

## **Criterion 1: Impact and overall essentiality of the program; connection to mission/vision/ASU 2020**

### **Impact and overall essentiality of the program**

The Nielsen Library serves as a central academic resource supporting the learning, teaching, and research activities of the Adams State community (undergraduate and graduate students, faculty, and other academic and administrative professional staff). We achieve this objective in three primary ways: through the identification of information resources relevant to community needs, through the active management of those resources as physical collections or as networked databases, and through facilitation of discovery, access, and use of those resources. We practice active engagement with our community members through course-integrated information skills instruction, on-demand consultations, and development of engaged, user-centered physical and virtual spaces. Within the Nielsen Library building that involves active collaboration with Nielsen located Student Success units in order to develop the building as a center for Student Success.

### **Connection to mission/vision/ASU 2020**

#### **Mission**

The mission of ASU is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. Nielsen Library works to support these populations through a combination of in-person and online services that support users in conducting information research to inform their academic tasks. We operate an open library facility throughout the year as well as developing and supporting a 24/7 online environment that connects users with a wide array of information discovery tools (databases) and online content that is accessible to them wherever they have an internet connection.

#### **Vision**

The vision of ASU is to become the university community of choice for diverse and historically underserved groups and all who value quality education and inclusivity. The Nielsen Library contributes to this vision through the provision of information resources to support academic endeavors; and the environment, processes, and end-user education and support to allow people to effectively navigate and explore this information environment.

### **ASU2020**

The Nielsen Library most strongly connects with Goals 1, 2, 4 and 5.

#### **Goal 1: Academic Excellence**

Initiative 1.1 – we provide a responsive, relevant set of information resources that supports the academic curriculum.

#### **Goal 2: Student Success**

Initiative 2.4 – through active instructional programming we encourage student development of critically informed information seeking and use practices that will support them throughout their academic and professional lives.

Initiative 2.5 – through collaboration with Student Affairs and other campus units we work to develop the Nielsen Library building as a welcoming, supportive student environment incorporating academic activities, tutoring, coaching, and other developmental activities.

Initiative 2.6 – through ongoing development of library resources, programming, and spaces we work to identify and remove obstacles to students academic success

**Goal 4: Access and Affordability**

Initiative 4.2 – through efficient collaboration with faculty, with other libraries, and broader communities, we continually work to maximize information resource sharing with other libraries, achieve economies of scale around information resource purchases and licensing, and explore adoption of open or communal information resources as curricular materials.

**Goal 5: Community Relations**

Initiative 5.4 – serve as a resource for San Luis Valley residents, in particular for small business development, SLV cultural and memory organizations, and K-12 curricular activities through provision of programming or services as fits with our academic priorities.

**Criterion 2: Quality of the Program Outcomes**

The quality of the Nielsen Library’s services and resources is measured somewhat differently than academic programs, but is strongly connected to those academic programs. The information resources that we purchase, license, or connect to for our users are defined significantly by the academic program footprint on campus. We engage in thoughtful and cost-efficient management of our portfolio of services, and will engage in a comprehensive review of our portfolio following the higher-level review of academic programming. Our services, including instructional engagement, will also be shaped by academics, including incorporation of the Adams Pathways Undergraduate Curriculum. We work to create an appropriate set of resources that supports student success.

**Criterion 3: Demand for the Program**

On average, the Nielsen Library building, and library services, are used quite regularly by the ASU community.

- 1968 - Average weekly entries into Nielsen via public entrances in AY 17/18 (To Date - Public Entrance Gate Counts - gathering this metric resumed in Fall 2017).
- 8075- Unique physical items borrowed from Nielsen collections by ASU patrons in CY2015
- CY 2016 Electronic Resources usage
  - 49,000 - Site visits to [www.adams.edu/library](http://www.adams.edu/library)
  - 16,203 - Authenticated off-site visits to electronic resources (2053 unique users)
  - 36,205 - Searches in Nielsen Library EBSCO Discovery (our integrated Discovery Layer service)
  - 71,714 - Searches in PIKA, our online catalog interface (NOTE: 36,205 of those are via the Nielsen Library EBSCO Discovery service noted above - Pika is one target for EDS)
  - 94,449 - Downloads of full-text content from EBSCO resources and other licensed resources
  - 1082 - Uses of other full-text online periodicals
  - 12,000 - ebook views on eBrary
- 1893 - Reference consultations provided by Nielsen Library staff in CY 2017. 78% of these were from the ASU community, 22% from the broader non-ASU community.
- 1100 (approx) - Students reached through 70 course-integrated instructional activities.
- The Library provides for-credit instruction in LS225: Research Skills in the Behavioral Sciences as part of the degree requirement for undergraduate Psychology and Sociology

students. Every year the Library provides anywhere from 4-6 different sections of this course in Fall and Spring Terms to well over 100 students overall per academic year.

- Provided several sessions to area K-12 institutions, significantly at the Middle and High School level, for academic programming such as History Day research. These site visits also serve as recruitment-like outreach to the community.

## **Criterion 4: Size, Scope and Productivity of the Program**

### **Staff**

The Nielsen Library currently has 7 full-time, staffed positions, including the Library Director, 4 functionally based librarian positions, and two State Classified support positions. All of the Librarian positions (Director and the Librarians) serve as liaisons to the different academic departments and programs on campus, in order to engage with those faculty and students in order to understand the academic needs for information resources (e.g. which resources to acquire or incorporate into our environment, how to most effectively facilitate discovery, access, and use of those resources, and to engage in mindful preservation and stewardship of purchased or acquired resources as institutional investments).

### **Service to Campus**

The Nielsen Library serves both as an information resource in support of academics and research to the campus community through collections and services, as well as a vital campus space for student studies, engagement, and community building.

### **Technologies**

The Nielsen library is a heavy user of technologies, in particular networked computing resources. We utilize these to develop and maintain our catalog of resources, our management and maintenance tools, to provide an effective user environment for connection to information databases and content, and increasingly, to support students and researchers in the creation and management of their own information (currently the Institutional Repository, and moving forward, through the development of student ePortfolio's in the Pathways curriculum). The Library relies on ASU Computing Services, AITC, and Campus Communications for parts of this technology environment; but also works with external organizations for selected elements such as our catalog, discovery and database tools, and purchased/licensed e-content including online journal and book resources). Working with these external entities such as the MARMOT Library Consortium, OCLC, RapidILL, Prospector, and various information vendors allows for cost-effective and scalable approaches to providing these information resources to the campus.

## **Criterion 5: Cost & Benefit of the Program**

### **Cost**

FY17 Budget expenditures

Salaries

- \$481,619 Salaries & Benefits
  - This is for 5 Academic Professional Librarians (Director, Access Services, Instructional Services, Electronic Resources and Discovery, and Collections/Technical Services), and two Classified Staff (Circulation Manager and Resource Sharing Technician)
- \$64,700 Campus Work Study and Campus Hourly
- \$21,208 Operating Supplies (general supplies, furniture/fixtures costs, events programming, staff

- development)
- \$318,381 Information Resources and Services (content + supporting services)

### **Funding Sources**

Nielsen Library funding comes primarily from an institutional allocation, a small amount of library-related grant funding (LSTA and State of Colorado), and contributions from ASU Title V grants and departmental funding for some strategic services and resources including the EDS Discovery Layer service, ProQuest Dissertations and Theses, and some additional full-text content resources. These last extra-library funded resources will need to be institutionalized at some point before existing funding streams cease.

### **Benefit of the Nielsen Library**

The Nielsen Library's benefits to the campus include a more efficient and economic model for acquiring scholarly content and information resources on behalf of the broader community; the development and provision of search environments and tools that maximize efficient discovery and access practices for our users; appropriate stewardship of those acquired resources for continued use by future generations of users; and effective collaborations with other libraries across the state and nation for resource sharing. Additionally, the Library collaborates with teaching faculty and other academic support staff to develop programming and facilitated learning resources to maximize student capabilities to develop critically informed information research skills. Please see more specific use metrics above in Criterion 3 for further illustration of service usage.

### **Criterion 6: Staff and Program Strengths and Accomplishments**

Measures for this area differ from those of direct academic departments. Librarians at ASU do not hold either rank nor tenure and as such, are neither called upon, nor appropriately supported through time or other resources, to engage in extensive research programs. Service obligations are mainly at the local levels for most librarians.

#### **Staff credentials, skills, flexibility, breadth/depth, etc.**

Academic Librarianship is a specialized field more akin to Information Technology, Academic and Student Support, and related fields. The questions and new learning to be gained are significantly applied in nature and both emerge from and relate to the library as an operational organization, and less with the more abstract information sciences disciplinary questions. Professional development through interaction with colleagues in other environments, and engagement with professional development programming in person, or virtually, is critical in order to remain engaged and current with best practices in the field.

Quality of the curriculum

Attainment of the Master's Degree in Library/Information Science from an American Library Association accredited program (or articulated non-US equivalent) is considered the terminal degree for practicing academic librarians. The academic library field has not as of yet developed a strong tradition of highly formalized certification or post-degree continuing education, although some such opportunities do exist, significantly in the instructional design and delivery area and in other highly technical aspects of the profession such as Electronic Resources Management or Research Data Management.

Through their liaison work, Nielsen librarians engage with the ASU faculty to identify and develop effective integration of information seeking skills development into curricular activities.

Library Classified Staff or other non-librarian roles also call for more specialized, often highly technical, work practices and skill sets.

### **Quality of physical, online, or other resources**

#### **Physical**

The Nielsen Library building is approximately 40 years old and is in need of at least some minimal maintenance work in order to remain effectively useable. The most prominent physical element in strong need of repair are the buildings public entrances. These doors are extremely heavy, and perhaps with deteriorating fixtures. They are very cumbersome and difficult to operate, a state that is widely noted by staff, students, and faculty alike. Other fixtures or furnishings in need of revision include window hangings, lighting, building signage, and at least some recurring repair and/or replacement of furniture and other fixtures.

#### **Resources**

The Library has significant investments in printed and other tangible format information resources, as well as a certain amount of special or unique collections that have been donated to the university and the library. As a result, the library will continue to devote some amount of effort and other resources towards preservation and stewardship of those collections.

Additionally, the library will continue to purchase certain numbers of physical (e.g. printed or other tangible format) collections resources for the foreseeable future. This is driven by three different factors: first, it may still be the most effective, preferred format for use; second, an electronic format may be too costly or lacking a preservation strategy, or in some other ways prove impractical; and third, in order to participate in resource sharing networks and ILL practices, we have to have content to 'lend' on the network in order to be able to 'borrow' on the network. At present, a significant majority of licensed electronic content cannot be 'shared' via ILL networks and practices.

#### **Space**

In addition to more customary or routine physical plant maintenance needs, as noted above, as a dynamic and highly used student space on campus, the university should explore opportunities for re-design of physical user spaces in order to reflect current student populations study and academic work practices. Redesign of staff spaces is another area that will need resources from time to time as reflects changing staffing numbers, work practices, or for other factors.

#### **Equipment**

Equipment is an ongoing dynamic in a modern academic library. This is true both for collections and other resource development practices, but also for end-user technology and study practices needs. Technologies, particularly information technologies, are evolving at a rapid pace, and the Nielsen Library will always be in communication with Computing Services, AITC, end-users, and our own industry communities to identify and prioritize strategic technology choices and actions.

#### **Personnel**

As the academic library continues to evolve in pace with information resources, and with our user populations, our need for different staff skills and practices will also evolve. Case in point - it is just within the past 10 years that the need for Electronic Resources Management has become a crucial skill set that is required in order to develop and support a library that provides content and services via networked

environments thereby broadening and extending library access beyond the physical building to other campus and off-campus locations and uses. This skill set and perspective extends beyond networking technologies but also requires knowledge of pricing and licensing practices, the information content marketplace and vendors, as well as a good understanding of academic end-user needs, in order to ably diagnose and address problems and solutions with our networked information environment.

### **Online Resources**

As noted above, the library will continue to develop an environment of online, networked information resources in support of its users. Continual growth and further shifting of content resources in this direction is anticipated for the future. It should be noted however that electronic content and related discovery services are the areas of most significant and consistent price increases on an annual basis for academic libraries. A 5-6% average cost increase was projected in 2017 for electronic resources in the academic library market. And this is a fairly consistent average annual cost increase over the past number of years. Without a concurrent re-allocation of fiscal resources each year to address this cost increase, the Nielsen Library routinely trims its allocation of individual journal titles, databases, or other content resources in order to keep the expenditure within existing budgeted amounts. As an illustration, a 5-6 % average cost increase, over 5 budgetary cycles, without any reallocation of funds means that the average academic library is purchasing roughly 25% less content at the end of those 5 years than it was purchasing before. A concurrent impact in such practices is that our ILL and Document Delivery (individual journal article purchases) activities, and related support costs, may increase at the same time. While these costs usually do not increase at the same rate or volume as price inflation, this choice also still results in an ongoing erosion of purchasing power.

### **Criterion 7: Future potential of the program**

The Nielsen Library and staff will continue to explore means to support active development of appropriate information resources and scholarly communications practices that will support learning, teaching, and research. This could involve further explorations with other academic libraries and consortia in Colorado or more broadly, to expand resource sharing and consortial purchasing arrangements, or even perhaps exploring ways to consolidate or align more specialized work needs or staffing models to better share more highly skilled, or more routine, technical workflows and services. Pending the academic program review and any changes that result, the Nielsen Library will then review its portfolio of information resources

The Nielsen Library will continue developing services and instructional programming that will help students develop critically informed skills and practices at identifying, acquiring, and using information resources appropriate to their studies. Additionally, the Library will in the future seek to work with faculty, other campus units, and students in helping students develop critically informed skills at effective and appropriate information creation and management of their own information as generated throughout their ASU academic career (their ePortfolios as one example).