Kennedy Library
Annual Report, 2013-2014

Department Reports
Academic Services Annual Report, 2013-2014

The Academic Services portfolio extends across all areas of the academic experience and addresses the complex needs of our polytechnic university. The Academic Services team is committed to supporting and expanding our community’s access, effective use, and awareness of the breadth and potential of the information ecosystem. This report describes effort and achievements within Academic Services using the following framework:

1. User Engagement
2. Student Learning
3. Digital Scholarship and Digitally Enhanced Learning
   a. Open Education
   b. Data Services
   c. Digital Scholarship Services
4. Access
   a. Access Services
   b. Web Site
   c. Accessibility
5. Research Support & Reference
6. Faculty Connection
7. The Academic Services Team

1. User Engagement

“Because people are at the heart of our vision,” means that engagement with our community is the lifeblood of the library’s programming and services. Connecting to our community is regularly cited by the library’s faculty and staff as their reason for coming to work each day and for loving what they do. Nowhere is that more the case than in the library’s continued success with the Student Library Advisory Council—SLAC.

Student Library Advisory Council
This was the first year since SLAC’s inception in 2010 that all six colleges were represented. Additionally, the group welcomed a graduate student to its ranks as well as a transfer student, allowing the council to strengthening our understanding of student perspectives around the library’s atmosphere, or “coziness” factor, as well as the reach of our programs and services to these demographics. Another addition to SLAC was Graphic Design Student Assistant Emily Wang as an ex officio “Graphics Liaison” member. Not only did this greatly streamline the communications/promotion workflow for the group as it relates to SLAC’s near-constant need for promotional designs, but Emily apparently enjoyed SLAC enough to be elected Secretary as an official member (and ongoing Graphics Liaison) for next year’s council.
SLAC continued to make strides in autonomy and productivity in 2013-14 under the extremely strong leadership of super-student Lauren Young, and combined with efforts of co-library advisors Sarah Cohen, Laura Sorvetti and Jesse Vestermark. This year was somewhat unique in the dual arenas of SLAC’s focus, increasing the “coziness” of the library and surveying the student body to assess changes and potential improvements to the building and services. In a typical year the Coziness Committee is called upon multiple times by library administration and especially LIT to help evaluate library purchases and advise potential purchases. However, this role was largely downplayed this year primarily because the library was undergoing an intensive architectural evaluation during which any concrete improvement decisions would have been premature. SLAC’s voice, however, was invited and heard during that process—Andrew Bui, SLAC’s ASI representative but also SLAC’s incoming chair, joined the Library Building Program Committee to participate in the multiple and cross-hierarchical meetings with the architects.

The Coziness Committee, instead, continued the efforts from last year’s efforts to add more student art into the library while adding a social media and engagement layer, collaboratively devising a scalable library promotion in Instagram. The group coined it’s own unique “hashtag” identifier, “#KennedyKandid” for fellow library users to tag their photos of and in the library. This took more planning than meets the eye, including meetings with library communications staff Karen Lauritsen, Conny Liegl, Cate Trujillo and Patrick Kammermeyer. They promoted the tag by co-designing triangular fliers to place around the library, and by May, there were enough images (over 100) collected to create a low-key “retrospective” by looping the images on four video monitors on the first-through-third floors, and by displaying printed versions of the photos, organized categorically, in the first floor Community gallery.

The Survey Committee, meanwhile, focused on a specific theme for the first time, addressing affordable learning solutions. This was an attempt to gather data about our particular student population for the Open Education Library Fellow in order to benchmark against national data and to develop programming tailored for our students. Through this randomly sampled survey, the Survey Committee was able to garner responses from four percent of the student population with results showing that Cal Poly students already explore all kinds of options to avoid paying full price for new textbooks and that only 28% believe a required textbook always contributes to class success. The SLAC survey also provided important data regarding OATS (Open Access Textbooks for Students) with over 40% expressing interest in (or were already) using OATS books. With this survey as a foundation, the information gathered on OATS and other open initiatives will be able to be used as a baseline for measuring future use, interest and demand for open textbooks and other affordable learning solutions.

Stressbusters
This year, the Stressbusters committee expanded its already positive impact on the student community and formalized much of its mission, vision, communication and marketing. This year’s team, comprised of members from different library departments (Information Resources and Resource Sharing, College Librarians and Communications and Special Initiatives) and under the leadership of energy & enthusiasm-extraordinaire, Conny Liegl, defined their mission, core values, goals and vision for the program. With their annual budget of $800 and the help of library
volunteers, the Stressbusters team managed to hold 12 events at the library. To plan effective stress-relieving events, the team relies on current research in the field, which suggests that even brief encounters with animals can lead to stress relief and improve the overall mood. Supporting these findings, seven of the events were animal-related:

- **Cats in the atrium** – Once again, Stressbusters partnered with the Cal Poly Cat Program to bring cats into the library atrium just before finals week during fall and winter quarters. Both events had over 300 student attendees who cuddled with their favorite felines and learned more about volunteer opportunities with the cat program.

- **Dogs at the Library** – After months of negotiating with campus partners (including Risk Management and Contract & Procurement) and Therapy Dogs International, Stressbusters partnered with PULSE (Peers Understanding Listening Supporting Educating) and Cal Poly’s Health & Counseling Services to bring therapy dogs to campus twice during spring quarter. Our 2-hour long “Dogs at the Library” events each drew a crowd of approximately 500 students (as well as faculty and staff) and gave participants a chance to take a break from their hectic class and study schedules.

- **Goats at the Library** – After the cat event in Spring 2013, Taylor Lindquist, an Animal Science student, approached the committee chair to collaborate with Stressbusters in bringing her family’s dairy goats to Kennedy Library. 8 dairy goats (between one and three months old) were brought to the front of the library, where two high school students from the Cerro Alto 4H club with 15 library volunteers (students, faculty and staff) helped with handling the goats. Before, during and after the event the team recognized a strong social media buzz among students. With more than 2100 views, the GoatCam video is one of the most popular on the library’s Vimeo channel.

Events were covered by different media channels: KCPR, KSBY and Mustang News created news features and articles, and Stressbusters events and activities were also featured on the library’s social media channels on a regular basis.

In order to invite all students to participate in stress relief, Stressbusters provides diversified programming. To engage the student's artistic side, Stressbusters organized three watercolor painting sessions led by College Librarian Jesse Vestermark, and provided fruit as motif and inspiration. Many students painted colorful still lifes depicting fruit and other objects while others painted straight from memory and imagination. In collaboration with the ASI Craft Center, a book art workshop was held during UU hour in the finals week of the spring quarter using, thanks to the Information Resources team, withdrawn books as their materials.

Stressbusters also led the library’s annual participation in Read Across America. Initiated by The National Education Association, the signature program is in its 17th year and focuses on motivating children to read through events, partnerships, and reading resources. The library collaborates regularly with the Cal Poly Psychology and Child Development Preschool Learning Lab to bring children between 3 and 5 years to the Teacher’s Resource Center. In partnership with the Open Education Librarian, who also acts as liaison to the School of Education, the committee chose and read aloud “Oh! The Places You’ll Go!” A full sheet cake commemorating Dr. Seuss’s birthday shared with more than 100 students by Stressbusters members.
Several activities are offered to the students interested in Stressbusting on their own, as well as throughout the quarter. Usually during dead week, mid-terms and finals week and typically located on the second floor, students are invited to participate in short study breaks to divert their thinking from their academic responsibilities. Student favorites are the coloring books and crayons that will be distributed in the café area. Stressbusters has also utilized the library’s digital monitors to show Charlie Chaplin’s silent movies in the café lounge. In partnership with Health & Counseling Services and the Library Information Technology group, the team has added free meditation apps to the standard image on the checkout iPads, highlighting the new three-hour checkout service. Together with the Open Education Librarian and the Academic Services group, free pouches of oatmeal were distributed to promote the new OATS (Open Access to Textbooks for Students) collection.

Another example of the range of offerings Stressbusters provides is the postcard activities during Mother’s Day and Father’s Day. These holidays corresponded with mid-terms and finals week, respectively. The Stressbusters team created postcards for students to mail to help the students send greetings to their loved ones. As an additional bonus, the cards served as targeted marketing method to raise parent’s awareness of Kennedy Library. A total of 500 postcards were printed for each of the occasions. Students could choose to send them themselves, or utilize the library’s resources. The library mailed 162 Mother’s Day cards and 175 Father’s Day cards for students, and reached students’ families in new ways. This kind of creative, engaging, multi-tiered outreach typifies the Stressbusters program. This year, the group looks forward to welcoming the new Foundational Experiences librarian, cultivating new relationships with Residential Life and Student Life & Leadership, and expanding programming with a slightly increased budget.

Good Reads
Good Reads, a small, non-permanent collection of fiction and nonfiction books, is rich in best sellers, graphic novels, biography, and current non-fiction. This year, collection development of this collection transitioned from a single selector of books to a committee of three selecting books: one community member, one staff member, and one librarian. This committee served to generate a more diverse selection of books, with each committee member focusing on different parts of the Good Reads collection: nonfiction and life skills, graphic novels and new adult novels, and best sellers and literary works.

This year a total 2731 books were checked out, a slight (1.8%) increase from last year. While the overall increase in circulation of the collection was slight, undergraduate student use saw an 8% increase from last year. This year, the committee piloted more targeted outreach to a specific minority on campus: to provide a more welcoming atmosphere to our GLBTQIA students, the committee created an GLBTQIA Pride themed month for Good Reads. Our staff designed a Pride bookmark and a poster for display with the tag line “Kennedy Library is showing PRIDE in Good Reads.” Additional gay/lesbian/bisexual/transgender/questioning (queer)/intersex/ally books were purchased for the special themed month, and PRIDE bookmarks were inserted in all these books. A tie-in with the Pride Center library on campus was included on all physical and digital signage and bookmarks. The positive reception of this targeted programming encourages Good Reads to explore other theme-based outreach in the year ahead.
This collection will experience a number of significant changes in its operations: the new Foundational Experiences librarian will be assuming responsibility for the program and lead the selectors; and, with the library having terminated its lease-to-own acquisition strategy for this collection, we will be responsible for the acquisition and deselection of Good Reads materials. However, this will allow us more data gathering opportunities to tailor the collection our specific community of readers in the year to come.

2. Student Learning

Librarians’ participation in student learning happens in many ways—from the face-to-face interaction around an assignment, to the classroom presentation, to librarians’ participation in college or residential life programming—librarians play a vital role in extending student learning beyond the classroom. This is most visible through the library’s robust instruction program.

General Education

During AY 13-14, library instruction in General Education A1-A3 courses in English and Communications accounted for nearly 50% of all library instruction. With a team of LibRATs and librarians, the GE program reached 173 sections of GE A1-A3 courses in English and Communications, with 3,780 participants. 78% of the attendees were first-years and nearly 19% sophomores, proving this an effective vehicle for reaching lower division students. The growth for this A1-A3 program amounts to almost a tripling in number of sessions since the program began in AY 09-10. This early exposure to research skills and information literacy instruction acts as scaffolding for more subject-specific disciplinary instruction offered by College Librarians at the upper division level. With the addition of the new Foundational Experiences librarian to the Kennedy Library, who will assume direction of the GE A1-A3 program, the Library will explore new directions for this program including the development of learning outcomes, integration of multiple literacies including data literacy, visual literacy, and writing, and new deployment strategies for further support to students at point-of-need.

After a year in design, an experimental study was implemented in fall and winter of AY 13-14 that aimed to determine the impact of GE library sessions through the direct assessment of student work. With the participation of two English Lecturers, Melanie Senn and Erin Martin-Elstin, and statistical support via CSU and the Fullerton Social Sciences Research Center, a statistically significant positive effect was found to prevail in one of the two treatment groups. (Treatment: 69.7%/Comparison 49.9%) Due to its promise, some variant of this assessment method may be applied at several CSUs in AY 14-15.

Summer Institute Instructional Support

Kennedy Library again provided tailored, high level, high touch support for the students in Summer Institute. With an enrollment of 90 students, the library delivers hands-on sessions in the library to SI students over three weeks in summer. The instructional team was comprised of Carla Simental (Summer Institute Library Intern), Jesse Vestermark (CAED Librarian) and Brett Bodemer (CLA Librarian). This team also welcomed Kaila Bussert, the Foundational Experiences librarian, who will play a key role in future Summer Institute/Library collaborations. Jesse, Kaila and Brett worked with the entire SI team to develop specific ways they might help students with the new assignment.
designed by this year’s English instructors. In a departure from previous years, the library facilitated important speaking opportunities in the week three sessions: one by Dr. Jane Lehr on behalf of the Louis Stokes Alliance for Minority Participation, one by Kennedy Library’s Dana Ospina on affordable learning solutions and Open Access textbooks, and another by Carl Simental on Kennedy Library’s year-round support of Summer Institute students.

While Summer Institute instructional support has lived in the realm of Academic Services, other forms of support has been in the purview of Kennedy Inclusive Culture Committee (KICC). In AY 14-15, SI support will transition fully into Academic Services with initial projects including establishing guidelines for the SI Study Space and engaging SI students as advocates for affordable learning solutions.

**Peer to Peer Learning**

The library’s signature peer-to-peer learning model, the LibRAT program, continues to prove effective, both for our students, faculty, librarians, and LibRATs themselves. LibRATs not only provide Research Help support but also lead GE courses for their peers. LibRATs led 48% of the GE instruction sessions with students reporting near equal satisfaction between LibRAT-led sessions compared to librarian-led sessions. LibRATs worked more closely this year with librarians by sharing Research Help Desk hours, allowing for more collaborative and reciprocal training around resources, patron engagement, website usability, and relationship building for both groups.

The LibRAT program proves so successful that Academic Services will pilot LibRATs in two new capacities in AY 14-15: one in CAFES to support its robust instructional program; the other in Data Services to support increasing request for instruction on basic data literacy and resources.

**Pedagogical Innovation**

The College Librarians continued to expand their repertoire of techniques for enhancing learning and engaging students. As librarians’ commitment to the classroom grows, the College Librarians developed an instructional philosophy to guide their approach to pedagogy, engagement, and professional development.

*We value Cal Poly’s polytechnic identity and ‘Learn by Doing’ ethos.*

*As educators, we challenge students to think critically about how information is created, used and contextualized, empowering them to explore and solve problems; connect and support ideas; and create and extend knowledge. These skills are crucial components of personal and professional lifelong learning. We serve as facilitators and partners in this endeavor, and we expect students to play an equal role in their learning.*

*We are collaborators, and we work with campus partners, colleges, departments, and faculty, as well as students, to achieve meaningful integration of information literacy within and across the curriculum.*
Our methods are progressive, utilizing technology and creative strategies to design and deliver scalable, sustainable, point of need instruction.

The librarians actualized this philosophy during the academic year through their experimentation with new technologies for teaching. The use of classroom technologies, such as Poll Everywhere—a mobile-phone polling system—allowed for librarians to explore classroom engagement tactics in larger classroom environments, as demonstrated by Jesse Vestermark, the CAED librarian, in his use of the software in the required, first year Architecture course with more than 100 students.

In another effort to use class time with their students effectively, Jeanine Scaramozzino and Katherine O’Clair (COSAM and CAFES, respectively) participated in the Center for Teaching and Learning’s “Flipped Classroom” series. An outcome of this series was moving lower-level course content to Poly Learn for Ms. O’Clair, allowing her to scaffold her instruction and provide more tailored, direct support to her students.

In order to develop as librarians and teachers, the cohort of instructional librarians participated in a peer-to-peer observation during class sessions in the spring quarter. This pilot allowed librarians to provide constructive feedback focused, not on the content of an instruction session, but on the mechanics, atmosphere, presentation, and reactions to the class. This program will expand into AY 14-15 in an effort to continually improve our effectiveness in the classroom.

3. Digital Scholarship and Digitally Enhanced Learning

As the library continues to realize the <iDi> vision for 2015, programs that emphasize the potential digital services provide to our community and to the future of scholarship have an increasingly robust presence in the Academic Services portfolio. These programs—Open Education, Data Services, and Digital Scholarship Services—are at different stages of their program development but all of them boast impact through the powerful relationships they have built in the university community, a willingness to move with alacrity and propensity for responsive programmatic design, and play a growing role in the library’s vision for the future.

Open Education

This year marked the first full year of open education programming for the library. From workshops for faculty and students to library infrastructure pilots to receiving funding support from the Office of the Chancellor for a campus-wide CSU Affordable Learning Solutions initiative, this year has been an exciting one for open education on our campus.

The Open Ed program’s goal is to build a sustainable program for open educational resources, to discover what strategies and programs are best suited to our campus by establishing relationships with faculty and campus partners, and students, and to leverage existing library infrastructure, partnerships, and campus-wide priorities to increase interest in and support for the adoption of open and affordable course materials. To that end, our first year was extraordinary in its impact both in terms of the success of budding programs and measurable impact at Cal Poly.
Open Textbooks
One such example of success and measurable impact is our work in open textbooks. Cal Poly was one of a small number of campuses selected by the Open Textbook Library of the University of Minnesota to host a Hewlett Foundation funded workshop. Led by Executive Director Dave Ernst, and his associate, Kristi Jensen, the workshop educated our attendees on the current state of the textbook industry and introduced an alternative: open textbooks (educational resources that are freely available on the internet). Of the 25 participants in the workshop, 13 have indicated intention to adopt an open textbook in their course in AY 14-15, saving our students an estimated $45,000 in the first year of this initiative. According to the initial review of the data, Cal Poly will have more adoptions than any other participating school in the grant. The Open Education Library Fellow, Dana Ospina, who joined Cal Poly in November, was instrumental in the relationship building and successful recruitment of faculty members essential to this kind of program and its success. We are working closely with the team at the Open Textbook Library to develop their program, analyze the data, and support further outreach within the CSU and other campuses.

OATS Goes Digital: EATS (Electronic Access to Textbooks for Students)
Open Access to Textbooks for Students (OATS) is a collection of textbooks and study guides purchased by the library as support for course assigned textbooks and materials. This year, in addition to expanding our print holdings, we have started to include licensed electronic textbooks (EATS) selected by the College Librarians, and freely available open digital textbooks selected by our Open Education Library Fellow. In addition to increasing our support for students, these new electronic resources also are available for faculty to use in their courses.

Gathering Student Data
Through the SLAC survey and numerous campus conversations, we learned that Cal Poly students are actively seeking ways to reduce the financial strain created by the high cost of textbooks:

• 66% of respondents reported sharing a book with other students to reduce cost.
• 38% have at some point opted not to purchase a required text because of associated costs.
• 91% reported that their success in a course was “sometimes” or “always” directly related to having a copy of the required textbook.

These statistics reflect that textbooks are often essential for success and yet their cost creates a financial strain for many students who already are struggling to afford their education. These conversations and the SLAC survey validated our inclination to continue to develop OATS and EATS and to publicize the importance for faculty and administration to educate themselves on the escalating cost of textbooks and the lower cost and free alternatives.

Awarded CSU Affordable Learning Solutions funding from the Office of the Chancellor
Together with the University Store, the Center for Teaching, Learning and Technology, and the Disability Resource Center, we were awarded $20,000 to participate in the CSU Affordable Learning Solutions (AL$) initiative. Sponsored by the Office of the Chancellor, this initiative supports the creation of campus partnerships to address issues of choice, affordability, and access to educational resources. This budget support provides the means for Cal Poly to embark upon a
yearlong campaign to raise visibility and awareness around these issues and introduce alternative models.

Throughout the 2014-2015 academic year, Kennedy Library and our AL$ partners will host events and initiate several programs designed to simplify the identification and use of open and affordable resources for faculty and students. We will also learn more about our students’ perspective on these issues, and what we can do to better support our faculty as they consider these options.

Data Services
Data Services supports students and faculty in finding and using data for scholarship, teaching, and learning. During the past few years the program has changed from solely GIS support toward a broader definition of data services to include data access, use and analysis, visualization, management, sharing and curation support.

This year Data Services continued to build working relationships with Library, IS, campus and community stakeholders to more clearly define the roles Data Services may play in supporting student, staff and faculty success. Our professional workshops and trainings have allowed us to meet with numerous other Data Services library program staff and build collaborative, strategic relationships with peer programs at a range of institutions including University of North Carolina, Chapel Hill, North Carolina State University, Texas A&M, and New York University. An outcome of this effort to learn from and with our peers has been shared scholarship, as seen in the cohort’s recently accepted paper, “Map Room to Data Services: five university libraries evolving to meet campus needs and changing technologies” to be published in a special 10 year anniversary issue of the Journal of Maps and Geography Libraries - Ten Years of Progress: looking back and forward at the state of geospatial information.

Public programming and outreach in Data Services has been an area of significant achievement this year. The Data Studio Presents series invites speakers involved with different aspects of data from across the academic spectrum to share some of the latest research in the general field. Additionally, it provides informational resources to anyone interested in learning creative and advanced methods of data discovery, curation, and presentation in a relaxed and informal setting. The series reached a high-water mark this year with “Visualizing History with GIS” by Anne Kelly Knowles, Professor and Chair of the Geography Department at Middlebury College and recipient of the 2012 Smithsonian American Ingenuity Award. With more than 135 people in attendance, this talk’s interdisciplinary focus spoke about the connections historical GIS can reveal in terms of unknown patterns and relationships between different historical events. Examples explored included the American Industrial Revolution, the Battle of Gettysburg and the Holocaust.

In addition to this series, increasing awareness about the role of data across the disciplines and research extended to other venues.

- The Geography Awareness Week and GIS Day activities led to the display of over 30 digital and print maps from student and faculty work from across five of the six colleges. Maps and a reception were hosted in the first floor’s Community gallery and other engagement included a talk “GIS on the Web,” with more than 424 online views, and Data Services staff contributed to SLO GIS Day via event coordination and outreach for the unit.
Data Services collaborated in making Yoh Kawano’s Science Café, “A Map for the Future”, interactive including developing Twitter\Google Maps mashups to bring home the topic of radiation measurement and public awareness within the community of San Luis Obispo.

Another area of increasing interest and importance, especially among faculty, is data management and curation. Carly Strasser, Data Curation Specialist at the California Digital Library, returned to the Kennedy Library to lead multiple workshops focusing on data management best practices for researchers; an introduction to DMPTool, a web-based data management plan creation tool; and, the impact of open data requirements on the future of scholarly research and communication.

These are just a few examples of the types of programs Data Services has contributed to the growing and rich data sphere at the university.

Another example has been through building a community of users and community of practice as it relates to Data Services and GIS. The creation of email distribution lists has allowed Data Services to connect with faculty and staff more directly. The GIS list contains approximately 60 faculty and staff with GIS as a direct or ancillary interest. The Data Services list contains approximately 35 individuals from previous Data Studio Presents and other associates. Quarterly updates on GIS resources resumed this year, and based on the this particular group’s interaction and feedback, a GIS Working Group is being developed by the Data Services team to provide a venue for further communication related to GIS resources, needs, and opportunities among colleges and departments, and to coordinate common resources to better serve the campus community.

In their role coordinating central software, Data Services and LIT worked with IS and ITS to establish all-digital access to ESRI Student Edition software. ESRI ArcGIS Student Edition Access was up 15% from last year with 94 licenses distributed. Numerous requests have come in regarding the trial and installation of new software and data sets on library computers. Based on faculty interest and in collaboration with Information Resources and LIT, the library acquired Social Explorer, a low barrier interface for creating tables and visualizations of census data, a useful resource for a wide variety of programs.

In-class instructional sessions, taught by the Numeric and Spatial Data Specialist, included both Introductory GIS instruction as well as material on data access and visualization. Instructional sessions ranging from 1-3 hours reached approximately 250 students, with additional informational sessions reaching an additional 300 students. As the university welcomes new data-specific faculty and with the creation of a data minor, instruction around data is still evolving. The program intends to increase its focus on data literacy in the year ahead, especially given the potential for further engagement in the library’s instruction program with the new Foundational Experiences librarian and increased training around data literacy with the College Librarians. Opportunities to curate digital learning experiences around data are also on the horizon, whether developed within Data Services or using partner resources.

Digital Scholarship Services
In April 2014, all the library’s digital archiving functions moved into Special Collections and Archives in order to strengthen and integrate the Library’s institutional archiving functions, both
print and digital. Moving the Digital Commons from Digital Scholarship Services into Special Collections allows for greater integration and expansion of the digital scholarship services program within Academic Services, specifically by focusing attention on publication of undergraduate research, scholarly communication, and in a new area—research networking. The potential of "research networking services" expands on the current faculty-research showcasing capabilities of bePress's Selected Works, allowing for more customizable, usable, faculty-managed research profiles and is of great potential value to faculty and administrators who seeking better ways of exposing and discovering Cal Poly's expertise.

Scholarly Communication: Outreach & Engagement
The Kennedy Library hosted Open Week 2013, a series of events from Oct. 17-24, designed specifically for Cal Poly as part of the global Open Access Week movement. Open Week 2013 included 17 sessions extending across the disciplines and representing the importance of these issues in a wide array of programs, disciplines, and scholarly venues. Programming included workshops in data management, copyright and student authorship, how to access open datasets in different disciplines, open prototyping and lunchtime TED Talk screenings. Speakers included faculty, students and campus guests including Carly Strasser (PhD, Data Curation Specialist), Josette Melchor (Executive Director, Gray Area Foundation for the Arts), interactive artist George Zisiadis, Lauren Young (Cal Poly student and Kennedy Library LibRAT), Russ White (Numeric and Spatial Data Specialist) and Marisa Ramirez (Digital Scholarship Services Librarian).

This fall, we welcomed Natalie Rich as our first student position funded by the James P. Sargent Library Student Assistantship Endowment in Digital Communications and Publishing. With a background in graphic design and communication, and interests in digital publishing and video production, Natalie spearheaded the layout, design and logo creation for Cal Poly's first completely student-run open access scholarly journal, Symposium: Student Journal of Science and Mathematics. She also provided assistance with supporting design and layout of open educational materials created by Cal Poly faculty, including open access digital course materials created by Dr. Wayne Howard of the Agribusiness Department. Natalie shared her experiences and student perspective on the role of the library as publishers in her presentation, "Libraries and Independent Publishers: Exploring New Business Opportunities" at the 2014 Independent Book Publishers Association conference, hosted in San Francisco March 21 - 22, 2014.

Outreach also extended into the extra-curricular this year. Marisa Ramirez, the Digital Scholarship Services Librarian, served as the inaugural faculty advisor for the student-led Free Culture Club. This student group promotes and increases awareness of issues related to copyright and author rights, freedom of speech, academic freedom and open sharing of work. At its inaugural event, the Free Culture Club hosted a workshop session at the Change the Status Quo conference, a campus event that encouraged participants to challenge stereotypes, demand solutions, and use education to make lasting changes, at which Marisa Ramirez spoke about copyright and open access.

Support of Undergraduate Scholarship
To better understand our community’s needs and explore synergies with existing initiatives, Digital Scholarship Services organized and led a campus roundtable discussion on the Undergraduate Publication of Research during the spring quarter. Through a series of guided brainstorming and
discussion activities, the library brought together people from across the institution who share a common focus on providing research opportunities for students to explore interest and opportunities around the following themes:

- Assessing student engagement and success in undergraduate research
- Technology, tools & techniques
- Collaborations, community & partnerships
- Challenges, opportunities & trends

The faculty, students, and staff in attendance shared current initiatives and projects in these areas as well as the perceived potential for increasing the visibility and access to undergraduate work.

An exemplar of such potential for enhancing the visibility and access to student work came to life at the end of the academic year—Symposium: Student Journal of Science and Math is a student-written and student-run, open-access academic journal of science and math. Published on an annual basis, the journal’s aim is to promote discussion on the science topics that the students of the College of Science and Mathematics (COSAM) investigate in their classes, labs, research, and senior projects. Symposium also features students’ unique experiences through Cal Poly's hands-on motto, “Learn by Doing.” Pieces submitted to Symposium are peer-reviewed by the Review Board, which is comprised of COSAM students. The first issue, published in May 2014, is available for download from: http://digitalcommons.calpoly.edu/symposium/.

4. Access

Equitable, efficient, seamless access to the library's facilities, resources, programs, and services is core to the library’s mission and values. This year, the library witnessed a 9% increase in use at its main entrance but saw an 81% increase of use of the 24-hour spaces. While we do not have data outlining the time of use of the 24-hour space, such a significant increase suggests increasing student need around 24-hour support.

Whether it be through the library’s physical doors or our virtual doors via the library website, Academic Services’ efforts over the past year improved our users’ experience.

Access Services
The Access Services team welcomed a new head to the department—Margaret Adeogun. Under her leadership, the team established goals, a mission statement, and a motto for the unit: “Access Services: your gateway to an exceptional library experience.” The unit’s documentation, policies, procedure manual, and student training program are all under review, ensuring that Access Services continue its tradition as a friendly and effective face to the Kennedy Library.

Access Services’ implementation of the “The Big Shift 2” in Summer 2013 resulted in the shifting of more than 200,000 items from across the library’s floors. As part of this project, Access Services participated in a collection-wide inventory, allowing us to identify and correct errors in the catalog, remove lost items, and allow for patrons a reliable gateway to our print collection.
Students interact with Access Services in multiple ways—greeting, circulation, lost & found, employment, and as a general service point. But Access Services’ role as providing access to Course Reserves proves to be a vital piece of student success as it relates to access to course content and affordability. Course reserves saw an 8% increase in AY 14-15 with 4,773 items circulating in comparison to last year’s count of 4,389. Course reserves accounts for 35% of all library circulation. Given this program’s significance and impact, the Course Reserves Coordinator, Sharon Andresen, developed an internal system for notifying students when a course reserve they requested is available for checkout. This system shortened the waiting time and shortened the long lines at the Circulation desk. Access Services also worked with an MBA-student team from the Orfalea College of Business’s “Lean Operations” course to explore additional ways to streamline the Course Reserves and Check Out Desk process.

Accessibility

Accessibility initiatives within the library as a space can be roughly divided into three categories: replacing physical signage, revising web information, and Disability Resource Center (DRC) collaborations. This winter, the library’s Accessibility Advocate, Jesse Vestermark, collaborated with a student assistant to design new signage to encourage users who are browsing the bookshelves to request help with retrieval, via phone, should they desire. The usability of library spaces by users with disabilities is also driving the collaboration between the Accessibility Advocate and LIT to ensure accuracy and usability of official library maps. This summer will also lead to a consolidation and revision of the accessibility pages on the library website.

Collaborations with the Disability Resource Center to better support the library’s ability to meet the needs of users with disabilities has led to trainings, review of software to support students needing assistance, and facilities issues around transferring disabled patrons in emergencies.

Website

Academic Services content assumes a significant portion of the library’s web content meaning that web editors in Academic Services have the majority of content to manage. Creating and managing web content to improve user experience led to significant changes in the “Faculty” and “Student” gateway pages of the library website, including a more icon-oriented, less text heavy approach, as well as significant changes to the library’s presence on the Cal Poly portal.

This growing team of contributors and content editors have also undertaken significant changes in the “Need Help” tab in the website’s main navigation as well as exploring streamlined content and language to support student success in navigation, finding, and accessing information.

5. Research Support

Firmly committed to providing service to the Cal Poly community via various modes (in-person, phone, chat, and email), library faculty, staff, and LibRATs addressed 4,037 questions, representing a 3% rise over the previous year. Strategic improvements to our online data collection methods allow us improved insight into our reference ecosystem. A program-wide example of this is our collecting data not only on the number of questions addressed (4,037) but the number of patrons assisted (4,363), indicating more than 300 instances of one-to-many reference transactions.
Collective data gathering through a Google Doc and increased training and norming with reference staff around categories has led this cross-library team to improve its referral protocol and also better understand the types of services we are referring patrons to inside and outside the library: the Service Desk, the Writing and Rhetoric Center, Special Collections and Archives, and Interlibrary Services, to name a few. Improvements in data collection also formalized the pattern of effective question triage: a vast number of shorter transactions (“basic research questions”) were conducted via chat, email or the Research Help Desk, and the majority of time-intensive reference (“In-depth” or “Consultations”) being provided in office consultations with Librarians and the GIS specialist. For instance, slightly over 2000 questions at the Research Help Desk required 158 hours to answer, while one-fourth as many office consultations accounted for 246 hours. This improved data collection also allows us a more granular understanding of the type of questions we receive at certain times of the quarter: for example, Data & GIS questions, which account for 12% of all research questions at the Kennedy Library, are asked later in the quarter consistently across quarters when general reference requests decline. This allows us to calibrate staffing and explore further programming and support for this specific area for the coming academic year.

The increased emphasis on exploring and understanding this data has also allowed more of the reference team to suggest and implement improvements to our website, signage, training, and instruction. For instance, questions regarding printing and tech issues did not decrease as one might expect in the late-fall into the winter and spring, leading us to situate such information on the website so it can be found more easily by patrons. Ideally, those types of questions would decrease in the next year. Alternatively, there are question types that we should encourage because answers to these are rarely simple and can benefit from expertise. These include basic research questions and consultations, and based on our data we can strategize ways to encourage more people to come to us for such inquiries. Research Help signage and promotional materials will see a face-lift for AY 14-15, indicating the many ways this core service can support students.

6. Faculty Connections

While the library often relies on individual librarians to build meaningful relationships with faculty in their colleges, Academic Services has initiated a number of specific programs over the past year to better connect and communicate with faculty. With the redesign of the library website, Academic Services created a faculty-focused introduction to changes in the library during Summer 2013. Led by Katherine O’Clair and in collaboration with the library’s design team, a brochure outlining changes to our physical space from the Big Shift and in our virtual space through the website was distributed in faculty mailboxes at the start of the Fall Quarter. This preceded the library’s monthly Faculty Newsletter, begun in January 2014, but Academic Services contributions to this successful method of reaching faculty has included event and hiring announcements and brief posts about topics of interest to faculty such as altmetrics.

Faculty connections were also at the heart of the library’s celebration of our Excellence in Academic Libraries Award. The Research Showcase highlighted collaborations between Cal Poly faculty and the library with presenters from each college sharing examples of their fruitful collaboration with the library:
Ithaka

While the Kennedy Library has enjoyed and responded to student trends, particularly through the SLAC survey, like many libraries we relied mostly on anecdotal or national data regarding faculty needs. However, by participating in the Ithaka S &R Local Faculty Survey, we expanded our capacity for addressing and supporting our specific faculty community’s needs. As the first CSU to participate, we gained insight into our faculty’s perspective on a range of topics, including the Kennedy Library’s collections and services, as well as how the digital environment impacts their teaching, research, scholarship, and participation in scholarly organizations.

The response rate to the survey was 19% from the full time faculty. A preliminary review of the data confirmed the effectiveness of some of what we already do—librarians have meaningful relationships with faculty, particularly as it relates to developing student research skills with 90% of respondents taking a positive view the librarians’ role in helping students develop their research skills. In addition, faculty’s reliance on textbooks as important course materials demonstrates the importance of our reserves program and the value OATS has the potential to play in providing more textbooks to our students. The Ithaka data corroborates the role of the library as central to faculty’s work as researchers: 43% saying they are completely dependent and 42% saying dependent and 86% of respondents indicate our role as repository is an extremely important role.

As we continue to mine the Ithaka survey over the coming year, the potential impact on library planning and programming extends across Academic Services to other parts of the library and to library partners. Some areas we will be further exploring include:

- Planning our support for new pedagogies and instructional approaches;
- Understanding how our faculty use our journal subscriptions to make the most of our subscriptions budget and help us in our negotiations with publishers;
- Ensuring that we continue to provide books and journals in the most appropriate format for our users while taking advantage of emerging electronic formats;
- Considering how we support the use of audiovisual & digital media and datasets;
- Understanding the Colleges’ expectations of student research skills and the role of the library in building these skills;
- Considering the role of the library in supporting faculty with their data preservation and data management needs.

7. The Academic Services Team

The Academic Services team continues to grow and explore new areas of impact within the institution as well as pioneer new areas within librarianship and higher education. This year, we
welcomed new hires in two such areas—Open Education and Foundational Experiences. Both of
these positions’ scope include new and innovative programmatic approaches to complex issues:
the Open Education Library Fellow spearheads our efforts around affordable learning solutions,
open textbooks, open educational resources, and in collaboration with the Digital Scholarship
Services librarian, issues around open access; the Foundational Experiences librarian’s focus
extends beyond the traditional first year experience, thinking instead about what skills and “habits
of mind” are foundational to students as it relates to information literacy and research but also
literacies necessary and applicable to our polytechnic students: data literacy, writing, visual
literacy, artifactual literacy, and transliteracy. As the library further explores its future building
programme and the growing need for increased access to the library facility, and to allow for
knowledge transfer from impending retiring staff, Academic Services also created a new,
management-level position to lead Access Services. The Access Services unit also piloted a new
pool position, to provide back up support to Access Services staff, particularly during nights and
weekends. All of these additions better position the library to provide the kind of access,
programs, services, and innovation that Cal Poly has come to expect from the library.

In addition to new positions, Academic Services incorporated Digital Scholarship Services into the
unit. This organizational change, allows Academic Services to broaden its gaze beyond the
archiving of student and faculty work to deeper consideration of supporting digital scholarship,
including publishing, metrics, networking, and open access. While the Digital Scholarship
Services librarian is on leave through the majority of this academic year, we will be exploring
opportunities to collaborate with partners in the Office of Research, Academic Personnel, and the
Provost’s Office through research networking through platforms like VIVO. We are also exploring
further publishing opportunities for undergraduate student work with the Honors Program, the
Office of Service Learning, and Summer Institute

The individual achievement of the members of the Academic Services team demonstrates a
commitment across our members not only to excellent service to our immediate community but to
our profession through scholarship, participation in the fabric of the university, local, and
professional community. The tenure process is one way in which a department can make such a
measure and Academic Services was delighted Marisa Ramirez, our Digital Scholarship Services
librarian, was awarded tenure as an Associate Librarian. This culminating achievement is not the
only mark of our impact—it is regular for members of the Academic Services team to be recognized
for outstanding contribution and achievement. Just a few examples include:

- Business Librarian Mark Bieraugel’s receiving a Research, Scholarship, and Creative Activities
  (RSCA) Grant from the Office of Research for his research with Stern Neill on “Library Spaces as
  Catalyst for Innovative Thinking.”

- CLA Librarian Brett Bodemer's article, "They CAN and They SHOULD: Undergraduates Providing
  Peer Reference and Instruction" which appeared in the March issue of College & Research
  Libraries, was chosen as a journal-club reading for the Maryland Chapter of ACRL and was cited
  in articles appearing in Reference Services Review and portal: Libraries and the Academy. The
  University Librarian at Australian National University remarked in a newsletter that the article
"will make you think more deeply" and characterized it as "well worth reading."

- COSAM librarian Jeanine Scaramozzino was elected president of Cyamus, the regional group encompassing the West Coast of North America and Hawaii for IAMSLIC (International Association of Aquatic and Marine Science Libraries and Information Centers) who represent academic, governmental and private institutions concerned with the marine and aquatic environments.

Submitted by Sarah F. Cohen, Associate University Librarian for Academic Services

Communications and Special Initiatives, Annual Report 2013-2014

Across industries, maximizing engagement is the top trend in communication, public programs and exhibits. Millennials and Generation Xers expect meaningful and interactive content both online and in-person. With this in mind, we identified emerging trends and dynamically implemented them in pilot projects. We focused on strengthening existing partnerships and building new ones. We explored new ways to deliver content that was created by and for students.

Communications and Special Initiatives (CSI) is Karen Lauritsen, communications and public programs coordinator; Conny Liegl, designer for web, graphics and UX; and Catherine Trujillo, curator. The team launched and delivered many initiatives to engage our community in this fiscal year, meeting identified goals in two key areas: Library Programming of the Future and Communications of the Future.

Library Programming of the Future

Spring Exhibit: Objects of Affection

In partnership with Ethnic Studies professor Grace Yeh, the library debuted the spring exhibit “Objects of Affection” in the Gallery at the Commons, highlighting the county’s multicultural past. The images and stories that were featured in exhibit were drawn from a community-driven digitization project founded by Dr. Yeh titled, The Re/Collecting Project.

The library's exhibit was inspired by Dr. Yeh's “Filipino Love Stories” CalHumanities project that showcased the stories of love, marriage, and community building of the first wave of Filipino migrants who arrived to the U.S. and our county before 1934. Working in collaboration with the library's exhibit curator, “Filipino Love Stories” was broadened to include many of the families featured in Dr. Yeh's Re/Collecting Project archive. The “Objects of Affection” exhibit integrated
student scholars including Liberal Arts and Engineering Studies students and Ethnic Studies students.

“I was very lucky to have been included in the “Objects of Affection: Filipino Love Stories” project and I learned so much from it.” - Adriana Duarte, Architecture, 2016

The library collaborated with the MultiCultural Center for the opening reception, which included student performances and sponsorship of Filipino cuisine in tandem with the Filipino American National Historical Society, Central Coast (FANHS). The reception hosted 225 guests including students, staff, faculty, community and families from the Re/Co archive who were featured in the exhibit.

**Traveling Exhibits**

- **Links to Land** was showcased at the California Mid-State Fair
- **Strive and Struggle** was brought to the University Union for Black History Month in collaboration with the MCC. In addition, we co-coordinated a student panel comprised of Cal Poly African American student leaders.
- **Atelier Morgan** traveled to the AIA National Convention in Chicago honoring Julia Morgan as part of her posthumously award of AIA’s Gold Medal.

**Galleries**

The library’s galleries support the scholarship and creativity of the campus through a variety of flexible spaces and design. Not surprisingly, the Community Gallery has emerged as the most popular gallery space.

To help shepherd the participatory nature of this space, our gallery student assistant coordinated more comprehensive projects working closer with student, faculty, and department users—increasing hands-on management and collaboration.

“The 1st floor gallery space provided an amazing venue for working through an interactive process of exhibit design. The glass whiteboards are an amazing asset!” – Cecillia Tran, LAES student

**Highlights:**

- **Thrice Told Tales**: LAES (Liberal Arts and Engineering Studies Program) student projects were displayed in the 1st floor gallery. The student projects responded to the prompt: “How do different technologies of communication and connection afford and shape the stories we can make, build, tell, share, and learn about the diverse yet under-documented communities of color on the central coast of California?” The student projects served as a sandbox for the spring exhibit, Objects of Affection.
• **On the Cutting Edge**: We partnered with Landscape Architecture professor César Torres-Bustamante to help devise an exhibit of landscape architecture laser cut projects by students.

• **The Emerging Markets**: Featuring Career Services Department’s ongoing initiative to research and showcase emerging and evolving job markets and connect students with new areas of employment.

• **International Center Photo Competition**: Cal Poly student, faculty, and staff photos from all over the world.

In addition, Reflections, by Clare Olsen, was installed in the library’s grand staircase in collaboration with LIT. A reception celebrated the event and provided an opportunity to screen the videos made to document the process.

**Public Programs**

**Open Science Café**

This year we launched Open Science Café, funded by the John Cotton Dana Award, so that students could make their own Cal Poly Science Café event with the researcher or expert of their choice.

We received a dozen applications, with every college represented. A panel of judges evaluated the proposals and selected Ali Albiani, an art and design student, to lead the event, How to Use Data and Design to Tell Stories. It featured the graphic director of The New York Times, Steve Duenes, who shared his expertise and led the audience in charting exercises to consider the relationship between multiple variables in presenting data. More than 150 students, faculty, staff and community members attended.

*This experience is the highlight and most rewarding achievements of my entire college journey! An once-in-a-lifetime that I will remember forever. – Ali Albiani*

**Cal Poly Science Café**

Science Café continues to engage the campus and community by offering hands-on experiences with an expert. This year’s partners included:

- Center for Excellence in STEM Education
- College of Architecture
- College of Science and Math
- Data Studio
- Department of Art and Design
- Department of Journalism
- Grey Area Foundation for The Arts (GAFFTA)
- Orfalea College of Business
• San Luis Obispo Mini Maker Faire
• The New York Times
• UCLA

Pitch Perfect Competition

Due to the success of the 2013-2014 competition, including two faculty collaborators and a doubling of student entries, Orfalea increased their funding of the program from $5,000 to $25,000 for FY2014-2015. This reflects deepening partnerships, both with the students and with college faculty and administrators. It also means the program can grow beyond the video pitch phase to include planning and incubation phases.

Cal Poly Authors

We hosted three conversations, also recorded as podcasts to highlight faculty publications.

Communications of the Future

I've been studying the work of other libraries and I keep coming back to what you are creating at Cal Poly SLO. I'm inspired by your work! – Letha Goger, Communications Librarian at UC Merced

2014 ACRL Excellence in Academic Libraries Award

CSI played a significant role in writing and designing the ACRL award application. The winning story highlighted what we do to support students and faculty at Cal Poly.

Website Redesign

A fully redesigned library website was deployed in WordPress and successfully launched in September 2013. The aim was to overhaul the libraries’ public-facing and staff-facing website infrastructure completely, balancing both the needs as an organization and the needs of the target audience to create a useful and usable web site that improves the online experience and productivity of faculty, students, and staff. To make finding of library materials and resources easier, the previous page’s two search boxes were combined into one. Navigation was overhauled and the web content re-organized. Web content creators were trained to use simplified language.

To provide a better mobile experience, the website is built on a responsive template to provide an optimal viewing experience across a wide range of devices.

Other design and redesign accomplishments:

• Digital Commons Redesign
• Portal Tab Redesign
• Cal Poly Research Menu Update
• Maps and way finding throughout the building
• Print and digital collateral design and production
Library Newsletter

A pilot email newsletter project was started in January 2014, allowing targeted marketing to faculty across campus. There is also a PDF version that is archived in Digital Commons.

Project Management

The Communications Team researched project management tools and selected Basecamp as a project management tool to better handle collaboration with various stakeholders on design projects. It greatly increased workflow experience among cross-teams.

Kennedy Library Press Coverage

- American Library Association
- Cal Poly Home, news, social media, alumni and magazine
- Association of College & Research Libraries
- College of Liberal Art’s The Link Newsletter
- KCBX
- Library as Incubator Project
- Library Journal
- Mustang News

Submitted by Karen Lauritsen, Communications and Public Programs Coordinator
<table>
<thead>
<tr>
<th>Public Programs and Communications</th>
<th>Measure</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Café attendance</td>
<td>256</td>
<td>5 events / doesn’t include SLOMMF (4,000)</td>
</tr>
<tr>
<td>Conversations with Cal Poly Authors attendance</td>
<td>107</td>
<td>3 events</td>
</tr>
<tr>
<td>Other supported programs, inc. Data Studio Presents (9)</td>
<td>29</td>
<td>OA Week (15), ACRL (2), Halloween, Dr. Seuss, video competition awards</td>
</tr>
<tr>
<td>Total number of programs/events</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Videos played cumulative</td>
<td>25,703</td>
<td>Vimeo (not including Cal Poly YouTube)</td>
</tr>
<tr>
<td>Podcasts played cumulative</td>
<td>2,400</td>
<td>SoundCloud</td>
</tr>
<tr>
<td>Page views, blog</td>
<td>596,661</td>
<td>589,561 since February 10, 2014</td>
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<tr>
<td>Blog contributors</td>
<td>12</td>
<td>7 are students</td>
</tr>
<tr>
<td>Facebook followers cumulative</td>
<td>3,538</td>
<td></td>
</tr>
<tr>
<td>Twitter followers cumulative</td>
<td>274</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Web and Graphic Design</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Total page views</td>
<td>4,113,041</td>
<td></td>
</tr>
<tr>
<td>Sessions (~ visits)</td>
<td>1,514,862</td>
<td></td>
</tr>
<tr>
<td>Pages per session</td>
<td>2.72</td>
<td>10.68% increase from previous year</td>
</tr>
<tr>
<td>Average session duration</td>
<td>00:02:37</td>
<td>24.51% increase from previous year</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Users (~ unique visitors)</strong></td>
<td>954,597</td>
<td></td>
</tr>
<tr>
<td><strong>Returning visitors</strong></td>
<td>38.20%</td>
<td></td>
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<tr>
<td></td>
<td>578,612 of total sessions</td>
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<tr>
<td><strong>New visitors</strong></td>
<td>61.80%</td>
<td></td>
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<tr>
<td></td>
<td>936,250 of total sessions</td>
<td></td>
</tr>
<tr>
<td><strong>Mobile device use, total</strong></td>
<td>103,744</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6.85%)</td>
<td></td>
</tr>
<tr>
<td>Mobile phone use:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple iPhone:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71,756 (4.74%), of which Apple iPhone:</td>
<td>43,875 (42.29%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 42.91% increase from previous year</td>
<td></td>
</tr>
<tr>
<td>Tablet device use:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple iPad:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31,988 (2.11%), of which Apple iPad:</td>
<td>27,781 (26.78%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 50.72% increase from previous year</td>
<td></td>
</tr>
<tr>
<td><strong>Facebook Conversions</strong></td>
<td>8,815</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19.04% increase from previous year</td>
<td></td>
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<tr>
<td><strong>Twitter Conversions</strong></td>
<td>501</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19.57% increase from previous year</td>
<td></td>
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<tr>
<td><strong>Bounce Rate</strong></td>
<td>64.34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.66% less than previous year</td>
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**Exhibits**

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Community gallery events</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>Major exhibits produced</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Objects of Affection</td>
</tr>
<tr>
<td><strong>Student Participants</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Objects of Affection</td>
</tr>
<tr>
<td><strong>Reception attendance</strong></td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>Objects of Affection</td>
</tr>
<tr>
<td><strong>Traveling exhibits produced</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Strive &amp; Struggle re-fabricated</td>
</tr>
<tr>
<td><strong>Estimated audience of traveling exhibits</strong></td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Strive &amp; Struggle in UU (Does not include Atelier Morgan, which traveled to AIA Chicago; attendance estimated at 17,000)</td>
</tr>
</tbody>
</table>

The emphasis this fiscal year was on enhancing access to online content using deep analysis of current print/electronic holdings to acquire new resources and market those new acquisitions; in scheduling analytics to better evaluate and inform collecting and de-accessioning decisions, and to coordinate statistical analyses of resource sharing trends with collecting decisions. The year was also remarkable for the re-organization of the department to include Resource Sharing and to bring Acquisitions and Metadata unit staff together – perhaps for the first time.

These transitions will more effectively position the department to provision information resources and enhance discovery of those resources.

Department Re-organization

The retirements of two veteran staff members (Beaton-LSS3 Acquisitions, July 2013; Stone-LSS4 Resource Sharing, March, 2014) combined with the hiring of three staff (Lee-LSS Resource Sharing, July 2013; Hobbs LSS2 Acquisitions and Chapman LSS4 Information resources, December, 2013) afforded the department the opportunity to re-evaluate existing roles and operations.

Carole Chapman now coordinates both Acquisitions and Metadata units to better align roles and duties. Her role will manage and coordinate activities of these two previously separate units allowing for coherent management of both areas and support consistent and effective oversight of the supply chain for information resources in all formats. This has also afforded the opportunity to better correlate electronic resource workflows with the Electronic resources Coordinator position while maintaining legacy print acquisition and description responsibilities.

The inclusion of Inter-Library Services (re-named Resource Sharing) enhances collection development activities as we formally acknowledge that collection development is now best-defined as providing access to information resources, rather than simply acquiring and housing (or licensing) resources.

Resource Sharing
A highlight this year is the development of statistical analysis and data extraction from our resources sharing activities to both enhance collection development decisions and to enhance our understanding of user trends in borrowing. These activities came late in the year and are still in development by unit staff.

A service highlight this year is the initiation of the RAPID ILL Book Chapter delivery program. Kennedy Library is the third academic library in California, and the first CSU to join more than 60 libraries nationwide in this new service. Kennedy Library is one of the few libraries in this program which registered eBook holdings (as well the print monograph bibliographic records) with the service.

Over 200 articles were exchanged in the first 3 months of service.

SEE THE STORY HERE:
http://digitalcommons.calpoly.edu/lib_admin/4

Collection Development

Journals Projects

There were two major journal projects this year. During fall 2013, Information Resources staff, using usage data for two Journal packages (Emerald and American Physical Society), and in consultation with library faculty cancelled the subscriptions for those packages and re-directed the savings to new subscriptions for high demand scholarly journal titles.

SEE THE STORY HERE:
http://lib.calpoly.edu/outloud/2014/03/10/check-out-the-new-resources-in-our-collection/

In early 2014, department staff conducted a deep analysis of turn-a-ways (attempts to access content to which we do not subscribe) from the Elsevier Science Direct collection. This analysis led to a negotiated purchase for a large back file content purchase across a number of important disciplines.

SEE THE STORY HERE:
http://lib.calpoly.edu/outloud/2014/06/05/deeper-access-to-the-research-you-need-250-journals-now-available/

Another intended result of this project was to relieve the library stacks of the print versions of the titles purchased.

In May the department continued to conduct overlap analysis of journal holdings in both online and print formats. The first two journal families analyzed, Association for Computing Machinery (ACM) and Institute of Electrical and Electronics Engineers (IEEE) resulted in the de-accessioning of hundreds of print volumes that are accessible via online subscriptions.

Just over 1,100 linear feet of shelving in Kennedy Library and Dexter storage were cleared as a result of all 3 projects. Additionally, 235 withdrawn volumes were offered to various
designated archive holders in the WEST program.

**Reference De-Commissioning Project**

Department staff derived title lists and analytics for all Reference titles to support the space re-allocation project during April-June, 2014. Titles and materials were re-cataloged and relocated to the main stacks or de-accessioned and standing orders were cancelled based on the selector’s decisions.

**Additional Collections Purchases**

Using one-time department savings, Student Success fee and special one-time funds, the library enhanced access to content in a number of areas:

- Deepened coverage in the Web of Science Abstract and Indexing Database (Science Citation Index coverage begins in 1995, Social Science Citation Index in 1956, Zoological Record in 1854 and, for the first time, the Library purchased the Arts & Humanities Index to content published from 2004 forward).
- Purchased 17,000 Springer eBooks published between 2005 and 2009
- Deepened access to online content published in Nature (adding ten years back to 1987)
- Purchased 42 Science Direct eReference titles to support Open Access to Textbooks program

**Student Success Fee**

Funding of $125,000 per year from these fees was sustained this year. This funding supported access to new resources and information used by students in engineering, nutrition, business, music, ethnic studies, and other liberal arts programs. Funding provided access to streaming digital educational media (video and music) that supports student coursework across multiple disciplines. The Library was able maintain access to hundreds of high impact electronic scholarly journals in all fields of study at Cal Poly from major publishers, and added high-impact reference, database and subscribed electronic resources (e.g. *CRC Handbook of Chemistry and Physics*, *Social Explorer* database and the *Science Translational Medicine* journal)

**Statistical highlights**

**RAPID ILL**

- Book Chapters Exchanged, April-June 2014: 226
- Articles Borrowed: 8,102
- Articles Delivered: 4,056

**Database and eContent Use**
3.5M database searches
1.3M Full-text article views
493,000 eBook Downloads & Views

Information Resources Expenditures

<table>
<thead>
<tr>
<th>Format</th>
<th>Expenditures</th>
<th>%</th>
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<tbody>
<tr>
<td>Electronic</td>
<td>$1,561,308</td>
<td>85%</td>
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<tr>
<td>Print*</td>
<td>$267,406</td>
<td>15%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$1,828,714</td>
<td></td>
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All Materials Expenditures by Ongoing Commitment

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<thead>
<tr>
<th></th>
<th>Expenditures</th>
<th>%</th>
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<tbody>
<tr>
<td>1 time</td>
<td>$454,542</td>
<td>25%</td>
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<td>Ongoing</td>
<td>$1,374,172</td>
<td>75%</td>
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<tr>
<td>Grand Total</td>
<td>$1,828,714</td>
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</table>

All Journal Expenditures 2013-14

<table>
<thead>
<tr>
<th>Format</th>
<th>Expenditures</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>$924,973</td>
<td>96%</td>
</tr>
<tr>
<td>Print</td>
<td>$39,913</td>
<td>4%</td>
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<tr>
<td>Grand Total</td>
<td>$964,887</td>
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</table>

All book expenditures 2013-14

<table>
<thead>
<tr>
<th>Format</th>
<th>Expenditures</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>$146,337</td>
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<tr>
<td>Print</td>
<td>$132,855</td>
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<tr>
<td>Grand Total</td>
<td>$279,192</td>
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</table>

Ebook Trends

<table>
<thead>
<tr>
<th>TOTAL E-BOOK USAGE 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>All E-Book Platforms</td>
</tr>
</tbody>
</table>
**Kennedy Library E-Book Usage 2004-2014**

![Graph showing E-Book usage by platform from 2004-2014](image)

<table>
<thead>
<tr>
<th>Platform</th>
<th>Requests</th>
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</thead>
<tbody>
<tr>
<td>Ebrary</td>
<td>324,419</td>
</tr>
<tr>
<td>Springer</td>
<td>54,800</td>
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<td>EBL</td>
<td>41,055</td>
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<td>Safari</td>
<td>38,356</td>
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<td>GALE</td>
<td>12,940</td>
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<td>CRC</td>
<td>5,363</td>
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<td>ACLS Humanities</td>
<td>2,668</td>
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<td>ScienceDirect</td>
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<td>Myilibrary</td>
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<td>EBSCO</td>
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<tr>
<td>Wiley</td>
<td>1,263</td>
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<td>ASCE E-Books</td>
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<tr>
<td>Project MUSE</td>
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<td>Business Expert Press</td>
<td>913</td>
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<tr>
<td>IEEE MIT</td>
<td>169</td>
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<tr>
<td>JSTOR</td>
<td>63</td>
</tr>
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</table>

Submitted by Timothy Strawn, Director for Information Resources and Resource Sharing
Library Information Technology
Annual Report 2013-2014

Technology Impacts, Trends, & Accomplishments

IT for Faculty, Staff, and Student Staff

There are several emerging trends affecting technology in support of faculty, staff, and student staff:

- The work student staff performs is growing in sophistication, with students often needing access to powerful desktop computers. Trickle-down from staff to students is not an effective strategy in many cases, resulting in the need to consider student and staff computers equally in refresh planning. This year, we replaced nearly all iMacs for student staff.
- Library faculty—and a growing number of staff—responsible for wide-reaching programs have a need for mobility, resulting in a significant increase in the number of laptops and iPads purchased. Mobile IT resources cost more than desktops to purchase and support, but the resulting increase in flexibility, productivity, range of programming, and ability to leverage spaces to meet with constituents anywhere, seems well worth the investment.
- More faculty and staff are choosing Apple computing devices, resulting in higher costs up front. This trend mirrors a similar trend we are tracking among students at Cal Poly.
- Expansive digital real estate facilitates productivity. As with many organizations, the library’s largest budget commitment is to staffing. Technology costs are small in comparison to the cost of people, making productivity improvement strategies—however small—a high-priority as a means to reduce cost. To this end, nearly all computer-users have been set up with dual displays or very large screens.

Along with trends in technology, a few challenges have arisen as well:

- Mobile technology is more complicated. This has resulted in a need for new tools and strategies to manage data security, backup, and recovery. As an example, we have implemented a cloud-based subscription service (CrashPlan Pro) as a data backup strategy for both Apple and Windows-based mobile users.
- Users rightfully have an expectation they will be able to access and share data from anywhere, including off-campus locations. The need for effective collaboration tools is growing with the trend towards increased mobility. Solutions like MyFiles, Confluence, and Microsoft 365 are welcome additions to the campus repertoire. This year we completed the move to an updated, shared instance of Confluence hosted by ITS.
- Increased use of Apple technology has been difficult to support as trained support staff are scarce and the emphasis has traditionally been placed on windows-based technology management and support. There is a growing need for better campus collaboration and support of Apple technology. Currently, the library is heavily dependent on student staff for this function. We have begun collaborating with the ITS Personal Technologies department to learn and deploy more effective tools for managing the deployment and maintenance of Apple computers.
An increased emphasis on information security is imposing new restrictions on technology use. One example is a requirement that updates be monitored and applied on a more timely basis. This year we have begun deploying new tools (Likewise, Configuration Manager and Munki) to manage updates and scan computing systems (Qualys) for common vulnerabilities.

Digital Displays

The library is the third-largest digital signage user on campus, behind Cal Poly Corporation and ASI. In addition to digital signage throughout the building (15 signs with 8 distinct content delivery channels), we make extensive use of flat-panel displays in study rooms (16), conference rooms (3), mobile displays available to students in the Data Studio and surrounding areas (8), “Jumbotrons” (3), and the new Active Learning Lab in 216B (12). We have recently begun several initiatives to expose more data to our users about the library environment in an effort to feel digitally responsive to our user’s needs, resulting in continued expansion of our digital display footprint. Examples of new initiatives in development include interactive notification services, wayfinding stations, “heatmaps” showing real-time building occupancy, and a new “bookfinder” map application. We plan to create an innovative, and highly interactive blend of our digital presence with our physical presence to meet students where they live.

Equipment Checkout

The library laptop checkout service began as an ITS-managed experiment based on an existing service offering, but geared more towards short-term checkouts to students, rather than faculty and staff-centric, longer-term checkouts. In subsequent years, services were operationally transferred to the library and expanded to include many other technology and A/V resources. Now accounting for more than 20% of all library checkouts and growing, this service has become increasingly successful and important to students as a campus resource.

Trends affecting checkout services include:

- Demand for computers in the library—including laptop checkouts—is increasing as measured in every survey given asking students about technology needs. Last year the library provided more than 36,000 laptop checkouts. The number of technology checkouts in total was about 55,000—or more than twice our print circulation, and about the same as Course Reserves, just to put that number into perspective. Demand will likely continue until academic software applications are widely available for students to access via their own devices (either via licensing or virtual desktop technologies).
- The number of students using Apple laptops appears to be growing in proportion to Windows laptop users. This observation is supported both anecdotally (walk around the library and take a look!), and by web and network statistics. Current network statistics show 50% of laptops in use in the library are running MacOS.
- Tablet use is growing in popularity, including the use of (and request for) non-Apple devices. Over the last year we’ve expanded the iPad checkout pool from twenty devices to sixty, and we still have unmet demand. We had hoped to lessen demand for laptops through tablet offerings, but demand for both continues to be unabated. It is possible that Windows 8 tablets may help alleviate laptop demand as they also run software applications common to traditional laptops.
More students are carrying “smart” devices that include low-end photo and video capabilities.

With an eye on these trends, the library is planning to include Apple laptops and Windows 8 tablets in the checkout mix for FY 14-15. It also makes sense to eliminate low-end cameras and camcorders in favor of professional cameras with nice lenses that record quality photos and video, as this is a resource many students may not own. These changes are also more closely aligned with similar checkout services offered by Classroom Technologies in ITS.

Public Computers

There are currently 337 public computers in the library, including those in university scheduled labs (117) and checkout laptops (60). The library has not seen a drop in demand for computer access; in fact, the opposite is true. Usage tracking shows—especially during midterms and finals—all available public computers and checkout laptops are routinely in use. Recent surveys show 65% of students say that adequate computers in the library are “extremely important” or “very important,” and 24% of students say they are “very dissatisfied” or “dissatisfied” with the number of public computers in the library. Students tell us they use public computers for two reasons; 1) convenience—they don’t always want to carry around their own laptops, and 2) access to software applications they don’t own.

Challenges for public computing include the following:

- Software loads in the library tend to be huge because we try to include all campus-licensed software applications taught in every major discipline (more than 120 applications at the moment). While many departments have computer labs, we realize these labs are not always available for open access and students need to go somewhere to get their assignments done.
- Because software loads are quite large, they tend to slow down computer performance because many applications pre-load bits of code even though they are never actually launched by a student. This necessitates purchasing high-end computers and keeping current with a regular refresh cycle to maintain usable speeds.
- Large software loads are difficult to maintain and troubleshoot. They also require a long time to refresh over a wired connection on the network. This means that software refreshes need large time windows during winter and summer breaks, thus reducing our flexibility and responsiveness to changing needs.
- Wireless networks don’t have enough bandwidth to support software refresh operations, so computer locations are constrained to places within easy, wired reach.
- Much of the wired network infrastructure in the library is old and does not meet modern performance specifications. ITS is currently addressing this issue, updating wiring for library computer labs.
- We have an obligation to balance the needs of students (and a shortage of computers) with community users and the public right to access information.

One potential solution to many of the challenges listed above, including the need for on-going refresh of computer hardware, is the development of a virtual desktop solution supporting a BYOD (Bring Your Own Device) model. This solution relies on students having access to a laptop (or desktop computer when they are at home), and allows students “anywhere, anytime” access to
software applications. A second solution also involves virtual desktop technology deployed on existing public computing hardware. Both solutions can work well for non graphics-intensive applications, but generally not for applications like SolidWorks, ArcGIS, and AutoCAD that require graphics cards. It is unlikely any cost-savings would result from implementing a virtual solution needed to support the applications currently included in the public computer software load. Virtual desktop solutions require a significant investment in back-end infrastructure, and those resources are not currently available in ITS. As ITS takes steps to develop a virtual desktop infrastructure, ITS and the library will partner to develop requirements, scope, and support for a project in the library. Meanwhile, the library is expanding the use of “terminal services” virtual technology, and will be using enhanced terminal stations (formerly PolyCAT stations) with access to Microsoft Office applications as the primary resource for community users as a way of maximizing the number of fully-loaded computers available for student use.

The library public computing strategy going forward is as follows:

- Expand the number of checkout laptops from 60 to 108, following a trend towards increased mobility.
- Expand the number of Apple computers from 33 to 103 (including labs and checkout laptops) to better reflect student technology use.
- Shrink the number of new Dell desktops being purchased over time, with the idea that virtual desktop technology will be available to replace expensive Windows hardware with cheaper “dumb” terminals.
- Expand the number of terminals available for public use from six to twelve in the next year, with more on the way.

Meanwhile, as the current generation of desktops grows older, we hope they can be repurposed as dumb terminals in a virtual environment until they fail. Assuming lab seat counts don’t change, and virtual desktop technology is implemented, the library plans for a gradual increase in computing resources to meet demand; providing closer to 400 public computers/terminals/laptops for student use in the next few years. This year we refreshed 32 checkout laptops and 33 Apple iMacs.

**University-Scheduled Computer Labs in the Library**

There are currently four computer labs in the library scheduled for university classes, totaling 113 seats (plus four instructor stations). When not scheduled, these spaces are available for general student use. The challenges for computer labs are very similar to those listed above for public computing and additionally include:

- Computers are usually refreshed on a space-by-space basis for ease of support and to provide a consistent classroom experience. This creates unavoidable budget spikes as different-sized spaces come up for renewal.
- Emergency maintenance must be performed after hours so as not to impact scheduled classes. At the same time, technical support must be delivered promptly.
- It is difficult to implement new technologies or layouts in response to changing pedagogy as scheduled spaces require maintaining specific numbers of “seats.”
Lab spaces tend to be inflexible as instructors need to be able to rely on a pre-configured room setup when they walk in to teach.

These spaces are governed by an MOU outlining scheduling policies and preserving some measure of open access for students. The funding for scheduled computer labs comes from ITS. The library provides day-to-day operational and technical support for the labs.

**Active Learning Lab (ALL)**

In fall 2013, we began working with ITS-Classroom Technologies to design and transform a seldom-used 17-seat space into an innovative new 31-seat space supporting active learning pedagogy. Our first step in planning the new Active Learning Lab was to develop an ambitious set of goals combining and improving on the best ideas from other institutions to create an innovative sandbox accommodating continuous and on-going change and exploration of academic technology. To make this possible we removed the space from University Scheduling, and began with the expectation that this space will not be static. It will change and evolve over time and serve to inform the development and construction of new learning spaces across campus. Our goals included the following broad themes:

- Space that transforms the student learning experience by encouraging collaboration, active participation, and “doing” through room design and layout, furniture, and technology.
- Blended support for plug-and-play installed technology, “Bring Your Own Device” (BYOD) mobile technology to encourage experimentation.
- Technology design that showcases learning, not technology, making technology assistive but not intrusive.
- Incorporate expansive digital and physical real estate for the expression of ideas and visual concepts.
- Provide for the testing and evaluation of parallel technologies, yet make the space intuitive enough for open access use when not scheduled.
- Remove barriers to learning and inspire both students and instructors to innovate.

In January 2014, with generous support from private donors, the Kennedy Library opened the groundbreaking Active Learning Lab (ALL). Currently, this space is among the most advanced of its kind in the world.

**The Library Digital Presence**

A big accomplishment for this last year was the redesign of the library website; moving into a Content Management System and fully incorporating responsive design principles. This was a huge technical infrastructure change that also affected library blogs and resulted in library portal improvements as well. We are among the first library web sites in the country to incorporate responsive design, making our site infinitely adaptable to all mobile users, from phones to tablets. Our new web infrastructure will position the library well to add new features and adopt change more readily.
Preliminary work has also begun on the library mobile application. In partnership with ITS, we have begun developing the infrastructure for in-application notifications for library services. The first service to roll out will be notifications for computer reservations (e.g. “A computer is reserved for you in the PolyConnect Lab”).

As part of an initiative to pilot collaboration tools more broadly across campus, the library partnered with ITS and AFD to bring up a new shared instance of Confluence—more broadly known as the Cal Poly Wiki. The migration from the library “Intranet” to the new Wiki will enable many new collaborative features and bring much needed improvements in ease of use.

The system-wide Unified Library Management System (ULMS) evaluation has been an interesting project for many of us in LiT. The year began with a LibIT meeting in Sacramento where we heard presentations about their experience implementing Alma, followed by Cal Poly-hosted demonstration sessions in the fall with leading vendors showcasing products and roadmaps. We have been an active participant in CSU-wide committees assigned the task of developing an RFP, and have begun to prepare for a transition to a new Library Management System by refining workflows, cleaning up data, modifying business practices, improving discovery tools, and working to highlight exciting new resources such as OATS.

Another important portfolio of technology initiatives includes iDi, or Initiative for Digital IDEAS—Innovations in Discovery, Expression, Access, and Scholarship. Various members of LiT were part of three committees: Digital Access Technical Infrastructure, Digital Images for Teaching and Research, and Digital Preservation Policy. The outcomes include a list of applications and technology frameworks recommended for evaluation in the coming year, as well as an implementation of LOCKSS technology via MetaArchive as part of a broader digital preservation strategy.

Challenges in this area include a rapidly increasing need for storage, backup, preservation, and discovery of digital assets, including critical “born digital” files for the library. In the next year, we will work to develop a sustainable strategy for enhancing the library digital infrastructure to support innovative new programs and growing needs.

**Multi-Media and Event Support**

LiT provided IT and AV support for twenty-six library events this year, including Science Cafés, Conversations with Cal Poly Authors, the Perfect Pitch video competition and others. We also produced podcasts, animations, slideshows and videos, including the Clare Olsen “Reflections” video discussing the process of designing and installing a sculpture in the Grand Staircase, the whimsical “GoatPro” video, and an animated illustration demonstrating Active Learning Lab capabilities.

Challenges in this area include refining the Café Corner for library presentations to better capture and broadcast sound and video. This year enhancements were made to both lighting and audio technology in this space.
Facilities Impacts, Trends, & Accomplishments

Summer 2013 started with a bang as we worked to complete an ambitious weeding and shifting project affecting almost every library department, and involving collections on the first three floors. While the impetus for this project was to clear 5,000 square feet of space for the new Center for Teaching, Learning & Technology (CTLT), the result was a start on a plan for the future. We shifted nearly 211,000 volumes, 51,000 items were withdrawn, and 11,000 items were donated to charity. In conjunction with a second shifting project completed in summer 2014, we cleared closer to 7,000 square feet of floor space with roughly no loss in seating capacity. As a result of these efforts, we can now begin to add seating capacity on the first, second, and third floors.

FY 13-14 was also a year for improving staff and partner spaces. About three-quarters of library staff were affected by the changes, including Access Services, Information Resources, Special Collections, and LIT. In addition, new spaces were created for Custodial Services, Research Scholars, and Julian’s. The new wall around Julian’s helped mitigate sound impact for events in the Café Corner, while allowing for expanded storage and the long-term potential for more food choices.

Many more improvements were made to the building such as the repair of all “eyebrow” roofs (effectively eliminating all active leaks), the addition of new hydration stations on every floor, and charging stations added to the first and second floors to address a growing demand for mobile device support. Microwave ovens were added to the 24-hour room. Mobile whiteboards were purchased and deployed on all floors. The main lobby was modified to remove a dividing partition and open up another door and gate for better access. Lighting was added to the gallery on the first floor and the Café Corner on the second floor. The Cal Poly Bookstore added a technology and supplies vending machine to the 24-hour room. The “Popcorn” sculpture was moved from the main lobby to the rear elevator lobby. Last, but certainly not least, Clare Olsen’s wonderful “Reflections” sculpture was installed in the grand staircase.

This was also a year for strategic facilities planning with expert help from Shepley-Bulfinch. The resulting recommendations—along with valuable feedback from campus and community constituents—will inform library facilities and program planning for the future; starting with a new demonstration space and conceptual sandbox on the second floor. We will be debuting the new color palette and carpet selection, creating beautiful glass-walled, faculty-centric collaboration spaces, and installing a broad array of experimental furniture to test and inform future spaces. We also hope to display a combination of presentations from Shepley Bulfinch, as well as thought-provoking conceptual student work looking at libraries of the future. We hope this space provides the stimulus for strategic campus conversations, as well as an opportunity for prospective donors to preview our plans.

The arrival of the 10,000 volume Wadewitz Collection—a gift to CLA from the Printing Industries of America—brought with it a number of logistics challenges. Ultimately, temporary storage and processing space was created in the library for the rare and valuable portion of the collection destined for Special Collections, as well as preparation of temporary storage space in Building 52
for the portion of the collection bound for the Graphic Communications Department. The library handled all of the space preparation, delivery, and preliminary processing for this exciting collaborative project.

**Key Indicators & Trends**

The overwhelming universal trend is a call from our constituents for *more*. More hours. More study rooms. More power. More computers. More space. We are listening and responding.

- **Total Seats:** 2,335
- **Study Rooms:** 20
- **Scheduled Labs:** 4
- **Public Computers:** 337
- **MacOS Computers:** 33
- **Windows OS Computers:** 304
- **MacOS Users Based on Web Statistics:** 33%

![Wireless Connections by Device Type]

[Diagram showing: Laptop 55%, Smartphone 38%, Tablet 7%]
**Laptops on Wireless by Operating System**

- Macintosh: 50%
- Windows: 49%
- Other: 1%

**Mobile Devices on Wireless by OS**

- iOS: 81%
- Android: 19%
- Other: 0%

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<th></th>
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<tbody>
<tr>
<td>Library web site hits</td>
<td>752,825</td>
<td>840,370</td>
<td>908,016</td>
<td>958,596</td>
<td>1,202,902</td>
<td>1,000,680</td>
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<td>Public computers in the library</td>
<td>280</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>320</td>
<td>337</td>
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<tr>
<td>Technology questions in PolyConnect</td>
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<td>2,136</td>
<td>5,812</td>
<td>6,684</td>
<td>6,030</td>
<td>5,343</td>
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<td>Service</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
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<td>---------</td>
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</tr>
<tr>
<td>Number of laptop checkouts</td>
<td>14,831</td>
<td>19,877</td>
<td>30,328</td>
<td>29,645</td>
<td>38,380</td>
<td>36,986</td>
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<tr>
<td>Number of iPad checkouts</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>869</td>
<td>1,197</td>
<td>2,839</td>
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<td>All other IT/AV checkouts</td>
<td>0</td>
<td>3,267</td>
<td>6,876</td>
<td>11,484</td>
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<td>Public “PolyCard” pages printed</td>
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<td>826,238</td>
<td>766,053</td>
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<td>781,564</td>
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<td>University-scheduled classes (hours)</td>
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<td>1,791</td>
<td>2,194</td>
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<td>University-scheduled events (hours)</td>
<td>1,522</td>
<td>2,105</td>
<td>2,485</td>
<td>2,508</td>
<td>2,268</td>
<td>1,827</td>
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</table>

Submitted by Dale Kohler, Director, Library Information Technology
Special Collections & Archives
Annual Report, 2013-2014

Top Trends
- Even with significant staffing changes, the department advanced digital preservation, processing, instruction, and outreach efforts.
- Gifts (community and faculty donations) and transfers accounted for the bulk of collection development activities.
- More finding aids were added to the OAC, but the architecture collections continue to be the most heavily viewed, researched, and requested materials.
- Access to audio-visual materials improved.
- Digitization increased by 500%.
- Access to Campus Documents in the Digital Commons increased, but accounted for only 8% of downloads.
- Students were vital to operations, performing more complex work, including processing, reference services, and outreach.
- Outreach was varied, experimental, and consistent throughout the year.
- Curated content on the received the most hits on the website.

Collection Development

Special Collections Gifts
- San Luis Obispo County Farmers’ Market Collection, MS 186.
- Women’s Zine Collection, MS 187.
- 47 Folio Society books were donated by Glenn Whaley, including a facsimile edition of Night Thoughts by Edward Young with watercolors by William Blake.
- Rights were transferred and twenty additional oral histories were added to the Carissa
Plain Oral History Collection, MS 185.
- Gift of 36 San Luis Obispo Police ledgers from the City of San Luis Obispo, MS 188.
  One book will be digitized and returned to the Police Department for permanent loan.

Special Collections Purchases
- 34 artists’ books were added to the Fine Printing and Graphic Arts Collection, including standing orders from Scripps College Press, Ninja Press and Robin Price, along with 5 one-of-a-kind books by local artist Meryl Perloff.
- The scarce photo-illustrated book *The Monastery of Santa Maria de Ovila* describing an unrealized Hearst/Morgan building project that compliments holdings related to Julia Morgan, Walter T. Steilberg (Morgan’s engineer), William Randolph Hearst, and Arthur Byne (Hearst’s art dealer).

University Archives Transfers
- KCPR: 8.5 linear ft. of documentation and 413 sound recordings.
- Office of the VP of Student Affairs: 12 floppy discs/Zip discs of born-digital documentation.
- Office of the Associate Vice President of Development: 12 campus-related Monographs.
- Facilities Services: undated wooden tabletop signed with an engraving tool by former Cal Poly administrators.
- Administration and Finance Division: Annual Service Award Luncheon photographs.

Digital Commons
- Administrative training: Meredith Rubin, Graduate Education, Master's Theses series; Rob McDonald, Aerospace Engineering, Senior Design Reports.
- Initial consultation: Katie Van Meter, College of Liberal Arts; Nick Macias, Swanton Pacific Ranch; Erin Echols, Pride and Multicultural Centers.

Processing, Description & Digitization

Monday Club history in the Grace E. Barneberg Papers.

Physical Processing & Description
- Inventory to the McPhee Presidential Records.
- Inventory to the Kennedy Presidential Records.
- Processing the Monday Club Organizational Records.
- Processing the Women’s Zines Collection.
- Website and information architecture for the Digital Commons was redesigned.
to be consistent with library’s design aesthetic.
• Metadata in Digital Commons was revised, and digital object identifiers (DOIs) and Altmetric widget were added to enhance record discoverability.

Digitization Efforts
Special Collections staff and student assistants created digital master scans (metadata included) of items in the collections for licensing, exhibits, research, and uploading to online collections.
• 995 masters created for Special Collections (182% increase). Included 5 videos.
• 642 masters created for University Archives (542% increase). Includes 112 sound recordings.
• Grace E. Barneberg Papers are fully digitized and online (87 items)
• SLO Farmers’ Market Collection – Scanned 6 scrapbooks (514 pages)
• 37 audio-visual items selected and digitized by the California Audio–Visual Preservation Program (CAVPP), available through the Internet Archive in summer.
• 324 Cal Poly Reports from 1965-1981 are now available in the Digital Commons.

Online Use

Digital Commons - Student and Faculty Scholarship & Campus Documents
• Over 2.7 million downloads (nearly 29% increase over last year)
  o Student scholarship = 60%
  o Faculty research = 32%
  o Campus documents = 8%
• Total number of SCA materials downloaded = 18,158
  o Course Catalogs = 6647
  o Polytechnic Journal = 2554
  o El Rodeo Yearbook = 2217
  o Mustang Roundup = 242
  o Finding aids = 6498 (see OAC below for additional finding aid stats)
• 2,499 items added
  o Total number of items to 22,500 (nearly 13% increase over last year)
  o 44% Student scholarship (senior projects, master’s theses, etc.)
  o 11% Faculty research
  o 45% Campus documents (Academic Senate, President’s Office, press releases, etc.)

Online Archives of California (OAC): Finding aids for manuscript collections
The decrease in traffic can be attributed to the removal of the Little Leather Library Collection finding aid in October 2013, which received 1,034 pageviews and 21.2% of finding aid viewed.

• Visits = 3649 sessions (36% decrease)
  o Average of 10 sessions per day, over 365 day period
• Unique visits = 1,846 (50% decrease)
• 48.86% of users were new users (25% increase)
• Pages per visit = 2.27 pages/session (15% increase)
• 64.26% bounce rate (7% decrease)
• Pageviews = 8,269 (21% decrease)
Top visited finding aids were consistent with last year’s top four visited finding aids:

- Julia Morgan Papers: 461 pageviews (9.4% of finding aid viewed)
- William F. Cody Papers: 401 pageviews (8.2%)
- San Luis Obispo County Regional Photograph Collection: 219 page views (4.5%)
- Julia Morgan–Sara Holmes Boutelle Collection: 219 pageviews (4.5%)
- Moore Collection of Underground Comix: 155 pageviews
- Sinsheimer Collection: 152 pageviews
- San Luis Obispo County Historic Lithographs Collection: 151 pageviews
- Sara Holmes Boutelle Papers: 140 pageviews
- Jack Family Papers: 125 pageviews

Top referrals:

- Google (52%)
- A direct URL (15%)
- Kennedy Library website (13%)
- Other search engines (7%)
- CONTENTdm (1.4%)
- SNAC (.58%)
- Bancroft Library (.55%)
- Wikipedia (.47%)

CONTENTdm - Digitized photographs, documents and audio-visual materials

This is the first year the department has gathered statistics related to use of digital assets. Google Analytics was enabled 10/8/2013 and XML sitemaps was enabled 5/8/2014.

- Items added = 6,044 with related metadata (500% increase since 2013)
  - Includes 1,231 photographs of Julia Morgan buildings from the Sara Boutelle Papers
- Visits = 2,707 sessions (10 sessions per day, over a 265 day period)
- Unique users = 2,014
• Pageviews = 13,382 (4.94 pages per visit; 5,538 were single item pages)
• Bounce rate = 50.2%
• Top referrals:
  o A direct URL (38%)
  o Google (19.5%)
  o California State University’s Google Search Appliance (18.2%)
  o Facebook (8.5%)
  o OAC (7.9%)
  o Facebook mobile (2.6%)
  o Kennedy Library website (.55%)
  o Pinterest (.37%)

Kennedy Library Website – Special Collections and Archives pages
We transitioned from the old website in October–November 2013, but traffic on the old webpages continued to accumulate until late March 2014. Consequently, the following numbers combine statistics of the old and new website. Curated content received the most hits.
  o Pageviews: 51,415
  o Top pages:
    • Julia Morgan exhibition (9,923 pageviews for a total of 13 pages)
    • Tragic Flight: the 1960 football team plan crash (7,290)
    • Timeline of Cal Poly’s history (7,142)
    • SCA landing page (4,358)

Reference, Instruction & Other Services

Reference
Over 450 researchers came into Special Collections and Archives or contacted the department virtually in relation to coursework, publications, personal, and civic research. There were 90 fewer visitors than last year (17% decrease). The majority of researchers visited in person, but perhaps the most time-consuming research requests were conducted via email or on the phone for distance researchers. Nearly three-quarters of the researchers were Cal Poly students. We’ve have witnessed a fairly large jump in the ratio of student researchers to other researchers (it used to be otherwise). This may be attributed to improved awareness of students as well as their professors who assign curriculum and bring students into the archives.

Instruction
Special Collections/University Archives staff conducted over 25 unique presentations to students. Presentations varied in length (from 30 minutes to 2 hours) and in topic (introductions and tours of department and holdings; how to research in University Archives; campus and collections history). Approximately 245 individuals attended these presentations.
Special Collections staff led classes for the following departments: History, English, Architecture, Education, Ethnic Studies, Graphic Communication, Art & Design, and Landscape Architecture. Our most in-depth collaboration was with the History Department. Freshmen in History 100 used University Archives for primary source research (over 60 students). Because the professors who usually teach the class were on sabbatical, this resulted in a decrease in student use. However, for the first time History 303 (research and writing seminar) was offered on campus history, and the 15 students in the class worked closely with the department to each write a 15-page paper on a university history topic. One student’s paper was published in the new volume of The Forum, Cal
Poly's Journal of History.

Licensing
Over 25 licenses were created this year. Julia Morgan winning the 2014 AIA Gold Medal increased licensing for Morgan images and brought greater awareness to our collections. Licensees included: Cal Poly affiliates, other academic institutions, publishers, and self-published authors (a new type of user). Our materials were reproduced in a variety of formats including online, monographs, exhibits, and videos.

Outreach

Outreach - In Person
Staff met with over 1000 potential donors, outside scholars, community members, and campus affiliates in our efforts to raise awareness about the department and the library. Included were:

- Cal Poly Days Classes Without Quizzes: Presentation on the history of Cal Poly.
- Library and Information Technology Advisory Council (LITAC)
- Monday Club: Laura gave a presentation on Julia Morgan and the Monday Club; Jessica and Zach attended to meet club members.
- Journalism Department (KCPR, Mustang Daily)
- Office of the President
- Office of the Provost
- Cal Poly Corporation: Displayed ‘General Ledger’ from the University Archives as part of the “Everything you’ve Always Wanted to Know About Cal Poly Corporation” outreach event.
- Art After Dark: shared our regional photo collections as part of the History Center of San Luis Obispo’s participation in this monthly downtown event.
- Monday Club Adobe Architectural Tour: booth and one-day exhibit.
- Data Studio talk - “Visualizing History with GIS” by Anne Kelly Knowles: had displays featured historical GIS examples using University Archives materials.
- IS Open House/Nickel Tour: featured recent artists’ book acquisitions.

Art After Dark at the History Center, San Luis Obispo.
• Fine printing demonstrations in collaboration with Shakespeare Press Museum.
• CAED Dean’s Leadership Council reception in department: coordinated the exhibition of materials for visit and hosted visit.
• San Luis Obispo History Museums Mixer: met and spoke with other regional history-related organizations, institutions, and individuals.

Outreach – Social Media
• Kennedy Out Loud Blog: posted approximately 25 blog posts recording the activities in Special Collections and Archives, primarily featuring the voices of student assistants. Featured collections included the University Archives (women’s history); Jack Family Papers, McPhee Presidential Papers; Artists’ Books; and digital projects.
• Flickr: uploaded images as part of a workflow to share Special Collections and Archives images on Facebook and Twitter.
• Facebook and Twitter: joint campaign to share our collections and projects on social media. Included #tbt (throwback Thursday) posts on the history of Cal Poly, digital projects, and connected to other groups on campus (reached over 300 people for most posts).
• Vine: shared over 15 artists books in 7-second videos on Vine (#artistsbooks) and worked with the library communications students to create a 3-minute video about the artists’ books.

Other Outreach and Promotion: Senior project outreach materials for Digital Commons were revised and new content added to the Cal Poly website.

Students contributed to the Kennedy Out Loud blog. Collections were promoted on Facebook and Twitter.

People

Personnel
The department experienced many changes and understaffing throughout the year. With the parting of the former Head, faculty and staff reported to University Librarian, Anna Gold, from July 2013–February 2014.
Departures
• Peter Runge left as Head of Special Collections and Archives (July 2013)
• Kerwin So as Service Specialist left after 6-month emergency hire position ended (August 2014–February 2014)

Reclassifications
• Laura Sorvetti moved from a LSSII to LSSIII. Her position expanded considerably and has the new title: Reference, Outreach, and Instruction Services Specialist.

New Hires
• Zach Vowell began as Digital Archivist (July 2013). This is a new faculty librarian position.
• Jessica Holada began as Director of Special Collections and Archives (March 2014). The position was reclassified from a faculty to a management position and serves as a member of the library’s Executive Working Group.

Reassignments
• Michele Wyngard moved from Digital Scholarship Services into Special Collections and Archives (June 2013). Her role with campus documents and the University Archives has begun to expand.

Students
The department employed a total of 6 students who contributed to inventory-level archival processing, reference services (a new initiative), digitization projects, and assisted with outreach, which included authoring blog posts for Kennedy Out Loud. Students continue to be critical in providing seamless reading room coverage and helping the department perform essential access and discovery projects.

New Hires, Special Collections and Archives - Soquel Filice, Katie Sheetz, Alex Thomas and Derrick Usher. Amy Strickland was hired full time in Summer 2014. All will continue working 10-hour schedules in fall 2014. Wendy Myren, a graduate student in History was hired as our first summer intern (120 hours). Digital Commons: Emily Foley will continue in fall 2014 and Garrett Reed was hired for summer 2014 and will continue in fall 2014.

Professional Development, Scholarship, and Service

Jessica Holada
• Attended The Futures of the Book History conference (April 2014), Society of California Archivist General Annual Meeting (May 2014), the Rare Books and Manuscripts Section Preconference (June 2014), and American Library Association Annual Meeting (June 2014).
• RBMS Preconference Planning Committee (June 2013-June 2014); Plenary moderator: “The Library and Archive as Place.”
• Membership Chair on the board of the American Printing History Association, Southern California Chapter.
• Member of the History Center La Vista journal Advisory Board.

Laura Sorvetti
• Attended the Society of California Archivists General Annual Meeting (May 2014); Participated in the SCA workshop “Sharing Archival Collections in the 21st Century: Legal Issues” (Nov. 2014) and the Rare Book and Manuscript Section Preconference (June 2014); Participated in the workshop “Designing an Effective Instruction Program.”
• Board member of the Book Club of California and staff curator at the Shakespeare Press
Museum in the Graphic Communications Department.

- Member of Library committees:
  - Special Collections Director Search Committee.
  - Student Library Advisory Council Advisor.
  - iDi Working Group on Digital Images for Teaching and Research; and the Library Communications Group.

**Zach Vowell**

- Participated in the California Audio-Visual Preservation Program workshop (October 2013)
- Attended the Digital Curation Conference (February 2014) and the Society of California Archivist General Annual Meeting (May 2014)
- Attended the Personal Digital Archiving Conference; Presented the talk “Software Collecting: An Anecdotal Case Study” and served on the conference programming committee (April 2014)
- Chair of iDi Digital Asset Technical Infrastructure Working Group.
- Member of the Special Collections Director Search Committee.
- Member, IS Committee on Collaboration.
- Department representative on the Web Steering Committee and the Building Program Committee.
- Elected to the Academic Senate.

**Michele Wyngard**

- Attended the United States Electronic Theses/Dissertation Association annual conference in Claremont, CA (July 2013); Presented “Searching for safe harbor: Investigating LOCKSS as a digital preservation system for ETDs.”
- Co-presented with Marisa Ramirez “Calm waters and smooth sailing: Implementing centralized and decentralized ETD submission processes.”
- Attended the Digital Initiatives Symposium in San Diego, CA (April 2014); Presented “Beyond Backups: Exploring Digital Preservation Solutions for Locally Created Content.”
- Served on the MetaArchive Working Group; ACRL Excellence in Academic Libraries Award Writing Team and ACRL Award Event Planning Committee,
- Chat Reference, and Goodreads.

Submitted by Jessica Holada, Director, Special Collections and Archives