payson Library in 2015, comparing circulation rates among books arriving via the approval plan, books ordered by request ("firm orders," see below), and discretionary purchases selected by librarians. Although this review of the print collection covers a time period that is partially outside the scope of this study, it is worth briefly sharing the results here. Across all Library of Congress subject classifications, except Military Science, books purchased on request had the highest use levels. Books that were purchased through the approval plan had the second highest levels of use, with the exception of titles in the subject areas of Law and Geography. Books selected by librarians to supplement the collection on average had circulation rates within eight percentage points of the books purchased via the approval plan. The results of this study were distributed to Payson library liaisons with the goal of providing evidence to inform collection development practices. The evidence from this circulation study confirms that the books arriving via the approval plan are used and the Libraries have continued their utilization of the approval plan based on this evidence.

Similar to print books, electronic books are purchased by firm order for a single title, by standing order for continuing publications, by package for a select group of titles, and through demand-driven acquisitions (DDA). A DDA program allow users to access a large swath of content, determined by a library's acquisition profile (similar to an approval plan profile), but the Libraries only pay for titles that are used. The Libraries began a DDA program in February 2013 and currently provide access to 351,104 e-book titles through DDA.

Since the last program review, streaming video has become increasingly popular in academic libraries due to recently established distribution channels and user demand. The Libraries lease streaming documentary films from the provider Kanopy, based on student and faculty requests. The Libraries also provide access to feature films that are licensed through Swank Motion Pictures. These films align with the curriculum and support classroom instruction.

Librarian subject liaisons are responsible for the selection and review of databases and other electronic resources in subject areas to which they liaise. They investigate new content to fill a gap in the collection, to support a new major or area of study, or to replace a current resource. The liaisons become aware of new resources through faculty recommendations, reviews, conferences, and vendor communications. Liaisons are cognizant of the respective scholarly needs in their subject areas; some fields of study, such as the Humanities, rely more on books, while other fields, including Natural Sciences, are more reliant on journals or databases.

Electronic resources that meet the selection criteria outlined in the collection development plan are acquired. An online guide for evaluating electronic resources is maintained that contains multi-year statistics on use and cost per use which are reviewed annually by the liaison librarians as a group. It also contains links to reviews, overlap analyses, and other data to help make decisions on which resources to renew and which resources to consider discontinuing.

Materials are acquired for Special Collections and University Archives through donation, through transfers from university departments and from general collections, and through purchases. The decision to acquire materials is based on an appraisal done by department professionals as to the historic and/or research value of the materials. Details concerning all considerations are

available online to the public at the Special Collections and University Archives Collection Development Policy.

INTERLIBRARY LOAN

The Libraries offer an interlibrary loan service in order to provide access to resources, both physical and electronic, not held by Pepperdine Libraries. These materials supplement the Libraries' collection, providing materials needed for research and scholarship that are outside the scope of the collection development policy or budget. As a result, interlibrary loan significantly expands access to research materials for students, faculty, and staff. Usage is chiefly measured by two metrics, borrowing (the number of items borrowed) and lending (the number of items from the collection lent to other libraries). Although costs vary by lender, the Libraries incur fees when borrowing materials. If the preponderance of interlibrary loan activity is on borrowing materials, a library is a net borrower; libraries that fulfill more loans than they borrow are said to be net lenders.

The Libraries are also members of the Camino borrowing system, a local resource sharing network that allows users to borrow materials directly from other libraries in Southern California. Camino is integrated into the Libraries' online catalog making the request process seamless to the user. This program speeds up delivery of materials to users because requests go directly to local libraries for daily courier delivery rather than via mail delivery, which is the case for physical interlibrary loans. The Libraries' interlibrary loan program provides opportunities to discover a boundless amount of research from libraries worldwide.

In November 2015, Pepperdine Libraries joined the RapidILL resource sharing system, which provides expedited electronic article delivery for participating institutions. Pepperdine participates in RapidILL resource sharing "pods" as a member of SCEL (Statewide California Electronic Library Consortium), as well as a member of two additional lending groups that include libraries in California, United States, Canada, Australia, and China. All Rapid participants agree to provide articles within 24 hours, Monday through Friday. During Rapid's 2016-2017 fiscal year, the average request took 15.8 hours to borrow an article through Rapid from the time it was requested, which is extremely fast compared to traditional interlibrary loan service. Regarding lending, Pepperdine Libraries filled 89% of article requests received from other Rapid members, and fulfilled each request, on average, within 3.2 hours during Rapid's the 2016-2017 fiscal year. Rapid has recommended that Pepperdine Libraries join additional pods (Academic M and COSMO) to increase borrowing and lending opportunities, and to enable the borrowing and lending of book chapters.

Statistics for interlibrary loan from 2013 to 2017 indicate that the service receives high levels of sustained use. The average number of items borrowed annually during this period is 7036, or 586 per month. When one contextualizes the use of this service alongside the use of Pepperdine's own print and electronic collections, it is clear that users of the Pepperdine Libraries utilize their local resources in addition to resources from other libraries as much as possible. Prior to joining RapidILL in November 2015, Pepperdine Libraries were a net borrower of materials on interlibrary loan. From 2013 to 2015, the Libraries borrowed on average 3.13 items for every item they lent. In response, the Libraries have increased their overall lending fulfillment rate since joining Rapid ILL, to the extent that the Libraries are now overall net lenders as of 2016. This increase in lending was made possible by the Libraries making a number of responsive decisions, including joining Rapid ILL, electronically organizing their license agreements, and internally sharing knowledge of publishers' policies in order to increase their lending rate.

DATABASES AND E-RESOURCES – SUPPORT FOR INSTRUCTIONAL PROGRAMS AND RESEARCH ACTIVITIES

Library collections support the instructional programs of the University and the research activities of the faculty. The collections meet the diverse needs of all of the schools and provide access to print and digital resources essential for learning, teaching and research in print and electronic formats. Resources have increasingly transitioned from print format to electronic. The 2016 Ithaka S+R US Library Survey, which received responses from 722 academic library deans and directors, found that “library leaders continue to report increased spending on e-resources, accompanied by decreased spending on print resources...”. Electronic resources are defined as resources accessed using a computer or mobile device. They include e-journals, e-books, e-images, streaming videos, streaming sound recordings, full-text aggregated databases, indexes, and reference databases. Various pricing models and licensing agreements exist. Electronic resources may be leased through subscription with annual access fees. Sometimes perpetual rights are purchased with annual hosting fees. Some resources are only available in packages, while others are single-title purchases. Some models allow multiple users at a time and some restrict the number of simultaneous users.

The Libraries’ electronic resources are assessed and reviewed annually, as mentioned above. Most publishers and vendors provide usage statistics, which provide key metrics for evaluating usage of resources, including articles downloaded, number of searches, and number of result clicks. The Libraries prefer that vendors are COUNTER-compliant. COUNTER is a usage standard that provides a consistent set of data with usage definitions, and vendors’ adherence to this standard is mutually agreed upon in many of the Libraries’ license agreements. The Libraries use the latest COUNTER-compliant statistics when evaluating electronic resources, where available. As part of the assessment plan, the Libraries also follow an annual electronic resource review schedule, coordinated by the Scholarly Resources Librarian, to evaluate electronic resources, as mentioned in the External Context section of this self-study.

The Libraries are members of the Statewide California Electronic Library Consortium (SCELC), a 501(c)(3) tax-exempt corporation which provides the Libraries buying and negotiating power and resource sharing opportunities. SCELC negotiates offers for electronic resources on behalf of its members, and is one of the top five library consortia in licensing volume in North America. SCELC represents over \$200,000,000 in library budgets from its 112 member institutions.

To provide a snapshot of the usage of the Libraries’ electronic resources, it is worth examining the trends in usage of these services over five years (See APPENDIX C: Database Use by Discipline). Data points the Libraries report to national surveys include the number of articles downloaded across all databases annually, the number of journals to which the Libraries and its users have access, the level of e-book use, and the number of e-book titles to which the Libraries and their users have access.

Since 2012, the number of e-books to which the Libraries provide access has increased by 360,871. The increased pool of DDA titles and the selection of open access e-books accounts for the growth of e-books offered from 2014 to 2016.

Year	2012	2013	2014	2015	2016
Total E-Books	205,945	471,897	319,346	554,776	566,816

As the number of e-books the Libraries provide has increased, use of e-books has increased accordingly. This suggests that e-book adoption continues to grow. The total annual use of e-books has increased steadily over the past five years, with total e-book use in 2016 increasing by 14.04% since 2012.

Year	2012	2013	2014	2015	2016
Total E-Book Uses	203,551	213,081	207,955	237,241	232,133

The number of full-text journals the Libraries provide has continued to increase over the past three years as well. These numbers count individual subscriptions, as well as the number of titles with full-text availability in aggregator databases such as Factiva and Academic Search Complete. An overlap analysis has been completed to remove duplicate titles from these counts.

Year	2014	2015	2016
Total journals (print and electronic)	49,712	51,252	51,291

Although the total number of electronic journal articles downloaded since 2012 has remained high at over 370,000 annually, total journal article use has decreased since 2012. The drop in use from 2012 to 2014 is more likely attributable to broader adoption of COUNTER-compliant statistics among vendors than drop in use; vendor adoption of the COUNTER standard provides more accurate usage statistics and decreases the likelihood of inflated statistics. Since these statistics are aggregates from several vendors and publishers, accuracy will vary widely depending on the degree to which vendors were COUNTER-compliant at the time the statistics were recorded.

Year	2012	2013	2014	2015	2016
Total Electronic Journal Articles Downloaded	522,789	459,954	417,923	392,684	379,697

Although the Libraries have increased the total number of journals, print subscriptions have declined by 41.5% since 2012, which aligns with national trends and is evidence of the continuing shift from print to electronic holdings in academic libraries.

Year	2012	2013	2014	2015	2016
Print serial subscriptions (periodicals, newspapers, standing orders)	703	608	633	529	411

In addition to providing resources available electronically, the Libraries continue to build their physical collections of books, archival materials, and non-monographic materials such as music scores. Selections are made according to the Libraries' collection development policies, with the goal of promoting teaching excellence, classroom and lifelong learning, and outstanding scholarship.

Print collections are still needed and viable for several reasons. A recent (2015) national Ithaka S+R U.S. Faculty Survey of 9,203 faculty found that "faculty members' preference for using scholarly monographs in various ways in print format rather than digital format has, if anything, increased since the previous cycle of the survey." Additionally, current Pepperdine students have expressed a local preference for print books; a student perspective published in the *Pepperdine University Graphic* in September 2017 urged peers to "invest in print books and drop their e-books."

As part of our assessment plan, we analyzed 60 research papers from the Pepperdine undergraduate research journal "Global Tides" using a list of 11 different categories of information sources (e.g., books, journals, etc.). Global Tides is "Pepperdine University's interdisciplinary undergraduate research journal featuring work from the humanities, religion & philosophy, social science, and international studies. This publication is intended to showcase the finest writings of Pepperdine undergraduates and further the academic standing of the university by encouraging students to produce work of the highest quality. Global Tides is a student-led, peer-reviewed journal in which papers are subjected to a rigorous review process to determine their suitability for publication."

These 60 papers were obtained from 6 volumes of the journal (Volumes 6-11) and spanned the time period 2012 to 2017. The intent of this analysis was to use student artifacts to tell us about how and to what extent undergraduate researchers are using different types of information sources, whether the library's scholarly resources are serving the students' research needs, and how usage might be changing over time. This assessment is designed to inform both our Information Literacy Program and scholarly resources.

The two most frequently used information resources in the Global Tides articles are books (30.37%) and journal articles (31.37%). The remaining 9 categories each have frequencies lower than 10%.

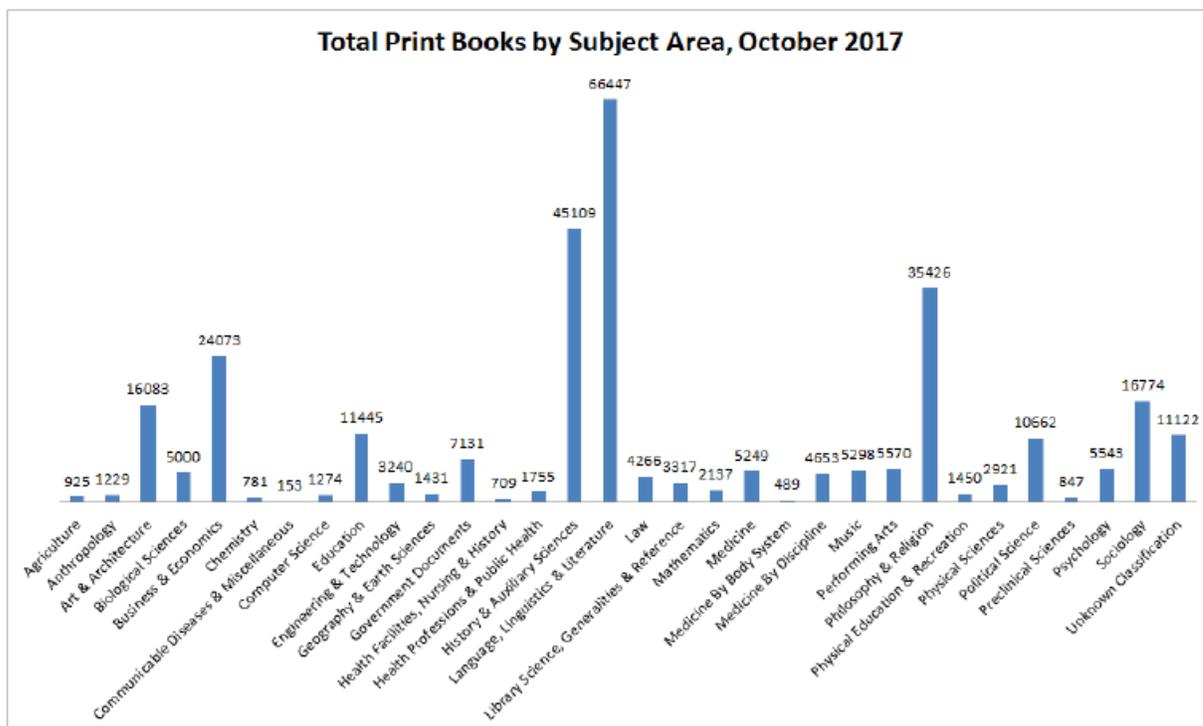
Due to recent trends amongst academic libraries, such as the growth of electronic collections and repurposing of book stacks to accommodate more student study/collaboration spaces, we further analyzed these citations to determine whether there had been higher levels of ebook use by students. We found that 84.2% of the books cited were print, while 15.8% were ebooks. There is some variation in print vs. ebook usage between 2012 and 2017 and in the last three years ebook usage hovered around 20%. However, there is no clear increase or decrease in print vs. electronic books between 2012 and 2017. The small differences might be the result of topics chosen, rather than evidence of a trend in usage or preference. These findings suggest that, for Pepperdine undergraduate students, print books still serve as an important source for academic research and a carefully curated and robust print book collection is still needed at Pepperdine University.

Looking more closely at the two most frequently used information resources (books and journal articles), we found that our collection substantially supported these student articles. We owned/provided access to 70.1% of the books and 93.3% of the journals cited. 82.46% of the authors publishing in Global Tides had and used an Interlibrary Loan account. Thus, where Pepperdine Libraries did not own/provide immediate access to the materials, a vast majority of these student authors were poised to use Pepperdine services to obtain the resources needed.

As discussed above, our Interlibrary Loan service has become increasingly robust and speedy since the Library's last Program Review.

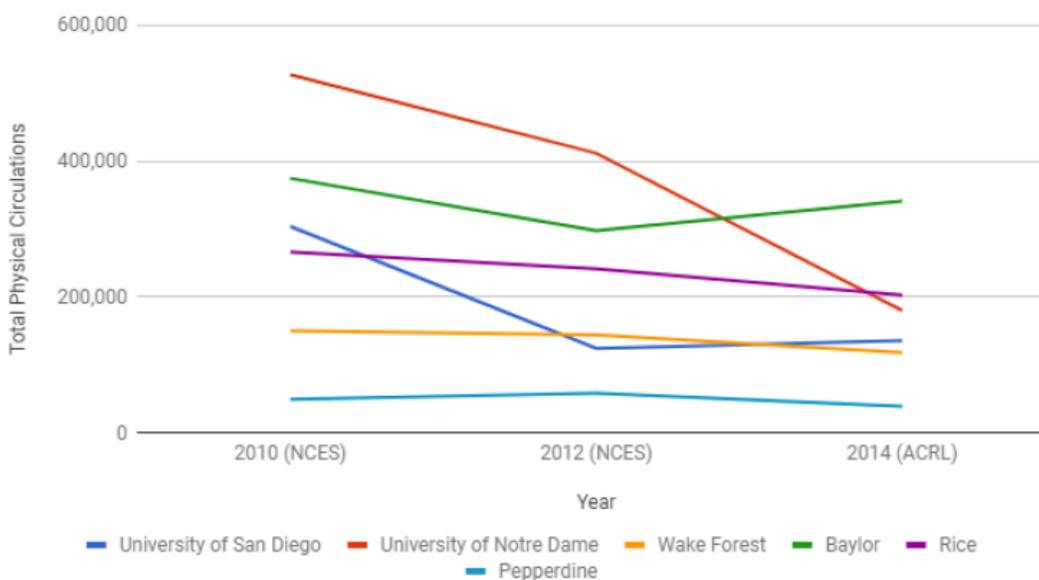
One way of illustrating the value that the Libraries provide to the University is by assigning a monetary value to the use of collections. To do so, the Libraries calculated the average pay-per-view article costs from five major interdisciplinary scholarly journal publishers and the average book cost from all of the Libraries' acquisition modes, with the goal of providing a current estimate of the costs to access these materials if Pepperdine Libraries did not exist. As a result, it would have cost each of the sixty Global Tides student authors an average of \$453.24 to obtain the books and journals used in each of these articles. An estimated total value of the books and journals cited in these sixty articles is \$27,194.50.

The Libraries' collection of 302,509 print books remains fairly current. 33% of the print titles were published between 2000-2017, and 46% of the titles were published since 1990. The print collection is especially strong in the following subject areas: Language & Literature, History, Philosophy & Religion, Business & Economics, Sociology, and Art & Architecture. These fields are book intensive, as opposed to being journal intensive such as the Natural Sciences. Circulation data show that 56,208 books were used from 2012 through 2016, with the highest levels of use occurring in the subject areas of Language and Literature (12,816), Philosophy & Religion (7,504), History & Auxiliary Sciences (7,167), Business and Economics (4,020), and Sociology (3,961). This demonstrates the Libraries' strongest collecting areas are also among the collections that are most used.



Data source: OCLC WMS Analytics module.

Total Physical Circulations (Books and Media), 2010-2014



Source: ACRL Metrics

A look at the most recent, complete data available from our peers (the 2010 and 2012 NCES surveys and the 2014 ACRL survey) confirms that a decrease in circulation of physical materials is a nationwide trend in academic libraries. While physical circulations at Pepperdine Libraries decreased by 21.53% from 2010 to 2014 as reported in national surveys, our peer institutions experienced a more acute decline in circulation. Circulation of physical materials decreased by 65.7% at the University of Notre Dame, 55.14% at the University of San Diego, and 23.77% at Rice from 2010 to 2014, as reported in the “Total physical library circulations” metric.

To confirm recent trends in library literature and to inform library collection practices, in 2017 the Libraries surveyed library student workers regarding their reading preferences. 16 out of 31 responded (52%). The survey asked students about their preferences of format (print or electronic) when reading. When asked to indicate to what extent they agree with the statement, “I prefer print,” 15 (94%) indicated they strongly agreed or agreed, while only 3 (19%) agreed or strongly agreed with the statement, “I prefer electronic.” When asked to indicate their agreement with the statement that e-books are more convenient, 10 respondents (63%) indicated that it depends. Responses were mixed when students were asked to what extent they agreed with the statement, “I prefer electronic when the reading is less than 5 pages”; 4 (25%) indicated it depends, 4 (25%) agreed, and 7 (44%) disagreed or strongly disagreed. Given the choice between print or electronic format, 14 (87.5%) indicated they prefer print. One student commented that they prefer a hard copy book to highlight and physically make notes, while another noted that reading on the computer is distracting.

ProQuest Ebook Central (formerly Ebook Library or EBL) provides highly granular e-book usage reports and is the highest used e-book platform that the Libraries offer. The Libraries have utilized Ebook Central as a vendor since February 2013. Although the Libraries do purchase e-books from other vendors, an analysis of e-book usage in this review will focus on books used within the Ebook Central database due to the platform’s robust reporting capabilities. When a user first

accesses an e-book, Ebook Central asks users to identify themselves as being an undergraduate student, graduate student, faculty, staff member, or other, and also to identify their school (GSBM, GSEP, School of Law, School of Public Policy, Seaver College). Users are given the option to opt out of providing these data points, and some do (2.59%). Some users self-identify as “other” (.78%).

A number of key metrics indicate the degree to which the demand driven acquisitions program is used. These data also illuminate the extent to which e-books are used at Pepperdine University, since usage of Ebook Central accounts for the majority of overall e-book usage. Nearly five years of use data have been included in this report, which covers February 2013 to October 2017. Data indicate that the majority of total e-book use at Pepperdine is from graduate students (50.18% of total use; 54,941 total uses), followed by undergraduate students (34.17% of total use; 37,411 total uses) and then faculty (7.95%; 8,703 total uses). Staff account for 4.33% of e-book use,

While the raw totals indicate that faculty use e-books much less frequently than undergraduate and graduate students, it is important to weigh this usage accordingly, since there are fewer FTE faculty than students. If raw totals in each demographic are divided by their respective 2016 FTE, we see that graduate students are the heaviest users (23.12 uses per graduate FTE), followed by faculty (18.20 uses per faculty FTE), and then undergraduate students (11.39 uses per undergraduate FTE). A breakdown of the top use areas by school indicates that users affiliated with Seaver College accounted for 47.51% of e-book central uses (52,017 uses), followed by GSEP (35.96%; 39,375 uses), and then GSBM (10.62%, 11,628 uses). GSEP users account for a disproportionate amount of e-book use. GSEP accounts for 35.96% of total Ebook Central use, despite totaling 16.01% of the University’s FTE students based on 2016 enrollment figures. Looking at use per FTE by school, the School of Public Policy used e-books 38.8 times per Public Policy FTE, followed by GSEP (38.48 uses per GSEP FTE), Seaver College (15.83 uses per Seaver FTE) and GSBM (8.59 uses per GSBM FTE).

An examination of use by publisher indicates that the most used publishers by undergraduate and graduate students are scholarly publishers and university presses, an indication that the DDA program is providing access to quality, scholarly books. The top five most used publishers by undergraduate students are John Wiley & Sons, Incorporated (1,937 uses), Taylor and Francis (1,598 uses), Wiley (1,181), Cambridge University Press (1,052), and Princeton University Press (900). The publishers of e-books that have been most used by graduate students are John Wiley & Sons, Incorporated (5,060 uses), Taylor and Francis (4,209), Guilford Publications (4,030), New Harbinger Publications (3,419), and Wiley (3,014). This demonstrates that graduate students are using a high number of e-books from publishers that specialize in psychology and education; Guilford Publications and New Harbinger Publications publish professional and self-help books focusing on supporting the therapy and behavioral psychology curriculum.

SPECIAL COLLECTIONS AND ARCHIVES

The Boone Special Collections and Archives, an important aspect of the Pepperdine Libraries, collect, organize, preserve, and make available materials with historical or research value in all formats, including rare and unique books, periodicals, sound recordings, video recordings, and objects, that support the research, teaching, and service mission of the University. The collection includes rare book collections, archival collections, the Pepperdine University Archives, the Malibu Historical Collection, and the Churches of Christ Heritage Center. These materials are open for use by anyone. Frequent users include students, faculty, staff, administrators, alumni, community members, and researchers.

The Special Collections department carries out a full cycle of activities for the selected collections, including fundraising and outreach, collection development and acquisition, preservation of collection materials, organization and description, research services, exhibit curation, event planning, and course instruction. This cycle of activities is driven by the learning and research needs of users - both current and future - with the objective that users will explore collections, discover information, and create new works.

Usage of the materials tends to cluster in three main categories. First, the department includes rare and unique items, many of which can only be accessed through Pepperdine Libraries. As one example, the Malibu Times newspaper archive is one of the most frequently accessed collections in Special Collections and is available at no other library. Users of all types require access to these materials to complete their research. This includes students completing course projects, community members conducting genealogical or legal research, and academic scholars from across the country working on scholarly monographs, to name a few.

Secondly, students at Pepperdine in a variety of disciplines, but especially in the humanities, religion, and fine arts (music history and art history) require training and practice in how to conduct research in their fields using primary sources. Visits to Special Collections enable them to gain cultural context for their course content as well as practice in analyzing complex primary sources and integrating them into knowledge gained from secondary sources. Through Special Collections, students are exposed to the material culture of their field - 16th-century music manuscripts, early printed books from Shakespearean England, early sound recordings, and handwritten diaries of early Malibu residents.

Thirdly, through a program of events, exhibits, and digital collections, the Special Collections department provides users with an opportunity to engage with collection materials in an informational, educational, and inspirational context, celebrating and promoting greater awareness of the value of cultural heritage.

COLLECTION OVERVIEW

In order to support these various types of usage, the Special Collections department strategically builds and maintains collections in a variety of formats.

The department holds approximately 6,801 rare books dating as far back as the 16th century, covering such subjects as religion, history, and literature. Named collections include the Fine Press Books, Helen Pepperdine Collection of Children's Books, Holy Land Collection, Metcalf Collection of Books on T. E. Lawrence, Mlynarski Collection of Books on 19th-Century Paris, Saint John's Bible, and Sigma Tau Delta Collection of Rare Books and First Editions. A small collection of manuscript leaves and fragments date from as early as the 12th century.

Specific highlights in the rare book collections include a 1560 edition of the Geneva Bible, a 1560 French translation of Virgil's Aeneid, a 1604 edition of Ariosto's Orlando Furioso, a 1743 Saur Bible (the first Bible printed in a European language in America), and first editions of Ernest Hemingway novels. The rare books cover the full scope of printing history, include examples of manuscript production and of early papermaking, printing, and binding practices, and provide historical evidence for literary and cultural studies.

A breakdown of the rare book collection indicates the following subject coverage: philosophy and religion (33%), history and auxiliary sciences (25%), language, linguistics, and literature (22%), art and architecture (4%), and music (3%). The sciences, social sciences, business, law, and education are represented by smaller percentages. 56% of the collection is from the 20th century,

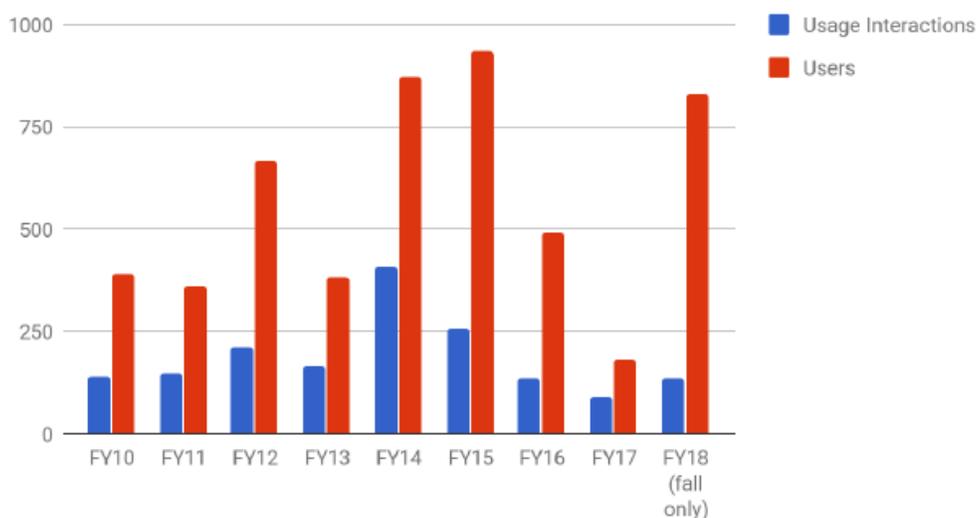
and 36% of the materials are from the 19th century. A limited number of titles have dates from the 16th, 17th, 18th and 21st centuries. 87% of the collection is in English.

130 archival collections contain original documents documenting the history of Pepperdine University (102 collections), Malibu (8 collections), the Churches of Christ and the Stone-Campbell Restoration Movement (6 collections), film and television (10 collections), and other areas, including regional history and politics (4 collections). Documents such as correspondence, memoranda, business records, newsletters, artifacts, photographs, audiovisual recordings, maps, and other formats provide source materials for students and scholars with specific research interests. Collections are also used to train students in conducting primary source research.

EVIDENCE OF USAGE

The Special Collections department tracks usage statistics related to multiple types of user interactions. Each interaction is tracked, as is the number of people reached by the interaction. Each interaction involves some kind of use of Special Collections materials, and some level of mediation by Special Collections staff. Some examples include reference questions, instruction sessions, and events. Each of these types of services is described in more detail below.

Special Collections Usage Interactions and Users



It is difficult to pinpoint a data trajectory for Special Collections usage, as it varies year to year based on a number of factors: major book projects, milestones, large events, and special programs may increase usage dramatically, while staff vacancies (FY16) and a library closure (FY17) lead to a reduction in usage. In general, there has been an increase in the number of users reached, especially as FY18 is less than halfway complete at the time of this writing, and Special Collections staff projects the number of users to exceed that of any previous year. The number of usage interactions have varied, but the staff expects them to be back to FY15 levels by the end of FY18.

Program changes also have an impact on the number of uses. The Payson Library renovation led to more open spaces that no longer require mediated access, thus these visits no longer appear

in the data. As more collections are digitized, users may be able to find answers on their own without the help of a staff member.

The Special Collections professional community has been actively working towards more standardized measures for tracking user statistics. In January 2018, the Rare Books and Manuscripts Section and the Society of American Archivists jointly published a new standard: "Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries." The Pepperdine Special Collections team has been closely monitoring this work, and this new standard will be reflected in the next iteration of Pepperdine's data tracking tool, currently in development.

TYPES OF USAGE SERVICES

The Special Collections offers and tracks the following usage services:

Reference: A user contacts the department with a question about the collections or their use. This service is most popular with Pepperdine staff and with members of the public, especially those who are unable to visit the collections in-person. Answering these questions often requires a certain amount of research by Special Collections staff, as well as training the user on how to acquire this information independently, if possible. As more collections are digitized and made available online, users are increasingly able to find answers to their questions without mediation of the Special Collections staff, allowing staff to be available for more complex questions or needs.

Research Use: This category encompasses in-person use of Special Collections materials, conducted in the Research Room under supervision of Special Collections staff. Research use may involve a one-time visit, an extended visit by visiting scholars, or repeated visits over the course of a semester or more. During research sessions, Special Collections staff are on hand to provide research guidance and support. Undergraduate students are some of the most frequent users of this service.

Visits: Users often drop by for an unscheduled and/or informal visit to see the Research Room, the Surfboard Room, the Heritage Center, the Saint John's Bible, or exhibits. Prior to the Payson Library renovation, these visits were mediated by Special Collections staff, who often had to unlock doors and stay with users throughout their visit. During this time, these visits accounted for approximately 19% of the department's usage interactions. Following the Payson Library renovation, nearly all spaces were opened up to unmediated access and thus visits are no longer tracked. Although we can no longer collect data on the number of visitors, this is more than offset by the value of unmediated access to Special Collections spaces, helping to fulfill one of the major goals of the Payson Library renovation to "flip" the Special Collections and make it more accessible.

Events: In order to raise awareness of the value of cultural heritage materials and to reach a broader audience, Special Collections staff members, often working in coordination with the Director for Library Programming and Public Affairs, plan events that highlight aspects of the Special Collections. Past events have included lectures on medieval manuscripts, special viewing sessions for the Saint John's Bible, and workshops on preserving family treasures. Regularly occurring events include a Holiday Open House, a Special Collections Book Club (in its second year), and events for Bible Lectures attendees. In addition to highlighting collection materials, these events contribute to university and library goals to "strengthen our commitment to the faith mission of the University" and to "build meaningful community and enduring alumni loyalty." With the Saint John's Bible, the Churches of Christ Heritage Center, and the University Archives, the

Special Collections is especially well-situated to contribute to these goals. The number and size of events vary year to year, depending on staff resources and priorities.

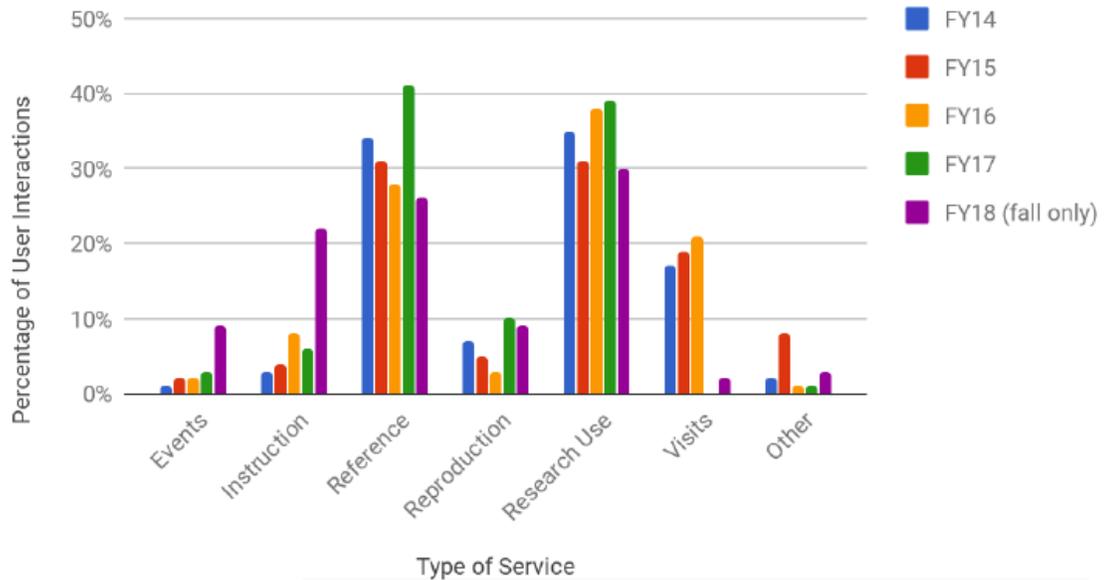
Reproduction Requests: Users often require digital scans of collection materials for further research or for publication. This “scan-on-demand” program is especially useful for remote users who cannot conduct in-person research.

Instruction: Faculty contact Special Collections staff to request a class visit to the department to view objects from the collection related to the course content. These visits vary in length from 30 minutes to four hours, and may occur once during the semester (most common) or several times. Class sessions typically meet in the newly designed Seminar Room, which allows for both technology integration and hands-on work with rare materials. Depending on time allowed, sessions often involve viewing materials as a group, hands-on small group activities to practice handling and analyzing sources, and librarian instruction on finding, evaluating, and citing sources.

Instruction sessions are one of the most meaningful ways the department reaches Pepperdine students and are considered a key focus. Increasingly, collection development decisions are guided by the potential for use in an instruction environment. This follows a trend within the special collections professional community. The Rare Books and Manuscripts Section (RBMS), one of the primary professional organizations in the field, recently formed an Instruction and Outreach Committee, with the charge to “advocate for and advance the efforts of RBMS members and other librarians, archivists, and instructors who use special collections and archives materials in instructional or outreach contexts” (<http://rbms.info/committees/instruction-outreach/>).

While the department's number of instruction sessions increased from FY10 to FY13, it then plateaued from FY14 through FY16. In FY17, the Payson Library closure resulted in a reduction in the number of instruction sessions. However, in fall 2017, the number of instruction sessions was more than triple that of prior years. With spring 2018 sessions, Special Collections staff expects that the total number of sessions in FY18 will be at least quadruple the previous average. Although this is due in part to the excitement surrounding the new library and the new Special Collections facilities, as well as a semester-long program called Manuscripts in the Curriculum that is described in greater detail below, the department expects that instruction will continue to be higher than the previous average.

Type of Services Used by Academic Year

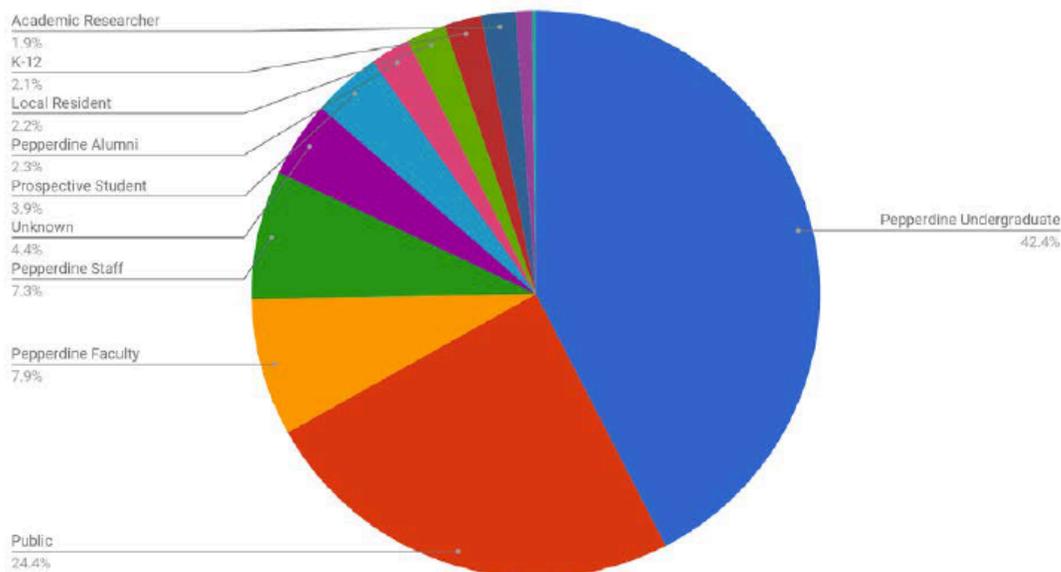


All of these services are very distinct in their goals, the number of people reached in one interaction, and the amount of staff time involved. For example, one instruction session may involve eight hours of preparation, up to 30 collection objects, and up to 30 students, whereas a reference interaction could be as short as 15 minutes and typically reaches one person. Still, this chart provides some context for how Special Collections usage interactions are changing over time. While the percentage of instruction visits are on an upward trend, the percentage of reference interactions are trending downward. This likely indicates the increasing ability of researchers to find and use Special Collections information unmediated by staff. The exception to this was during the year of Payson Library's closure, when remote reference was heavily used as in-person research, visits, and instruction were less feasible. The percentage of visits have been reduced practically to zero as unmediated access means data are no longer collected for visits.

USER CATEGORIES

The mission of Special Collections user services is to meet the research needs of all users, current and future.

Special Collections User Categories, FY10-FY18



Since FY2010, Pepperdine undergraduate students have accounted for the largest group of Special Collections users (42%). Undergraduate students tend to encounter Special Collections through course instruction and through in-person research use. Although they use all parts of the collection, the University Archives and the rare book collections get the highest usage from this group.

The second largest group of users was the public (24%). Most of the public users are interested in the Malibu Historical Collection and the Film and Television Collection, although a significant number also consult the University Archives. While there are separate categories for academic researchers and local residents, Special Collections staff often find it difficult to distinguish between these groups, and often use the “public” category for these two groups as well. Our public users include those conducting personal research, often genealogical or legal in nature, independent researchers working on film, book, and article projects, and academic researchers affiliated with an educational institution. Some of those working on extended projects will visit the Special Collection for a few days to a week, conducting intense research in one or more areas of the collection.

Pepperdine faculty (8%) and staff (7%) account for the next two largest groups of users. While faculty often consult Special Collections for their own research or to support their teaching, Pepperdine staff rely heavily on the collections for administrative activities. Examples of staff use include: documenting and promoting the history of the institution through articles and graphic displays, responding to legal questions, and understanding institutional history leading to current issues. While this only accounts for 7% of the user group, these informational needs often require a significant amount of staff time to complete.

OTHER PROGRAMS

The Special Collections department is also involved in several other programs that contribute to the mission of the institution and that support learning, research, and community-building.

Internships: The department offers internships to Pepperdine students, often history or English majors, as well as to graduate students in library and information science affiliated with UCLA or San Jose State University. Special Collections Interns at Pepperdine have the unique opportunity to work hands-on with original, historical materials and to complete a professional project that correlates with their academic interests and professional goals. Interns develop problem-solving skills, gain practice in research, and prepare for future careers.

Digital Humanities: Special Collections has been involved in a substantial collaborative project aimed at adding Digital Humanities courses to the Seaver Curriculum. In 2015, Jennifer Smith (Assistant Professor of English, HUTE Division), and Melissa Nykanen (Associate University Librarian for Special Collections and Archives) applied for and received an Innovation in Technology and Learning Grant with the goal of introducing students and faculty to Digital Humanities (DH) theories and methods. The grant funded software, training, and IT support to augment a new course that was offered in Fall 2015 (Introduction to Digital Humanities: Finding, Using, and Creating Electronic Texts) as well as a set of parallel events for faculty, including a workshop, lecture, and roundtable. During the grant period, Jennifer and Melissa conducted a survey of faculty on their knowledge about and interest in DH. The course that was central to this grant project relied heavily on the library and librarians. Students used primary sources from within the library's Special Collections to develop digital tools as the major course project. Several course sessions were taught within the library by both Melissa Nykanen and the Librarian for Digital Curation, Conversion, and Publishing. Based on the very positive reaction to the course, the program series, and the survey, the HUTE division, with support from the library, computer science department, and IT, moved towards proposing a Digital Humanities minor. The library assisted in the efforts by drafting a syllabus for a library course that would be taught for credit and count towards the minor. In January 2017, the Digital Humanities minor was officially approved at Pepperdine.

Manuscripts in the Curriculum: In fall 2017, the Pepperdine community had the rare opportunity of access to 21 medieval manuscripts on loan from Les Enluminures, a manuscripts dealer. Hosted by the Special Collections department, the loan was part of a program called Manuscripts in the Curriculum, which encourages the use of manuscripts in the context of related courses. Pepperdine students in religion, English, art history, French, and music history had the opportunity to work hands-on with the manuscripts, which provided a highly sensory perspective on course topics. Students from one course, Medieval Arthurian Literature, conducted extended research with the manuscripts and developed academic posters that were shared with the public during a poster session hosted in Special Collections. An event series celebrated and encouraged public access to these manuscripts. While the loan is now complete, Special Collections staff believe that many faculty will continue bringing their courses to Special Collections to work with Pepperdine's many other cultural heritage materials.

Digital Collections: Pepperdine Digital Collections facilitate the discovery of and access to a wide variety of digital materials related to Pepperdine University's history, unique archival holdings, and scholarly output. Pepperdine Digital Collections is open to the public to encourage discovery and scholarship at the widest possible breadth. Furthermore, the materials that compose digital collections are optimized for online information seeking and archived for long-term digital preservation. The Digital Collections currently contain 32,504 items in 29 collections that draw primarily from the Special Collections.

MAKING STUDENTS AWARE OF OUR SERVICES

The Libraries make students aware of their services in numerous ways.

Faculty

- Library liaisons interact with faculty frequently and encourage faculty to refer students to seek services such as course reserves and research help from the Libraries. Based on Pepperdine Librarians' research about our undergraduate students' help-seeking behaviors ("Help-Seeking Research"), we know that referrals from faculty are a strong motivator for students seeking help from librarians.
- Librarians meet with new faculty at faculty orientations and provide an overview of the library services available to support their teaching and research.
- Based on Pepperdine Librarians' NVivo Course Syllabi Project, liaison librarians were provided with a high-level snapshot of where research plays a role in all their liaison area courses and allowed them to see where they could explore new ways for supporting these courses, whether through library instruction or the creation of customized InfoGuides.

Library Instruction Sessions

- Librarians also promote and make students aware of their services through formal library instruction sessions and daily interactions with students in the Libraries. During library instruction sessions for first year seminars, a significant portion of the session is devoted to orienting students to the libraries and their services to build foundational knowledge. According to our Help-Seeking Research, receiving library instruction was a strong motivator in subsequently seeking out help from librarians.
- For each library instruction session, the librarian teaches from an InfoGuide s/he has created or modified. This InfoGuide provides students with a valuable resource to return to after library instruction has ended. Each InfoGuide used in library instruction is manually embedded in the class' Courses page.
- Embedded into Courses (Sakai course management system)
- InfoGuides, many of which are automatically mapped to, and embedded in, the University's Courses LMS, also promote Library services including the provision of course reserves, electronic databases, and research help. All course InfoGuides feature a librarian's photo and contact information.
- We reach 100% of FYS, Great Books, and SAAJ classes by having custom InfoGuides embedded into Courses.

DIY materials/sources available for Students' DIY Research Mentality (Help-Seeking Research finding)

- The Library website Homepage prominently displays information and links to Library services relevant to students: Study Rooms & Tutors, Ask a Librarian, Databases & E-Journals, Course Reserves, Support for Students, Library Hours, Library Events, and Library News. The Library Website (redesigned and launched in summer 2017) is mobile friendly in recognition of ubiquity of smartphone ownership and usage by adults 18-29 (92% of adults in this age range own a smartphone Pew Research Center Mobile Fact Sheet).
- InfoGuides are created by librarians for classes receiving library instruction and, more generally, by topic or subject discipline. These research guides are carefully curated by library liaisons in order to make students aware of the most potentially relevant library resources for their information need. For example, from our 100+ library databases, an InfoGuide might narrow this list to a more relevant and manageable 6 databases for the student to begin his/her research.

Librarians attend faculty and student events to build relationships and provide a library presence outside of physical library spaces

Librarians host new student orientation events and presentations

Librarians serve on numerous faculty committees [see Staff and Faculty section]

Undergraduate Business Liaison Librarian continues to hold regular office hours outside the Library in the CCB

Social Media platforms (including Instagram, Twitter, Facebook, and Pinterest)

- Social media accounts are targeted for the Pepperdine community and notify followers of library events and programs, study aids, resources, and the Libraries' contact information. The Libraries have a growing social media presence that includes 767 followers on Twitter, 533 followers on Instagram, 291 on followers on Facebook, and 157 followers on Pinterest.

STUDENT FEEDBACK

The use of student materials (e.g., bibliographies from Junior Writing Portfolios, submissions from the Library Research Award), student-focused surveys, and student-centered focus groups are the primary ways in which this population is involved in the assessment process.

The Libraries obtain student feedback in several ways. The Dean of the Libraries meets regularly with a Faculty Advisory Board and a Student Library Advisory Board.

Throughout the academic year the Libraries are also in contact with the Student Government Association, which advises the Libraries in the areas of policies and collections. Librarians have also conducted research involving the research processes of students. For example, a recent research project sought to understand why students seek assistance from librarians. The Libraries utilize the results to make evidence-based decisions on library services. The Libraries also frequently invite students to participate in surveys so that their feedback can improve library services and collections. Examples of these include surveys at library events and post-instruction surveys.

DEMAND FOR MORE SERVICES THAN THE DEPARTMENT IS CURRENTLY ABLE TO PROVIDE

The Libraries routinely receive requests for new electronic resources from faculty. Trial access to these resources is arranged whenever possible. Purchase requests from faculty for new electronic resources are evaluated based on the Libraries' collection development policy, faculty feedback, and the degree to which a resource will support teaching, learning, and research. While the Libraries investigate and evaluate each request, the Libraries are unable to fund all requests due to budget limitations. Many electronic resources are leased on an annual basis, and the acquisition of electronic resources may require significant annual budget increases to maintain. In order to track requested resources over time, the Libraries maintain a wishlist of resources that can be added or revisited if funding becomes available.

Demand for more scholarly resources is also evident within the graduate schools. As the University continues to add new programs, the Libraries face challenges meeting the requested resource needs of these programs when additional funding is not granted. Evidence indicates that proportionally GSEP represents the highest use of e-books on the Libraries demand-driven

acquisitions platform. Since demand and use are the drivers of expenditures in this acquisitions model, it is likely that this pattern of high use and expenditures will continue.

BENCHMARKING DATA

The Libraries utilize annual national surveys to benchmark Pepperdine Libraries to their five peers (Baylor University, Rice, University of Notre Dame, University of San Diego, and Wake Forest) to the extent that they are able to do so. Benchmarking relies on availability of data, and sometimes data are not available within a survey from all peer institutions in a given year. For example, no survey data are available from two institutional peers, University of Notre Dame and Rice University, within the 2016 ACRL survey. This self-study has indicated which data from which year were used for benchmarking in the chart next to the institution's name. Questions also change from year to year; the Libraries have used due diligence to align questions and responses from the recent surveys with those found in 2012 data in order to benchmark longitudinally.

INFORMATION LITERACY BENCHMARKING

SAILS

SAILS (Standardized Assessment of Information Literacy) is a knowledge test with multiple-choice questions targeting a variety of information literacy skills and utilizing item response theory (IRT). SAILS was developed and tested by Project SAILS (out of Kent State University). Mapped to ACRL Information Literacy Competency Standards for Higher Education, SAILS tests 8 skill sets that:

1. Developing a research strategy
2. Selecting finding tools
3. Searching
4. Using finding tool features
5. Retrieving sources
6. Evaluating sources
7. Documenting sources
8. Understanding economic, legal, and social issues

Pepperdine University Libraries has administered the SAILS Cohort Test three times: (1) to freshmen in 2012, (2) to freshmen in 2015, and (3) to seniors in 2015. The information collected was intended to help librarians and administrators understand what information literacy skills students have and, based on students' strengths and weaknesses in regard to information literacy, where additional instruction may be helpful. The Cohort version of the SAILS Test enables us to benchmark our students' results against other institutions. By testing a cohort as freshmen (2012) and then again as seniors (2015), we hoped to see whether gains in information literacy skills occurred between freshmen and senior years and how each group matched up to their peers at other institutions.

For the 2015 administration, we added the customized demographic questions of race/ethnicity and gender. We did not include these items as questions on the 2012 administration.

2012 FRESHMEN

Freshmen in 2012 performed better than the institution-type (doctorate) benchmark on all 8 Skill Sets listed above.

Comparison to institution-type (doctorate) Benchmark	SAILS Skill Set	Pepperdine student performance from Best to Worst
Better than benchmark	Developing a research strategy	Best
Better than benchmark	Using finding tool features	
Better than benchmark	Searching	
Better than benchmark	Evaluating sources	
Better than benchmark	Understanding economic, legal, and social issues	
Better than benchmark	Selecting finding tools	
Better than benchmark	Documenting sources	
Better than benchmark	Retrieving sources	Worst

2015 SENIORS

Seniors in 2015 performed better than the institution-type (doctorate) benchmark on 7 of the 8 SAILS Skill Sets; they performed about the same as the institution-type benchmark on 1 of the 8 Skill Sets.

Comparison to institution-type (doctorate) Benchmark	SAILS Skill Set	Pepperdine student performance from Best to Worst
Better than benchmark	Developing a research strategy	Best
Better than benchmark	Selecting finding tools	
Better than benchmark	Documenting sources	
Better than benchmark	Evaluating sources	
Better than benchmark	Searching	
Better than benchmark	Retrieving sources	
Better than benchmark	Understanding economic, legal, and social issues	
About the same as the benchmark	Using finding tool features	Worst

Custom demographic information: race/ethnicity and gender. There was sufficient data from students who identified as Asian, Hispanic or Latino, White, and Two or more races to provide a comparison of performance on the Skill Sets.

Asian students performed worse than the Pepperdine average-student benchmark on 4 of the 8 Skill Sets. Males performed worse than 7 of the 8 Skill Sets. Determining whether a group should be targeted for remediation on these skills is complicated by the fact that this test was not mandatory, it was unproctored, and an incentive prize was offered to seniors. Moreover, amongst Asian students, it is not clear how many might or might not be international students. It is possible that the results do not accurately reflect the student population more generally or tell the entire story. Additional monitoring might be advisable.

SAILS Skill Set	Pepperdine student performance by gender compared to Pepperdine Overall Performance on Skill Set	Pepperdine student performance by race/ethnicity compared to Pepperdine Overall Performance on Skill Set
Developing a research strategy	Females performed <u>about the same as</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	Asian students performed <u>worse than</u> the Pepperdine average-student benchmark; the other groups performed about the same as the Pepperdine average-student benchmark
Selecting finding tools	Females performed <u>about the same as</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	Asian students performed <u>worse than</u> the Pepperdine average-student benchmark; the other groups performed <u>about the same as</u> the Pepperdine average-student benchmark
Documenting sources	Females performed <u>better than</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	Asian students performed <u>worse than</u> the Pepperdine average-student benchmark; the other groups performed <u>about the same as</u> the Pepperdine average-student

		benchmark
Evaluating sources	Females performed <u>about the same as</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	All groups performed <u>about the same</u> as the Pepperdine average-student benchmark
Searching	Females performed <u>about the same as</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	Asian students performed <u>worse than</u> the Pepperdine average-student benchmark; the other groups performed <u>about the same as</u> the Pepperdine average-student benchmark
Retrieving sources	Females performed <u>better than</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	All groups performed <u>about the same</u> as the Pepperdine average-student benchmark
Understanding economic, legal, and social issues	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	Hispanic or Latino students performed <u>better than</u> the Pepperdine average-student benchmark; all others performed <u>about the same as</u> the Pepperdine average-student benchmark
Using finding tool features	Females performed <u>about the same as</u> the Pepperdine average-student benchmark; male students performed <u>worse</u>	All groups performed <u>about the same</u> as the Pepperdine average-student benchmark

2015 FRESHMEN

Freshmen in 2015 performed better than the institution-type (doctorate) benchmark on all 8 Skill Sets listed above.

Comparison to institution-type (doctorate) Benchmark	SAILS Skill Set	Pepperdine student performance from Best to Worst
Better than benchmark	Evaluating sources	Best
Better than benchmark	Developing a research strategy	
Better than benchmark	Selecting finding tools	
Better than benchmark	Searching	
Better than benchmark	Using finding tool features	
Better than benchmark	Retrieving sources	
Better than benchmark	Documenting sources	
Better than benchmark	Understanding economic, legal, and social issues	Worst

Custom demographic information: race/ethnicity and gender. There was sufficient data from students who identified as Asian, Black or African American, Hispanic or Latino, White, and Two or more races to provide a comparison of performance on the Skill Sets.

From this data, no groups stand out as needing special attention or remediation.

SAILS Skill Set	Pepperdine student performance by gender compared to Pepperdine Overall Performance on Skill Set	Pepperdine student performance by race/ethnicity compared to Pepperdine Overall Performance on Skill Set
Developing a research strategy	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	All groups <u>performed about the same</u> as the Pepperdine average-student benchmark
Selecting finding tools	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	All groups <u>performed about the same</u> as the Pepperdine average-student benchmark
Documenting sources	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	All groups <u>performed about the same</u> as the Pepperdine average-student benchmark
Evaluating sources	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	Students of two or more races performed <u>better than</u> the Pepperdine average-student benchmark; all others performed <u>about the same as</u> the Pepperdine average-student benchmark
Searching	Females and males performed <u>about the same as</u> the Pepperdine average-	All groups <u>performed about the same</u> as the Pepperdine average-student benchmark

	student benchmark	
Retrieving sources	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	All groups <u>performed about the same</u> as the Pepperdine average-student benchmark
Understanding economic, legal, and social issues	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	Students of two or more races performed <u>worse than</u> the Pepperdine average-student benchmark; all others performed <u>about the same as</u> the Pepperdine average-student benchmark
Using finding tool features	Females and males performed <u>about the same as</u> the Pepperdine average-student benchmark	Students of two or more races performed <u>better than</u> the Pepperdine average-student benchmark; all others performed <u>about the same as</u> the Pepperdine average-student benchmark

COMPARING 2012 FRESHMEN WITH 2015 SENIORS

The same cohort performed best on the skill set of Developing a Research Strategy. As freshmen this group scored better than the institution-type (doctorate) benchmark on all 8 Skill Sets. As seniors, the group scored better than the institution-type (doctorate) benchmark on 7 skills and the same as the benchmark on Using finding tool features. As seniors, the cohort scored better than they did as freshmen on 3 Skill Sets; the same on 4 Skill Sets; and worse on 1 Skill Set.

Performance as seniors as compared to performance as freshmen	SAILS SKILL SET
Better than	Developing a Research Strategy
Better than	Retrieving Sources
Better than	Documenting Sources
Same as	Selecting Finding Tools
Same as	Searching
Same as	Evaluating Sources
Same as	Understanding Economic, Legal, and Social Issues
Worse than	Using Finding Tool Features

COMPARING 2012 FRESHMEN WITH 2015 FRESHMEN

2015 Freshmen performed better than 2012 Freshmen on 5 of the 8 Skill Sets and the same as 2012 Freshmen on the remaining 3 Skill Sets.

Performance of 2015 Freshmen compared to 2012 Freshmen	SAILS SKILL SET
Better than	Developing a Research Strategy
Better than	Retrieving Sources
Same as	Documenting Sources
Better than	Selecting Finding Tools
Better than	Searching
Better than	Evaluating Sources
Same as	Understanding Economic, Legal, and Social Issues
Same as	Using Finding Tool Features

COMPARISON OF SELECTED INFORMATION LITERACY PROGRAM DATA POINTS

Unlike academic departments, libraries, including ours, do not have curricula found in published University Catalogs. The data below represents the best and most relevant information available to us to benchmark our Information Literacy Program against our peers.

In terms of the number of students (FTE) per librarian, we currently rank in the middle of our peers. Not all 19 Pepperdine librarians listed do information literacy instruction or answer research questions. It is unlikely that, at our peers, all of the librarians reported perform these roles either. The data we are able to get through ACRL metrics does not break librarians into categories that would allow this more granular comparison.

Looking at the number of presentations (instruction sessions) and normalizing it by student FTE, we are again rank in the middle of our peers. This is interesting, especially in light of the fact that, unlike all of our peers, we have neither a for-credit library class nor non-credit, required library instruction.

Similar to our peers, our reference desk staffing model involves having librarians on-call to answer reference questions that come to the Circulation Desk. In these models, non-professional staff are the first level of support at the Circulation desk, and librarians provide support when research questions are asked. These models are often adopted in order to enable librarians to focus on their librarian duties (e.g., providing instruction, answering research questions, collection development), rather than the tasks that non-professional library staff or student workers are able to do effectively and at a lower cost (e.g., checking out library materials, answering non-research questions).

<u>ACRL 2015 & 2016</u>	Pepperdine (2016)	Baylor (2016)	Rice (2015)	Notre Dame (2016)	USD (2016)	Wake Forest (2016)
FTE	6,253	16,959	7,256	12,280	6,789	7,676
Number of Librarians	19	41.3	34	64	14	47.35
# of FTE Students per Librarian	329	410	No data	191	485	162
# of presentations (total)	297	1,017	No data	375	153	1,608
# of presentations per FTE student	0.05	0.06	No data	0.03	0.02	0.21
For-credit library class	No	No	No data	Yes	Yes	Yes
No-credit, required library instruction	No	Yes	No data	Yes	No	No
Staffing model of reference desk	On-call, Brandeis model	Brandeis model	No data	On-call, Brandeis model	No data	No data

<u>ACRL 2012</u>	Pepperdine	Baylor	Rice	Notre Dame	USD	Wake Forest
FTE	5,333	14,456	5,995	11,793	7,748	7,245
Presentations to groups	234	819	290	467	244	1245
# of presentations per FTE student	0.04	0.06	0.05	0.04	0.03	0.17

SCHOLARLY RESOURCES

<u>ACRL 2015 & 2016</u>	Pepperdine (2016)	Baylor (2016)	Rice (2015)	Notre Dame (2015)	USD (2016)	Wake Forest (2016)
FTE	6,253	16,959	7,256	12,280	6,789	7,676
One-time physical material purchases	\$283,310	\$843,768	\$3,970,670	\$5,162,427	\$219,222	\$1,122,676
20a E-books (if available)	\$38,745	\$392,728		\$665,729	\$15,303	\$162,441
21 Ongoing commitments to subscriptions	\$1,330,787	\$8,358,538	\$7,375,339	\$7,431,486	\$2,311,707	\$7,497,949
One-time purchase of books, serial back files, and other materials as % of Total materials/services expenses	17	9	34	41	9	13
Ongoing commitments to subscriptions as % of Total materials/services expenses	79	90	63	59	90	85
Total materials/services expenses as % of Total expenses	34	38	60	41	47	44

Books (volume count)	366,886	2,581,203	2,758,991	3,436,710	447,711	1,331,692
Total Digital Collection	387,057	743,976	278,661	1,229,102	220,984	1,577,839
Total Library Materials Expenditures per FTE student	\$268.34	\$544.92	\$1,625.66	\$1,031.68	\$379.84	\$1,143.08
Materials Budget	\$1,677,933	\$9,241,273	\$11,795,806	\$12,669,018	\$2,578,732	\$8,774,313

Source: ACRL Metrics: ACRL survey data from 2016 (except Rice and Notre Dame) & 2015

<u>ACRL 2012</u>	Pepperdine	Baylor	Rice	Notre Dame	USD	Wake Forest
FTE	5,333	14,456	5,995	11,793	7,748	7,245
Number of E-books	213,845	403,861	106,253	466,168	80,357	446,440
% of Operating Expenditures on Collection Materials	29	45	61	50	52	54
Books (volume count)	402,543	2,998,696	2,761,945	4,262,336	575,044	2,150,033
Total Library Materials Expenditures per FTE student	\$249.02	\$538.03	\$1,663.16	\$1,166.92	\$293.76	\$998.29
Library Materials Budget	\$1,328,016	\$7,777,825	\$9,970,650	\$13,589,145	\$2,276,085	\$7,145,431

Source: ACRL Metrics: ACRL survey data from 2012

For this review, the Libraries have chosen to evaluate a number of key metrics in the area of scholarly resources. The Libraries compared the most recently available statistics from 2016 and 2015 to those of 2012 for the sake of completing a longitudinal analysis of trends in order to support a data driven, evidence-based framework.

The Libraries' five peers are Baylor University, Rice University, University of Notre Dame, University of San Diego, and Wake Forest University. All of these peers have grown in student FTE since 2012 with the exception of University of San Diego, and both of these data sets indicate that Pepperdine has the smallest student FTE among these five peers. The Libraries focus on benchmarking measures reported as ratios in this self-study in order to normalize institutional variables such as budgets, collection sizes, and staffing.

In terms of benchmarking collection expenditures by acquisition mode, Pepperdine aligns with its peers, with the exception of Rice and Notre Dame. In 2016, Pepperdine reported that it spent 17% of its materials budget on one-time purchases (books, serial backfiles, other materials), which is similar to the expenditures of Baylor (9%), USD (9%) and Wake Forest (13%). This demonstrates that the percentage of Pepperdine's materials budget allocated to books and one-time purchases is similar to the majority of its peers. With the exception of Notre Dame and Rice, Pepperdine spends slightly less of its materials budget than all of its peers on ongoing subscriptions. In 2016 Pepperdine reported that it spent 79% on ongoing subscriptions, Wake Forest spent 85%, and Baylor and USD both spent 90%.

An important metric measuring scholarly resources expenditures is the percentage of the total library budget spent on library materials. Of its five peers, Pepperdine spends the lowest percentage of its library budget on materials (34% in 2016), although this has increased from the 29% it reported spending on materials in 2012, showing growth in this area. On average, Pepperdine's peers spent 46% of their budgets on materials in 2016.

The Libraries also examined comparisons of expenditures on the basis of an institution's total library materials expenditures divided by that institution's total FTE students. All peers spend more than Pepperdine in this category. Based on 2016 survey data, Pepperdine Libraries spent \$249.02 per FTE student in 2012 and \$268.34 per FTE student in 2016. The Libraries' nearest peer in this comparison is the University of San Diego, which spent \$379.84 per FTE student in 2016. While Pepperdine's library expenditures per FTE student increased by 7% since 2012, University of San Diego's library expenditures per FTE increased by 29% since 2012.

In terms of collections statistics, Pepperdine's decisions and trends also align with its national peers. Comparing data from the 2016 and 2012 ACRL surveys, Pepperdine and all of its peers have decreased the total number of books (volumes) held, indicating a national trend in shrinking collections in libraries. Pepperdine ranks especially favorably among its peers in terms of the total digital collection items it provides, especially when this statistic is divided by FTE students. In 2016, only Notre Dame and Wake Forest had higher numbers of digital collections per FTE (including e-books) than Pepperdine.

The Libraries have mapped the electronic resources subscriptions (databases) of Pepperdine and its five peers by subject areas in 2014 and in 2016 in order to compare Pepperdine's database holdings to peer institutions. While this seems like a useful practice, in reality it is difficult to draw meaning from this process. These lists are most useful for informing the Libraries whether a peer institution has a specific resource when investigating or acquiring a new resource, rather than providing a meaningful basis of comparison. To expand on this point, a list of peers' library databases omits the context of the program a peer is supporting; for example, Baylor and Notre Dame offer degrees in medicine, and as a result they will have more in depth resources in medicine or physiology than Pepperdine. Additionally, the fact that a peer has a database that Pepperdine lacks does not provide any intrinsic meaning on the value, qualities, or outcomes of

Pepperdine's Scholarly Resources program, nor does it reflect on the local faculty and student needs at Pepperdine. Primarily, such a comparison represents our ability to look at peers to make sure we are not out of step with the resources they are adding. This alignment does not tell the whole story; users of the Libraries use scholarly resources both to discover and access content, the full aspects of which are difficult to capture without performing a content analysis of a given resource.

The Libraries consulted with John McDonald, Dean of Collections at USC, to externally review an internal self-study of scholarly resources in 2014. Confirming that the Libraries' acquisitions policies align with national trends, McDonald noted, "Selection and review of journal subscriptions and electronic resources (databases) are initiated and completed primarily by subject liaisons at Pepperdine. The process described in the self-study is standard for academic libraries and it appears that Pepperdine might even have a more thorough proposal and review process for these formats than most libraries."

In 2014, external reviewer Dr. Jason Price of the Statewide California Electronic Library Consortium (SCELC) analyzed the Libraries' journal holdings to see how they compare to peer institutions. Price compared the Libraries' database subscriptions to five anonymous peers in an external reviewer report and found that Pepperdine had a database profile similar to the peers used in his study; two or more peers subscribed to 74% of Pepperdine's subscribed databases (112 or 151 databases). Of the 151 databases examined, Pepperdine was the sole subscriber to 17 of them.

To examine Pepperdine's journal needs, Price created a list of all journals cited by Pepperdine faculty in journal publications and created a profile of journals that he deemed faculty would need access to, based on the journals faculty are citing in the articles they have published. Having examined 32,000 article references in 4,700 articles, Price first compared Pepperdine's e-journal holdings to an anonymous set of peers to compare access to current subscriptions and titles. In this comparison, Pepperdine ranked second out of five in the number of total unique subscriptions with current access. The average size of the compared journal corpus was 23,657; Pepperdine's journal corpus fitting these criteria was 27,932 titles at the time of this review. Price then compared the total number of unique titles to which institutions had access, regardless if the coverage was current, embargoed, or had a fixed end date. Pepperdine ranked third out of five in number of unique journal titles.

In terms of aligning with national trends in e-book acquisition practices, Price recommended the Libraries initiate more subscription e-book packages instead of relying on purchasing titles through its demand driven acquisitions (DDA) program, providing a cost efficiency analysis as the basis for this recommendation. A second external reviewer, John McDonald, diverged from Price, recommending that the budget be increased to provide more titles via DDA.

Price then looked at collection fit to see how well Pepperdine's journal collection aligned with the articles cited by faculty in the citation pool mentioned above. Looking at both recent and older citations (frontfile and backfile content) and comparing the results to the peer set, Price found that Pepperdine's e-journal collection provided the best access to recent journals featuring researchers' citations (55%) and second best coverage (71%) of its researchers' citations to more recent journals.

Pepperdine's journal collection compared favorably to that of its peers utilized in this study; Price noted that Pepperdine provided access to the "vast majority of citations to recent journals and articles", showing a match between the journals that Pepperdine faculty cite and the journals to which the Libraries subscribe. To conclude and summarize the study, Price noted, "Pepperdine faculty enjoy electronic access to a higher proportion of the articles they cite than faculty at their peer institutions do."

Although the Libraries cancelled a large number of subscriptions and databases for FY17, the Libraries' journal profile has not substantially changed since this analysis was completed, making Price's overall findings still valid.

REFLECTIVE DISCUSSION ON USAGE DATA

INFORMATION LITERACY

Pepperdine Libraries role in developing the information literacy skills of undergraduate and graduate students is seeing continued growth. Instruction sessions and research sessions have experienced growth since our last program review. The number of our presentations per student (FTE) are in-line with our peers, in spite of the fact that we are the only one of our peers not to have either a for-credit library class or no-credit, required library instruction. The acceleration of our growth is limited because of this difference.

The sustained high usage of our InfoGuides demonstrates the wide reach of these resources by our students as they navigate the many scholarly resources the Library provides.

The events and programming hosted by the library show strong alignment with the University goals of advancing student learning, scholarship, and building meaningful community. By tracking this alignment, we are able to see areas of continued growth related to programming that provides students with more opportunities to explore issues of diversity and faith.

The Library as a place for students to study, learn, and collaborate continues to represent a significant role of the library. Payson Library experienced a significant increase in visitors following the renovation. At the graduate level (particularly GSEP and GSBM), students express high levels of satisfaction with their library facilities (2016 OIE Strategic Survey). Payson Library significantly expanded study rooms with the renovation, and students have responded by making more reservations for these rooms.

SCHOLARLY RESOURCES

In reflection, the preceding sections detail the Libraries' acquisition procedures for scholarly resources, the services they provide, usage of these resources, and why they are needed. The Libraries continue to improve their services and collections by making decisions based on evidence and data. The Libraries have a thorough assessment process for acquiring and evaluating scholarly resources. This is particularly evident in the evaluation of the interlibrary loan service. The Libraries have closed the gap considerably in the past five years, becoming a net lender of materials and expediting article delivery through RapidILL. Aside from Rapid subscription fees, this change has been achieved with minimal additional resources and no additional staff. The high lending rate also confirms the collection strength of the Libraries' electronic journals; the top ten titles that are most frequently borrowed from Pepperdine through RapidILL are in the Taylor and Francis Social Sciences and Humanities journal package.

A five year usage evaluation of the Libraries scholarly resources demonstrates that use of the Libraries' print and electronic materials, as well as interlibrary loan activity, remains high. Pepperdine faculty, students, and staff download over 370,000 journal articles per year since 2012. The number of electronic books the Libraries offer has continued to increase since 2014, as print acquisitions decrease. E-books represent an area of the Libraries' scholarly resources that require ongoing reflection. The Libraries will need to continue evaluating whether to acquire electronic or print books, especially as 87.5% of student workers surveyed in 2017 indicated they

prefer print. Perhaps Becker (2015) summarized this best by noting, "While librarianship is a profession that is dedicated to serving our patrons' needs and preferences, the collection decisions regarding ebooks may be an instance where the library should separate preference from need, in order to meet specific needs rather than general preferences." Put another way, providing access to a text (regardless of format) to meet a need may be of paramount importance, as opposed to fulfilling the individual preferences, collective as they may be, of each student. This approach also allows the Libraries to meet needs of users broadly, whether students are studying in an international program, are distance students, or are away from campus.

In addition to usage, evidence demonstrates that the resources the Libraries provide align with their peers and meet or exceed the needs of students and faculty. An analysis of the Global Tides papers indicated that the Libraries owned or provided access to over 70% of the books and 93% of the journals cited. Furthermore, Dr. Jason Price found that Pepperdine's database profile was similar to that of five anonymous peers, which confirms the Libraries' expenditures and acquisitions of current library databases. Moreover, Pepperdine ranked second out of five in total unique journal subscriptions with current access in Price's report, which shows that the Libraries provide more access to journal subscriptions than the anonymous peers he utilized. In summation, Pepperdine faculty have access to a higher percentage of articles they cite in research than faculty at their peer institutions do. When these local subscriptions are combined with Pepperdine's interlibrary loan service, opportunities for scholarly inquiry are nearly limitless, with the exception of resources are not available on interlibrary loan, such as datasets, e-books, and primary source databases.

The analysis of usage and evaluation reveals areas for future action. A review of e-book usage by school reveals that GSEP uses a disproportionate amount of e-books, indicating a significant need for these materials. As the professional graduate schools continue to add programs, such as the recent PhD in Global Leadership and Change program or the proposed Doctor of Business Administration program, it is vital that the Libraries receive additional funding to ensure they can properly support these programs.

Benchmarking results indicate that the Libraries are in line with their peers in terms of national trends. While the libraries spend a similar ratio of their materials budget on one-time purchases and ongoing expenditures, all of Pepperdine's peers have a higher materials expenditure per FTE. At face value this metric suggests a quick conclusion that the Libraries are outspent by all of their peers. Even if true, it is important to keep in mind that this input measure alone does not infer any outcome measures, such as service quality, user satisfaction or cost-effectiveness, or any output measures, such as use. To provide some perspective, the Libraries very well may be spending fewer dollars but providing more content by utilizing their DDA e-book program in which only titles that are used incur expenditures. In this sense, the Libraries are demonstrating stewardship and efficiency in meeting the needs of faculty, students, and staff.

B) STUDENT LEARNING

When applicable programs/departments should provide assessment of student learning outcomes. Annual assessment of program learning outcomes is the primary source of data. Additionally, programs/departments may request further data from OIE.

Provide Information to these prompts:

- 1. What are the program's/department's program learning outcomes?**
- 2. What are the program's/department's curriculum or program offerings?**

3. Provide curriculum map.

3. What is the program's/department's assessment plan?

4. Provide student learning outcome assessment data, including indirect and direct evidence collected during this program review period.

EFFORTS TO CONTINUOUSLY IMPROVE OUR TEACHING

We aim to improve our teaching and classroom assessment tools to ensure quality within our teaching and research assistance. To do this, librarians have engaged in in-house professional development and training and travel to and presentations at professional meetings.

EXAMPLES:

- Librarians create lesson plans that include specific learning outcomes for classes taught.
- Librarian participated in the ACRL Information Literacy Immersion program. This very intensive, rigorous, and selective program provided guidance and training in (among other subjects) creating student learning outcomes.
- All librarians responsible for information literacy engaged in a series of in-house workshops on developing classroom learning outcomes and appropriate assessment techniques as following the new ACRL Information Literacy Framework.
- Librarians held a Mini In-House Library Instruction Conference Librarians have attended the WASC Core Competencies Retreat on Critical Thinking and Information Literacy
- Librarians attend and present at the Association of Research Libraries Library Assessment Conference.
- Instruction librarians meet weekly and share, among other things, experiences in the classrooms and research assignments for which students might seek help at the library.
- Instruction librarians held a 5 week book discussion during summer 2017 to read and reflect on Parker Palmer's *Courage to Teach*.
- Librarians have presented at a number of Pepperdine IT-related conferences, including TechLearn Faculty Conference and meetings of the Educational Technology Users Group.

LIST OF INFORMATION LITERACY SLOS

Information Literacy SLOs

1. The student defines the research question and determines the scope of the information needed to answer the research question.
2. The student uses discipline specific tools and search strategies to locate appropriate information
3. The student evaluates significant and authoritative resources and integrates these sources within the context of the research project
4. The student gives credit to the ideas of others through attribution.

DEPARTMENT'S PROGRAM OFFERINGS OR CURRICULUM

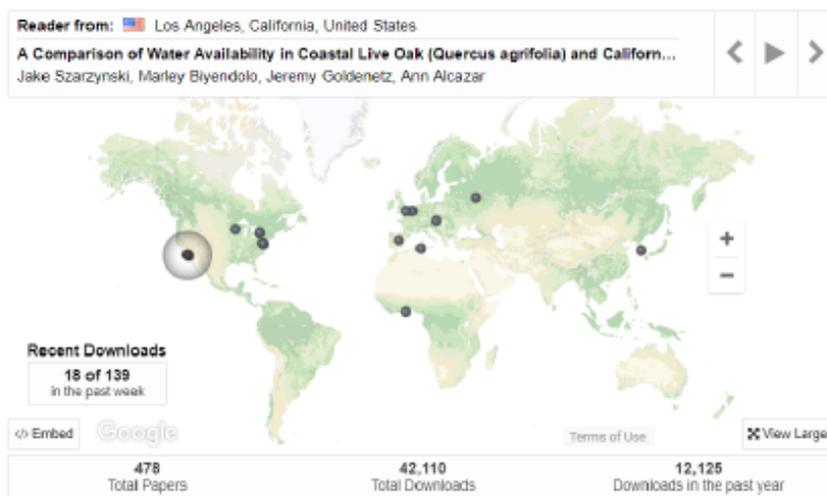
Though information literacy development occurs throughout the general education curriculum and extends in the specific disciplinary development of Seaver students, it is the Payson librarians who are primarily responsible for the direct curriculum development of these skills for Seaver College. Using faculty-requested library class instruction, course-specific library research guides, and student-requested research consultations, librarians are able to advance information literacy across courses throughout the disciplines.

At the graduate level, librarians have identified core courses to reach out to for targeted instruction (e.g., BSCI 651, PSY 690, ELT 651, EDOL 791).

In addition to information literacy instruction sessions, the Library provides other student learning opportunities. For example, Special Collections and Archives has collaborated with Digital Humanities classes, primary source training, and developed a manuscripts curriculum.

The Pepperdine University Libraries also sponsors an annual Library Research Award. This award is given in several categories for the best scholarly or creative projects that utilize library resources, collections, and services in order to recognize the importance of effective library research in academics.

Pepperdine Digital Commons, a service of Pepperdine University Libraries, is a digital repository and publication platform designed to collect, preserve, and make accessible the academic output of Pepperdine faculty, students, staff, and affiliates. Undergraduate students have the opportunity in Digital Commons to publish their work (link to Undergraduate Student Research). For example, Biology students have uploaded poster presentations based on original research they have conducted during their undergraduate career. Digital Commons also hosts undergraduate research journals (e.g., *Global Tides* and the *Pepperdine Journal of Communication Research*). As you can see from the image below, the undergraduate research in Digital Commons has received worldwide readership and usage. The undergraduate journals *Global Tides* and the *Pepperdine Journal of Communication Research* have had 65,703 and 32,228 downloads respectively.



UNDERGRADUATE AND GRADUATE CURRICULUM MAPPING

Below is a curriculum map that indicates intended level of development of information literacy skills based on our engagement with students. As stated previously, our Information Literacy Instruction program is intended to scaffold information literacy skills from first year classes through capstone/research intensive courses. Because information literacy instruction occurs via our research question transactions and online materials, we have also mapped what level of development typically occurs in these areas as well.

	SLO #1	SLO #2	SLO #3	SLO #4
First Year Seminar	I, D	I	I	I
ENG 101/100	I, D	I	I	I
Great Books	I, D	I	I	I
SAAJ	I, D	I	I	I
Research Intensive/Capstone	D, M	D, M	D, M	D, M
Graduate courses	D, M	D, M	D, M	D, M
Graduate orientation sessions	I	I	I	I
One-on-one research sessions	I, D, M	I, D, M	I, D, M	I, D, M
Chat reference	I	I	I	I
Email inquiries	I, D	I, D	I, D	I, D
InfoGuides	I	D, M	D	I, D, M

I = Introduction

D = Development

M = Mastery

ASSESSMENT PLAN

Assessment plan for Information Literacy SLOs

Description	Type of Assessment direct indirect authentic	PLO	Timeline	Measure
In-class assessments	Direct		On-going	Tied to unique classroom activity
Papers and Bibliographies <ul style="list-style-type: none"> Capstone/signature assignments Junior Writing Portfolios Library Research Award Papers and reflective essays Information literacy as a core competency papers/other research papers in LiveText 	Direct	1, 2, 3, 4	On-going	<ul style="list-style-type: none"> Define Research question Evaluate information Appropriate level of discipline specific materials Attribution
Bibliographies <ul style="list-style-type: none"> Global Tides and other student works in Pepperdine's Digital Commons Graduate papers/projects 	Direct	1, 2, 3, 4	On-going	<ul style="list-style-type: none"> Define Research question Evaluate information Appropriate level of discipline specific materials Attribution
Post-Library Instruction Survey	Indirect		Fall 2017; Fall 2019	<ul style="list-style-type: none"> Usage Needs Satisfaction
OIE Surveys	Indirect		According to OIE calendar	<ul style="list-style-type: none"> Usage Needs

STUDENT LEARNING OUTCOME ASSESSMENT DATA

See APPENDIX D: Description of Assessment Projects

As discussed previously, our Information Literacy SLOs were modified in 2016 to match the learning outcomes used for the institutional assessment of Information Literacy as a Core Competency and to more closely align with the 2015 ACRL adoption of the Framework for Information Literacy for Higher Education. The SLOs used for assessment purposes in this Program Review are slightly different and were in-place at the time of the 2013 Library Program Review and our adoption of a formal assessment plan.

Information Literacy SLOs used for Assessment

Outcome #1: The student is able to identify Pepperdine Library services and collections and the personnel who help locate needed information.

Summary of Assessment: Students are meeting our expectations; no remedial actions are needed by the Library.

Outcome #2: The student is able to develop a plan for gathering information on a topic.

Summary of Assessment: Students are meeting our expectations. Going forward, if we use bibliography exercises to assess this outcome (mapped to our current SLO #1), we should refine the exercise by including more specific contextual information that would allow us to analyze the quality of the topic statement written, rather than its mere presence.

Outcome #3: The student is able to identify print and electronic information sources on a topic (book titles and journal article citations/abstracts/full text documents).

Summary of Assessment: Students are meeting our expectations. Following the 2013 SAILS results in which this SLO was one of the weakest areas for Pepperdine freshmen, we modified our instruction program, particularly in the first year classes, to include more class time for this.

Outcome #4: The student is able to further refine the research question.

Summary of Assessment: Students fell just below the intended threshold on our assessment measure for this SLO. In response, librarians, where most appropriate, included additional coverage related to keyword development and search phrase construction into library instruction sessions.

Outcome #5: The student is able to evaluate the quality of sources of information, including internet sources.

Summary of Assessment: Students fell below the intended threshold on one of our assessment measures for this SLO. For the other assessment measures, students fell into an acceptable range. As a result, we have modified our instruction sessions to include a variety of things in our InfoGuides and instruction plans to teach and re-inforce the concept of popular vs. scholarly sources (e.g., embedded polls for formative assessment, videos describing the peer review process, in-class exercises).

Outcome #6: The student understands information ethics: citing sources and Fair Use Policy.

Summary of Assessment: Our assessment measures show mixed results for this SLO. Instruction librarians have responded in a variety of ways including ensuring citation/style guide information is in class InfoGuides, point out the Writing Center and Librarians as sources of help, teach

Refworks, etc. Additionally, several librarians (one of whom sits on the Academic Integrity Committee) developed an online tutorial to be used for remediation following academic integrity violations. A modified version of this tutorial can be created should faculty wish to embed it within Courses and assign it to their students.

See Attached: Detailed Chart of Student Learning Outcome Assessment Data

Student Learning Attachment

Student_Learning_Outcome_Assessment_Data.pdf

C) STUDENT SUCCESS

In this category, the program/department is asked to provide any available data regarding the connection between program/department participation, educational outcomes, and other student success outcomes. For example, if possible, provide data regarding GPA, graduation rate, or employment data of participants in your programs/departments compared to the overall student body.

To develop a means by which the Libraries could link library instruction to student success, we surveyed graduate and undergraduate students in fall 2017 who had received library instruction that semester. We asked students to indicate the extent to which the library instruction session impacted them in following areas:

- Ability to formulate a research question
- Ability to locate and access journal articles
- Ability to evaluate and select the most relevant and quality information sources
- Success in writing paper
- Likely success in future research projects

Library Instruction Impact on:	Undergraduate students reporting the library instruction session had a moderate to major effect	Graduate students reporting the library instruction session had a moderate to major effect
Ability to Formulate a Research Question	59%	60%
Ability to locate and access the information needed	87%	86%
Ability to evaluate and select the most relevant and quality information sources	82%	88%
Success in writing paper	70%	81%
Likely success in future research projects	81%	81%

Amongst the undergraduate students, there were two categories of students who had the highest percentage of students reporting that the library instruction session had a moderate to major effect on these 5 dimensions - students who received instruction for a course in their major and fourth year students. Amongst the graduate students, GSBM students had the highest percentage of people stating that the library instruction session had a moderate to major impact on four of the five dimensions (formulate research question, locate and access information, evaluate/select information sources, completing paper). Amongst the graduate students, GSEP student had the highest percentage of students reporting that the instruction session had a moderate to major impact on their likely success on future research projects.

D) MEANING, QUALITY, AND INTEGRITY

WSCUC asks that programs/departments define and ensure a distinctive and coherent educational experience for each of its "degree programs". Because this is a degree-focused requirement, this section will ask for quality, and integrity to be addressed in these ways.

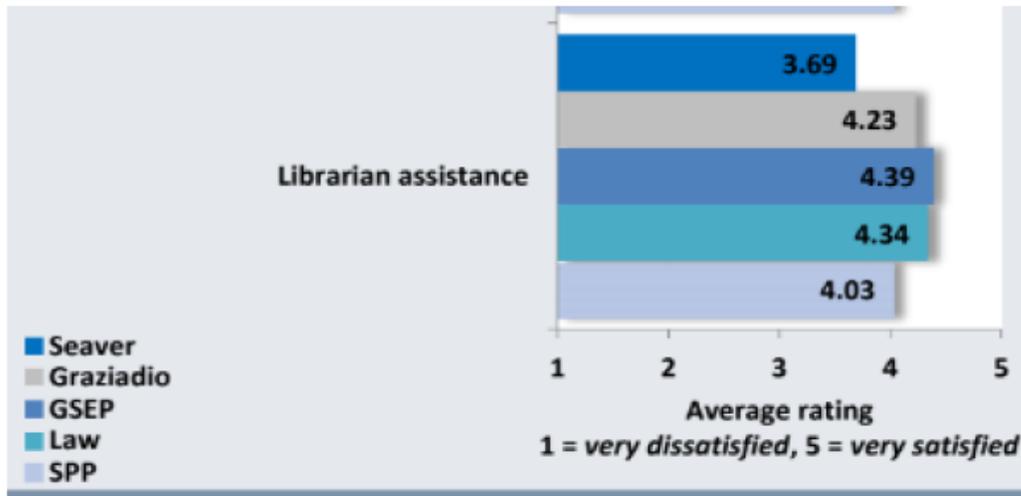
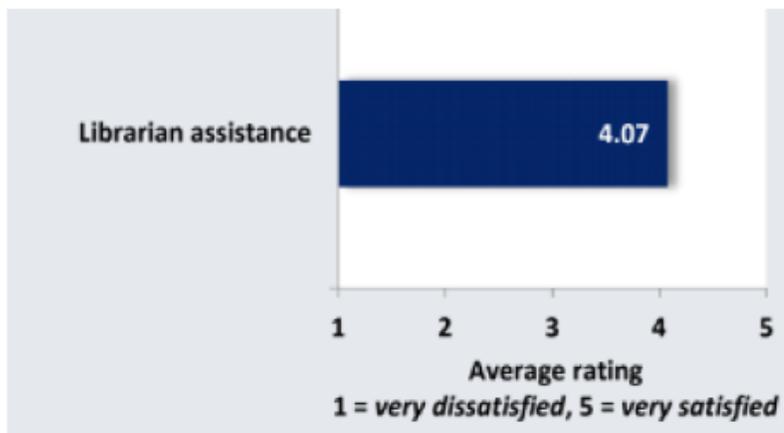
This includes:

- 1. Explaining the quality of this program/department as evidenced by student feedback, evidence of student learning, benchmarking?**
- 2. Providing data, disaggregated by school or major demonstrating how this program/department contributes to a students' degree. (e.g., What percentage of School of Law students used the Counseling Center? How many Economics majors completed internships or had Student Employment?)**
- 3. Commenting specifically on ways the program/department contributes to the distinctive, holistic experience of students who earn degrees from Pepperdine.**

INFORMATION LITERACY

RANKING OF SATISFACTION WITH LIBRARIAN ASSISTANCE (2016 OIE STRATEGIC PLAN SURVEY)

The data we received from the OIE Strategic Plan Survey enables us to see that students surveyed in 2016 were satisfied with the librarian assistance they received. Broken down by school, we see that Seaver students, while satisfied with the librarian assistance they received, had the lowest average level of satisfaction amongst the schools. This is something to be monitored in the future, although it is possible, perhaps likely given the free text comments in the survey, this number was impacted by the temporary closure of Payson Library for renovation.



SATISFACTION WITH AND FEEDBACK ABOUT LIBRARY INSTRUCTION SESSIONS

In November 2017, we sent a post-library instruction survey to the 1178 undergraduate students (37.74% response rate; n = 445) and 141 graduate students (30.50% response rate; n = 43) who received library instruction between August 28, 2017 and October 31, 2017. We also surveyed undergraduate faculty (23.21% response rate; n = 13) and graduate faculty (33% response rate; n = 3) for whom we provided library instruction.

Students were asked questions in 3 basic categories:

- satisfaction with the library instruction session
- impact of library instruction session
- information literacy self-efficacy beliefs

Faculty were asked questions in 2 basic categories

- satisfaction with the library instruction session
- rating of students' research skills relative to expectations

On the satisfaction questions, we hoped 80% or more of each population would rate each dimension as Good/ Excellent. We chose this threshold as it seems to be in line with what a number of Pepperdine faculty said would represent a desired score on course evaluations (≥ 4 out of 5).

SUMMARY OF POST-LIBRARY INSTRUCTION SURVEY

67% of undergraduate and 68% of graduate students reported knowing only some, little, or none of the material presented in the library instruction session and very few (4%) reported knowing all of the material covered. 89% of both types of students said that they learned something new in the instruction session.

Both students and faculty report high levels of satisfaction with the library instruction session we provided. The percentages of each group finding the usefulness and relevance of the session content was good or excellent exceeded our threshold of 80% (90% undergraduates; 89% graduates; 92% Seaver Faculty; 100% GSEP/GSBM Faculty). Likewise, the overall satisfaction levels with the instruction session was high (89% undergraduates; 89% graduates; 92% Seaver faculty; 100% GSEP/GSBM faculty).

Although for students we meet our 80% threshold regarding satisfaction of hands-on learning opportunities during the library instruction session, we do not with respect to Seaver faculty. We strive to incorporate active learning exercises into our instruction and we require students to do their own searching in library databases. This, then, is an area for future exploration. It would be valuable to better understand faculty and student expectations when it comes to hands-on learning during a library instruction session. If satisfaction levels are lower than expectations, we could investigate how we might improve this aspect of our instruction program.

Amongst the undergraduate students, there were two categories of students who had the highest percentage of students reporting that the library instruction session had a moderate to major effect on these 5 dimensions - students who received instruction for a course in their major and fourth year students. Amongst the graduate students, GSBM students had the highest percentage of people stating that the library instruction session had a moderate to major impact on four of the five dimensions (formulate research question, locate and access information, evaluate/select information sources, completing paper). Amongst the graduate students, GSEP student had the highest percentage of students reporting that the instruction session had a moderate to major impact on their likely success on future research projects.

33% of GSEP/GSBM faculty and 23% of Seaver faculty reported that their students' research skills do not meet their expectations. Based on faculty responses to specific student research skills, it would be useful to continue our focus at the undergraduate level on helping students evaluate the authoritativeness of information and differentiating between types of information sources.

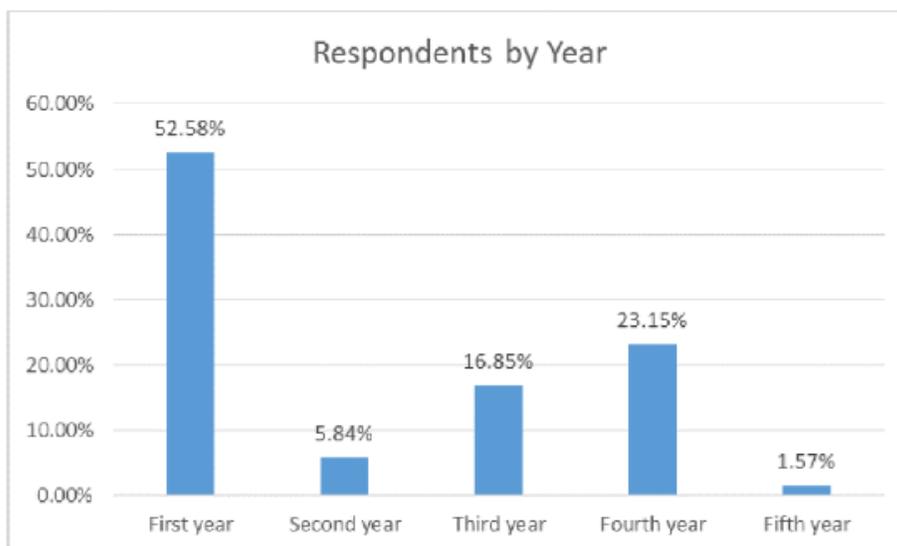
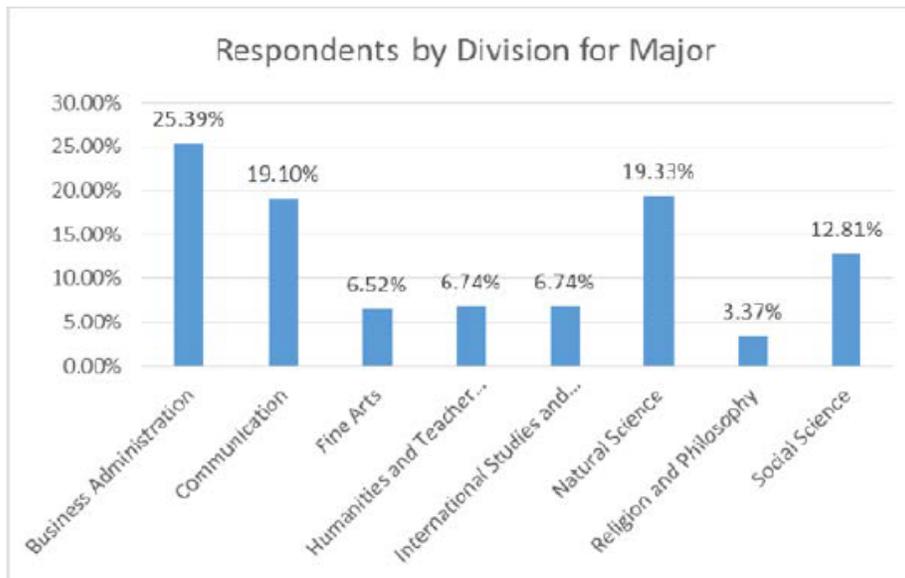
Both graduate and undergraduate students reported high levels of confidence in their research skills. Interestingly, but not surprisingly, first year undergraduate students expressed confidence levels on par with, and occasionally higher than, fourth year students. This is consistent with library literature that, using the lens of competency theory, finds students who lack competency in an area are often unaware of their own incompetence and overestimate their abilities. Fourth year students, on the other hand, have typically done enough academic research to better contextualize and evaluate their skills.

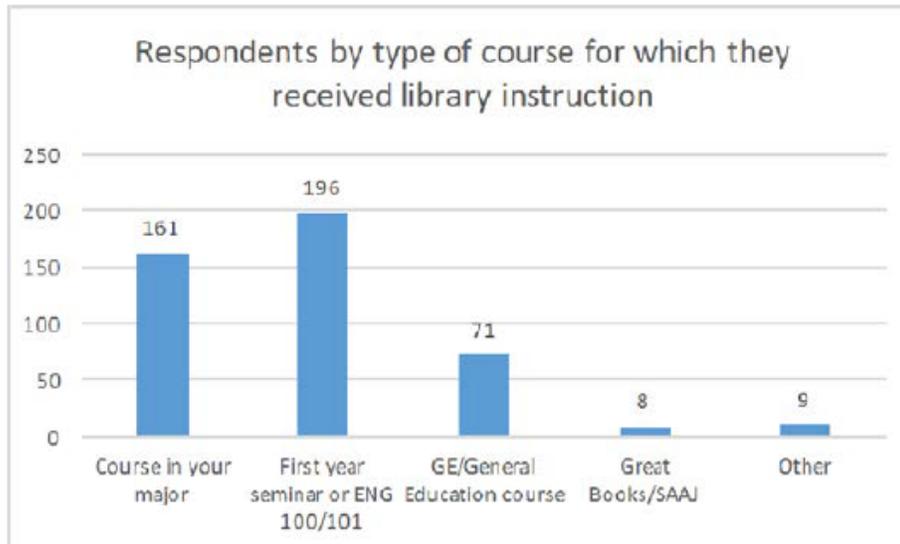
Despite this potential for overestimating their skills, we can focus our instruction and/or online resources on skills (such as modifying their search strategies, determining authoritativeness,

creating a bibliography) that represent students' own stated relative areas of weakness, and triangulate that with what we have learned in assessing our Information Literacy SLOs.

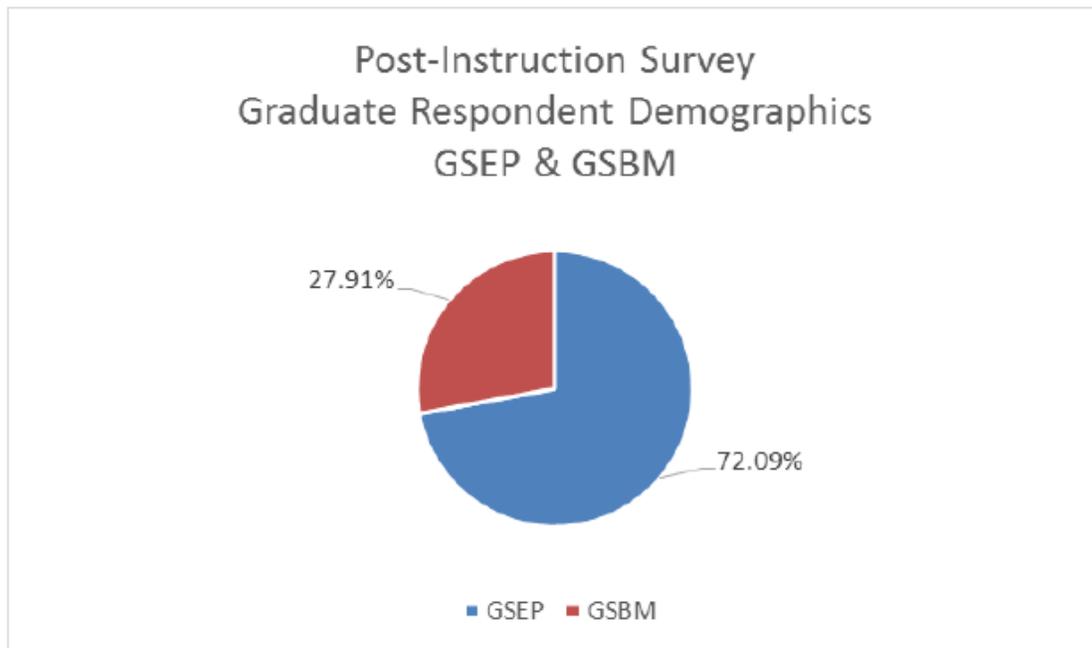
DEMOGRAPHIC INFORMATION

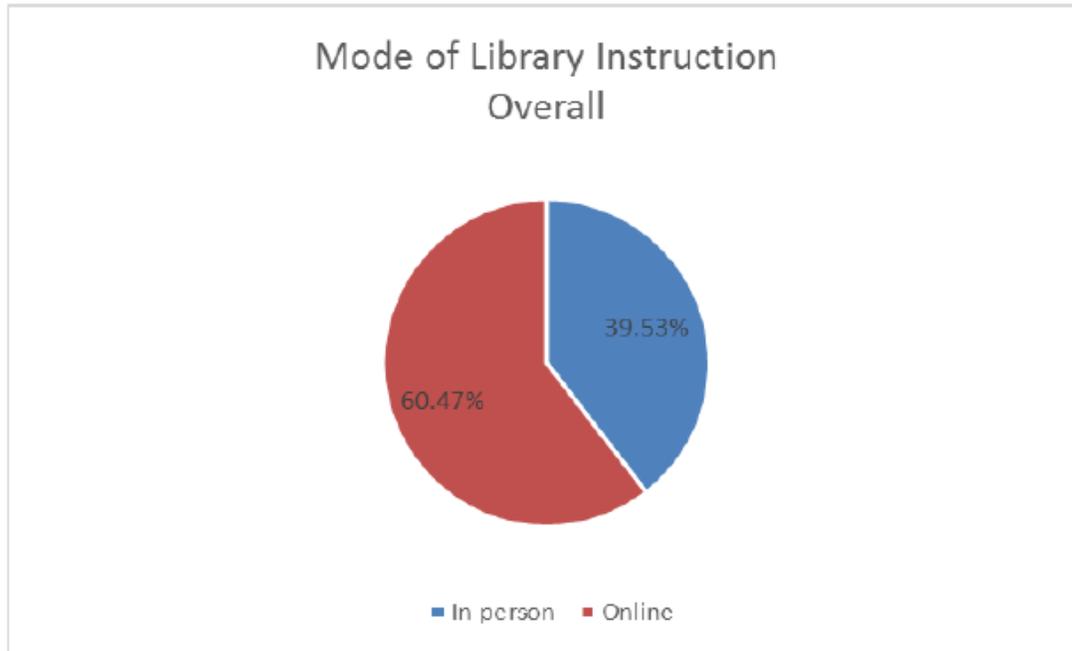
At the undergraduate level, our survey responses were relatively representative in terms of Division for major (when compared to OIE data regarding enrollment). Other demographic data is broken down as follows:



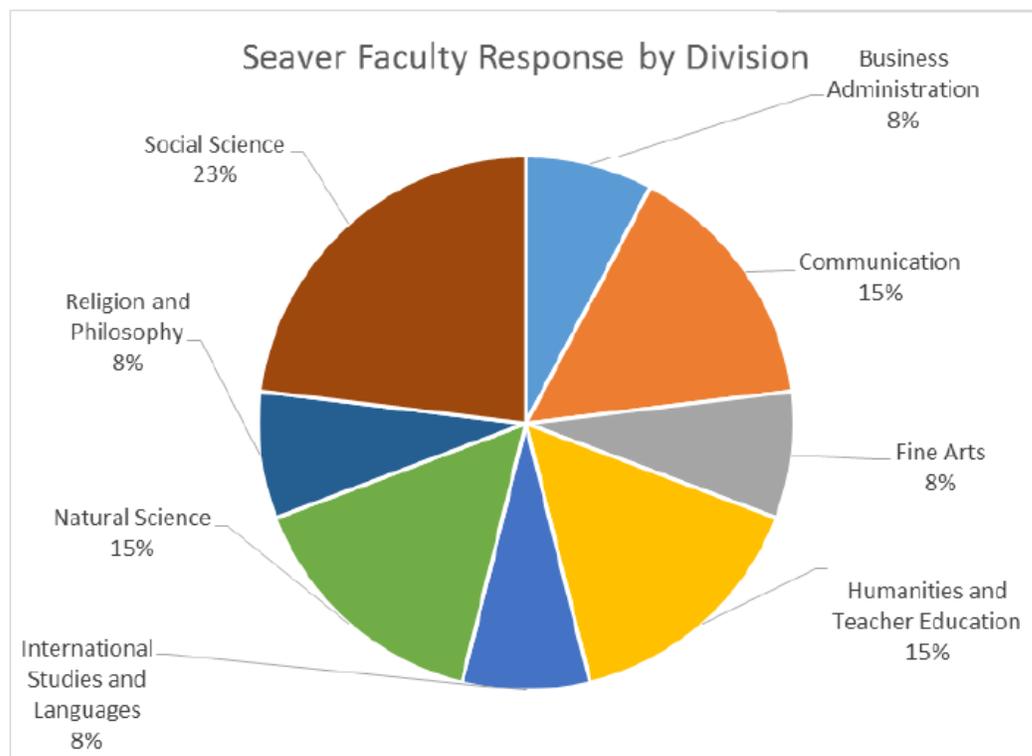


At the graduate level, respondents are broken down by school as follows:

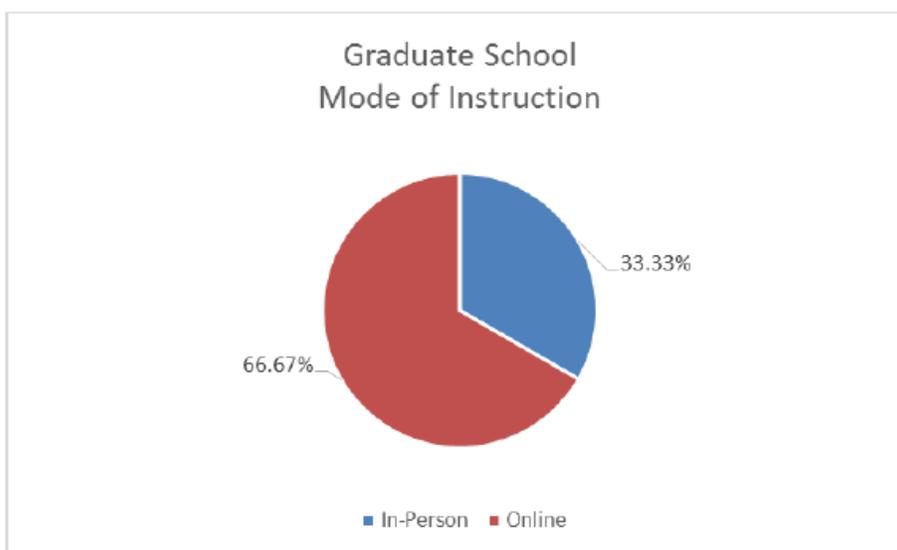
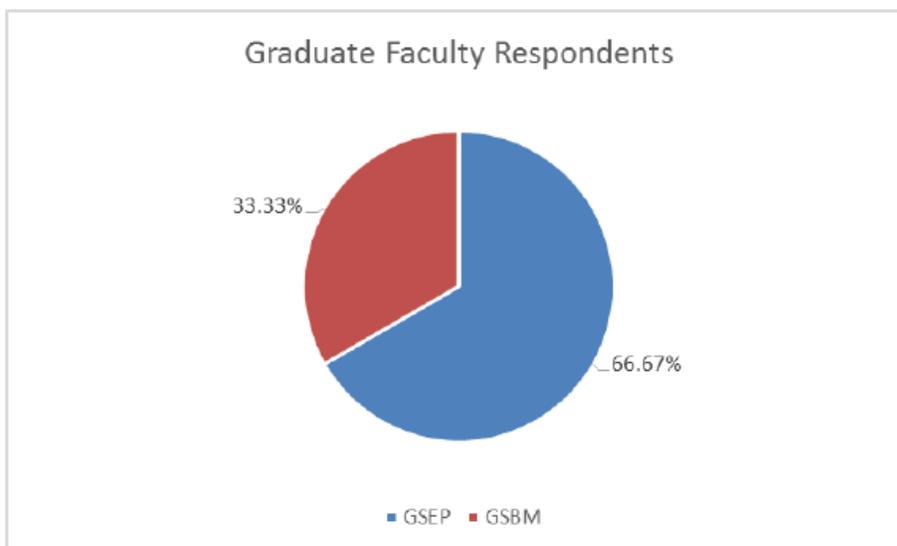




Undergraduate faculty (n = 13) respondents are broken down as follows:



Graduate faculty respondents (n = 3) are broken down as follows:



WHAT DID STUDENTS KNOW

Question: Of the material presented in the library instruction session, I knew...

	All of It	Most of It	Some of It	Little of It	None of It
Undergraduate	4%	29%	43%	20%	4%
Graduate	4%	28%	47%	12%	9%

It is valuable to see that 67% of undergraduate and 68% of graduate students reported knowing only some, little, or none of the material presented in the library instruction session and very few (4%) reported knowing all of the material covered. Because the library instruction sessions are at faculty request, we have limited knowledge when preparing for the instruction sessions about who

our students are and what research skills/knowledge they bring. Based on this data, we appear to be doing a good job of anticipating what the information literacy skill levels of our students are when planning our instruction sessions.

Question: Did you become aware of potential information sources or search strategies with which you were not previously familiar?

	Yes	No	Don't Know
Undergraduate	89%	8%	3%
Graduate	89%	9%	2%

This data indicates that a substantial number of students are learning something new during the library instruction sessions.

SATISFACTION/RATING OF LIBRARY INSTRUCTION SESSIONS

To gauge satisfaction with our library instruction sessions, we asked undergraduate and graduate students 3 questions and asked them to rate these dimensions on a scale of Excellent, Good, Neutral, Fair, Poor.

Question 1: The relevance and usefulness of the content of your fall 2017 library instruction session was

Question 2: The opportunities for hands-on practice during your fall 2017 library instruction session was

Question 3: Overall the fall 2017 library instruction session was

To gauge faculty satisfaction with our library instruction sessions, we asked the following questions and used a scale of Excellent, Good, Neutral, Fair, Poor.

Question 1: The relevance and usefulness of the content of your fall 2017 library instruction session was

Question 2: The opportunities for hands-on practice during your fall 2017 library instruction session were

Question 3: The use of examples and illustrations during your fall 2017 library instruction session was

Question 4: Overall the fall 2017 library instruction session was

STUDENT RESPONSES

Student responses are broken down in the following ways:

Undergraduate:

- by the course for which the student received library instruction (course in major, FYS or ENG 101/100 course, general education course) [Although we would have liked to have good data to analyze the dimension, Great Books/SAAJ data was not included. 11 students indicated they received library instruction for a Great Books/SAAJ course, but according to class rosters, only 6 of these students actually did. All of these students came from a single SAAJ class, rather than a cross-section of the SAAJ and Great Books classes]
- by the student's year in school (first, second, third, fourth year)

Graduate:

- by school (GSEP or GSBM)
- by mode of library instruction delivery (in-person vs. online)

Question 1: The relevance and usefulness of the content of your fall 2017 library instruction session was:

	Excellent/Good	Neutral	Fair/Poor
Undergraduate	90%	8%	1%
Course in Major	93%	6%	1%
FYS or ENG 101/100	89%	9%	2%
General Education Course	92%	8%	0%
First year student	89%	9%	2%
Second year student	92%	8%	0%
Third year student	93%	4%	3%
Fourth year student	91%	8%	1%
Graduate	89%	9%	2%
GSEP	87%	10%	3%
GSBM	92%	8%	0%
In-Person	94%	6%	0%
Online	85%	12%	3%

Question 2: The opportunities for hands-on practice during your fall 2017 library instruction session was:

	Excellent/Good	Neutral	Fair/Poor
Undergraduate	82%	12%	6%
Graduate	81%	12%	7%

Overall the fall 2017 library instruction session was:

	Excellent/Good	Neutral	Fair/Poor
Undergraduate	89%	8%	3%
Course in Major	94%	4%	2%
FYS or ENG 101/100	84%	12%	4%
General Education Course	96%	4%	0%
First year student	85%	11%	4%
Second year student	96%	0%	4%
Third year student	91%	7%	2%
Fourth year student	93%	6%	1%
Graduate	89%	9%	2%
GSEP	90%	7%	3%
GSBM	83%	17%	0%
In-Person	94%	6%	0%
Online	85%	12%	3%

Student Comments on Post-Library Instruction Survey

Undergraduate Students

86 of the 445 (19.3%) respondents left comments.

The majority (75.5%) of comments were positive. Positive comments fell in two categories; respondents who left positive comments either provided feedback that was general or specific. Many of the positive comments (32) fell in the category of expressing general satisfaction with the session (e.g. "amazing"; "it was super helpful"; "the lib is gnarly"). 34 of the positive comments left feedback in specific areas. These included an appreciation of hands-on opportunities in the session to apply the skills being taught (1), an appreciation that the session led to an awareness of resources that were previously unknown to students (2). Students also expressed the impact of the session ("it prepared me for many of my future classes"; it "helped me research for my psych paper and I got an A because of it"). Nine of the specific comments called out four specific librarians ("Marc Vinyard has really done a wonderful job in explaining the different business databases for Policy and how they relate to our specific class."; "It was great when I learned in the presentation in my class but even more so when I saw Sally Bryant in person with my specific topic"; "Jeremy was incredibly helpful and engaging!," "Mary Ann Naumann is amazing! Helped me so much!"). Responses also focused on the value of the library such as "I'm glad I was able to be a part of this", "The resource databases are fantastic tools for my papers and research", and "I liked that my seminar teacher took the time to take our class to the library."

A few students left responses that combined positive feedback with suggestions for ways instruction sessions could be improved. Students' suggestions ranged from scheduling of the visit ("I think that most of them should try to have a tour within the first 2-3 weeks of classes starting because by the time I had had the tour I knew most of it ") to pacing, and length of the session's content.

6 respondents provided neutral comments, and 1 respondent provided negative feedback. Neutral comments provided both positive and negative feedback, such as "it was useful just really hard to pay attention", or "Very informative, but a ton of information". One student left an overall negative comment, stating "Not very informative".

Overall, an analysis of these results reveals that the vast majority of students who provided feedback left positive comments, revealing an appreciation for the knowledge they gained during the session and the impact librarians and a library visit had on their student success.

Graduate Students

11 of the 43 (25.6%) respondents left comments

The majority (54.5%; n=6) of the comments were positive. Positive comments fell in two categories: praise for the librarian or compliments about the library instruction session. A number of the positive comments (2) fell in the category of expressing general satisfaction with the session (e.g. "amazing training"; "very well organized, well-timed, and useful"). The majority of the positive comments (4) pertained to the librarian providing instruction (e.g., "she was great and so willing to help," very helpful staff and always willing to assist," "She was so thorough that I'm sure she helped a lot of students. She also answered all questions and shared her screen to show us step-by-step. She also provided examples.")

Four (36.4%) respondents provided neutral comments (e.g., "having vedioes (sic) about how to search information through our library can be helpful,") and 1 respondent provided negative feedback (e.g., I thought that the Instruction was extremely repetitive. I am not sure if the staff knew that we all had in fact graduated college, as the information they gave was extremely basic.

I also believe that the staff fail to grasp that growing up in the 21st century, that college students know how to use databases and google scholar, perhaps better than the staff themselves, as we have had it ingratiated (sic) into our minds from an early age”).

Overall, an analysis of these results reveals that the majority of students who provided feedback left positive comments, revealing an appreciation for the knowledge they gained during the session and the impact librarians and a library visit had on their student success.

FACULTY RESPONSES

Seaver Faculty (n=12) [One faculty member did not attend the instruction session and chose the option on these satisfaction questions that s/he did not attend and does not feel s/he could evaluate these]

	Excellent /Good	Neutral	Fair/Poor
Q1: The relevance and usefulness of the content of your fall 2017 library instruction session was	92%	8%	0%
Q2: The opportunities for hands-on practice during your fall 2017 library instruction session were	75%	25%	0%
Q3: The use of examples and illustrations during your fall 2017 library instruction session was	91%	8%	0%
Q4: Overall the fall 2017 library instruction session was	92%	8%	0%

GSBM/GSEP Faculty (n=3)

	Excellent /Good	Neutral	Fair/Poor	I did not attend and cannot evaluate
Q1: The relevance and usefulness of the content of your fall 2017 library instruction session was	100%	0%	0%	0%
Q2: The opportunities for hands-on practice during your fall 2017 library instruction session were	100%	0%	0%	0%
Q3: The use of examples and illustrations during your fall 2017 library instruction session was	100%	0%	0%	0%
Q4: Overall the fall 2017 library instruction session was	100%	0%	0%	0%

Faculty Comments on Post-Library Instruction Survey

Because the sample size is small for both groups, comments have been combined and edited to better ensure anonymity.

"This is such a valuable resource ... and it is wonderful that this session could be skillfully conducted online and in a way that engaged students."

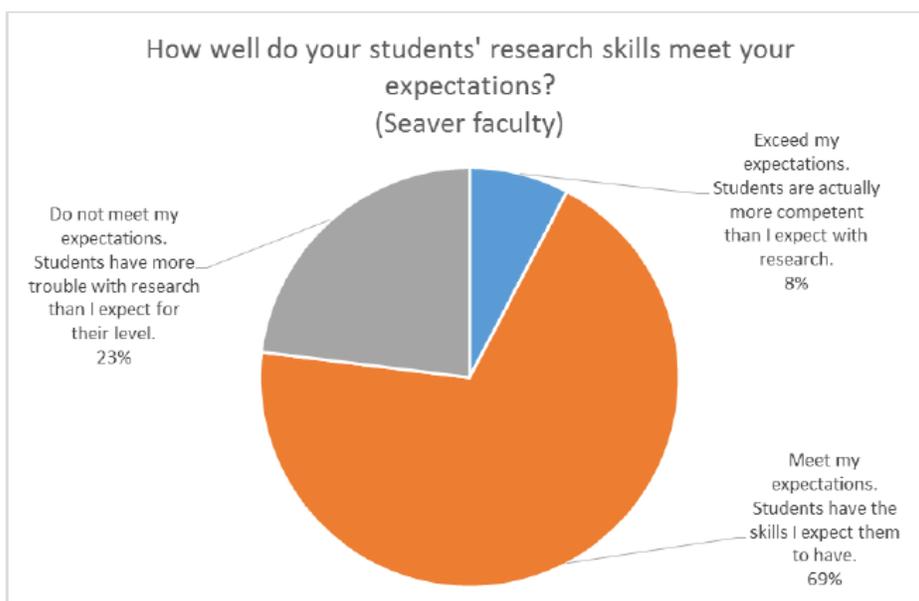
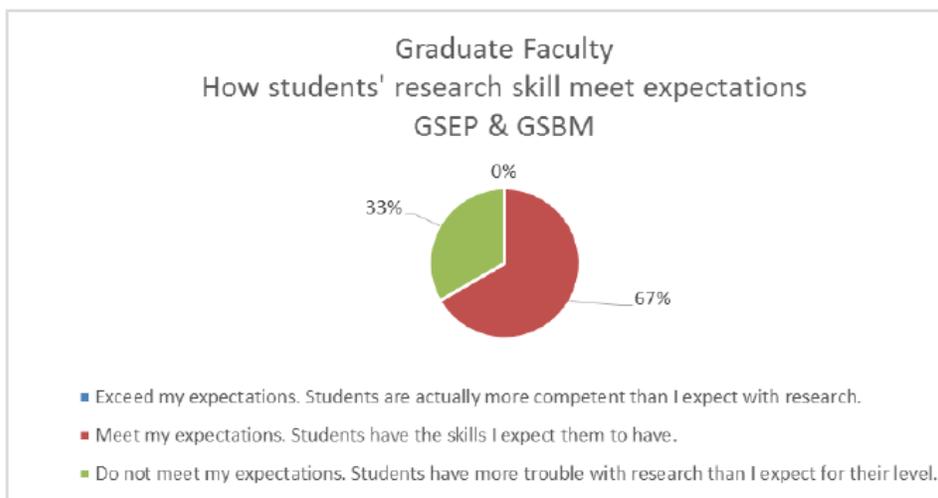
"They are invaluable! For many of my students, research papers were done very well. There are always those students who do not utilize the information!"

"Some students definitely remarked to me that they had no idea about all the ways they could search for digital holdings at the library. That surprised me but helped me realize that the session was really useful."

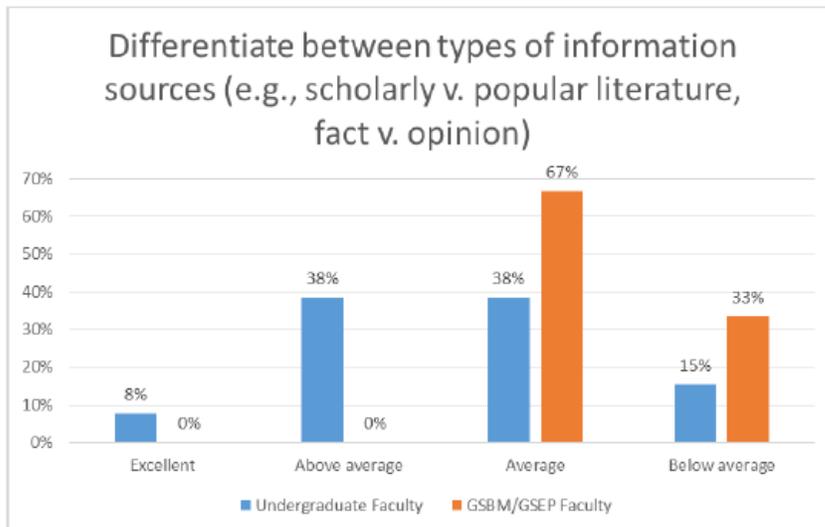
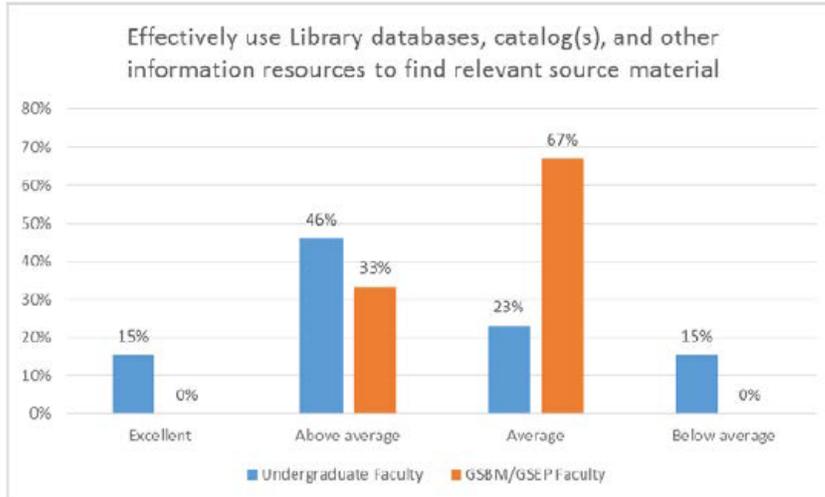
"Our librarian ... was professional, engaging, and accessible to my students."

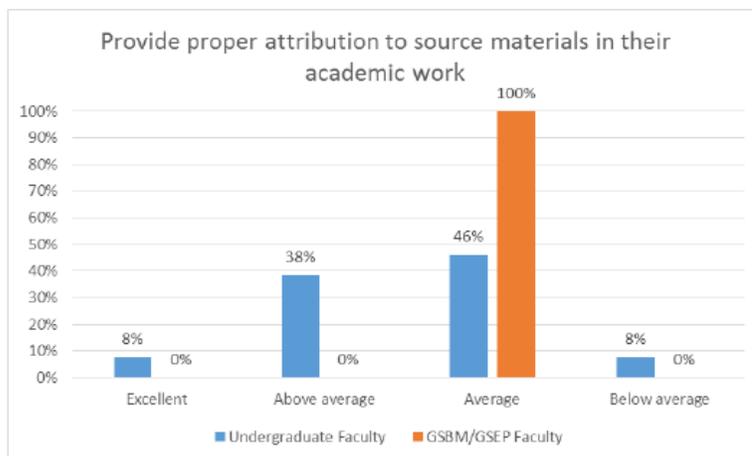
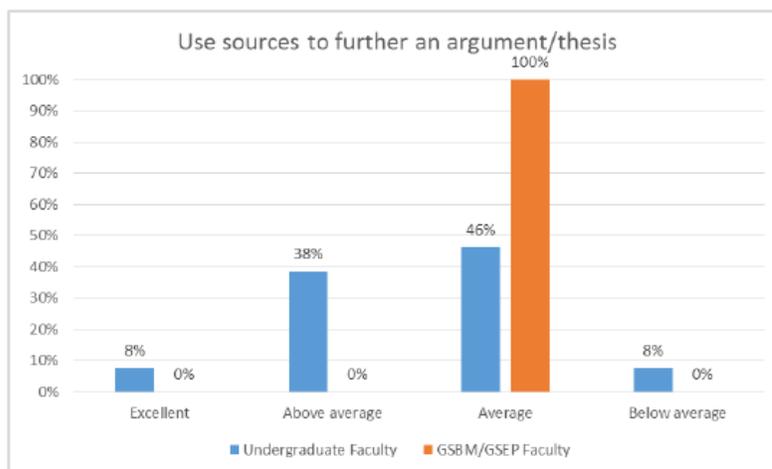
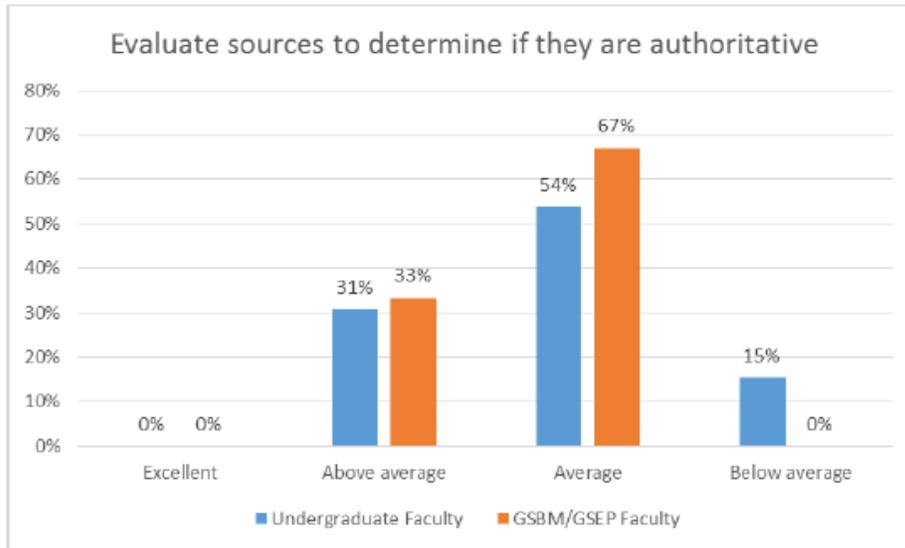
"Topics covered were appropriate and helpful. Liked the worksheet the librarian used for the class b/c it gave students something to fill in and take with them with their sources. I even used it as a class grade."

HOW DO STUDENTS' RESEARCH SKILLS MATCH FACULTY EXPECTATIONS?



RELATIVE TO EXPECTATIONS, HOW DO FACULTY RATE THEIR STUDENTS' RESEARCH SKILLS?





IMPACT OF LIBRARY INSTRUCTION SESSION

This was discussed in the previous section “Analysis of Evidence: Student Success.”

STUDENT INFORMATION LITERACY SELF-EFFICACY BELIEFS AND FACULTY RATING OF STUDENT SKILLS

Student Beliefs

Question 1: I feel confident and competent to identify a variety of potential sources of information

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	90%	9%	1%
Course in Major	92%	7%	1%
FYS or ENG 101/100	87%	12%	1%
General Education Course	94%	4%	2%
First year student	88%	12%	0%
Second year student	88%	12%	0%
Third year student	96%	4%	0%
Fourth year student	90%	8%	2%
Graduate	86%	14%	0%
GSEP	87%	13%	0%
GSBM	83%	17%	0%
In-Person	100%	0%	0%
Online	77%	33%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 2: I feel confident and competent to: Limit search strategies by using keywords and Boolean logic (e.g., using AND, OR, NOT; truncation marks like *)

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	81%	15%	3%
Course in Major	81%	17%	2%
FYS or ENG 101/100	81%	14%	3%
General Education Course	85%	11%	3%
First year student	80%	15%	3%
Second year student	88%	4%	4%
Third year student	85%	15%	0%
Fourth year student	79%	17%	4%
Graduate	81%	16%	2%
GSEP	87%	10%	3%
GSBM	67%	33%	0%
In-Person	82%	18%	0%
Online	81%	15%	4%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 3: I feel confident and competent to select information most appropriate to the information need.

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	88%	11%	1%
Course in Major	88%	11%	0%
FYS or ENG 101/100	87%	11%	1%
General Education Course	90%	9%	1%
First year student	88%	10%	1%
Second year student	85%	12%	4%
Third year student	87%	13%	0%
Fourth year student	90%	9%	0%
Graduate	95%	5%	0%
GSEP	100%	0%	0%
GSBM	83%	17%	0%
In-Person	100%	0%	0%
Online	94%	6%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 4: I feel confident and competent to determine the authoritativeness, ~~currentness~~ and reliability of the information sources

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	86%	13%	1%
Course in Major	86%	13%	0%
FYS or ENG 101/100	82%	16%	2%
General Education Course	94%	4%	2%
First year student	84%	15%	2%
Second year student	92%	4%	4%
Third year student	87%	13%	0%
Fourth year student	88%	10%	1%
Graduate	95%	5%	0%
GSEP	94%	6%	0%
GSBM	100%	0%	0%
In-Person	100%	0%	0%
Online	92%	8%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 5: I feel confident and competent to prepare a bibliography

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	83%	15%	1%
Course in Major	86%	13%	0%
FYS or ENG 101/100	81%	17%	2%
General Education Course	83%	16%	1%
First year student	81%	17%	2%
Second year student	85%	11%	4%
Third year student	87%	13%	0%
Fourth year student	84%	14%	1%
Graduate	91%	9%	0%
GSEP	90%	10%	0%
GSBM	92%	8%	0%
In-Person	76%	24%	0%
Online	73%	27%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 6: I feel confident and competent to use electronic information sources

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	94%	5%	0%
Course in Major	94%	5%	0%
FYS or ENG 101/100	93%	6%	1%
General Education Course	94%	4%	2%
First year student	93%	6%	1%
Second year student	96%	0%	4%
Third year student	96%	4%	0%
Fourth year student	93%	6%	0%
Graduate	95%	5%	0%
GSEP	97%	3%	0%
GSBM	92%	8%	0%
In-Person	100%	0%	0%
Online	92%	8%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

Question 7: I feel confident and competent to decide where and how to find the information I need

	Almost Always - Usually/Often True	Occasionally – Sometimes True	Usually/often – Almost Never True
Undergraduate	90%	8%	2%
Course in Major	92%	7%	0%
FYS or ENG 101/100	88%	10%	2%
General Education Course	92%	7%	1%
First year student	88%	10%	2%
Second year student	96%	0%	4%
Third year student	89%	11%	0%
Fourth year student	92%	6%	1%
Graduate	93%	7%	0%
GSEP	97%	3%	0%
GSBM	83%	17%	0%
In-Person	65%	35%	0%
Online	88%	12%	0%

Values may not add up to 100% because students were given the option of responding "I'm not sure what that means"

SCHOLARLY RESOURCES

In addition to mapping and benchmarking electronic resources by subject area, as detailed above, the Libraries have mapped electronic resources and databases to academic divisions and degrees to measure how database expenditures and acquisitions align with 2016 student enrollment figures (See APPENDIX E: Database Mapping by Degree and Program). The process of quantitatively depicting the full nuances of these resources is a complex and challenging one, but this mapping effort provides one way of indicating the extent of library support for University programs. Content within the Libraries' electronic resources ranges from those supporting interdisciplinary scholarly areas to those that have a discipline-specific focus. Information formats vary as well. A single electronic resource may include journal articles, data sets, e-books, indexes, or streaming videos. Finally, scope varies widely; a single interdisciplinary database such as Academic Search Complete contains over 6,600 full text journals, while another electronic resource, such as Ovid Journals, may only consist of a few full text titles. The Service Usage & Evaluation section of this report confirmed that the Libraries' database profile aligns with peers; this analysis will show how databases align with the University's programs.

24% of undergraduates major in Business. In terms of library support, the Libraries subscribe to 14 electronic resources that support the Business program, which accounts for 12% of the number of the Libraries' Databases and 18% of the Libraries' database budget. These numbers show that the Libraries' support meets demand. These resources also support the programs at the Graziadio School of Business and Management. In terms of expenditures of databases by academic division, the Libraries spend the highest percentage of their database expenditures on Business resources.

Resources mapped to Communication (6% of databases, 4% of spend), Fine Arts (7% of databases, 3% of spend), and Humanities (19% of databases, 6% of spend) align to program needs, as well. The database count for Natural Science, which accounts for 16% of undergraduate majors but 6 databases and 7% of expenditures, may initially appear misaligned

to meet student and faculty needs. However, many of the resources supporting Natural Science programs are found in the Libraries' interdisciplinary journal packages. When the Libraries' database Academic Search Complete and journal packages ScienceDirect and SpringerLink are taken into consideration, 19.9% of the Libraries' databases support the Natural Sciences programs.

Although 8 databases support the Religion and Philosophy Division, these resources represent 1% of the total database expenditures, which matches the major's enrollment figures. Economics accounts for 4% of the student population, but many of the business databases support this academic program as well.

Political Science accounts for 3% of databases specific to this discipline, but it is also a journal driven field and is supported by interdisciplinary databases such as Oxford Journals Online, Academic Search Complete, and the Taylor and Francis Social Sciences and Humanities journal package, combining for 13.5% of total database spend.

Psychology accounts for 8% of the undergraduate population and 4% of the Libraries databases are specialized in Psychology. These resources support programs at the graduate level as well. Additionally, there are interdisciplinary journal packages that support the undergraduate and graduate Psychology programs, including Academic Search Complete, ProQuest Dissertations & Theses, SAGE Premier journal package, Scopus, and the

Taylor and Francis Social Sciences and Humanities journal package, all of which account for 26% of the total database spend.

The Libraries support the graduate programs in Education primarily with specialized journal packages, including SAGE Premier journal package, Taylor and Francis Social Sciences and Humanities, and five specialized databases. Doctoral programs require a more intensive, specialized breadth of library resources. Recognizing this, the Libraries sought to bolster their support for GSEP programs by submitting a budget request to support the GSEP PhD in Global Leadership program, which has not yet been funded.

E) STAFF AND FACULTY

What are the qualifications and achievements of the staff/faculty in the program/department in relation to the program/department purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program/department?

Evidence in this category should include:

- a. Degrees held by staff/faculty**
- b. List of staff/faculty specialties within discipline (and how those specialties align with the program/department curriculum)**
- c. Record of scholarship for each staff/faculty member, including publications and professional presentations**
- d. Staff/faculty participation in development opportunities related to service delivery, learning, and/or assessment**
- e. External funding awarded to staff/faculty**
- f. Distribution of staff across positions and years at Pepperdine**
- g. Diversity of staff/faculty**

All Pepperdine librarians have earned Master's degrees in Library Science from institutions accredited by the American Library Association. This is considered the appropriate terminal degree for academic librarianship. A number of librarians also possess additional degrees that align with their liaison & teaching subject areas. Please see (APPENDIX F for Librarian Handbook and APPENDIX G for Librarian CVs).

Please see this Organizational Chart below. It provides context for the work being done by librarians and library staff. This chart is designed to highlight the ways in which Pepperdine Librarians support student learning and success.

Pepperdine Libraries employ 16 full-time librarians. A 2017 survey of Pepperdine librarians, which received a response rate of 75%, revealed that librarians are 75% female and 25% male. In terms of ethnicity, the survey revealed that 91.7% of librarians are Caucasian and 8.3% are Asian. The list of librarians and their specific rank are as follows.

LIBRARY FACULTY WHO TEACH AND/OR ANSWER REFERENCE QUESTIONS (Link to Librarian Curriculum Vitae)

Cory Aitchison

BA, Anthropology, University of California, Los Angeles (UCLA)

MLIS, UCLA

Rank: Assistant Librarian

Liaison Area: Government Documents

First year of full-time Librarian service at Pepperdine: 2015

Maria Brahme

BA, Graphic Design, UCLA

MLS, UCLA, Beta Phi Mu Honor Society

Ed.D. (specializing in Educational Technology), Pepperdine University

Rank: Librarian

Liaison Area: Education and Psychology (GSEP)

First year of full-time Librarian service at Pepperdine: 1993

Sally Bryant

BA, Asian History, Bates College

MLIS, San Jose State University

MA, International Relations (Specializing in China and Japan), American University

Rank: Associate Librarian

Liaison Area: Screenwriting; Film Studies; International Studies and Languages

First year of full-time Librarian service at Pepperdine: 2003

Jaimie Beth Colvin

BA, History/Art History, UCLA

MLIS, UCLA

Rank: Senior Assistant Librarian

Liaison Area: Theatre; Women's Studies; Sociology

First year of full-time Librarian service at Pepperdine: 2013

Kelsey Knox

BA, American Studies, University of California, Santa Cruz, cum laude

MLIS, UCLA

Rank: Assistant Librarian

First year of full-time Librarian service at Pepperdine: 2015

Colleen Mullally

BA, English, Boston College

MLIS, Simmons College

Rank: Associate Librarian

Liaison Area: Business; Public Policy (GSBM)

First year of full-time Librarian service at Pepperdine: 2014

Mary Ann Naumann

BA, Political Science, Arizona State University, summa cum laude, Phi Beta Kappa

JD, UCLA School of Law

MLIS, UCLA

Rank: Associate Librarian

Liaison Area: Natural Science

First year of full-time Librarian service at Pepperdine: 2010

Melissa Nykanen

BA , English, Trinity International University, summa cum laude

MSLIS, University of Illinois at Urbana-Champaign

Rank: Associate University Librarian

First year of full-time Librarian service at Pepperdine: 2009

Elizabeth Parang

BS, Secondary Education, Western Montana College

MLS, University of Washington

Rank: Librarian

Liaison Area: Art; Music; Education (Seaver); Literature; American Studies; African-American Studies; Psychology (Seaver); Creative Writing

First year of full-time Librarian service at Pepperdine: 1995

Melinda Raine

BA, English, University of Iowa

MLS, University of Iowa

Rank: Associate University Librarian

Liaison Area: Communication; Political Science

First year of full-time Librarian service at Pepperdine: 1994

Marc Vinyard

BA International Studies, University of Washington, magna cum laude

MLS, University of Washington, Beta Phi Mu honor society

Rank: Associate Librarian

Liaison Area: Business; Marketing; History; Economics

First year of full-time Librarian service at Pepperdine: 1998

Jeremy Whitt

BA, History, UCLA, cum laude, Phi Beta Kappa

MLIS, UCLA

Rank: Senior Assistant Librarian

Liaison Area: Religion; Philosophy

First year of full-time Librarian service at Pepperdine: 2014

OTHER LIBRARY FACULTY

Josias Bartram

BA, Fine Arts, Alfred University, magna cum laude

MSLIS, Syracuse University

Rank: Senior Assistant Librarian

First year of full-time Librarian service at Pepperdine: 2016

Lynne Jacobsen

BS, Physical Education, University of Illinois at Urbana-Champaign, cum laude

MA, Library and Information Studies, Northern Illinois University

Rank: Associate University Librarian

First year of full-time Librarian service at Pepperdine: 2007

Mark Roosa

BA, Musicology/Performance, University of Minnesota

MLIS, University of California, Berkeley

Certificate in Preservation Administration, Columbia University

PhD, Information Studies, UCLA

Rank: Dean of Libraries

First year of full-time Librarian service at Pepperdine: 2004

Gan (Grace) Ye

MLIS, McGill University

MS, East Asia Electronic Publishing, Nanjing University

Diploma of Electronics and Computer Science, Nanjing University

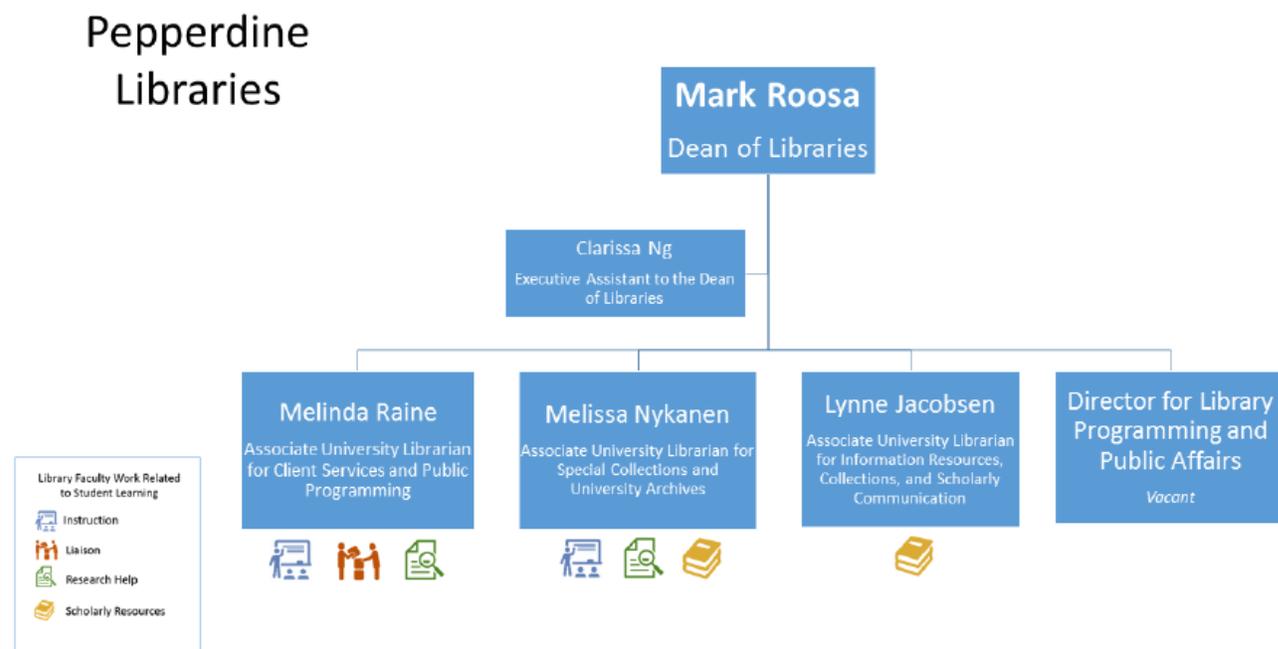
Rank: Associate Librarian

Liaison Area: Computer Science

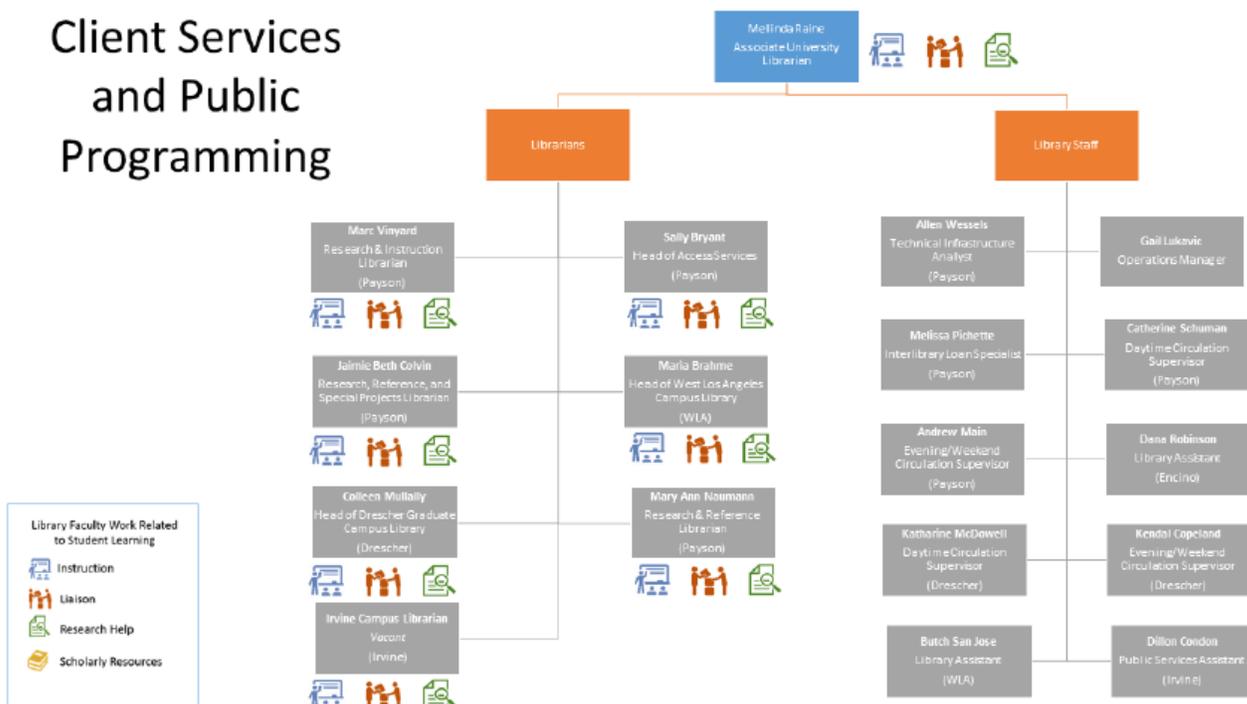
First year of full-time Librarian service at Pepperdine: 2007

ORGANIZATIONAL CHART

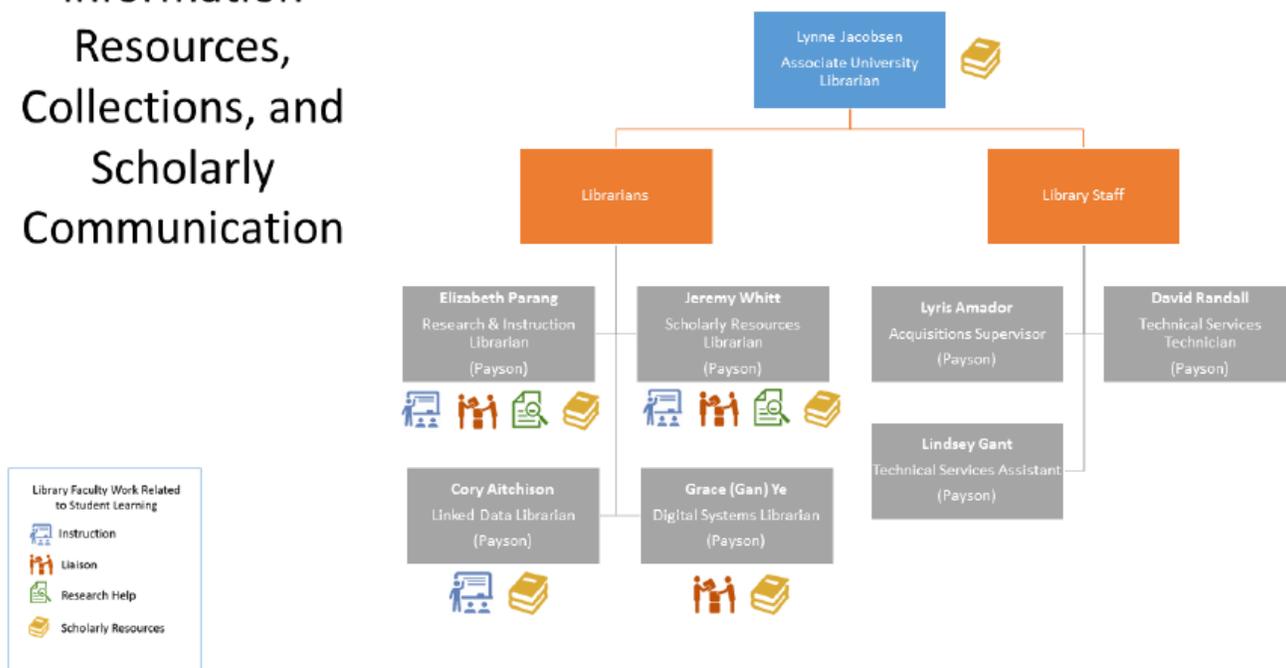
These charts provide context for the work being done by the faculty and staff of Pepperdine Libraries. While all librarians and staff contribute significantly to the work of serving library users, these charts are specifically designed (for the purpose of this Program Review) to highlight the areas in which library faculty support student learning and success. View Online: Organizational Chart



Client Services and Public Programming



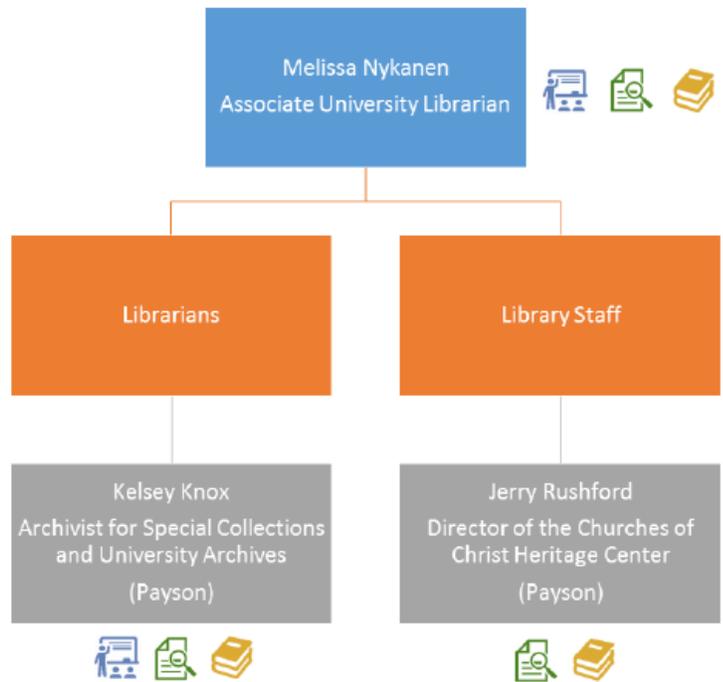
Information Resources, Collections, and Scholarly Communication



Special Collections and University Archives

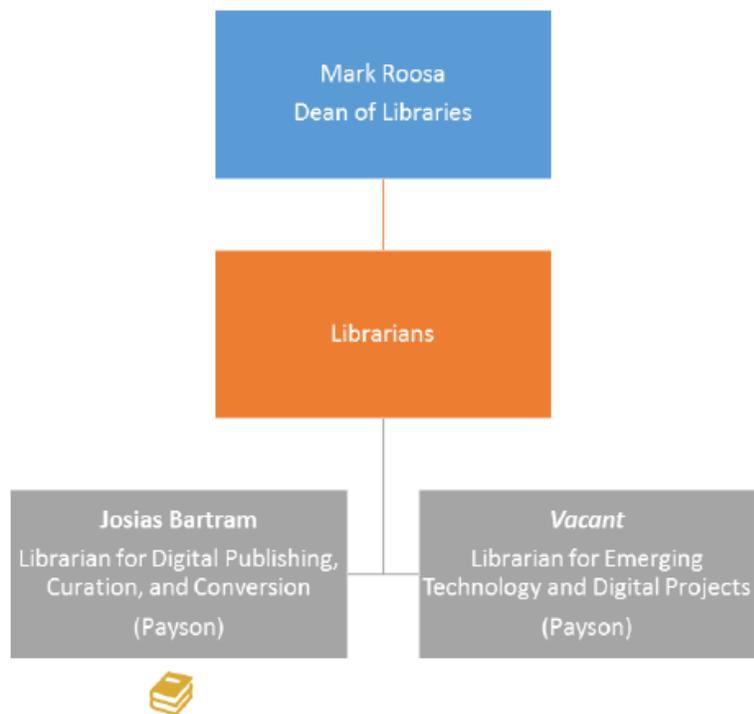
Library Faculty Work Related to Student Learning

-  Instruction
-  Liaison
-  Research Help
-  Scholarly Resources



Library Faculty Work Related to Student Learning

-  Instruction
-  Liaison
-  Research Help
-  Scholarly Resources



FACULTY COMMITTEE ASSIGNMENTS

Seaver Diversity Council	Cory R Aitchison
Seaver Faculty Association Executive Committee	Jeremy Whitt
Seaver Faculty Association Academic Affairs Committee	Jeremy Whitt (Chair and SFA Liaison)
Admissions and Scholarship	Marc Vinyard
Academic Integrity Committee	Jaimie Beth Colvin
Teaching, Learning, and Technology	Vacant
General Education Learning Innovators (GELI)	Mary Ann Naumann
Advancement of Student Learning Council (ASLC)	Mary Ann Naumann
International Program Council	Jaimie Beth Colvin
Seaver Academic Council	Melinda Raine; Jeremy Whitt (representing AAC <i>ex officio</i>)
Institutional Review Board, Pepperdine University Graduate and Professional Schools (Non-Scientific Member)	Maria Brahme
Institutional Review Board, Seaver College (Non-Scientific Member)	Elizabeth Parang
University Athletics Committee	Lynne Jacobsen

PROFESSIONAL DEVELOPMENT BY LIBRARIANS

- Librarians attend and present at many different conferences and events that are related to information literacy, student learning, teaching, and/or assessment. Below is a partial selection of activities and development opportunities in which librarians have participated since the last program review within the past five years:
- Completion of ACRL Immersion Teacher Track
- Participation at Library Assessment Conferences
- “Academic Success of Incoming Student Athletes: The Impact of an Embedded Librarian in the First Semester” (conference presentation at 2016 ARL National Conference)
- WASC High Impact Practices Committee service
- “Integrating a New Service into the Learning Environment: The Value of Communication” (conference presentation)
- “Hit Me Baby One More Time: Going Beyond the One-Shot to Encourage Deep Learning for ELL Students in Learning Communities,” at SCIL Works (conference presentation)

- “Choose Your Own Adventure: A Thrilling Journey of Collaborative Collection Assessment” (conference presentation)
- “Drawing Comparisons: Analyzing Art & Architecture Print and E-book Usage” (conference poster presentation)
- “A Longitudinal Analysis of 2003–2013 LibQUAL+ Survey Results” (conference presentation)
- “Finding Value in Course Syllabi: Using NVivo to Assess Use of Library Collections” (conference presentation).
- UCLA Graduate School of Education and Information Studies course (IS 228), “Assessment at Pepperdine University Libraries” (guest lecturers 2017)
- “Revealing What Faculty’s Course Syllabi Tell Us About the Value of the Library: A Textual Data Mining Approach Using Queries and Nodes in Nvivo” (conference presentation)
- “Why Seek Expertise in an Age of DIY? One Library’s Qualitative Approach to Understand When and Why Students Seek Reference Assistance.” (conference presentation)
- “Meeting Researchers Where They Are: A User-Driven Manifesto” (conference talk attended)
- “Digital and Physical Artifacts in the Classroom” (talk attended)
- “Aperio Teaching and Learning Presentation “Better together Sakai and SIPX” (webinar attended)
- Translating the ACRL Framework for Information Literacy into Our Teaching Practices (online course).

EXTERNAL FUNDING AWARDED TO STAFF/FACULTY

Below is a partial list of external funding awarded to librarians within the past five years:

- Dean’s Research Grant (2016)
- SCELC Research Grant (2017)
- “Read Japan” (The Nippon Foundation grant)
- “Let’s Talk about It: Muslim Journeys,” NEH/ALA Grant
- “NEH/ALA Latino Americans: 500 Years of History,” Grant
- Institute for Turkish Studies Library Grant, 2017
- SCELC First-Time Conference Attendance Grant, 2014-2015
- “Developing a Sustainable Preservation Environment for Humanities Collections,” Sustaining Cultural Heritage Collections Implementation, National Endowment for the Humanities, \$300,000 (2016-2019).
- “Pepperdine University Libraries Sustainable Preservation Environment Project,” Sustaining Cultural Heritage Collections Planning Grant, National Endowment for the Humanities, \$32,735 (2013-2014).
- “Preserving the Past, Preparing for the Future: Building Sustainable Archival Collections,” Basic Projects Grant, National Historical Publications and Records Commission, \$110,143 (2011-2013).
- “Manifold Greatness: The Creation and Afterlife of the King James Bible” (2011-2012) Travelling Exhibit, National Endowment for the Humanities, \$2,500 (2011-2012).
- “Special Collections & University Archives Preservation Assessment” (2011-2012) Preservation Assistance, National Endowment for the Humanities Preservation Assistance, \$6,000 (2011-2012).
- “The Genesis Lab: Bringing Ideas to Life,” Pepperdine University, Waves of Innovation III grant (2017).

F) SUSTAINABILITY: EVIDENCE OF PROGRAM VIABILITY

With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning their long-term stability are ensured. In order to demonstrate this, each program/department should address questions about the level of student demand for the program/department and the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.

1. Demand for the Program/Department

What are the trends in numbers of students who are participating in various programs and services offered by the program/department? (Note—this was addressed in an earlier section, but briefly summarize here before addressing the following question.) What is happening within the profession, local community, or society generally that identifies an anticipated need for this program/department in the future? (If appropriate, include market research.)

2. Allocation of Resources

Staff/Faculty – Are there sufficient numbers of staff/faculty to maintain program/department quality? Do program/department staff/faculty have the support they need to do their work?

- a. Number of full-time staff/faculty members; number of FTEs**
- b. Student body: to staff ratio**
- c. Staff/faculty workload (e.g., caseload, patients per day, etc.)**
- d. Staff/faculty review and evaluation processes**
- e. Mentoring processes**
- f. Professional development opportunities and resources (including travel and research funds)**
- g. Sufficient time for research, program/department development**

3. Facilities

- a. Office space**
- b. Programming venues**
- c. Other space considerations**

4. Financial resources

Trends regarding operational budget (revenues and expenditures) over this review period.

INFORMATION LITERACY

Trends in higher education related to information literacy, as well as our own statistics, support the demand and need for our Information Literacy Program. Nationally, students report challenges with conducting research both in-school and as recent graduates in the workforce. Faculty report their students have poor research skills and believe an essential role of the library, after being a buyer of information sources, is supporting undergraduate research. This prioritization is mirrored in that of library directors and employers nationwide. Pepperdine Libraries have experienced increasing demand for information literacy instruction and one-on-one research consultations. Additionally, we see a sustained high usage of the online research guides (InfoGuides) we create. Undergraduate and graduate students give our library instruction sessions high marks in terms of relevance, quality, and impact. Likewise, Pepperdine faculty express high levels of satisfaction with the information literacy instruction we provide their

students. Finally, the usage statistics we are able to benchmark demonstrate we are in-line with our peers.

FACILITIES

OFFICE SPACE

All library locations (Payson, Drescher, West Los Angeles, Encino, and Irvine have sufficient office/workspace for our current number of library faculty and staff.

PROGRAMMING VENUES

The majority of Library programming occurs at Payson Library. The spaces found here (Surfboard Room, Kresge Reading Room, Special Collections & Archives Seminar Room, Digital Learning Lab, the Academic Center for Excellence, and the Genesis Lab) are sufficient for programming needs.

OTHER SPACE CONSIDERATIONS

PAYSON LIBRARY BARBERA INFORMATION GATEWAY (CIRCULATION DESK)

Payson Library has a robust course reserves service. Reserve items are materials that are, generally, intended to be used in-library for a limited window of time (e.g., 2 hours at a time) so as to enable an entire class has access to the item. In a desire to assist students with the high cost of textbooks and other class-related materials, the Library has a collection of physical materials (books and DVDs) for in-library use. Access services staff and Pepperdine faculty help select the items to be place on reserve. Additionally, the SGA partnered with Payson Library to purchase "General Education Reserves" items. In fall 2017, our top 20 books reserve items circulated 1228 times. The value of these items, if bought on Amazon or through the Campus Bookstore, would be approximately \$2,989. This represents a significant financial savings to students.

Librarians at Payson report challenges in the public services area with room for Reserve items and the hold shelf for books coming in for patrons for other Pepperdine libraries and interlibrary loan items. One of the offices near the Circulation desk, originally intended for our then-assessment librarian, has been re-purposed into a room to hold reserves items. Should this office space be needed in the future, there would be insufficient space for these reserves materials.

BOOK STACKS

The Libraries have joined regional and national shared collections programs, the SCELIC Shared Print program and the Western Regional Storage Trust, since conducting their last program review. These initiatives are designed to preserve the scholarly record while simultaneously optimizing space in libraries.

Pepperdine Libraries joined the SCELIC Shared Print program in 2016. The goals of this project are to "create and maintain a distributed, cost-effective shared collection of monographic works". The shared print project ensures circulating copies are retained and made accessible to participating libraries, and allows participant libraries to make local collection evaluation decisions, including deselection, based on others' retention commitments.

Each library has agreed to retain approximately 24.2% of its holdings (67,181 items for Pepperdine) for 15 years. The SCELIC shared print collection includes 1,296,603 total titles allocated for retention, and membership includes libraries from the following institutions: University of Southern California, Claremont Colleges, Loyola Marymount University, University of San Francisco, University of San Diego, Caltech, Pepperdine University, University of Redlands,

Azusa Pacific University, Occidental College, Saint Mary's College, California Lutheran University, Mount Saint Mary's University, and Holy Names University.

The Libraries also participate in the Western Regional Storage Trust (WEST). As of July 2016 the WEST Archives include 504,435 volumes and 20,400 journal titles. Over 100 academic and research institutions are WEST members; half of the members, including Pepperdine, are consortial members through the Orbis Cascade Alliance or the Statewide California Electronic Library Consortium (SCELC).

WEST describes itself as a “distributed retrospective print journal repository program serving research libraries, college and university libraries, and library consortia in the Western Region of the United States. Under the WEST program, participating libraries consolidate and validate print journal backfiles at major library storage facilities and at selected campus locations. The resulting shared print archives ensure access to the scholarly print record and allow member institutions to optimize campus library space. This collaborative regional approach to managing library collections represents an important step, when joined with other initiatives, toward development of a network-level shared print archive.”

As a member, Pepperdine Libraries can borrow any of the archived journals on interlibrary loan. The Libraries have conducted an assessment of locally held bound periodicals titles and volumes that are also held in WEST, with the goal of creating a foundation for future deselection decisions in the event that library space is reclaimed or repurposed. This analysis is a spreadsheet including journal title, ISSN, volumes held in WEST, volumes held in Payson, and whether online access is available for print volumes in Payson. Library liaisons are responsible for determining the usefulness and retention of bound periodicals in their subject. The Libraries maintain a print periodicals collection development policy, which provides guidelines for making these decisions and is publicly available online. Specifically, the Libraries' policy states that bound periodicals may be deaccessioned if the content is deemed out of date and no longer academically useful, the content is made electronically from an authoritative and reliable source, and if the volumes are available in WEST.

At the start of the Payson renovation project in May 2016, all of Payson Library's collections were moved to the Calabasas facility. As of November 2017, 122,824 volumes or 59% of the Main Stacks book collection remains stored off-site. The preceding paragraph in this section referenced the notion of utilizing a WEST retention list for the purposes of repurposing space. Space is a current issue regarding the sustainability of the Libraries' scholarly resources. Decisions are still being made as to the amount of offsite space the Libraries will retain. The Libraries maintain a print periodicals collection development policy, which is publicly available online. Stacks space in Payson Library was reduced considerably following the renovation. If the offsite collection footprint is significantly decreased and books are withdrawn from the collection, the loss of volumes will signify a step back in terms of comparing ourselves with peers' print collections and the Libraries' capacity to fully support the teaching and research activities of students and faculty.

FINANCIAL RESOURCES AND TRENDS

As John McDonald summarized in his 2014 external reviewer's report of the Libraries' Scholarly Resources program, “It is clear that the short term budget management to stay within these constraints is ultimately unsustainable and either an ongoing large or staggered set of budget increases is needed to regain purchasing power for scholarly resources or annual discretionary funds need to be allocated to select and acquire significant resources to fill retrospective gaps in the collection. An annual 2.5% increase in the materials budget has been handled well to date,

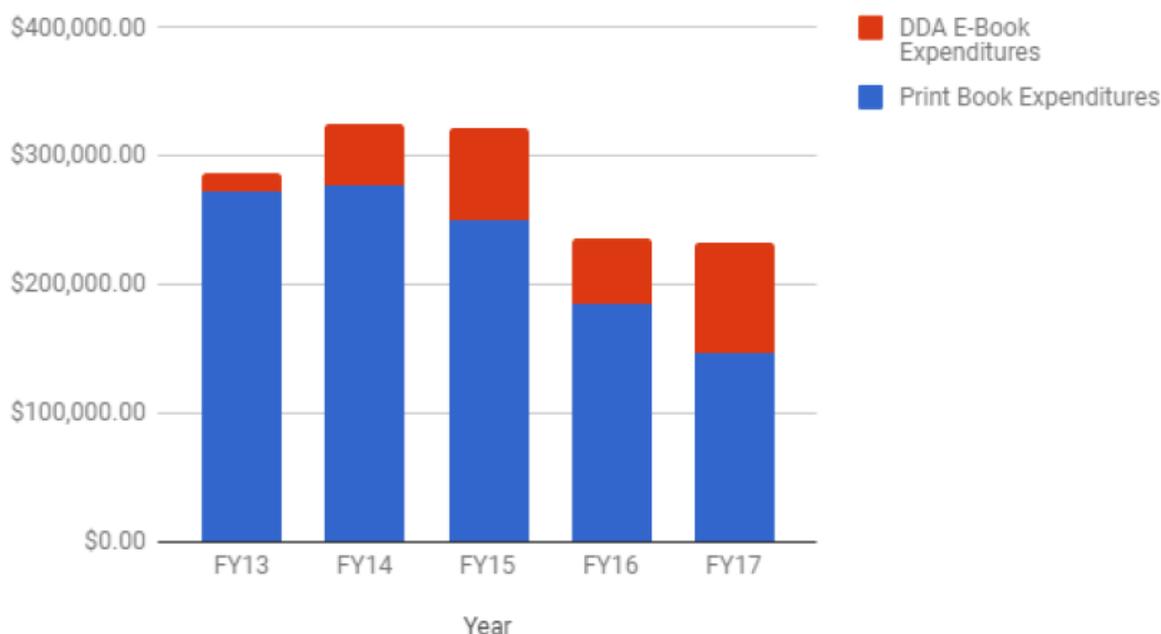
with librarians utilizing a number of methods to stretch dollars and be more efficient in acquisitions, but at some point soon, the annual budget increases need to be more in line with 5-7% which will allow the Library to retain purchasing power for subscriptions and possibly even acquire more scholarly resources on a discretionary basis.”

In consultation with all University faculty, the Libraries reduced their scholarly resources expenditures on databases, journals, and standing orders by over \$174,000 prior to the start of Fiscal Year 2017 due to budget limitations. The Libraries were able to reinstate some of the resources in Fiscal Year 2018 that were deemed essential for research or teaching. However, substantial large cuts of resources such as these not only adversely affect the teaching, learning, and researching capabilities for the University's students and faculty, but they also affect the sustainability of the Libraries' scholarly resources program. Since all electronic resources are reviewed and evaluated annually as part of the Electronic Resource Review Schedule, the Libraries have been discontinuing resources that receive low-use or are deemed no longer relevant on an annual basis for at least the last five years, with the intent of being prudent stewards of University resources. As a result, any sizable future budget cuts will have a significant impact on the University's academic programs and faculty research output since there are no longer any low-use, low-impact resources remaining to eliminate.

Usage levels of these different material types, including books, electronic resources, audio visual materials, are a basis for budgeting for expenditures. As electronic resources have high sustained levels of use, as mentioned in a previous section of this self-study, it is worth looking at the trends in budget expenditures to see if these allocations align with usage trends.

Since 2010 the distribution of the Libraries' materials expenditures has remained constant. The Libraries spend between 16%-18% of their materials budget on books each year, 2-4% on serials such as standing orders, 6-12% on periodicals, and 66-75% on electronic resources, including databases and electronic journals. In reviewing the scholarly resources program in 2014, John McDonald noted that “a reliance on primarily electronic resources since 2010 indicates the forward-thinking nature of the collections program”, and recommended that electronic expenditures reach 75-80% of the budget in the future. Our peer institutions spend a similar percentage of their budgets on ongoing subscriptions, as well. The 2016 ACRL survey indicates that Baylor spent 90.45%, University of San Diego spent 89.65%, Wake Forest spent 85.45%, and Pepperdine spent 79.31% of their respective total materials budgets on ongoing subscriptions. In addition to demonstrating that our profile of expenditures aligns with our national peers, these figures provide evidence that the bulk of academic libraries' materials budgets are devoted to maintaining annual subscriptions.

Book Expenditures, FY13 - F17: E-books (Demand Driven) and Print



Source: WMS Collection Evaluation & EBL DDA Expenditure Report

An examination of book expenditures (print and electronic DDA) over the last five fiscal years reveals several trends. First, print book expenditures have decreased since fiscal year 2013. Fiscal year 2017 represented the minimum for print book expenditures across these five years. Print book expenditures have been decreasing since fiscal year 2013, with the exception of a small increase in fiscal year 2014. Conversely, DDA e-book expenditures have been steadily increasing since the program started in February 2013. In fiscal year 2013, print books accounted for 95% of these expenditures, with DDA e-books accounting for 5%. In FY17, DDA e-books accounted for 37.14% of these expenditures. Accordingly, expenditures on print books have decreased from 94.95% in fiscal year 2013 to 62.7% in fiscal year 2017.

Since most expenditure transactions for the DDA program occur when books are used, it is worth examining the DDA program's expenditures to see how use aligns with cost. An analysis shows that use aligns closely with cost, as expected. Seaver College accounted for 47.51% of use and 50.57% of expenditures; GSEP 35.96% of use and 35.74% of expenditures; GSBM 10.62% of use and 8.71% of expenditures.

Finally, a holistic analysis of these expenditures reveals that total book expenditures (print and DDA e-books) have decreased since FY13. The Libraries purchase fewer books in order to cover the increasing costs of electronic resources. This is a point confirmed by Shu et al. in a forthcoming study in *College & Research Libraries*; the authors examined expenditures of 34 ARL libraries from 1986 to 2011 and noted, "On the whole, the ratio of serials expenditures to the total library materials expenditures increased from 53% in 1986 to 73% in 2011 on average with a corollary decrease in expenditures on other types of materials, such as monographs".

The Libraries' stewardship of financial resources and response to managing these budgetary challenges has been commendable, as confirmed by external reviewer John McDonald. For instance, regarding the sustainability of the DDA e-book program, the Libraries have undertaken a careful cost benefit analysis of the various short term loan options available in order to ensure that the program is running as cost effectively as possible. In 2015 the Libraries analyzed all short term loan costs of the DDA program in order to determine whether the Libraries should autopurchase an e-book after 3 or 4 uses, and whether the loan period should be set to 1 or 7 days. In 1997 Mary Jackson found that the average ILL cost to borrow an item was \$18.35 per unit, which amounts to \$28.08 in 2017 dollars. The average cost of a short term loan (2013-present) is \$8.09, which is still far lower than the cost of an interlibrary loan. In short, the e-book DDA program allows the Libraries to provide access to over 340,000 titles at a fraction of the cost of interlibrary loan, all while building their e-book collections by purchasing titles.

Although the Libraries have sought to meet the electronic resources needs of students and faculty by spending less on other materials such as books and serials, this approach is ultimately unsustainable in the long run without receiving annual increases in the materials budget. As the Libraries are primarily focused on maintaining their existing array of scholarly resources from year to year, the Libraries are unable to add major resources that support a program or faculty research without receiving additional funding. This also means the Libraries have extremely limited discretionary funds, which if made available might be allocated to purchasing electronic resources in pursuit of deliberately building owned collections over time and reducing reliance on annual subscriptions. Currently, adding databases or electronic resources necessitates the Libraries to replace an existing resource of similar cost, usually in the same program area of the resource being added.

As the professional schools continue to add programs, such as the recent PhD in Global Leadership and Change program or the proposed Doctor of Business Administration program, it is vital that the Libraries receive ongoing funding to ensure they can properly support these programs. The Libraries remain active in researching resources to support new programs and submit budget proposals as these programs are proposed in pursuit of doing so. In 2015 the Libraries submitted a budget request of \$40,658.40 to support the new GSEP PhD in Global Leadership program, a request which has been left unfunded. Similarly, the Libraries submitted a budget request of \$54,017.05 in October 2017 to support a proposed DBA program, but this program is still in the proposal phases.

B. EXTERNAL REVIEW

I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see PEPPERDINE UNIVERSITY EXTERNAL REVIEW SHEET

II. CHOOSING REVIEWERS

The size and composition of the review team can vary, depending on the size of the program/department under review. Usually, the team involves one or two people. At the

time a program/department is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program/department undergoing review. It is also helpful for external reviewers to have had experience with program/department administration and with program/department assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's/department's assessment processes and results.

III. MATERIALS FOR THE EXTERNAL REVIEW TEAM

Prior to the scheduled department visit, the information from the program/department self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program/department. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence.

IV. CATEGORIES FOR EVALUATION

- Offerings in terms of relevance, currency, and quality.
- The appropriateness and effectiveness of assessment methodologies and Program Learning Outcomes.
- Whether changes in response to assessment data reflect the best practices of the discipline.
- The program's/department's ability to recruit and retain successful students.
- The program's/department's strengths and growth areas, based on evidence-based analysis and comparisons to peer/aspirational programs.

Please list the external reviewer(s)

Dr. Theresa S. Byrd, Dean of the University Library, University of San Diego

V. EXTERNAL REVIEW TEAM VISIT AND REPORT

The review team visit typically lasts for two days, during which time the review committee members meet with department staff/faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee as soon as possible after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program/department viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program/department receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To

maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's/department's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of programs/departments reviewed in previous years. If the program/department was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

Please attach or paste the external reviewer's report

Attachment

Libraries_ER_Summary_Survey.pdf

Pepperdine_Library_External_Review_Final_2018.pdf

C. QIP - QUALITY IMPROVEMENT PLAN

D. CLOSING THE LOOP: MEMORANDUM OF UNDERSTANDING

E. GLOSSARY OF TERMS

F. REFERENCES