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Department Overview

“There is something almost sacred about a great library because it represents the preservation of the wisdom, the learning, and the pondering of men and women of all the ages, accumulated under one roof.”

Gordon B. Hinckley, *Standing for Something: Ten Neglected Virtues that Will Heal our Hearts and Homes*

The Joseph F. Smith Library serves the BYU-Hawaii community by facilitating access to information, fostering learning through information literacy, and preserving our history and heritage. We provide these services through our personnel, programs & services, and facilities.

Library Personnel
Library personnel include one administrator, 6 faculty (with one having a joint appointment in the History department and one serving as an Associate Vice President), and 7 staff (with 2 staff being part-time, 30-hour/week positions).

Library Programs & Services
Library programs and services include our service desks (circulation and information), copy center, computer lab, scanning stations, textbook reserve program, LibFlix, ENG 101 tutorials, HIST 201 tutorials, Pacific Islands Collection, University Archives, Book-a-Librarian, Chat Reference, and online access to many databases and ebooks.

Library Facilities
Library facilities include our physical collections, group study rooms, individual study carrels, soft seating, study tables, Archives reading room and vault, Pacific Islands Research Room, and Copy Center.

Library Collections
Library collections include over 150,000 physical books, over 11,000 CDs, over 2,000 DVDs, over 90,000 print and online periodical titles, over 150,000 US government documents, access to over 800,000 ebooks, and over 8,000 maps.
Section 1: Student Learning and Assessment

How well do library learning outcomes and service goals represent the scope and depth of support for academic curricula and patron needs? How well do your annual assessment results give you useful information for guiding ongoing program improvements?

The Library’s focus on student learning and patron service make it a unique entity on our campus. We support not a single program or major, but rather all of them are supported and impacted either directly or indirectly by us. Our involvement with the University’s General Education program allows us to instruct our students in information literacy while our collections and resources are aligned to support the wide variety of undergraduate majors and programs we have on campus and online.

Student Learning Outcomes

The outcomes the Library has for information literacy help our students improve their research skills and integrate what they learn into their work:

The information literate student:
1. Determines the nature and extent of the information needed;
2. Accesses needed information effectively and efficiently;
3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
4. Individually or as a member of a group uses information effectively to accomplish a specific purpose;
5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

We have chosen to integrate information literacy into our General Education (GE) program in both the ENG 101 and HIST 201 classes. We have not done a programmatic assessment of the ENG 101 component, but we have done an assessment on the papers produced in HIST 201. When we examined a sample of HIST 201 papers, we found that students do well with standard 1 and they are weakest with standard 5, which is in line with our expectations for that stage of their academic career.

The University has recently recommended changes to the GE program, essentially eliminating HIST 201 as a required class for all students. We have produced a proposal addressing the impact of these changes, and this proposal has been referred to the campus GE committee. While History 201 will not be a requirement in the new GE program, the outcomes of inquiry and analysis are central outcomes
to the program and it is anticipated that information literacy skills will be taught in a new class emphasizing critical thinking skills, Pursue Truth, as well as reinforced in upper-level classes such as World Communities and English 315.

In addition to these areas in GE, our most recent LibQual survey reported on information literacy in general. We received reasonably good results in the information literacy outcomes questions (LibQual 2012, section 4.5 in LibQual and Other Customer Surveys – please note all references to non-published resources in this Self Study are found in the corresponding section of the Appendices ).

Our next steps for this area include working with the GE committee to make sure the new GE curriculum incorporates the information literacy outcomes and examining the work of our graduating students to see where they are not on standard so we can make changes to improve their information literacy skills. Together we anticipate finding another appropriate place to assess the students’ learning and see the impact of the curriculum changes to determine any additional adjustments that may be needed.

**Service Goals**

Service goals for the Library have not been clearly stated, but the emphasis in practice lies in two areas: customer service and engaging facilities. The service emphasis has been measured through surveys such as LibQual and our institution’s own Customer Service Survey. In the most recent LibQual survey, we scored fairly well in the general satisfaction for our students (LibQual 2012, section 4.4 in LibQual and Other Customer Surveys). In the Customer Service Survey last summer, we rated well in overall service quality (63% agree or strongly agree our quality is excellent; the number jumps to 87% when slightly agree is included). Despite this positive feedback, we would be better served by clearly articulating service goals in the context of a teaching library.

Our facilities will be discussed later in this review, but they do play a vital role in how we seek to meet our patron needs. Balancing individual and group study space, comfortable and functional seating, and social and academic space has been one of our areas of focus as evidenced by our assessment outcomes (Improve use of Library space to meet client needs, see below) and stewardship reviews (Library will provide a variety of study environments). It should also be noted that over 86% of the student respondents to LibQual come to the Library on at least a weekly basis, with almost half using it daily (LibQual 2012, section 4.6 in LibQual and Other Customer Surveys), which could be an indication of the comfort level students feel here.
Annual Assessment
Our annual assessment results provide a variety of useful information. We do need to better review and implement the plans we have made and make sure our assessments line up with our outcomes. We also need to be more consistent in our goals and assessments – we have found that the goals and assessments are different in different documents and reports. The Core Concepts document (see Core Concepts for the Library) we worked on should be the basis for our goals, assessments and planning as we seek to move forward.

Assessment Outcomes (2012)
1. Library resources and services are aligned with student learning and library client needs
2. Better align Library resources with client needs and student learning outcomes
3. Improve use of Library space to meet client needs
4. Use strategic planning to better manage resources
5. Continue to improve the Library web page

Assessment Outcomes (2013)
1. Library resources and services are aligned with student learning outcomes and curricular needs
2. Library resources and services are aligned with student, faculty, and University needs.
3. Library space utilization meets student, faculty, and University needs.
4. Use strategic planning to better manage resources.
5. Library online presence meets the needs of patrons.
Section 2: Student Satisfaction

How satisfied are students, faculty, and staff with your library’s curriculum, faculty, program administration, general learning environment, campus facilities and student services? Do their answers meet your expectations?

How satisfied are students with your library:

To answer the following questions about user satisfaction in the Library the following data sets have been compared (from 2008 – 2013 when available):

- BYU-H Graduating Student Survey + open ended comments (2009-2013)

As stated in the previous section, in the Customer Service Survey 2012 report, 87% of our Library users taking the survey at least slightly agreed that “the overall service quality of the Library is excellent”.

According to the Graduate Student Survey question, “Please rate your personal experience with the Library (Reference, Circulation, Archives, Interlibrary Loan)” the Library has received results of “Good” “Very Good” and “Excellent” on average of 88.8% over the past four years.

After analyzing the comments and data from LibQual and the Graduating Student Survey the following areas stand out as needing improvement: 1) adequate quiet study and collaborative study spaces (too much noise); 2) computer and printing issues; and 3) training for student employees. The following areas are mentioned in a positive light: 1) general customer service; 2) librarians; and 3) reserve books and ILL services.

How satisfied are students with your library’s resources:

Library Website

Under the Information Control section in LibQual, two questions surface regarding the Library website. The first is, “Making electronic resources accessible from my home or office” (IC-1), became a concern in 2012 as the ratings dropped from 0.60 in 2008, to 0.51 in 2010, and finally to 0.15 in 2012. This may be in part due to proxy issues and server disruptions during 2012. In 2010, “A library Web site enabling me to locate information on my own” (IC-2) showed a dramatic drop from 0.74 to 0.08, then rose up again to 0.47 in 2012. Primo was installed in January 2010 and problems with the transition might explain the drop in rating. By 2012 people may
have started to adjust to the new interface; however, in the 2012 Customer Service Survey Report, 32% thought that the Library website was difficult to navigate.

As one student said in a comment from LibQual 2010: “It seems that every time I get used to the library’s web page it is changed and the learning curve begins.” And another from 2012, “I think they should show us how to use the library website better so we can be more prepared to engage fully with the library.”

Collections
Also worth noting is the question, “Print and/or electronic journal collections I require for my work” from LibQual had a dramatic drop in 2010. The results show 0.61 in 2008 to 0.02 in 2010, and back up again to 0.58 in 2012. We also see that 87% of graduating students from 2009-2012 reported, on average, that the impact or influence their BYUH experience has had on their ability to access and use a variety of information sources (books, internet, journals, etc.) was “Good”, “Very Good”, or “Excellent.”

The Pacific Islands Collection and University Archives were also highlighted in the comments as valuable collections, as this comment from the 2010 LibQual survey indicates: “The Archives and the Pacific Islands Room make the Library an extremely essential resource.”

Interlibrary Loan & Reserve Books
Interlibrary loan has received only positive comments from our students, such as “Love the interlibrary loan!” (2012 GSS). We have received many more comments such as the following two from the same Graduating Student Survey in 2012, “The library was sufficient enough, especially with interlibrary loan,” and, “I am grateful that we have interlibrary loan system in BYUH it really helped with my academic life.”

A new resource worth mentioning is textbooks on reserve. Comments such as, “the resources are useful especially the reserved books,” are common (LibQual 2012). However, it has also been suggested to make more copies available and extend the hours of checkout to more than 2 hours.

How satisfied are students with your library’s general learning environment / library facilities:

Two of the issues mentioned most frequently in the survey comments that correlate to the general learning environment of the Library are: 1) inadequate collaborative and individual study; and 2) the disruptively high noise level in the Library. The LibQual rating for the question, “Quite space for individual activities (LP-2)” has greatly increased since 2008 (-0.18, 0.05, 0.51). Even with the rising satisfactory results, the comments suggest that this continues to be an issue as concerns about noise in the Library are approximately 10% of all comments each year. A student
comment from the 2012 LibQual survey noted that, “There is no where in the library that is truly quiet for studying which is why I do most my studying somewhere else. I mostly use the library for my printing needs.” Earlier this year in 2013 a graduate commented on the Graduating Student Survey that, “The Library is known to be a noisy place. Could you please change that for future students? It was horrible when my husband and I would try to study.”

The following LibQual question, “Community space for group learning and group study (LP-5)”, has seen decreased satisfaction over the last 6 years (0.59, 0.50, 0.25). In 2012, 22% of the comments addressed this issue and the desire/need for increased collaborative study space. Some examples of comments include, “The library is awesome but I wish there was more study rooms” as well as, “Need more space for collaboration with other students”. The question, “What kind of study space (study carrels, group tables, individual soft seating, group study rooms, etc.) would you like to see more of in the library?” was asked in the Customer Service Survey Report. 48% of people responded that they would like more “Study Group Rooms” and 28% asked for “Individual Soft Seating”.

One response came as a surprise to us. When asked in the LibQual survey how students felt about our Library providing, “a comfortable and inviting location (LP-3)” the ratings decreased considerably in 2012 (0.43, 0.44, 0.09). This is an area we have tried to improve with comfortable seating, group tables, and more. However, many comments suggest that they are unhappy with the cold/hot temperatures and noise in the Library.

**How satisfied are students with your library’s student services (including printing and computing):**

To answer this question we looked at data from customer service provided by the Library student employees and staff and the computer lab. From the Customer Service Survey, the statements with the most positive responses included: 1) Employees give prompt service; 2) Has modern-looking equipment; and 3) Feel safe in transactions. The areas noted for most improvement included: 1) The Library insists on error-free records; 2) Employees of the Library understand your specific needs; and 3) Has operating hours convenient to all its customers.

Worth noting is a change in student personnel in Fall 2011 when the reference department took over supervising the computer lab student employees.

**Customer Service**

Under the “Affect of Service” there are four questions that we analyzed for student services provided by student employees. This is because of the inconsistency of the results throughout the 6 years. First, question AS-1 “Employees who instill confidence in users” went from an extremely high 0.94 in 2008, to a negative low -0.23 in 2010 and back up to 0.51 in 2012. Second question, AS-4 “Readiness to
respond to users’ questions,” with scores of 0.28 in 2008, -0.019 in 2010 and improving to 0.36 in 2012.

The third question, AS-5 “Employees who have the knowledge to answer user questions”, increased from 0.25 in 2008 to 0.65 in 2010 and dramatically decreased to -0.14 in 2012. Most responses in the “Affect of Service” in 2010 show considerable decrease with this being the exception (see Graph 1 below). When considering customer service for the past six years, one reason for this might include various printing and network issues that were beyond our student employees’ control, demonstrated in the following comment from LibQual 2012, “The library services are good but many of the employees don’t know the answer to my questions concerning printing problems or how to work programs on the computers, especially on the macs.” Worth noting was the change in management in August 2011, when the Reference Department took over the direct supervision of the computer lab student employees.

(Graph 1)

The fourth question, AS-9 “Dependability in handling users’ service problems” has low numbers and shows a decrease from 0.10 in 2008, 0.09 in 2010 to 0.04 in 2012. Clearly there’s a correlation between questions AS-5 and AS-9. In the comment section of the 2012 LibQual survey, 11% of the comments where about student employees and 86% of those comments were negative. One area we will need to improve on is training our student employees to be more patron-focused. However, in the 2012 Customer Service Survey 62% agreed that “Employees were very helpful and knowledgeable in their jobs.”
Computer Lab
The computer lab is one of the most frequently used services in the Library. Graduate Student Survey “Please rate your personal experience with computer labs and resources” has an average of 86% “Good” “Very Good” and “Excellent” from 2009 to 2012. This refers to all computer labs on campus, but is worth looking at since the Library lab is the main lab on campus for students.

From the LibQual 2008-2012 comments, there are two areas concerning the computer lab that are mentioned frequently: 1) lack of adequate computers; and 2) computer and printer problems.

The LibQual question, “Modern equipment that lets me easily access needed information (IC-5)”, shows fairly high scores (0.82, 0.47, 0.54) each year but two main concerns addressed in the LibQual comments are 1) not enough computers and 2) problems with computers and printers.

In the 2012 LibQual comments, 23% were about computer equipment. 41% of the computer comments discussed the insufficient numbers of computers. As one student mentioned, “the complaint I have about the library is that on some evenings all the computers are full. Since the school is getting more students, I hope the library will be able to expand in order to more than accommodate the students.” Also, 41% commented on computers and printers problems they encountered when using the computer lab in the Library. According to one comment the “Internet sucks, computers often don't work, printers are always broken, copy machine does not function properly...”

We have addressed the concerns about the number and availability of workstations for students by proposing a program for students to check out laptops for library use. This program was implemented by Media Services in 2012 (see 4 Hour Laptop Usage). Also implemented in Fall 2012 was the Student Laptop Initiative, which specifies that “All students are required to attend school equipped with a laptop as part of their collection of tools for success.”

The LibQual question, “Modern equipment that lets me easily access needed information (IC-5)”, shows fairly high scores (0.82, 0.47, 0.54) each year but one concern mentioned in the comments of 2010 LibQual survey states, “The technology aspect of the library is good, though during finals, finding a computer is very difficult. I’ve had trouble with the printers before, and sometime the line at the printers gets a bit stressful.”

Do their answers meet your expectations?
The answers, while not always as favorable as we would like, do appear to reflect the thoughts of our students. While looking at a specific year is not necessarily reliable, looking at the trends over several years and across several different instruments seems to yield more reliable data and reinforces ideas raised in other areas of this report.
Although we highlighted many areas in need of improvement, it is important to recognize that 41% of LQ comments from 2008-2012 were positive, while only 27% were negative. There are many who “Love the library!”
Section 3: Facilities

To what extent do the current library facilities meet the needs of students? How is the space utilized to provide maximum support for intellectual activities?

The Joseph F. Smith Library is truly the heart of the University. The Library is the place “to see” and “be seen” as the University does not currently offer much in the way of alternate comfortable and inviting spaces for student socializing and study. The Library sees close to 50,000 entrances and exits of the building per month during Fall and Winter semesters (see Gate Count).

Library facilities include group and individual seating in a variety of configurations and types of seating (e.g. traditional carrels and tables and various soft seating options), eight dedicated group study rooms, a 111-seat general computer lab area with both PCs and Macs, library stacks, a library instruction room, the Pacific Islands Research Room, the University Archives, a Media Production/Copy Center as well as copiers and scanners for individual use and space for librarian offices and traditional library functions. Students appear to take full advantage of these facilities both for study and research as well as for socializing, relaxing and even sleeping. (See Building Usage Snapshot Surveys)

The Library building comprises approximately 56,000 square feet of usable space, including corridors, offices, storage space, restrooms and the lobby. Approximately 8,200 square feet of office space is occupied by non-Library departments. (See Non-library Building Space Usage)

The Joseph Smith Library contains two wings: The Ralph E. Woolley wing, which was completed in 1958, and the Joseph F. Smith Library wing, which was completed in 1978. The design and age of the building limits the way space can be utilized and configured, thereby limiting options for future planning.

The Woolley wing has no elevator and is therefore not ADA compliant. The University Archives, which is housed on the second floor, makes special accommodations for patrons who are unable to use the stairs. This wing also houses on the ground floor the University Librarian’s office suite, Technical Services, the Media Production/Copy Center, most of the non-library departments, and some group study space.

The Joseph F. Smith Library wing is architecturally interesting but does not allow for large-scale rearrangement or repurposing of space with its hanging balcony and open ceiling. The Smith wing houses most of the study space, the stack space, the Pacific Islands Research room, the computer lab, some librarian offices, the lobby, Circulation and Reserves, and the front desk area for the Media Scheduling Services department (a non-library department).
The Smith wing suffers from severe limitations for noise control. As more and more students desire to study collaboratively, the Library is not able to provide adequate space for those seeking a quiet atmosphere for their research and study. Additionally, the Library lacks group viewing/listening rooms for audiovisual materials and enclosed space for students who need to make audio recordings for class assignments.

The Joseph F. Library wing was designed for a student population of 2,000 and has already exceeded the seating capacity for the building per the City and County of Honolulu Building Code: the upstairs is rated for a maximum of 177 seats and the downstairs is rated for a maximum of 317 seats. According to the *ACRL Standards for College Libraries* (*CR&L News*, April 1995, p. 245-257), a substantially residential campus (i.e. where more than 50% FTE students are resident) should be able to seat 25% of its student body.

The Fall 2012 student headcount census was 2,804. Per the *ACRL Standards*, the Library should be able to seat 701 students at any given time. However, the Library currently provides total seating for 543 students (including group study rooms and the computer lab), which means that the Library can seat only a little over 19% the student population (See Seating Breakdown). During peak usage time in the evenings, Library staff frequently finds students sitting in the stairwells and hallways as they try to find a place to study. University plans to grow the student population to 5,000 by 2021 will further exacerbate the shortage of available seating in the Library.
Section 4: Academic Curriculum

How well does the library offer sufficient resources for students to learn relevant disciplinary and professional knowledge, skills, competencies, etc. at the undergraduate level?

The Joseph F. Smith Library is blessed with stable funding through the University and a supplemental budget share that is managed jointly by the Consortium of Church Libraries and Archives (CCLA) to benefit the academic libraries at Church institutions of higher learning. The Library budget is adequate at present to allow the purchase of materials to support student learning and research. In addition, CCLA also funds Interlibrary Loan costs, so that students and faculty members may easily access any materials the Library is not able to supply through its collections. (See Interlibrary Loan Statistics).

The Library collects materials suitable for undergraduate study and encourages faculty members to either incorporate the materials they request into the coursework or to use the Interlibrary Loan service for materials that are at a professional or post-graduate level that would not be used for student research (See Acquisitions and Collections Policies and Current Holdings Snapshot).

While University funding is stable, the budget has essentially been flat, with a cumulative 0.31% loss over the past five years. In 2008 the Library received a 9% budget increase; however in 2009 the budget was decreased by 4.55% and in 2010 the budget was decreased by 4.76%. The budget has since remained at the 2010 funding level and is projected to remain the same for 2014 (See Budget Allocations).

Inflation of databases and periodicals has averaged between 4% to 8.76% annually, for a cumulative 25% rise in periodicals costs and a 19% rise in database costs over the past five years. The two tables below illustrate the rising percentage of database cost as a percentage of the total budget as well as the inflation rate for the same period.

<table>
<thead>
<tr>
<th>FY</th>
<th>Databases as % budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>21.2</td>
</tr>
<tr>
<td>2009</td>
<td>20.6</td>
</tr>
<tr>
<td>2010</td>
<td>20.1</td>
</tr>
<tr>
<td>2011</td>
<td>25.5</td>
</tr>
<tr>
<td>2012</td>
<td>27.8</td>
</tr>
</tbody>
</table>
Additionally, as the University continues to grow to a planned enrollment of 5,000 by 2021, the Joseph F. Smith Library will no longer be considered “very small” by many vendors. We recently experienced a 64% increase in the cost of one database as we crossed a size threshold set by the vendor (See Rate of Inflation for Selected Databases). While funding is adequate today, it will not be adequate as the University continues on its path to a larger enrollment. A list of databases available to our students and faculty and statistics for selected databases are available in Database List and Database Usage (Selected Databases).

In response to both budgetary and space constraints, the Library has been in negative growth for tangible resources since 2001 when we were given a mandate by the University administration to reduce collection growth to accommodate student growth (See Titles and Pieces Added and Removed).

The Library has a vigorous weeding program in place. Large reference collections have been replaced with online equivalents. Hundreds of print periodical subscriptions have been cancelled. Bound periodicals and microfilm periodicals that no longer support the curriculum and/or are included in subscription databases have been weeded. In 2006 most of the tangible US Government Documents were transferred to the University of Hawaii at Manoa, the Regional Depository, following a devastating flood that destroyed their holdings.

The Library has shifted budgetary emphasis from tangible items to ebooks and e-resources where feasible. This format switch has the added benefit of making Library information available 24/7 beyond the constraints of the physical building. Given our declining physical book circulation statistics, which are in line with national trends in academic libraries, we believe this is a wise stewardship of limited Library acquisitions funds (See Circulation Statistics).

Two Library collections that buck the trend of declining statistics are the Textbook Reserve collection and the LibFlix collection of popular DVDs. (See Circulation Statistics and Textbook Reserve Usage Statistics). In the Fall of 2011 the Library implemented a program by which the Library would purchase one copy of every

<table>
<thead>
<tr>
<th>FY</th>
<th>% of change in budget</th>
<th>Average** inflation for databases</th>
<th>Average** inflation for periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008*</td>
<td>9.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>-4.55%</td>
<td>4.00%</td>
<td>8.76%</td>
</tr>
<tr>
<td>2010</td>
<td>-4.76%</td>
<td>5.00%</td>
<td>5.44%</td>
</tr>
<tr>
<td>2011</td>
<td>0.00%</td>
<td>5.00%</td>
<td>5.09%</td>
</tr>
<tr>
<td>2012</td>
<td>0.00%</td>
<td>5.00%</td>
<td>5.78%</td>
</tr>
<tr>
<td>5 year summary</td>
<td>-0.31%</td>
<td>19.00%</td>
<td>25.07%</td>
</tr>
</tbody>
</table>

* increase from 2007 to 2008
** averages from Ebsco 5-year Journal Price Increase History and internal Library statistics
textbook per course per 25 students enrolled. This collection has proven to be quite popular. We made room in the budget for the Textbook Reserve collection through deeper journal subscription cancellations, low-use database cancellations, and by cutting into the physical monograph budget.
Section 5: Faculty Quality

How well does your overall faculty and staff meet the needs of the library (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising needs, etc.)? What are the particular strengths and areas for improvement in the library’s faculty composition?

The Joseph F. Smith Library has multiple resources for the university community, the most valuable being the faculty and staff members. While striving to be relevant and in line with the university mission of integrating spiritual and academic learning, the Library faculty has its strengths as well as its weaknesses, or areas for improvement.

Academic qualifications
The Joseph F. Smith Library usually requires that all librarians hold a master’s degree in library science from a school program accredited by the American Library Association. This is the appropriate terminal professional degree for academic librarians. Of our six Library faculty members, five hold this degree. The other has a doctorate degree and serves as the University Archivist and also as an Assistant Professor in the Department of History. The University Librarian and the Head of Reference each have an additional master’s degree. In addition to graduate degrees, almost every faculty member carries a teaching load of at least two courses per year. Teaching is a crucial part of librarianship. As a well-rounded contribution to teaching across campus, our faculty has instructed students in the following subjects here at BYU–Hawaii: English as an International Language (EIL), Geography, History, Information Literacy (Library Instruction in various disciplines), Intercultural Communications, Religion, Student Development, and Surfing. Some have been teaching for more than two decades. Almost every member of the Library staff holds a bachelor’s degree. With these academic qualifications we are better able to meet the students’ learning needs and lead them in the best direction as they seek quality and relative information in building their future.

Professional development
Generally, the Library faculty has more funding available for professional development than do the staff members. The Library regularly pays for individual annual memberships in the Hawaii Library Association as well as conference and travel costs. With professional development and involvement being required for Continuing Faculty Status and later promotion, the Joseph F. Smith Library provides more than adequate support. All librarians participate in various activities whether meetings, workshops, seminars/webinars, or training. One or more librarians currently participate in the following local, regional, and national organizations: American Library Association, Association for Library Collections and Technical Services, Beta Phi Mu International Library and Information Science Honor Society,

Other assigned duties
As information professionals, the librarians seek to be efficient in our work. Using time wisely is not unique to our department, yet the breadth of academic focus we have may be. While we may sit in the Library and stand in the classroom, we are often reaching out to colleagues across campus in a variety of settings. Such professional camaraderie strengthens our ties and efforts in fulfilling the mission of the Library and the University. As liaisons to the several college departments, each librarian is assigned to welcome, orient, update, and listen to new faculty and special instructors and this is accomplished in myriad ways. We also contribute time to serving on University and Library committees. The heads of Archives, Reference, and Technical Services meet with the University Librarian to form the Library Administrative Council. We represent the Library on the Faculty Advisory Committee, University Technology Committee, General Education Committee, and Academic Success Committee, among others.

Challenges
For the past five-plus years, a position in information literacy instruction has been unfilled or sidelined. The reference team has mostly been assigned these additional duties, though everyone has stepped in. An improvement in the staff composition would be a systems librarian or information systems professional that could bridge the gap between the website and integrated library system maintenance regularly required. While our Electronic Services Librarian and the Head of Technical Services wrestle with the changes and challenges, neither has the required skills and/or time to handle all the issues.
Section 6: Library Contributions to the University

*In what ways does your program contribute to the University?*

The Joseph F. Smith Library serves as the locus of student learning on the Brigham Young University - Hawaii Campus. The Library provides both a physical location and intellectual support for student learning. It is the primary study space for students, offering collaborative group study areas, space for quiet individual study, a comfortable, inviting atmosphere, and ready access to information in both print and digital formats. The Library also provides multimedia, computer lab, and duplication services. Faculty, staff, and student employees in the Library help students develop the information literacy and research skills required to be active, self-directed learners. It is a place for students to prepare for in-class work, to engage socially, and to improve their learning skills. What follows is a brief overview of some recently implemented programs that make important contributions to student learning at BYUH.

**Support for the BYUH Learning Framework**

The BYUH Learning Framework requires students to be active the learning process. This means coming to class prepared, whether that be to discuss a reading assignment or to hand in a finished assignment complete and on time. The Library has pursued several successful initiatives to support the BYUH Learning Framework since the implementation of the framework in Fall 2010.

**Reserve textbook program**

High textbook costs can prohibit students from purchasing all of their required texts. This often means that students who can’t afford to purchase the course materials are unable to prepare to their classes. The reserve textbook program places a copy of required textbooks on reserve in the Library for student use. Students can check out required textbooks from the Circulation Desk and use them in the Library for a period of two hours.

**Challenges**

LibQual comments indicate that students would like to see an expansion of the reserves program. Currently the Library absorbs the cost of textbook purchase, but should the program be expanded, purchasing multiple titles would necessitate a significant re-allocation of Library resources. Faculty participation in the program, especially in terms of communicating book orders to the librarians in a timely fashion, also remains a challenge.

**Resources for online course offerings**

As BYUH continues to increase its number of online courses, the Library is positioned to take an active role in delivering course resource materials in a purely online format. To achieve this goal, librarians work with a faculty member to find suitable online alternatives to a physical textbook (an appropriate database, eBook
or online resource, for example). When there is no equivalent resource the Library subscribes to, the Library is committed to re-allocate, within reason, portions of our acquisitions budget towards acquiring a course specific resource.

**Challenges**
Communicating with faculty to identify rigorous, accessible resources for online courses remains a significant challenge. For some disciplines, no such resources exist. Resources can also be prohibitively expensive, or not accessible to multiple simultaneous users.

**Library as Place**
In the last two decades academic libraries have transcended their role as primarily a physical repository for collection materials. Modern academic libraries offer comfortable, inviting spaces that allow for both collaborative and individual study, access points for print and digital collections, duplication services, and tutoring. The Joseph F. Smith Library has worked to transform its physical space to accommodate a variety of academic activities. As a result, the Library remains the central location on campus for study, research, and a variety of other learning activities.

**Print versus digital collections**
Over the past five years, the faculty and staff at the Joseph F. Smith Library have worked to transform the Library into a place that fulfills the evolving needs of our students and faculty members. We have reduced our holdings of print materials by 30,248 total volumes, while at the same time increasing the total number of titles available, primarily through the acquisition of electronic books and digital versions of materials formerly found in print collections. In the last 24 months, the Library has added tens of thousands eBook titles, bringing our total number of available titles to over 800,000.

**Distribution of study spaces**
One of the challenges for the Library, especially in the face of rising enrollments, is providing adequate study space. Reducing the footprint of our print collections as allowed us to focus on providing additional "flexible use" soft seating and modular seating, moving away from traditional library carrels to more comfortable seating that can be arranged in a variety of configurations. The Library has added outlets so students can power laptops and handheld devices, and proposed a laptop checkout program to offer more access to computers.

The design of the Library building, and the encroachment of various non-academic departments within the Library's footprint, presents challenges to offering both group study and quiet study. LibQual results reflect our students’ conflicting frustrations; many students cite the need for a quieter study environment while others bemoan the lack of collaborative study space, which is inherently noisy. Because there is high demand for both computer workstations and group study space during peak (evening) hours, we have worked to deliver library services
outside of our physical space, partnering with Student Life to offer an additional computer lab in the Aloha Center.

_Challenges_

The primary challenge remains balancing collaborative study space and quiet study space. Reclaiming areas of the Library currently used by non-library entities would allow us to increase the number of group study rooms.
Section 7: Societal and Professional Demand

How does this program meet/address societal and professional needs (including partnerships with organizations, community involvement, specialized accreditation, etc.)?

The Library has several partnerships that help us meet our professional needs and allow us to broaden our influence. We are a member of the Consortium of Church Libraries and Archives (CCLA), whose goal is to provide expanded resources and improved services to the communities served by the Church of Jesus Christ of Latter-day Saints and its affiliates. The Consortium is comprised of several Church departments, Brigham Young University, Brigham Young University-Idaho, LDS Business College, and Brigham Young University-Hawai‘i. We meet on a semi-annual basis and conduct business via conference calls at other times. Our partnership has improved our ILL services, our discovery tool (Primo), and implemented many digitization projects. It is through CCLA that our partnership with the Internet Archive was developed. This allows many of the items we have digitized to be available through their Open Library.

Many of our services help not just our students, but are an important resource for our local community as well. The Copy Center has helped many of our local elementary and secondary students produce posters and displays for History Day and Science Fair. Our Archives collections, which are rich in local history resources, has been used by many local residents and others, including the Polynesian Cultural Center. Some of our faculty and staff have been a resource to our local schools for events such as History Day and We the People competition.
Section 8: Five-year Program Goals

Identify the key goals that need to be achieved over the next five years to fulfill your mission. Prioritize in order of importance and indicate who will follow up and when it will be completed.

In reviewing the self study, the areas we need to concentrate on the next five years seem to revolve around 4 themes: Planning, Instruction, Facilities, and Online Presence. They would break out in the following order of importance:

1. Work with GE Committee to ensure integration of information literacy into new GE curriculum (Instruction) – followed up by Matt Kester (or whoever is serving from the Library on the GE committee) and should be completed in the next year before the new curriculum goes into effect.
2. Clearly articulate service goals (Planning) – followed up by Library Administrative Council (LAC) and should be completed in the next six months.
3. Align goals, planning, and assessments with Core Concepts – followed up by LAC and should be completed in the next six months.
4. Address space issues by reassigning space and functionality in the Library (Facilities) – followed up by LAC and completed in the next five years.
5. Improve Library website (Online Presence) – followed up by Becky DeMartini and our Reference Team and should be completed in one year.
6. Improve collaborative spaces (Facilities) – followed up by LAC and our Reference Team and should be completed in two years.
7. Assess graduating students on their information literacy skills (Instruction) – followed up by Michael Aldrich and completed in one year.
8. Address sound issues through zoning and creating quiet spaces (Facilities) – followed up by LAC and Reference Team and completed in two years.
Section 9: Overview of Proposed Changes and Resources Needed

Other than adding new faculty, what changes would you propose to significantly improve the quality of your program?

Review and reflect on all parts of your self-study and for each proposed change list:
- Brief description of significant proposed changes to improve your program
- Rationale and evidence from your self-study report that support this change
- Rationale and evidence from your mission that support this change
- Resources needed for implementing this change

The changes we would propose to significantly improve the quality of our program include:

**Addressing space issues, including reclaiming space and reassigning space**

This change would include reclaiming space used by non-library departments, moving Technical Services into that space, then moving the Pacific Islands Research Room (PI Room) to the current Technical Services space and combining the PI Room with the Archives. We would then move the bulk of our physical collection to the compact shelving in the current PI Room. This would address the accessibility issues with Archives and would open up space on the second floor to address our seating capacity. It would also give us flexibility to address the student noise concerns. In conjunction with these moves, we would also continue to address the impact our collection size has on our space. While the Library continues to move into the electronic age with its huge amounts of information available online, much information will continue to remain accessible only in hard copy. The Library is actively pursuing a collection development policy that prefers digital copy where viable and feasible. The goal is to have the collection of hard copy materials be at zero growth, so that as new materials are added, older and unused materials, or materials that have be replaced by electronic editions, are withdrawn. This will free up additional space for seating. We will need help from campus administration in relocating non-Library departments and with moving and renovation expenses.
Appendices

Section 1
- Annual Assessments
- Core Concepts for the Library
- LibQual and Other Customer Surveys
- Stewardship and Budget Reviews

Section 2
- 4 Hour Laptop Usage
- LibQual and Other Customer Surveys

Section 3
- Building Usage Snapshot Surveys
- Gate Count
- Non-Library Building Space Allocations
- Pacific Islands Research Room Statistics
- Seating Breakdown

Section 4
- Acquisitions and Collections Policies
- Budget Allocations
- Circulation Statistics
- Current Holdings Snapshot
- Database List
- Database Usage (Selected Databases)
- Interlibrary Loan Statistics
- Rate of Inflation for Selected Databases
- Textbook Reserve Usage Statistics
- Titles and Pieces Added and Removed

Section 5
- CVs
- Optimal Staffing at 2,500 Students

Section 6
- BYU-H Learning Framework
Section 1

Annual Assessments
The Library Annual Assessments can be found at: http://libguides.byuh.edu/selfstudy

Core Concepts for the Library
Core Concepts for JFS Library

What do libraries do?
• Facilitate user/information interaction

How?

<table>
<thead>
<tr>
<th>Provide access to information</th>
<th>Guide and support users</th>
<th>Preserve information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acquire information</td>
<td>• Guide users on:</td>
<td>• Acquire &amp; organize information related to the University and Church in the Pacific region that has lasting historical value</td>
</tr>
<tr>
<td>o Acquire content</td>
<td>o Determination of need</td>
<td></td>
</tr>
<tr>
<td>o Acquire access</td>
<td>o Discovery of appropriate information</td>
<td></td>
</tr>
<tr>
<td>o Borrow content (ILL)</td>
<td>o Evaluation of information</td>
<td></td>
</tr>
<tr>
<td>o Create content</td>
<td>o Integration of information in personal paradigm</td>
<td></td>
</tr>
<tr>
<td>o Create access</td>
<td>o Legal use of content (copyright)</td>
<td></td>
</tr>
<tr>
<td>o Join networks and partnerships to increase access</td>
<td>• Allow for group and self-instruction</td>
<td></td>
</tr>
<tr>
<td>• Process information into a usable structure for access</td>
<td>• Offer support services</td>
<td></td>
</tr>
<tr>
<td>• Provide discovery options for information</td>
<td>o Copy Center</td>
<td></td>
</tr>
<tr>
<td>• Provide access to materials</td>
<td>o Media Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Tutoring</td>
<td></td>
</tr>
</tbody>
</table>

Where?
• Physical location – building on campus, provides space for content, access, instruction, and preservation.
• Virtual location – website, provides “space” for content, access, instruction, and preservation.
• Library as place – not defined by geography or format, but rather services and associations

What else?
• Marketing
• Assessment
• Staff development

**LibQual and Other Customer Surveys**
These can be found at: [http://libguides.byuh.edu/selfstudy](http://libguides.byuh.edu/selfstudy)

**Stewardship and Budget Reviews**

**2012 Stewardship Review**

I. Outcomes, Plans, and Metrics
   A. List your current desired Student Learning Outcomes (or Service Outcomes)
      1. Students will have demonstrated proficiency in information literacy.
      2. Students and faculty will have increased awareness of library resources.
      3. Library will provide a variety of study environments.
   B. State plans for the coming year to improve your operation
      1. We will develop an information literacy rubric for use in assessing student competencies.
      2. We will continue to seek feedback from patrons about ways to improve our services.
      3. We will examine our use of space and look at various configurations to make better use of our space.
      4. We will reassess our organizational structure to better match our most valuable resources (our personnel) with our priorities.
   C. List 3-4 metrics that will best judge the effectiveness and health of your operation
      1. Bibliographic analysis of selected courses
      2. Materials use information (Database accesses and article downloads, LibGuides & webpage use, etc.)
      3. Facility use information (Gate Count, group study room use, etc.)
II. Review of Budget
A. Provide 2010 Budget to Actual Report (available on-line) – be prepared to explain any significant variances.
B. Provide the 2012 Equipment, Maintenance, and Software Request Form. (10- only)
C. Present your 2012 Budget Request (forms populated with department specific data will be provided by the Budget Office in late March or early April)
D. 2012 Budget Focus Areas:
   1. Travel
      a. What was accomplished using 2010 travel funds?
         i. Faculty and staff were able to attend a number of professional development opportunities and were able to maintain relationships with valued consortial partners.
      b. What do you want to do differently in 2012?
         i. We want to continue to allow our faculty and staff the opportunity gain professional development that will help the Library better meet the needs of the students, faculty, and staff. We also need to maintain our relationship with other libraries to reduce inefficiencies and better use our limited resources.
   2. Materials and Supplies/ General and Administrative
      a. Review expenditure patterns for the past few years (provided by Budget Office in late March or early April).
      b. Explain what you think your budget should be and why?
         i. Our expenditure patterns are reflective of our desire to improve ourselves and our services to better help the BYUH community. We continue to be grateful for the budget allowance that we receive, and would like to receive additional help as plans are developed to transform the library into an inviting learning center.
   3. Non-Appropriated Areas Only: Detailed Budgeting
      a. Instead of using umbrella categories to plan budgets, non-appropriated areas (i.e. non 10- entities) are required to budget the detailed level where actual expenses are recorded.
III. Significant Changes Expected or Requested for 2012
A. Program Improvement Requests – please provide a prioritized summary list as well as copies of all completed Program Improvement/CNA/ITI Request forms.
   1. Conversion of temporary employee to permanent employee
2. Install monitors in group study rooms  
3. VHS to DVD conversion  
4. Laptops for student use  
5. Stairwell and upstairs lobby sound abatement  

B. Other?

### 2013 Stewardship Review

#### I. Outcomes, Plans, and Metrics

**A. List your current desired Student Learning Outcomes (or Service Outcomes)**

1. Students will have demonstrated proficiency in information literacy.
2. Students and the University community will have increased awareness of library resources.
3. Library will provide a variety of study environments.

**B. State plans for the coming year to improve your operation**

1. We will refine our information literacy program in light of the changes to the University general education program.
2. We will continue to seek feedback from patrons about ways to improve our services.
3. We will continue examine our use of space and the impact it has on students’ library experience.
4. We will continue our assessment of the library through the program review process and seek to make optimal use of our personnel.

**C. List 3-4 metrics that will best judge the effectiveness and health of your operation**

1. Analysis of information literacy in HIST 201  
2. Materials use information (Database accesses and article downloads, LibGuides & webpage use, reserve transactions, etc.)  
3. Facility use information (Gate Count, group study room use, etc.)

#### II. Review of Budget

**A. Provide 2011 Budget to Actual Report (available on-line) – be prepared to explain any significant variances.**

**B. Provide the 2013 Equipment, Maintenance, and Software Request Form. (10- only)**

**C. Present your 2013 Budget Request (forms populated with department specific data will be provided by the Budget Office in late March or early April)**

**D. 2013 Budget Focus Areas:**

1. None this year due to accreditation effort
III. Significant Changes Expected or Requested for 2013
   A. Program Improvement Requests – please provide a prioritized summary list as well as copies of all completed Program Improvement/CNA/ITI Request forms.
      1. Conversion of temporary employee to permanent employee
      2. Collaboration Stations
      3. Scanning Stations
   B. Other?

2014 Stewardship Review
I. Outcomes, Plans, and Metrics
   A. List your current desired Student Learning Outcomes (or Service Outcomes)
      1. Students will have demonstrated proficiency in information literacy.
      2. Students and the University community will have increased awareness of library resources.
      3. Library will provide a variety of study environments.
   B. State plans for the coming year to improve your operation
      1. We will continue refining our information literacy program in light of the changes to the University general education program.
      2. We will continue to seek feedback from patrons about ways to improve our services.
      3. We will continue examine our use of space and the impact it has on students’ library experience.
      4. We will continue our assessment of the library through the program review process and seek to make optimal use of our personnel.
   C. List 3-4 metrics that will best judge the effectiveness and health of your operation
      1. Survey results (LibQual, Customer Service Report, etc.)
      2. Materials use information (Database accesses and article downloads, LibGuides & webpage use, reserve transactions, etc.)
      3. Facility use information (Gate Count, group study room use, etc.)

II. Review of Budget
   A. Provide 2012 Budget to Actual Report (available on-line) – be prepared to explain any significant variances.
   B. Provide the 2014 Equipment, Maintenance, and Software Request Form. (10- only)
C. Present your 2014 Budget Request (forms populated with department specific data will be provided by the Budget Office in late March or early April)

D. 2014 Budget Focus Areas:

III. Significant Changes Expected or Requested for 2014

A. Program Improvement Requests – please provide a prioritized summary list as well as copies of all completed Program Improvement/CNA/ITI Request forms.
   1. ILS Hosting Solution
   2. Balcony Renovation

B. Other?
Section 2

4 Hour Laptop Usage

<table>
<thead>
<tr>
<th>Laptop Circulations 1 Sep 2012 - 21 Apr 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>6757</td>
</tr>
</tbody>
</table>

LibQual and Other Surveys
These can be found at:
http://libguides.byuh.edu/selfstudy
Section 3

Building Usage Snapshot Surveys
These can be found at:
http://libguides.byuh.edu/selfstudy

Gate Count
This can be found at:
http://libguides.byuh.edu/selfstudy

Non-Library Building Space Allocations
(Shaded Areas Indicate Non-Library Spaces)

Pacific Islands Research Room Statistics
These can be found at:
http://libguides.byuh.edu/selfstudy
Seating Breakdown

Seating Breakdown January 2013

Carrel Seats:
81 downstairs Joseph F. Smith Library wing
143 upstairs Joseph F. Smith Library wing
224 total

Study Table Seats:
28 Woolley Wing hallway
62 downstairs Joseph F. Smith Library wing
14 Pacific Islands Research Room
104 total

Group Study Room Seats:
48 total

Computer Lab (including scanning stations):
111 PC and Mac workstations
8 dvd/video viewer stations
6 PC workstations in the Pacific Islands Research Room
125 total

Soft Seating:
15 Library lobby
23 downstairs Joseph F. Smith Library Wing
4 Pacific Islands Research Room
42 total

Grand total: 543
Section 4

Acquisitions and Collections Policies
These can be found at:
http://libguides.byuh.edu/selfstudy

Budget Allocations

<table>
<thead>
<tr>
<th>FY</th>
<th>print books %</th>
<th>ebooks %</th>
<th>databases %</th>
<th>serials %</th>
<th>e-serials %</th>
<th>AV %</th>
<th>Tax %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>22.5</td>
<td>34.6</td>
<td>20.2</td>
<td>15.1</td>
<td>*</td>
<td>3.7</td>
<td>4.7</td>
</tr>
<tr>
<td>2009</td>
<td>24.3</td>
<td>31.0</td>
<td>20.6</td>
<td>16.1</td>
<td>*</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>2010</td>
<td>15.8</td>
<td>42.5</td>
<td>20.1</td>
<td>3.3</td>
<td>9.3</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>2011</td>
<td>9.5</td>
<td>36.5</td>
<td>25.5</td>
<td>6.3</td>
<td>13.6</td>
<td>4.1</td>
<td>4.7</td>
</tr>
<tr>
<td>2012</td>
<td>8.6</td>
<td>39.0</td>
<td>27.8</td>
<td>4.5</td>
<td>11.0</td>
<td>5.0</td>
<td>4.7</td>
</tr>
</tbody>
</table>

* did not distinguish print from electronic until 2010

Note: Serials have an average inflation index between 3-8% per annum, depending on discipline. We have cancelled hundreds of subscriptions in an effort to maintain a relatively stable budgetary percentage allocation in serials.

Circulation Statistics
These can be found at:
http://libguides.byuh.edu/selfstudy

Current Holdings Snapshot

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th># of Titles</th>
<th>Linear Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (General &amp; Folio)</td>
<td>120,695</td>
<td>14,670</td>
</tr>
<tr>
<td>CDs</td>
<td>11,184</td>
<td>3 cabinets</td>
</tr>
<tr>
<td>Children/YA</td>
<td>8,758</td>
<td>627</td>
</tr>
<tr>
<td>DVDs (excluding LibFlix)</td>
<td>1,518</td>
<td>120</td>
</tr>
<tr>
<td>Ebooks*</td>
<td>353,292</td>
<td>n/a</td>
</tr>
<tr>
<td>Education Curriculum</td>
<td>4,170</td>
<td>571</td>
</tr>
<tr>
<td>LibFlix</td>
<td>848</td>
<td>72</td>
</tr>
<tr>
<td>Maps (sheets)</td>
<td>12,000</td>
<td>45</td>
</tr>
<tr>
<td>Microfilm and Microfiche</td>
<td>2,002</td>
<td>19 cabinets</td>
</tr>
<tr>
<td>Pacific Islands Research Room</td>
<td>24,531</td>
<td>2,988</td>
</tr>
<tr>
<td>Periodicals - ejournals**</td>
<td>89,327</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Periodicals - print*** | 486 | 543
Reference | 6,040 | 1209
Textbook Reserves | 1,764 | 138
US Government Documents - print**** | 1,500 | 171
US Government Documents - online**** | 150,000 | n/a
VHS | 7,118 | compact shelving

Archives (as of April 2013)
Digital objects - Scribe | 457
Digital objects - Other | 51,245
Tangible assets | 2,670

*includes both owned and licensed titles cataloged as of 2013-02; estimate we have access to over 800,000 ebook titles
**titles not represented in the catalog; this is a figure from SFX
***several of these are no longer active subscriptions
****estimate

Database list
This can be found at: [http://libguides.byuh.edu/selfstudy](http://libguides.byuh.edu/selfstudy)

Database Usage (Selected Databases)

<table>
<thead>
<tr>
<th>Ebsco Databases</th>
<th>Sessions</th>
<th>Searches</th>
<th>FT retrievals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>136,816</td>
<td>156,757</td>
<td>18,696</td>
</tr>
<tr>
<td>2009</td>
<td>128,940</td>
<td>150,528</td>
<td>162,010</td>
</tr>
<tr>
<td>2010</td>
<td>115,209</td>
<td>167,253</td>
<td>155,591</td>
</tr>
<tr>
<td>2011</td>
<td>94,838</td>
<td>205,848</td>
<td>106,415</td>
</tr>
<tr>
<td>2012</td>
<td>117,908</td>
<td>331,107</td>
<td>52,488</td>
</tr>
</tbody>
</table>
JSTOR Databases

<table>
<thead>
<tr>
<th>Year</th>
<th>FT retrievals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>49,659</td>
</tr>
<tr>
<td>2010</td>
<td>43,983</td>
</tr>
<tr>
<td>2011</td>
<td>7,873</td>
</tr>
<tr>
<td>2012</td>
<td>10,042</td>
</tr>
</tbody>
</table>

Gale Databases

<table>
<thead>
<tr>
<th>Year</th>
<th>Sessions</th>
<th>Searches</th>
<th>FT retrievals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>59,236</td>
<td>38,829</td>
<td>9,964</td>
</tr>
<tr>
<td>2010</td>
<td>45,495</td>
<td>56,828</td>
<td>405,779</td>
</tr>
<tr>
<td>2011</td>
<td>34,883</td>
<td>63,053</td>
<td>275,375</td>
</tr>
<tr>
<td>2012</td>
<td>19,173</td>
<td>23,878</td>
<td>55,272</td>
</tr>
</tbody>
</table>

ebrary

<table>
<thead>
<tr>
<th>Year</th>
<th>Sessions</th>
<th>Page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4,055</td>
<td>58,053</td>
</tr>
<tr>
<td>2009</td>
<td>4,542</td>
<td>108,403</td>
</tr>
<tr>
<td>2010</td>
<td>7,773</td>
<td>89,836</td>
</tr>
<tr>
<td>2011</td>
<td>5,852</td>
<td>97,922</td>
</tr>
<tr>
<td>2012</td>
<td>7,316</td>
<td>156,353</td>
</tr>
</tbody>
</table>

A possible explanation for the uniform bump in 2009 is that this was the first year enrollment passed 2,500 FTE. Primo implementation problems in 2010 may account for the subsequent drop. We are unsure what may have caused the uneven usage for 2012.

Interlibrary Loan Statistics
This can be found at: http://libguides.byuh.edu/selfstudy

Rate of Inflation for Selected Databases

<table>
<thead>
<tr>
<th>Database title</th>
<th>% change 2008 -</th>
<th>% change 2009 -</th>
<th>% change 2010 -</th>
<th>% change 2011-</th>
<th>% change 2008-</th>
<th>Notes</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Service</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality &amp; Tourism Complete [electronic resource]</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>5.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Business source complete [electronic resources]</td>
<td>0.0</td>
<td>4.0</td>
<td>-30.7</td>
<td>3.5</td>
<td>-23.2</td>
</tr>
<tr>
<td>AACE Digital Library (Journals &amp; Conference Proceedings) [electronic resource]</td>
<td>0.0</td>
<td>14.3</td>
<td>6.3</td>
<td>5.9</td>
<td>26.5</td>
</tr>
<tr>
<td>Facts on File Bloom's literary reference online [electronic resource]</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Cambridge companions to literature [electronic resource]</td>
<td>0.0</td>
<td>0.0</td>
<td>3.8</td>
<td>5.0</td>
<td>8.8</td>
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<td>SportDiscus Online with full text [electronic resource]</td>
<td>7.0</td>
<td>4.0</td>
<td>-2.5</td>
<td>12.1</td>
<td>20.6</td>
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<td>164.1</td>
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<td>0.0</td>
<td>142.2</td>
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<tr>
<td>increased download speed and simultaneous user access midway in 2010</td>
<td></td>
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<td>ARTstor Digital Library [electronic resource]</td>
<td>3.3</td>
<td>2.6</td>
<td>2.5</td>
<td>2.6</td>
<td>11.0</td>
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<tr>
<td>Facts on File Ancient and medieval history online [electronic resource]</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Communication &amp; mass media complete [electronic resource]</td>
<td>5.0</td>
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<td>3.0</td>
<td>3.5</td>
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<td>CSA Linguistics &amp; language behavior abstracts [electronic resource]</td>
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<td>19.3</td>
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<td>0.0</td>
<td>3.2</td>
<td>3.9</td>
<td>12.2</td>
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<td>RefWorks and RefShare [electronic resources]</td>
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<td>0.0</td>
<td>3.0</td>
<td>4.1</td>
<td>12.1</td>
</tr>
<tr>
<td>Database/Resource Description</td>
<td>Price Change</td>
<td>Usage Increase</td>
<td>New Price</td>
<td>Overall Percentage Change</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>World Bank e-Library + World Development Indicators Online + Global Development</td>
<td>5.0</td>
<td>-20.6</td>
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<td>0.0</td>
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<td>3.0</td>
<td>3.0</td>
<td>5.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Ebsco suite (note: lost access to BYU/Utah Pioneer license)</td>
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<td></td>
<td></td>
<td>40.6</td>
<td>40.6 prorated for 33% of year in 2011 when license began</td>
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<td>Routledge politics and international relations resource [electronic resource]</td>
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<td>2.9</td>
<td>3.1</td>
<td>9.0</td>
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<td>Global Issues in Context [electronic resource]</td>
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<td>7.6</td>
<td>10.6</td>
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<td>PsycArticles [electronic resource]</td>
<td>6.0</td>
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<td>64.2</td>
<td>4.0</td>
<td>79.2 price jumped because we reached a new FTE pricing tier with this vendor when we went over 2,500 in 2011</td>
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<td>CSA Social Services Abstracts [electronic resource]</td>
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<td>35.4</td>
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<td>3.9</td>
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<td>20.4</td>
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### Textbook Reserve Usage Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Uses</th>
<th>Winter</th>
<th>Sum</th>
<th>Fall</th>
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<tbody>
<tr>
<td>2007</td>
<td>2,020</td>
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<tr>
<td>2008</td>
<td>2,764</td>
<td></td>
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<tr>
<td>2009</td>
<td>2,810</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2010</td>
<td>2,616</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2011</td>
<td>10,552</td>
<td></td>
<td></td>
<td>6251</td>
</tr>
<tr>
<td>2012</td>
<td>18,727</td>
<td>5,915</td>
<td>3,541</td>
<td>9,271</td>
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<tr>
<td>2013*</td>
<td>5,440</td>
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</tbody>
</table>

* through 2013-04-06
## Titles and Pieces Added and Removed

### Monograph Titles and Pieces Added by Fiscal Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Book Titles Cataloged</th>
<th>Book Pieces Cataloged</th>
<th>Media Titles Cataloged</th>
<th>Media Pieces Cataloged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4,621</td>
<td>5,234</td>
<td>244</td>
<td>304</td>
</tr>
<tr>
<td>2009</td>
<td>5,402</td>
<td>5,830</td>
<td>373</td>
<td>489</td>
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<tr>
<td>2010</td>
<td>3,245</td>
<td>3,626</td>
<td>333</td>
<td>381</td>
</tr>
<tr>
<td>2011</td>
<td>1,553</td>
<td>1,925</td>
<td>178</td>
<td>210</td>
</tr>
<tr>
<td>2012</td>
<td>891</td>
<td>1,005</td>
<td>348</td>
<td>388</td>
</tr>
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### Monograph Pieces Removed by Fiscal Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Pieces Removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4,716</td>
</tr>
<tr>
<td>2009</td>
<td>7,715</td>
</tr>
<tr>
<td>2010</td>
<td>2,938</td>
</tr>
<tr>
<td>2011</td>
<td>5,041</td>
</tr>
<tr>
<td>2012</td>
<td>9,838</td>
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</tbody>
</table>
Section 5

CVs
These can be found at:
http://libguides.byuh.edu/selfstudy

Optimal Staffing at 2,500 Students

Optimal Staffing at JFS Library @ 2500 Students

Access Information
- Librarians
  - Acquisitions Librarian (1 FTE) – select materials, manage licenses, vendor liaison, manage budget, supervision of area
  - Meta-data Librarian (1 FTE) – electronic bib loads, original cataloging (including Special Collections/Archives), catalog maintenance
- Staff
  - Serials staff (1 FTE) – manage online subscriptions & activations, physical receipts, bindery
  - Acquisitions staff (1 FTE) – Process all orders, process invoices in PeopleSoft, reconcile p-card, prepare PS recon, office manager
  - Cataloging staff (1 FTE) – copy cataloging, withdrawn books, process Reserves
  - ILL Staff (1/2 FTE) – manage ILL process
  - Circulation Supervisor (1 FTE) – oversee Circulation, manage circulation desk and shelving process
  - Circulation Evening/Weekend Supervisor (1.5 FTE) – supervise Circulation during evenings and Saturdays
- Students
  - 11 FTE to support above

Guide and Support
- Librarians
  - Head of Reference (1 FTE) – manage department, collection development, de-acquisitioning, space and planning needs, manage library lab
  - Media Librarian (1 FTE) – maintain webpage, produce tutorials, manage library’s online presence
JFS Library Self Study

- Reference Librarian (1 FTE) – manage information desk and online reference
- Instruction/Information Literacy Librarian (1 FTE) – manage library’s instruction program, develop tutorials, coordinate liaison program

**Staff**
- Reference Staff (1 FTE) – schedule and train student workers
- Copy Center Supervisor (1 FTE) – manage Copy Center

**Students**
- 10 FTE to support above

**Preserve Information**

**Librarians**
- Archivist (1 FTE) – strategic planning, acquisitions, promotions, records management, exhibit planning, overseeing staff, students, and volunteers

**Staff**
- Archives staff (.75 FTE) – manage collections processing, office manager, manage students
- PI Room staff (.75 FTE) – manage PI room operations, student workers

**Students**
- 4.5 FTE to support above

**Volunteers**
- 1 FTE for special projects

**Library Administration**

**Librarians**
- University Librarian (1 FTE) – oversee library operations & planning
- Assessment Librarian (.5 FTE) – manage library assessment program
- Marketing Librarian (.5 FTE) – manage library marketing and outreach programs

**Staff**
- Administrative Assistant (.75 FTE) – office manager (including budget process)

**Students**
- 1 FTE to support above

**FTE Count**
- 9 Librarians
- 10.25 Staff
- 26.5 Student
- 1 Volunteer
Section 6

BYU-H Learning Framework
This can be found at:
http://about.byuh.edu/framework