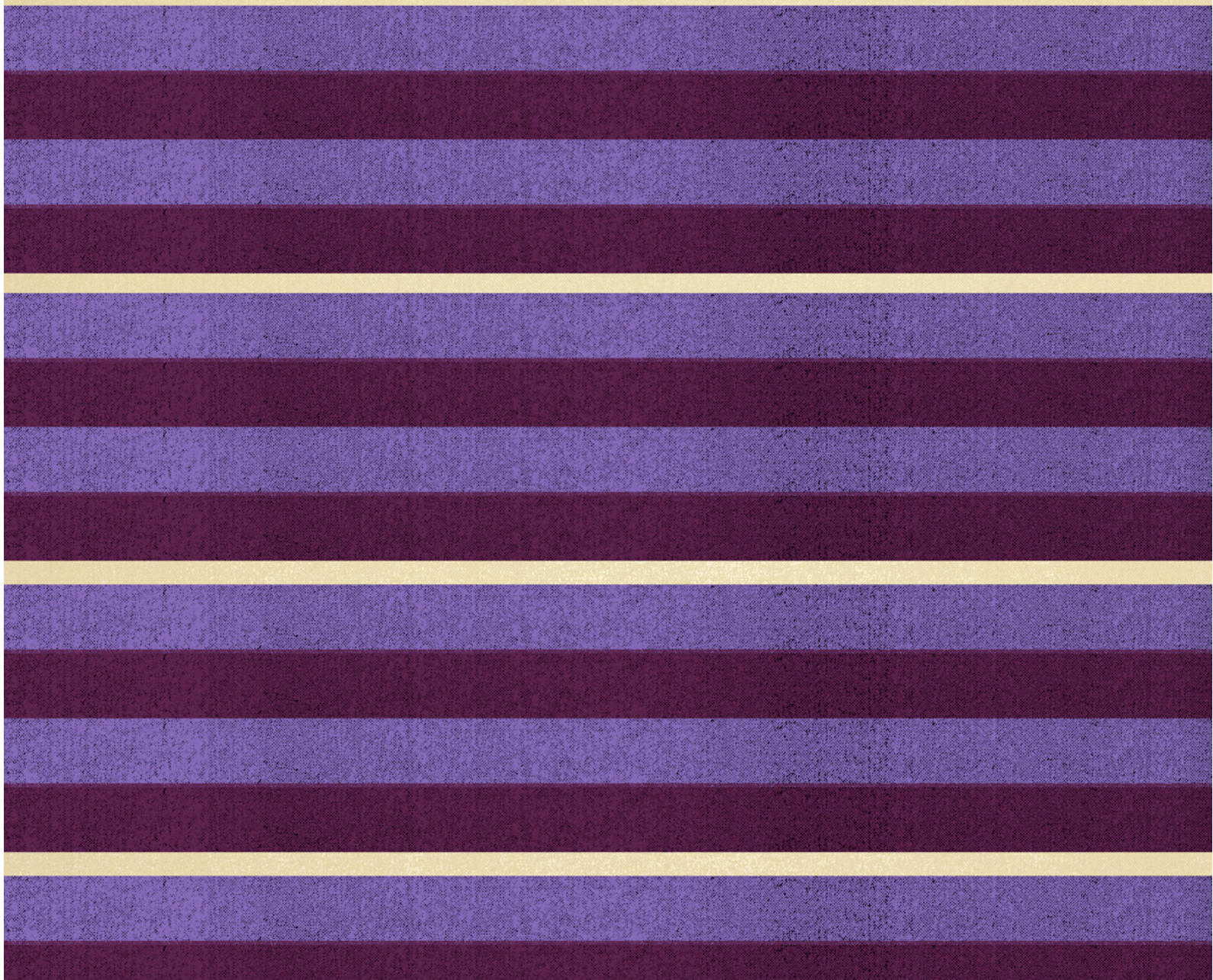




The State of Libraries at Historically Black Colleges and Universities

A Comparative Analysis Using Data Collected through the 2008 Academic Libraries Survey



**The State of Libraries
at Historically Black Colleges and Universities:**
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through the Academic Libraries Survey*

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Introduction

In September 2005, the HBCU Library Alliance published *The State of Libraries at HBCUs : A comparative analysis using the data collected through the Academic Libraries Survey*. This report examined the data collected from libraries in 2000.

In the words of the report statistician and author, “It provides a baseline for future comparison among HBCUs with non-HBCUs. It details facts that can be used to identify needs. It also provides a starting point for identifying useful metrics for measuring the impact of the library, especially on students. As with all statistical studies, this report often raised more questions than it answers. Nonetheless, it sets the stage for taking action to strengthen libraries at HBCUs, individually and as a group” (Nyberg and Idleman. Executive Summary).

With the 2005 report, HBCU institutions had, for the first time, a collective view of data sets comparing their libraries with those of non-HBCUs. The results of the 2005 report, surprisingly for some and assuredly for others, amplified the sameness and the differences between the two groups. The 2005 report also equipped library directors and deans with information to better advocate for support and strategy on their individual campuses.

The 2005 report was shared with the presidents and provosts of HBCUs, an important audience for strengthening libraries.

In 2007 the Association of College and Research Libraries (ACRL) President’s Program Committee commissioned a study whereby a group of provosts and chief academic officers were asked what they wanted from the library. The findings indicated, among other points, that they wanted their libraries to be good in terms of the quality of the library with regard to accreditation, academic success, and faculty and student satisfaction. The respondents also said that they want to see the libraries be better used and more engaging.

Understanding the expectations of the library’s stakeholders is information that can be used to inform strategic priorities. With an understanding of the way in which our libraries are viewed and used, and knowing the figures that define our inputs and outputs, this information equips

library administrators with input for vision and decision-making. These strategic decisions make it possible to support both the college/university mission and that of the academic library.

As stated in the 2010 ACRL report, *Value of Academic Libraries: A Comprehensive Research Review and Report*, “Libraries cannot demonstrate institutional value to maximum effect until they define outcomes of institutional relevance and then measure the degree to which they attain them” (Kaufman and Watstein, *Library Value and the Challenge of Placing a Value on Public Services*” *Reference Services Review* 2008).

With the report on the following pages, we can view the data submitted in 2008 to improve services and resources. While many external and internal factors influence the data that is reported, (e.g. the start of an economic crisis, technologies, and library staff turnover) our purpose is unchanged. It is the way in which we use collected data to make the appropriate decisions that will demonstrate the library’s value in the academic village within the environments of historically black colleges and universities.



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Executive Summary

This report examines a total of 193 academic libraries, 94 historically black college and university libraries (HBCUs), and 99 non-HBCUs, using data collected through the 2008 Academic Libraries Survey (ALS) conducted by the National Center for Education Statistics (NCES). The ALS data set also integrates data from the Integrated Postsecondary Education Data System (IPEDS) pertaining to institutional characteristics. In this report, the following areas of library services and operations are reviewed: outlets and staff, expenditures, collections, technology, and library services and information literacy.

The majority of HBCUs represented in this study are single entities (73.4%) with no branch or independent libraries, are slightly more likely to be publicly (52%) as opposed to privately (48%) controlled, Carnegie classified as Baccalaureate (50.5%) or Master's (26.9%) institutions, and have student enrollments less than 1,000 FTE. Keeping these characteristics in mind, select findings are as follows:

- HBCU doctoral institutions had higher average enrollments than HBCU institutions in any other Carnegie class. Of these institutions, 75% were publicly controlled institutions of higher learning.
- HBCU institutions (0.29) had a higher average number of total professional library staff per 100 student FTE than non-HBCUs (0.26).
- There were a greater number of professional (MLS) librarians per 100 student FTE working in HBCU Doctoral (0.25), Baccalaureate (0.27), and Medical (1.04) institutions than any other library staff type.
- The average annual salaries for all professional library staff (with or without a MLS degree) working in HBCU institutions (\$47,885) is below the national average annual salary for all library professional staff (\$58,960), which includes academic and public libraries.
- The highest library expenditures per student FTE by HBCU institutions were for a combination of monographs and serials: print books (\$67.97) and electronic serials (\$104.17). The highest library expenditures per student FTE for non-HBCU institutions concentrated on current (\$151.09) and electronic serials (\$92.44).
- HBCU medical institutions spent less on print books per student FTE (\$62.71) and more on electronic (\$1,184.19) and current serials (\$1,283.50), compared to the spending patterns of their non-HBCU counterparts.
- As a group, HBCU institutions spent more per student FTE on computer hardware, software, and maintenance (\$16.13) than non-HBCU institutions (\$10.75); private HBCU institutions spent the most per student FTE (\$25.27) amongst HBCU institutions.

- Print collections were the largest collection per student FTE in HBCU library collections (1.53) even though the size and average number of additions per student FTE have decreased since the 2005 report.
- Although books continued to constitute the largest collection in HBCU libraries, Ebooks and audiovisual materials were the second and third largest collections in these libraries. HBCU libraries added five times more audiovisual items (.075) per student FTE to their collections than their non-HBCU peers (0.15).
- Circulation services, including reserves circulation, had higher use per student FTE than any other service provided by HBCU libraries.
- There seems to be a positive correlation between gate counts and reference transactions within HBCU institutions. Higher gate counts were usually accompanied by a higher average number of reference transactions per student FTE. This observation bears further study.
- The data also indicates a positive relationship between the average number of ILL and reference transactions per student. The higher average number of presentations and attendance per student FTE is paralleled by a higher average number of reference transactions per student. Further exploration is warranted to determine the validity of this correlation.
- The average number of information literacy instruction services and reference services per student FTE is highest within the Medical Carnegie class, indicating a close relationship between instruction and reference within the discipline.
- As a group, HBCU institutions indicated they were not as active in digitization efforts and providing electronic or web services as their non-HBCU institution counterparts.
- The HBCU and non-HBCU libraries represented in this report were equally committed and actively engaged in the promotion and integration of information literacy into the teaching, learning, and research occurring on their campuses.

Overall, the results suggest that this group of HBCU institutions is not so vastly different from their peer non-HBCU institution counterparts. These similarities can be attributed to several factors, including: a) the accuracy with which they identified their peer non-HBCU counterparts; b) the effect of state and federal budget cuts in higher education on all academic libraries; and c) the extent to which academic libraries are valued by the academic enterprise. However, it should be kept in mind that the average total expenditures for the non-HBCU group was \$2,870,352 almost twice the amount spent by HBCU institutions (\$1,411,791), indicating that the non-HBCU libraries had healthier budgets with which to achieve their goals.

The ALS instruments collect data on a very broad level, which does not allow an institution or groups of institutions to discern specific similarities or disparities on a granular level. This observation is exemplified by the survey items pertaining to technology, which do not

collect data on specific types of hardware or software utilized. The ALS data also does not speak to the quality of services provided. Therefore, whenever possible, ALS data should be triangulated with other standardized survey data along with locally developed assessment instruments. Moving forward, major areas of focus for growth within HBCU libraries should include staffing levels at public institutions, creating competitive salary ranges, and electronic resource collection development and technology. There is still more research needed to accurately portray the true state of HBCU libraries, taking into consideration the complexities of the historical shortfalls of state budget allocations for HBCU public institutions, technological and organizational infrastructures, as well as ongoing staffing shortages. Other possible areas of research on a campus level that should be considered by HBCU libraries include electronic resource usage, HBCU Library Alliance member librarian salaries and job satisfaction, and library user satisfaction.

Methodology

This study follows much of the same methodology used for the initial *2005 State of Libraries at Historically Black Colleges and Universities* report except for the selection of peer non-HBCU institutions. Data records for 193 academic libraries are represented in this report, which includes 94 of the 105 Historically Black Colleges and Universities (HBCUs) identified by the White House Initiative on Historically Black Colleges and Universities¹ and 99 peer non-HBCU institutions. The data source is the 2008 Academic Libraries Survey (ALS) conducted by the National Center for Education Statistics (NCES), which integrates data concerning institutional characteristics such as student enrollment from the Integrated Postsecondary Education Data System (IPEDS).²

The HBCUs examined in this report are those institutions that reported data to ALS for fiscal year 2008. This group includes nine institutions that were not represented in the 2005 report. These institutions are as follows: University of the Virgin Islands, Claflin University, Clinton Junior College, H. Councill Trenholm State Technical College, Paul Quinn College, Rust College, University of Maryland–Eastern Shore, Virginia University of Lynchburg, and Wilberforce University. HBCU institutions that were included in the 2005 report but are not represented in this dataset are Barber-Scotia College and Morris Brown. It should be noted that while Virginia University of Lynchburg is identified as an HBCU on the White House HBCU Initiative web site, it is not a member institution of the HBCU Library Alliance.³ A list of HBCUs included in this report is provided in Appendix A.

Instead of using the entire population of non-HBCU institutions in the ALS dataset, the HBCU Library Deans and Directors were asked to identify peer HBCU and non-HBCU institutions, allowing for a more focused and relevant comparison of means. For convenience and simplicity, peer information was collected via email and a web-based form (see Appendix B). As a result of this self-reporting peer process, 99 peer non-HBCU institutions were identified (see Appendix C for the list of non-HBCUs). There were no comparative peer, Carnegie class, non-HBCU medical institutions reported for the two HBCU medical institutions; therefore, the researcher had the difficult task of identifying peers for these institutions in consultation with an HBCU medical library administrator. The two non-HBCU peer medical institutions identified were Kansas City University of Medicine and Biosciences and Oklahoma State University Center for Health Sciences using reported data for the following variables: location, student enrollment, awarded medical degrees, number of professional library staff, annual wages of professional library staff, and total library expenditures.

According to ALS, the parent-child relationship is used to describe the reporting responsibility of the library.⁴ As with the previous report, The Clark Atlanta University Center

¹ White House Initiative on Historically Black Colleges and Universities. <http://www2.ed.gov/about/inits/list/whhbcu/edlite-index.html>. Accessed on August 10, 2010.

² For more information about the ALS data set see Phan, T., Hardesty, L. C., & Sheckells, C. L. (2009). Documentation for the academic libraries survey (ALS) public use data file: Fiscal year 2008 (NCES 2010-310). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

³ HBCU Library Alliance. Schools. (2006). Retrieved from <http://www.hbculibraries.org/html/deans-schools.php>.

⁴ Phan, T., Hardesty, L. C., & Sheckells, C. L., and George, A. (2009). Documentation for the academic libraries survey (ALS) public use data file: Fiscal Year 2008 (NCES 2010-310). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

(CAUC) will serve as the “parent” institution for the following institutions: Interdenominational Theological Center, Morehouse College, and Spelman College. Like Clark Atlanta University, its peer non-HBCU institution, Claremont Graduate University, serves as the “parent” institution for Claremont McKenna College, Pomona College, Scripps College, Harvey Mudd College, Pitzer College, and Keck Graduate Institute.

Survey results for the libraries at HBCU and non-HBCU institutions are compared based on institutional control (public or private) and Carnegie classification grouping using the latest Carnegie classifications, which were adopted in 2005. The following five Carnegie classifications were used based on the classifications that were represented by the HBCU group.

- Institutions granting doctoral degrees (Carnegie classes 15-17)
- Institutions granting master’s degrees (Carnegie classes 18-20)
- Institutions granting bachelor’s degrees (Carnegie classes 21-23)
- Institutions granting associate’s degrees (Carnegie classes 1-14)
- Institutions granting medical degrees (Carnegie class 25)

Data from the survey for institutions with Carnegie classifications 27-28 (engineering and technology), 29 (business), 30 (art, music, design, architecture), 31 (law), 32 (other special focus), and 33 (tribal) were not included in the analysis of non-HBCU academic libraries since these types of libraries were not reported distinctively within the HBCU group. It should be noted that Carnegie class information was not available for one HBCU institution. Therefore, for all comparison tables by Carnegie Class for HBCUs, $n=93$.

Data comparisons for the HBCU and non-HBCU libraries are based on select items (see Appendix D) from the following ALS areas: Outlets and Staff, Expenditures, Collections, Technology, Services, and Information Literacy. Because the method of selection for the non-HBCU institutions was conducted differently from the 2005 report, these results should be considered as a general rather than a direct comparison to the 2005 results and do not provide a basis for a longitudinal comparative study.

Characteristics

Outlets

The following tables provide information about the institutional characteristics of the libraries included in this report. Table 1 presents a breakdown of the number of branch and independent libraries within each institution group. Tables 2 and 3 provide more data concerning type of control, enrollment, and Carnegie class.

The first item on the ALS survey asks libraries to report the number of branch and independent libraries at their institutions. Branch and independent libraries are defined by ALS as

...auxiliary library service outlets with quarters separate from the central library of an institution ... [they] have a basic collection of books and other materials, a regular staffing level, and an established schedule.⁵

The following table illustrates that the total number of branch and independent libraries is generally the same between both groups of libraries.

Table 1: 2008 Number of Branch and Independent Libraries

HBCUs			Non-HBCUs		
Branches	n=94	%	Branches	n=99	%
0	69	73.4	0	62	62.6
1	16	17.0	1	18	18.2
2	2	2.1	2	9	9.0
3	3	3.2	3	5	5.1
4+	4	4.2	4+	5	5.1
Total	94	100%	Total	99	100%

The majority of HBCU (73.4%) and non-HBCU institutions (62.6%) reported having no branch or independent libraries. The number of HBCU and non-HBCU institutions reported having at least one branch, or outlet were 16 and 18 respectively. However, the number of non-HBCUs (19) reporting two or more branches is almost twice that of HBCU (9) institutions.

Table 2 provides an overview of the basic characteristics of the HBCU and non-HBCU peer libraries included in this report. The following observations are easily made based on the information presented:

⁵ Phan, T., Hardesty, L. C., Sheckells, C. L., and George, A. (2009). Documentation for the academic libraries survey (ALS) public use data file: Fiscal Year 2008 (NCES 2010-310). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Table 2: 2008 Basic Characteristics of HBCUs and Non-HBCU Peers

	HBCUs		Non-HBCU Peers	
	<i>n</i>	Percent	<i>n</i>	Percent
Control				
Public	49	52%	50	51%
Private	45	48%	49	49%
Total	94	100%	99	100%
Carnegie Class				
A (doctoral)	8	9%	16	16%
B (master's)	25	27%	42	42%
C (baccalaureate)	47	50%	30	30%
D (associate's)	11	12%	9	9%
E (medical)	2	2%	2	2%
Total*	93		99	
Student FTE Category				
Under 1,000	29	31%	11	11%
1,001–2,000	18	19%	20	20%
2,001–3,000	12	13%	17	17%
3,001–4,000	9	10%	9	9%
4,001–5,000	6	6%	7	7%
5,001–6,000	8	9%	3	3%
6,001–7,000	4	4%	4	4%
Over 7,000	8	9%	28	28%
Total	94		99	

- There is little significant difference between the proportions of publicly and privately controlled institutions among HBCUs and between HBCUs and non-HBCU institutions.
- The majority of HBCU institutions are baccalaureate institutions (50%), while non-HBCU baccalaureate institutions comprise 30% of their respective group.
- The number of non-HBCU institutions (16) is double that of HBCU institutions (8) in the Doctoral Carnegie class. The majority of these HBCU (75%) and non-HBCU (69%) doctoral institutions are publicly controlled.
- As found in 2005, a higher percent of HBCU institutions (29) continue to have student FTEs less than 1,000 than non-HBCUs (11) in 2008.⁶
- A comparable number of HBCUs (27) and non-HBCU institutions (23) have student FTEs between 3,001–7,000. However, HBCU institutions (58) are more likely to have FTEs of 3,000 or less than non-HBCUs (48).

⁶ Nyberg, S. & Idleman, L. (2005). The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey. Atlanta: SOLINET and HBCU Library Alliance, 9.

- HBCU institutions (8) were less likely to have full time enrollments exceeding 7,000 students, as compared to non-HBCUs (28).

The large proportion of HBCU institutions within the Associate’s and Bachelor’s Carnegie classes may be traced back to their original missions. The early majority of HBCUs were founded and supported by various philanthropic, religious and missionary organizations as private, normal or industrial (training) schools. When public education became available due to the second Morrill Act of 1890 and state funds made higher education widely available to more African Americans, many HBCUs revamped their programs of study and added collegiate studies.⁷

Table 3: 2008 Average Student FTE Enrollment by Institutional Control and by Carnegie Class

	HBCUs	Non-HBCUs	Percent of Difference between Non-HBCUs and HBCUs
All	2,965	5,178	43.0%
Public	4,198	7,128	41.1%
Private	1,490	3,187	53.2%
Carnegie Class—Doctoral	8,448	11,830	28.6%
Carnegie Class—Master’s	4,489	5,925	24.2%
Carnegie Class—Baccalaureate	1,532	1,723	11.1%
Carnegie Class—Associate’s	2,343	2,374	1.3%
Carnegie Class—Medical	504	705	28.5%

Overall average student enrollments for the HBCU and non-HBCU institutions show an increase since the 2005 report.⁸ This increase may largely be attributed to the national economy, as the United States has been in the midst of a recession for several years. As noted in the higher education literature, during economic downturns many people tend to return to school to continue or further their education, as well as to retool for new professions.⁹

- The average enrollment for HBCUs as a group (2,965) is nearly doubled by peer non-HBCU institutions (5,178).

⁷ Burnette, D. M. (2010). Negotiating tradition: The politics of continuing higher education program planning in public historically black colleges and universities. *The Journal of Continuing Higher Education*, 58, 3-11.

⁸ Nyberg, S. & Idleman, L. (2005). The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey. Atlanta: SOLINET and HBCU Library Alliance, 10.

⁹ Stuart, R. (2009). Economic blues. *Diverse Issues in Higher Education*, 26, 8-10; Kolowich, S. Recession may drive more adult students to take online classes. *The Chronicle of Higher Education*, January 16, 2009.

- As noted in the previous report, the average FTE continues to be very close between the HBCU institutions (1,532) and non-HBCU institutions (1,723) in the baccalaureate Carnegie class.¹⁰
- The largest percent of difference in enrollment by institution control is seen between HBCU and non-HBCU privately controlled institutions (53.2%).
- The largest percent of difference in enrollment by Carnegie class for this group of institutions is seen between the HBCU and non-HBCU Doctoral institutions (28.6%).
- The percent of difference in enrollment among the HBCU and non-HBCU institutions in the Associate's Carnegie Class is almost negligible.

Since the 2005 report, the average student FTE for the institutions in the Associate's Carnegie class has increased, mirroring a forecast noted in a recent ACRL publication, *ACRL 2009 Thinking Guide for Academic Librarians in the New Economy*. In this publication, Deiss and Petrowski note that due to the current economic climate, the enrollment of two-year institutions will continue to grow as traditional and nontraditional students choose to pursue an associate's degree rather than a bachelor's in an effort to reduce their education debt.¹¹ This trend will have implications for staffing, collection development, and total expenditures for these institutions.

Staffing

The tables in this section show the average number of professional librarians (those with an MLS), other professional staff (defined by ALS as "staff whose duties require education and/or training in related fields"), and total professional library staff per student FTE. These results are presented as per 100 student FTE to offer more meaningful figures.

Any decrease in professional staff levels from the 2005 report is most likely the result of natural attrition such as retirements and changes of profession, which have been exacerbated by hiring freezes caused by budget constraints. Results from a recent CUPA-HR survey found that delayed hiring and salary freezes are a few of the most common cost control strategies employed by state funded institutions.¹²

¹⁰ Nyberg, S. & Idleman, L. (2005). *The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey*. Atlanta: SOLINET and HBCU Library Alliance, 10.

¹¹ Deiss, K. and Petrowski, M. (2010). *ACRL 2009 strategic thinking guide for academic librarians in the new economy*. Chicago, IL: Association of College & Research Libraries (citing from Moltz, D. (2009), *The new reverse transfer, Inside Higher Education*.)

¹² Deiss, K. and Petrowski, M. (2010). *ACRL 2009 strategic thinking guide for academic librarians in the new economy*. Chicago, IL: Association of College & Research Libraries.

Table 4: 2008 Average Number of Professional, Other Professional, and Total Professional Library Staff per 100 Student FTE (sFTE) by Institutional Control

	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Professionals	0.19	0.31	0.22	0.18	0.32	0.22
Other Library Professionals	0.05	0.11	0.07	0.04	0.05	0.04
Total Professional Library Staff	0.24	0.43	0.29	0.22	0.37	0.26

- The average number of MLS professionals per 100 students FTE in all categories is larger than that of non-MLS, other library professional staff for HBCU and non-HBCU institutions.
- The average number of library professionals per 100 enrolled students for all HBCUs (0.22) is equal to that of non-HBCU institutions as a group.
- HBCU institutions (0.29) have a slightly higher number of total professional library staff per 100 students FTE than non-HBCU institutions (0.26). This ratio can be attributed to the higher number of HBCU institutions with student FTEs under 1,000 (see Table 2).
- Private HBCU institutions (0.43) have the highest average total professional library staff levels of all institutions per 100 students FTE, followed by private non-HBCU institutions (0.37).
- Private HBCU (0.31) and non-HBCU (0.32) institutions have a higher number of professional librarians per 100 students FTE.
- The number of total professional library staff per 100 students FTE for public HBCU institutions (0.24) is slightly higher than that of non-HBCU (0.22) public institutions examined in this report.

For this group of libraries, private institutions tended to have a higher average number of total professional library staff per FTE than public institutions, which is not unusual. As Applegate states,

...librarians in private colleges and universities serve fewer faculty and students than those in public institutions--the smallest student-to-librarian ratio is in private liberal arts colleges, which matches their usual promotional claims of more personal attention.¹³

¹³ Applegate, R. (2007). Charting academic library staffing: Data from national surveys. *College and Research Libraries*, 68, 66.

Table 5: 2008 Average Number of Professional, Other Professional, and Total Professional Library Staff per 100 Student FTE by Carnegie Class

	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Professionals	0.25	0.27	0.19	0.18	0.27	0.28	0.14	0.15	1.04	0.53
Other Library Professionals	0.02	0.06	0.07	0.03	0.13	0.04	0.02	0.05	0.10	0.0
Total Professional Library Staff	0.28	0.32	0.26	0.22	0.39	0.33	0.16	0.20	1.14	0.53

Staffing trends by Carnegie class show that the average total professional library staff per student FTE was higher in the Doctoral, Baccalaureate, and Medical Carnegie classes, with the medical institutions having the highest number of professional library staff per 100 students FTE. Although the HBCU Medical libraries seem to have had significantly higher staffing levels in all categories, it should be kept in mind that this group of libraries is very small with enrollment figures under 1,000 FTE (see Tables 2 and 3).

There were a larger number of professional librarians per 100 student FTE working in the HBCU Master's (0.19) and Medical (1.04) Carnegie class institutions than in the same non-HBCU classes. Non-HBCU institutions had a higher average number of other professional library staff than HBCUs in the Doctoral (0.06) and Associate's (0.05) Carnegie classes. HBCU institutions in the Baccalaureate (0.13) and Medical (0.10) classes had a higher average of non-MLS library professional staff per 100 students FTE than their non-HBCU counterparts, who had (0.04) and (0.00) respectively. Overall, HBCU medical institutions had the highest average number of professional library staff members per 100 students (1.04), and total library staff (1.14) than institutions in any other Carnegie Class.

Professional staffing levels for the HBCU and non-HBCU libraries continue to remain comparable, with HBCU institutions having a slightly higher average number of total professional library staff and non-MLS professional library staff per student FTE.

Expenditures

Deiss and Petrowski noted in the *ACRL Strategic Thinking Guide for Academic Librarians in the New Economy*:

The recession has further exacerbated already declining state budgets allocated to institutions of higher learning causing state spending on higher education to lag behind enrollment growth and inflation. In response, academic libraries are facing major budgets cuts, or are planning for such, as the United States economic downturn continues, which has had and continues to have a critical impact on staffing and collections.¹⁴

Although this observation was published in a recent report, it seems to have historical relevance when looking at the 2008 expenditures data for this group of libraries.

The ALS expenditure data presented in this section illustrates staffing, library resources, library operations, and technology on a per student FTE basis by institutional control and Carnegie class. When looking at expenditures per student FTE, it should be kept in mind that these figures are directly impacted by the FTE size of the institutions. As shown in Tables 2 and 3, HBCU institutions typically have smaller enrollments and fewer institutions in the Doctoral and Master's Carnegie classes, so the dollar amounts spent per student FTE by these HBCU institutions compared to that spent by their non-HBCU peers appear to be rather generous at first glance (see Table 9). Readers should be aware that ALS only publishes salary information for libraries with more than two staff members in order to maintain the confidentiality of the individual staff members. Therefore the data tables in this section will only include a subset of the HBCU population.

According to the 2008 salary survey conducted by the American Library Association – Allied Professional Association (ALA-APA), annual salaries for librarians ranged from \$22,000 - \$331,000. The national mean salary for all professional librarians working in public and academic libraries was \$58,960.¹⁵

Table 6: 2008 Average Annual Salaries of Total Librarians and Other Professional Staff Combined by Institutional Control

HBCU (n=79)			Non-HBCU (n=92)		
Public	Private	All	Public	Private	All
\$50,418	\$43,752	\$47,885	\$53,579	\$58,182	\$55,561

Table 6 shows that the average annual salaries for all library professional staff in both institutional groups fell below the reported mean for library professionals. While public HBCU institutions (\$50, 418) had a higher average annual salary than private HBCUs (\$43,752), average salaries for HBCU institutions as a group (\$47,885) were almost 14% lower than that of their selected non-HBCU peers (\$55,561).

¹⁴ Deiss, K. and Petrowski, M. J. (2009). *ACRL 2009 strategic thinking guide for academic librarians in the new economy*. Chicago, IL: Association of College & Research Libraries

¹⁵ American Library Association. (2008, June 10). Salaries. Retrieved from <http://www.ala.org/ala/educationcareers/employment/salaries/index.cfm>.

Table 7 provides a look at the average annual salaries of total librarians and other professional staff by Carnegie Class.

Table 7: 2008 Average Annual Salaries of Total Librarians and Other Professional Staff Combined by Carnegie Class
(HBCUs n=80 Non-HBCUs n=93)

Doctoral		Master's		Baccalaureate		Associate's		Medical	
HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
\$53,691	\$60,707	\$52,039	\$52,615	\$38,160	\$47,644	\$59,676	\$46,307	\$60,928	\$46,009

HBCU institutions in the Medical Carnegie class (\$60,928) had the highest average annual salary across all Carnegie classes. Additionally, the Medical Carnegie Class had the biggest difference in average annual salaries (\$14,919) between HBCU and non-HBCU institutions. Library staff members working in HBCU Associate's institutions (\$59,676) had a higher average annual salary than their non-HBCU counterparts (\$46,307) and were the second highest paid library staff across the HBCU institutions. Professionals who worked in non-HBCU Doctoral institutions (\$60,707) had the second highest annual average salary, approximately \$7,016 more than their HBCU counterparts (\$53,691). Professionals in the Master's Carnegie class had the smallest difference in salary between HBCU and non-HBCU groups.

When looking at annual library operations expenditures per student FTE as compared to the 2005 report, the results seem to suggest that library budgets at HBCU institutions over the past several years have fared less than at their non-HBCU peers.

Table 8: 2008 Total Library Expenditures per Student FTE by Institutional Control

	HBCU			Non-HBCU		
	Public	Private	All	Public	Private	All
Total Library Expenditures	\$410	\$613	\$466	\$435	\$827	\$554

Private institutions spent more per student FTE on library operations and resources regardless of HBCU status. Overall, HBCU institutions (\$466) spent almost 16% less per student FTE than peer non-HBCU institutions (\$554), a decrease from the 2005 report, where HBCUs as a group spent \$516 per student for library operations, which was 4% less than the comparable non-HBCUs (\$538).¹⁶

Table 9: 2008 Total Library Expenditures per Student FTE by Carnegie Class

	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Total library Expenditures	\$698	\$860	\$303	\$371	\$401	\$451	\$216	\$189	\$2,821	\$1,293

Looking at the total 2008 library expenditures per student FTE by Carnegie Class, HBCU (\$2,821) and non-HBCU (\$1,293) Medical institutions had the highest library

¹⁶ Nyberg, S. & Idleman, L. (2005). The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey. Atlanta: SOLINET and HBCU Library Alliance, 38.

expenditures per student FTE. Doctoral HBCU (\$698) and non-HBCU (\$860) institutions have the second highest expenditures. The lowest overall expenditures per student FTE is seen in the Associate's Carnegie class with HBCU (\$216) and non-HBCU (\$189). Similar expenditure trends were observed with the 2005 data.¹⁷

Table 10: 2008 Library Information Resources Expenditures per Student FTE by Institutional Control

Information Resources	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Books	\$57.38	\$97.80	\$67.97	\$47.96	\$105.93	\$65.62
Ebooks	\$10.15	\$6.88	\$9.29	\$7.86	\$8.65	\$8.10
Audiovisuals	\$3.78	\$3.65	\$3.74	\$2.78	\$4.09	\$3.18
Electronic Serials	\$98.63	\$119.80	\$104.17	\$82.10	\$115.92	\$92.41
Current Serials	\$55.41	\$67.66	\$58.62	\$130.56	\$197.94	\$151.09
Document Delivery/ILL	\$0.49	\$1.03	\$0.63	\$1.32	\$4.40	\$2.26

Overall, HBCU and non-HBCU institutions spent less on electronic books and more on print books per student FTE. As a group, HBCU institutions spent more per student FTE than non-HBCUs for print books (\$67.97), electronic serials (\$104.17), electronic books (\$9.29), and audiovisuals (\$3.74). In particular, HBCU public institutions (\$10.15) spent more on electronic books per student FTE than any other category of institution. The highest expenditure on a particular resource was by private non-HBCU institutions (\$197.94) for current serials. Peer non-HBCUs spent 2.6 times more on current serials than HBCUs, and 3.6 times more on document delivery/ILL. Per student expenditures for audiovisual (AV) materials and document delivery/ILL are the lowest of all library resources by all institution types, with HBCU institutions as a group having spent only \$0.63 per student for the latter resource. These low expenditures might be the result of free reciprocal resource sharing agreements amongst institutions within consortial groups.

The amount of expenditure per student FTE for print books in relation to other library information resources, (i.e., electronic serials), continue to hold steady amidst the growing popularity of electronic materials. It will be interesting to see how HBCU library expenditure patterns evolve in the future as more electronic-based information and content is published and pricing structures for these materials change, making one-time costs for ownership more affordable to a wider range of academic libraries.

Table 11 shows that HBCU medical institutions spent more per student FTE on electronic (\$1,184.19) and current serials (\$1,283.50) than any other institution across Carnegie classes and institutional types. Electronic book expenditures were higher at non-HBCU (\$254.20) and HBCU (\$52.78) medical institutions than for any other Carnegie class.

HBCU (\$6.23) and non-HBCU (\$7.36) institutions in the Associate's class spent significantly less per student on electronic serials than any other class. As with information resources expenditures by institutional control (Table 10), audiovisuals and

¹⁷ Nyberg, S. & Idleman, L. (2005). The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey. Atlanta: SOLINET and HBCU Library Alliance, 40.

document delivery/ ILL expenditures per student were relatively low across all Carnegie classes in comparison to expenditures on other information resources.

Table 11: 2008 Library Information Resources Expenditures per Student FTE by Carnegie Class

Information Resources	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Books	\$101.26	\$141.07	\$57.90	\$46.25	\$69.41	\$63.99	\$20.99	\$25.38	\$62.71	\$353.07
E Books	\$7.50	\$11.89	\$10.58	\$3.57	\$11.03	\$12.04	\$1.84	\$1.50	\$52.78	\$254.20
Audiovisuals	\$1.92	\$3.40	\$4.01	\$2.72	\$5.49	\$4.64	\$2.61	\$2.84	\$0.99	\$6.28
Electronic Serials	\$116.78	\$170.28	\$46.98	\$48.78	\$15.85	\$52.58	\$6.23	\$7.36	\$1,184.19	\$86.27
Current Serials	\$121.15	\$253.85	\$94.32	\$94.65	\$54.25	\$101.41	\$13.67	\$15.12	\$1,283.50	\$198.51
Document Delivery/ILL	\$0.94	\$4.19	\$0.74	\$0.90	\$0.32	\$2.41	\$0.02	\$0.14	\$5.09	\$9.61

Institutions that reported library expenditures for computers and bibliographic utilities are included in Tables 12 and 13.

Table 12: 2008 Technology Expenditures per Student FTE by Institutional Control

Technology Expenditures	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Computer	\$13.12	\$26.14	\$16.48	\$9.61	\$13.92	\$10.86
Bibliographic Utilities	\$11.99	\$8.13	\$11.01	\$7.95	\$19.10	\$11.23

Note. For HBCUs, computers $n=83$, bibliographic utilities $n=82$; for non-HBCUs, computer expenditures $n=82$, bibliographic utilities $n=91$.

HBCU institutions (\$16.48) as a group spent more per student FTE on computer hardware, software, and maintenance than non-HBCU institutions (\$10.86), with private HBCU institutions (\$26.14) and non-HBCU institutions (\$13.92) having spent the most per student. When looking at HBCU and non-HBCU institutions as a group, HBCUs (\$11.01) spent about the same per student FTE as non-HBCUs (\$11.23) for bibliographic utilities; however, public HBCU institutions (\$11.99) spent more per student FTE for bibliographic utilities, networks, and consortia than their public non-HBCU peers (\$7.95). Likewise private non-HBCUs (\$19.10) spent more than their HBCU counterparts on bibliographic utilities.

Table 13: 2008 Technology Expenditures per Student FTE by Carnegie Class

Technology Expenditures	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Computer	\$23.80	\$15.67	\$13.94	\$6.76	\$13.24	\$12.73	\$11.79	\$11.10	\$18.35	\$13.17
Bibliographic Utilities	\$10.64	\$13.59	\$14.40	\$9.19	\$7.25	\$14.42	\$2.69	\$2.00	\$147.06	\$8.17

Note. For HBCUs: computers $n=82$, bibliographic utilities $n=82$; for non-HBCUs: computers $n=82$, bibliographic utilities $n=91$.

HBCU (\$23.80) and non-HBCU (\$15.67) doctoral institutions spent the most per student for computers and related costs, across all Carnegie classes. HBCU (\$18.35) and non-HBCU (\$13.17) institutions in the Medical Carnegie class spent the second highest on computers and related costs; HBCU medical institutions (\$147.06) spent the most on bibliographic utilities across all classes. Expenditures for computers and related costs per student FTE at HBCU institutions (\$13.24) in the Baccalaureate Carnegie class was comparable to their non-HBCU (\$12.73) counterparts. On the other hand, in the Master's Carnegie class, expenditures for computers by HBCU institutions (\$13.94) almost doubled that of non-HBCU institutions (\$6.76); however, the number of full-time enrolled students at these non-HBCU institutions was more than double the number at HBCU institutions.

Collections

The way in which libraries develop their collections is undergoing change, as more and more electronic information is being produced and published. Stewart and Martell suggest that print collections will decrease as the economics of publishing begin to favor the electronic book.^{18 19} The current data presented in this section prove that print collections continued to remain a substantive part of library collections, although there seemed to have been a decrease in holdings and additions since 2005.²⁰ Likewise, the data also show that electronic books are a growing collection in these academic libraries.

Table 14: 2008 Average Physical Collection Size per Student FTE by Institutional Control

Collection	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Books	63.32	92.98	72.74	78.35	129.31	93.88
Ebooks	5.87	6.88	6.13	7.97	13.12	9.54
Current Serials	1.19	1.90	1.37	1.90	2.98	2.23
Audiovisuals	6.39	4.73	5.95	4.79	13.47	7.43
Electronic Reference	1.29	0.16	1.00	0.17	0.23	0.19

Print book collections continued to be a substantial part of HBCU libraries (72.74) and non-HBCU (93.88) libraries for this group of institutions. The number of electronic books (Ebooks) held per student FTE by both HBCU (6.13) and non-HBCU (9.54) institutions is the second largest of the collections presented. Private HBCU and non-HBCU institutions tended to have the highest number of materials per student FTE for most collections, with the exception of electronic reference and audiovisuals (AV) in the HBCU group. Audiovisual collections comprised the third largest collection per student FTE among HBCUs (5.95) and non-HBCU (7.43) institutions.

Overall, HBCU collection sizes per student FTE were smaller than for non-HBCUs with the exception of electronic reference sources. Electronic reference and aggregation sources are defined by NCES as the “total number of citation indexes and abstracts; full-text articles databases; [and] full-text reference sources (e.g., encyclopedias, almanacs, bibliographical and statistical sources and other quick fact-finding sources) ...”²¹ Public HBCU institutions (1.29) show a higher number of electronic reference sources held per student FTE than any other institution type. Likewise, HBCU institutions as a group (1.00) held a larger number of electronic reference sources per student than non-HBCUs (0.19).

¹⁸ Stewart, C. (2010). Half empty or half full? Staffing trends in academic libraries at u.s. research universities, 2000-2008. *The Journal of Academic Librarianship*, 36, 399.

¹⁹ Martell, C. (2008) The absent user: Physical use of academic library collections and services continues to decline 1995-2006. *The Journal of Academic Librarianship*, 34, 405.

²⁰ Nyberg, S. & Idleman, L. (2005). The state of libraries at historically black colleges and universities: A comparative analysis using data collected through the academic libraries survey. Atlanta: SOLINET and HBCU Library Alliance, 12.

²¹ Phan, T., Hardesty, L. C., Sheckells, C. L., and George, A. (2009). Documentation for the academic libraries survey (ALS) public use data file: Fiscal Year 2008. (NCES 2010-310). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C., B-5.

Table 15: 2008 Average Physical Collection Size per Student FTE by Carnegie Class

Collection	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Books	90.67	139.08	69.61	66.10	77.52	94.96	22.29	15.38	152.23	79.08
Ebooks	6.41	12.44	5.20	4.85	7.06	21.43	7.10	10.33	0.85	0.31
Current Serials	1.01	2.58	0.80	1.87	1.14	3.03	0.09	0.92	2.99	9.50
Audiovisuals	5.15	14.13	5.28	3.33	8.90	4.32	2.85	1.17	3.70	40.93
E Reference	3.14	0.16	0.18	0.23	0.29	0.13	0.89	0.02	0.22	0.67

As with Table 14, print book collections comprised the largest collections within each Carnegie class per student FTE. The ratio of print book holdings to student FTE is particularly high for HBCU medical institutions (152.23) and non-HBCU doctoral institutions (139.08). Electronic reference and current serials collections have the lowest per student ratio among most collection types. HBCU Doctoral (3.14), Baccalaureate (0.29) and Associate's (0.89) Carnegie class institutions show the highest number of electronic reference per student FTE.

Despite the moderate expenditure per student FTE for Ebooks, the number of Ebook holdings and additions per student seems to be competitive with other material collections. It will be interesting to see how quickly Ebook collections grow as these academic libraries seek ways to leverage continued collection development activities while managing space limitations.

Non-HBCU institutions tended to have the highest number of current serials per student FTE within the doctoral (2.58), baccalaureate (3.03), and medical (9.50) institutions, while for the HBCU group of institutions, medical institutions (2.99) show the highest levels of current serials per student FTE across all Carnegie classes. Overall collections of current serials per student FTE are quite low; this is very likely attributable to the continued rising costs of serials in print and electronic form, as library budgets continue to decrease.

Table 16: Average Additions to Collections during Fiscal Year 2008 per Student FTE by Institutional Control

Materials Added	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Books	1.58	1.39	1.53	1.31	3.45	1.96
Ebooks	0.65	0.67	0.66	1.65	1.87	1.72
Serials	0.15	0.27	0.18	0.33	0.30	0.32
Audiovisuals	0.06	2.70	0.75	0.11	0.24	0.15
Electronic Reference	0.15	0.002	0.11	0.03	0.04	0.03

During the 2008 fiscal year, HBCU institutions as a group added more print books (1.53) per student FTE than any other material, followed by audiovisual (AV) materials (0.75) and Ebooks (0.66). In fact, HBCU institutions added more AV materials to their collections than non-HBCU institutions (0.15) in this group of libraries. Among private institutions, HBCUs added the highest number of AV materials (2.70) per student FTE to their collections, whereas private non-HBCUs added the greatest number of print books (3.45) and Ebooks (1.87) to their collections.

Electronic reference sources were the least number of materials per student FTE added to most institution collections during the 2008 fiscal year. However, HBCU institutions (0.11) as a group added more electronic reference materials to their collections per student FTE than did non-HBCU institutions (0.03).

Library Services and Information Literacy

This section provides a look at the average use of library services on a per student FTE basis, including information literacy instruction. Some of the figures presented are based on annual numbers, while others are based on weekly transactions. Reference, information literacy instruction, and interlibrary loan seem to be library services that are underutilized by students. However, these low usage figures may very well be the result of library users finding alternative means of getting the information they need without having to physically come to the library. Martell notes,

Keeping users tethered to the physical library was never a realistic option. Instead users engage in whatever strategy works best for them. This has resulted in fewer visits to the library and more use of networked resources for research, study, and teaching.²²

Private HBCU (2.21) and non-HBCU institutions (2.45) tended to have higher weekly gate counts on a per student FTE basis as opposed to publicly controlled institutions. Applegate partially explains this by acknowledging

. . . it is plausible to assume that library traffic also may well be affected by a library's specific mission and focus, as well as the characteristics of the library's parent institution in terms of student body faculty roles, and its own strategic positioning with respect to physical versus virtual education...²³

In general private institutions tend to be smaller in size, with lower student to faculty ratios, which typically leads to higher expectations and accountability of students' academic performance. Therefore, it seems reasonable that students attending these institutions would make use of the library more often.

Table 17: 2008 Library Service Usage per Student FTE by Institutional Control

Service	HBCUs			Non-HBCUs		
	Public	Private	All	Public	Private	All
Annual						
ILLs received	0.12	0.21	0.15	0.63	1.40	0.87
Annual Circulations	3.62	6.68	4.42	8.85	13.57	10.29
Circulating Reserves	1.61	1.72	1.64	4.65	2.45	3.98
ILI Presentations	0.05	0.06	0.05	0.03	0.05	0.04
Weekly						
Gate Count (Weekly)	1.45	2.21	1.65	1.34	2.45	1.68
Reference Transaction	0.10	0.21	0.13	0.09	0.07	0.08

²² Martell, C. (2008) The absent user: Physical use of academic library collections and services continues to decline 1995-2006. *The Journal of Academic Librarianship*, 34, 406.

²³ Applegate, R. (2008). Whose decline? Which academic libraries are "deserted" in terms of reference transactions? *Reference & User Services Quarterly*, 48 (2) 177.

On an annual basis:

- Students enrolled in private HBCU (0.21) and non-HBCU (1.40) institutions show higher numbers of ILLs received in comparison to public institutions.
- General circulation service was reportedly the highest-used library service on a per student basis at HBCU (4.42) and non-HBCU (10.29) institutions.
- Circulating reserves was the second highest-used service, with the number of HBCU transactions per student (1.64) being more than doubled by that of non-HBCU (3.98) institutions.
- Annual Information Literacy Instruction (ILI) presentations are the least-used library service on a per student FTE basis, with students at HBCU institutions (0.05) having attended more presentations annually than non-HBCU institutions (0.04).
- Students at privately controlled HBCU (0.06) and non-HBCU (0.05) institutions attended ILI presentations more frequently than those enrolled at HBCU and non-HBCU public institutions (0.05 and 0.03 respectively).
- On a weekly basis, gate counts indicate that public HBCU institutions (1.45) have slightly higher traffic levels than public non-HBCUs institutions (1.34), which may be related to having higher student FTEs (see Table 3).
- On a per-student basis, students at HBCU institutions (0.13) use reference services more than those at non-HBCU institutions (0.08), with private HBCUs (0.21), experiencing heavier use of reference services per student FTE than all other institutions represented in Table 15.

Higher gate counts are often accompanied by a higher number of reported reference transactions for HBCU institutions. The number of reference transactions per student FTE seems to be quite low but not uncommon. The low usage of reference services within academic libraries across the U.S. has been attributed to the increased availability of self-help resources, library liaison programs, and virtual reference services.²⁴ However, with respect to the overall trend concerning reference service usage, there seems to be a decline in the number of transactions, which Martell notes is not new and has continued since the “early to mid-1990’s.”²⁵

Table 18: 2008 Library Service Usage per Student FTE by Carnegie Class

²⁴ Applegate, R. (2007). Charting academic library staffing: Data from national surveys. *College & Research Libraries*, 68, 59-68.

²⁵ Martell, C. (2008) The absent user: Physical use of academic library collections and services continues to decline 1995-2006. *The Journal of Academic Librarianship*, 34, 404.

Service	Doctoral		Master's		Baccalaureate		Associate's		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Annual										
ILLs Received	0.18	1.40	0.18	0.57	0.08	0.68	0.01	0.04	2.23	1.54
Annual Circulations	5.09	15.48	2.79	6.62	6.80	11.50	2.39	2.63	22.28	32.90
Reserve Circulations	2.26	7.50	1.52	1.58	1.59	3.49	0.54	0.44	4.97	26.08
ILI Presentations	0.02	0.04	0.06	0.03	0.05	0.05	0.02	0.04	0.65	0.21
Weekly										
Gate Count	1.81	1.53	1.58	1.30	1.75	4.12	1.23	1.20	2.18	6.21
Reference Transactions	0.11	0.08	0.11	0.07	0.17	0.08	0.10	0.22	0.21	0.17

When considered by Carnegie class, general circulation services in comparison to all other library services on a per-student FTE basis was the heaviest-used service. The highest circulation usage per student FTE was by students at HBCU (22.28) and non-HBCU (32.90) institutions within the Medical Carnegie class. Reserves circulation was the second highest-used service on a per-student basis in HBCU and non-HBCU institutions in the Medical (4.97 and 26.08).

The data for library service usage per student FTE by Carnegie class also shows:

- Second to non-HBCU Associate's institutions (0.22), HBCU institutions in the Medical Carnegie class (0.21) had the second highest usage of reference per student FTE.
- The HBCU institutions in the Doctoral (0.11) and Master's (0.11), Baccalaureate (0.17), and Medical (0.21) Carnegie classes showed more use of reference services than their non-HBCU counterparts in these same Carnegie classes (0.08, 0.07, 0.08, and 0.17 respectively).
- Gate counts were highest for non-HBCU institutions in the Medical (6.21) and Baccalaureate (4.12) Carnegie classes. For HBCUs, gate counts were highest at Medical (2.18) and Doctoral (1.81) institutions.
- The number of interlibrary loans received shows strong usage per student FTE in the HBCU (2.23) and non-HBCU (1.54) medical institutions followed by non-HBCU institutions in the Doctoral Carnegie class at 1.40 per student.
- Per student use of ILI presentations in relation to all other services was consistently low across Carnegie classes, mirroring a trend shown in Table 17.
- Students attending HBCU medical institutions showed higher usage of reference services (0.21) and ILI (0.65) on a per-student FTE basis than their non-HBCU counterparts.

The data in Table 18 indicates that as a group, with the exception of general and reserve circulations, library service usage per student for HBCU institutions was not significantly different from their peer non-HBCU counterparts.

Information Literacy Instruction

Information literacy instruction has become a critical part of library services as a result of the proliferation of information accessible via the Web. With the continued development of information technologies such as electronic serials and books, social networking tools, and Web 2.0 tools, information seekers are overwhelmed with the amount of information that is now easily available to them at the touch of a button. This ubiquitousness of information leads many novice researchers to believe that they are more proficient at finding credible and authoritative information than they actually are.

Reference transactions were included in this table since, firstly, information literacy instruction often takes place as part of a reference transaction and secondly, the figures reported to ALS do not include directional transactions. During a reference transaction, the goal of the reference librarian is not merely to provide answers to questions but to use this point of inquiry as a teachable moment. Oftentimes, a reference transaction involves one-on-one lessons on how to find and access information from appropriate sources. The following data table seems to indicate a positive correlation between the average number of reference transactions per student FTE and the average number of presentations and average attendance per student FTE combined.

Table 19: 2008 Average Information Instruction Services and Reference Transactions per Student FTE by Carnegie Class

Information Literacy	Doctoral		Master’s		Baccalaureate		Associate’s		Medical	
	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non	HBCU	Non
Presentations	0.02	0.04	0.06	0.03	0.05	0.05	0.02	0.04	0.65	0.21
Attendance	0.44	0.63	0.69	0.62	0.85	0.71	0.48	0.77	1.55	0.95
Reference Transactions	0.11	0.08	0.11	0.07	0.17	0.08	0.10	0.22	0.21	0.17

Students attending HBCU medical institutions utilized more information literacy instruction and reference services on a per-student basis than any other institution type represented. When looking across Carnegie classes, HBCUs show the highest number of ILI presentations (0.65), as well as attendance (1.55) figures, on a per-student FTE basis. Among HBCU institutions, those in the Master’s Carnegie class (0.06) had the second highest number of ILI presentation per student FTE, but baccalaureate institutions (0.85) had the second highest attendance figure. In correlation to the ILI presentations and attendance figures, HBCU (0.21) and non-HBCU (0.17) medical institutions also show among the highest number of reference transactions per student FTE (non-HBCU Associate’s have a slightly higher number at 0.22). The specialized nature of the medical field (in addition to low enrollment figures) is no doubt a major factor for the high usage of these services on a per-student FTE basis.

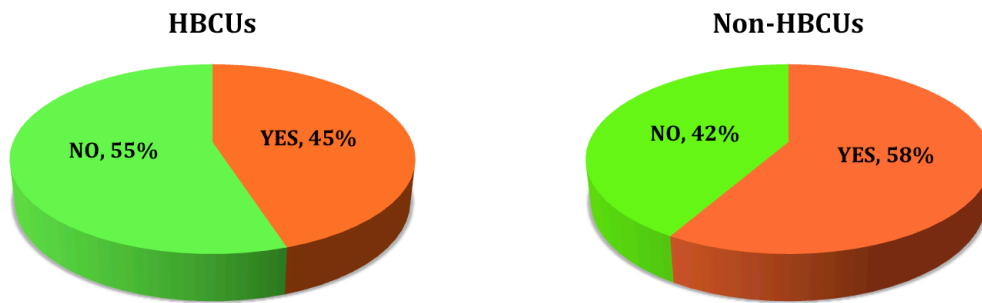
Although there were an equal number of annual ILI presentations per student FTE at HBCU (0.05) and non-HBCU (0.05) baccalaureate institutions, the per-student FTE attendance is higher at the HBCU institutions (0.85) as compared to the non-HBCU institutions (0.71). With regards to the former observations, freshman students attending

four-year institutions are more than likely required to attend library orientation sessions or information literacy instruction sessions as part of a course during their first semester. Average student FTE attendance at ILI presentations is lowest at HBCU doctoral institutions (0.44) and HBCU associate's institutions (0.48). The former most likely has to do with the self-reliant nature of this group of learners, while the latter observation may be the result of the low staffing levels, as shown in Table 5.

Technology

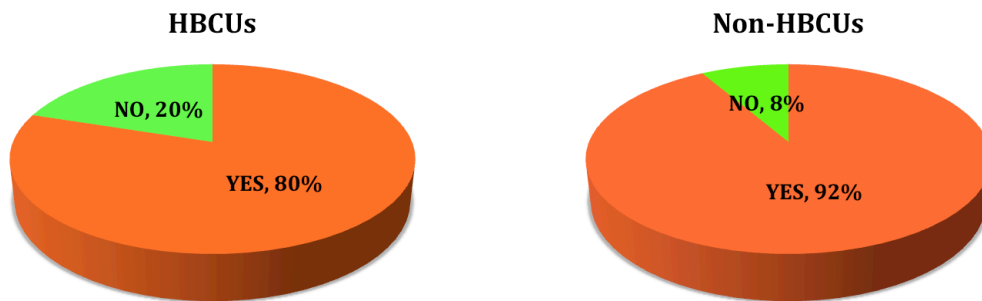
The rapid growth of information technologies has greatly impacted how libraries operate and provide their services. The ACRL Research Planning and Review Committee reviewed the current professional literature and noted that the “explosive growth of affordable mobile devices (smartphones, ebook readers, iPads, etc.) and applications will drive new services.”²⁶ Along with these new technologies come higher expectations for library services and collections. The following figures provide a general overview of how, or if, technologies are being utilized by these libraries.

Figure 1: 2008 Percentage of HBCU and Non-HBCU Institutions That Digitize Documents
(HBCUs $n=80$ and Non-HBCUs $n=96$)



Forty-five percent of the HBCU institutions indicated that they digitize documents, compared to fifty-eight percent of non-HBCU institutions.

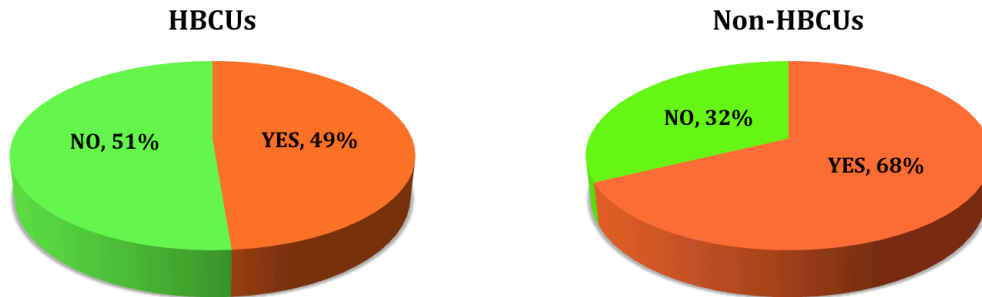
Figure 2: 2008 Percentage of HBCU and Non-HBCU Institutions That Provide Reference via Email or Web
(HBCUs $n=80$ non-HBCUs $n=96$)



²⁶ ACRL Research Planning and Review Committee (2010). 2010 top ten trends in academic libraries: A review of the current literature. *College & Research Libraries News*, 71 (6), 288.

The majority of HBCU institutions (80%) that responded to this item indicated that they provided reference services via email or the Web. These percentages coincide with figures reported in the publication *The Condition of Libraries: 1999-2009*, which revealed that 72% of the academic libraries that responded indicated that they provided reference services via email or Web.²⁷

Figure 3: 2008 Percentage of HBCU and Non-HBCU Institutions with Assistive Technology (HBCUs n=80, non-HBCUs n=96)



Forty-nine percent of HBCU institutions indicated that they had assistive technology available for their patrons, in contrast to sixty-eight percent of non-HBCU institutions. Although libraries play a role as the “equalizers” of society by providing equitable access to information for all, the provision of assistive technology--especially in today’s web-intensive information society--poses a stumbling block. Vandembark states:

Nearly one-fifth of Americans have some form of disability, and accessibility guidelines and standards that apply to libraries are complicated, unclear, and difficult to achieve.²⁸

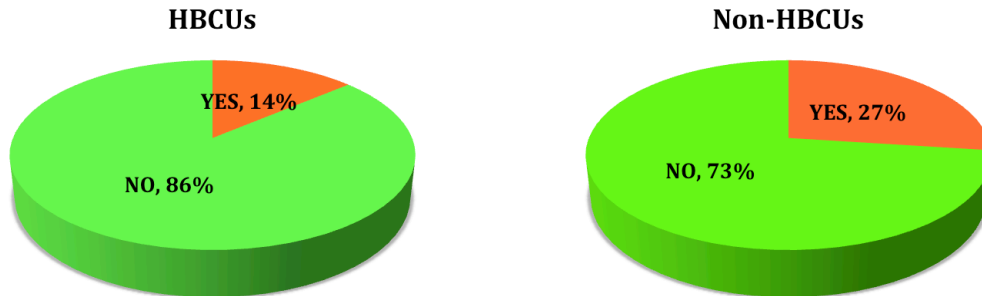
While a majority of non-HBCU institutions indicated that they provided assistive technology, there is not enough data provided to determine how much, or to what extent, these technologies are available for use.

²⁷ New ALA report details economic trend in libraries and 2010 outlook. (2010). *Library Times International*, 26 (3), 34.

²⁸ Vandembark, R. T. (2010). Tending a wild garden: Library web design for persons with disabilities. *Information Technologies Librarian*, 29, 23.

Figure 4: 2008 HBCU and Non-HBCU Institutions with Student-Produced Electronic Theses and Dissertations

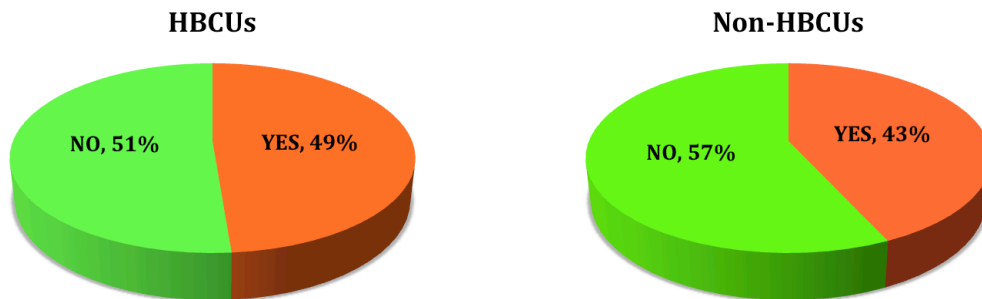
(HBCUs $n=80$, non-HBCUs $n=96$)



Fourteen percent of HBCU institutions had student-produced electronic theses and dissertations, whereas twenty-seven percent of non-HBCU institutions responded that they did.

Figure 5: 2008 HBCU and Non-HBCU Institutions with Information Literacy Incorporated into Mission

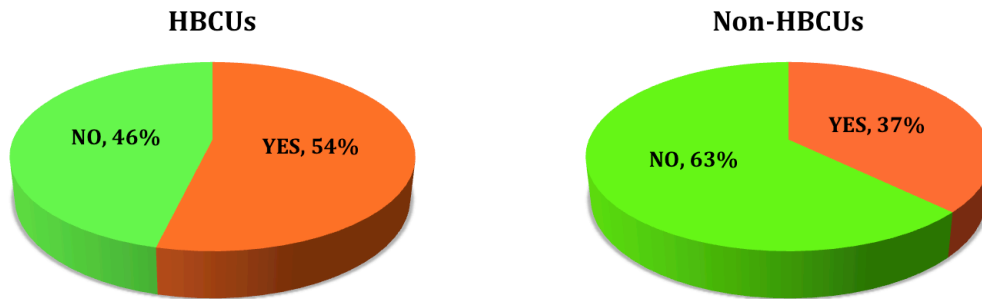
(HBCUs $n=80$, non-HBCUs $n=96$)



An almost equal percentage of HBCU (49%) and peer non-HBCU (43%) libraries reported that they have incorporated information literacy into their institution's mission.

Figure 6: 2008 HBCU and Non-HBCU Institutions that Have Incorporated Information Literacy into the Institution's Strategic Plan

(HBCUs $n=80$, non-HBCUs $n= 94$)



Both HBCU and non-HBCU institutions responded almost equally to incorporating information literacy into the institution's mission. However, the responses shown in Figure 6 show that 54% of HBCU libraries indicated that they had also taken a step further and incorporated information literacy into their institution's strategic plan, while only 37% of the non-HBCUs indicated the same.

Conclusions and Recommendations

Based on the ALS items that were reviewed, the results suggest that this group of HBCU institutions was not so vastly different from their peer non-HBCU institution counterparts. These similarities can be attributed to several factors: a) the accuracy with which the library administrators selected their peer non-HBCU counterparts; b) the effect of state and federal budget cuts in higher education on all academic libraries; and c) the extent to which academic libraries are valued by the academic enterprise. However, it should be kept in mind that the average expenditures for the non-HBCU group was \$2,870,352, almost twice the amount spent by HBCU institutions (\$1,411,791), indicating that the non-HBCU institutions had healthier library budgets with which to achieve their goals.

Commonalities notwithstanding, technology is an area in which HBCUs were not yet on a common level with their peer counterparts. Users are relying more and more on electronic and web-based information, and this reliance is reflected in the expenditure and collection development patterns of the libraries in this study. While HBCU expenditures indicate more dollars spent per student on computers and related expenses, the reported data concerning the use of technology, as it pertains to document digitization, assistive technology, and web-based reference service, indicates that there is room for great improvement in this area. This need is especially acute as more and more of our students are “going mobile.” Other areas of focus should include staffing levels at public institutions, competitive library salaries, and electronic resource collection development.

This report uncovers to a superficial degree the state of HBCU libraries in 2008. There is a need for further exploration to add more depth to the description of these institutions and the contributions they make to their respective campuses. Additional data needs to be captured, analyzed, and shared. To that end, recommendations for broad areas of future studies include electronic resource usage, library staff salaries and job satisfaction, and state funding patterns of HBCU institutions, as well as library user satisfaction. Specific areas to be addressed could involve collection development and expenditures in doctoral and graduate institutions; adoption and usage of technologies for library services; salary studies of professional staff; and the effect of information literacy services on student learning goals.

In addition to using data sources such as ALS and the Association of College and Research Libraries survey, which tend to mirror each other, additional data sources such as the Association of Research Libraries’ LibQUAL+™ and IPEDS should be utilized to provide a multidimensional view of HBCU library operations. Locally developed assessment instruments are also extremely important to this effort and can be used to evaluate specific library outputs on a more granular level, such as the impact of circulating laptop programs on student learning, or assessing the impact of information literacy instruction sessions on course learning objectives, etc. Given the dearth of information available about HBCU libraries in the library literature, as well as the fact that the question of whether or not HBCU institutions are still relevant continues to be debated in the higher education literature, it becomes imperative that either individually, or as a group, these libraries begin to tell the stories of their contributions to the academic success of their campus community and, more specifically, their students.

APPENDIX A**HBCU Institutions Appearing on the White House Initiative for HBCUs List**

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Alabama A & M University	Public	Master's	5,742
Alabama State University	Public	Master's	5,113
Albany State University	Public	Master's	3,687
Alcorn State University	Public	Master's	3,307
Allen University	Private	Baccalaureate	506
Arkansas Baptist College	Private	Baccalaureate	503
Benedict College	Private	Baccalaureate	2,578
Bennett College for Women	Private	Baccalaureate	598
Bethune-Cookman University	Private	Baccalaureate	1,575
Bishop State Community College	Public	Associate's	2,717
Bluefield State College	Public	Baccalaureate	3,234
Bowie State University	Public	Master's	4,240
Central State University	Public	Baccalaureate	1,730
Cheyney University of Pennsylvania	Public	Master's	1,740
Claflin University	Private	Baccalaureate	1,802
Atlanta University Center (Clark Atlanta University, Interdenominational Theological Center, Morehouse College, Spelman College)	Private	Doctorate	16,035
Clinton Junior College	Private	Associate's	140
Coahoma Community College	Public	Associate's	1,672
Concordia College-Selma	Private	Baccalaureate	713
Coppin State University	Public	Master's	3,223
Delaware State University	Public	Master's	3,044
Denmark Technical College	Public	Associate's	1,183
Dillard University	Private	Baccalaureate	1,103
Edward Waters College	Private	Baccalaureate	772
Elizabeth City State University	Public	Baccalaureate	2,733
Fayetteville State University	Public	Master's	5,128
Fisk University	Private	Baccalaureate	916
Florida Agricultural and Mechanical University	Public	Doctorate	11,441
Florida Memorial University	Private	Baccalaureate	1,685
Fort Valley State University	Public	Master's	2,201
Gadsden State Community College	Public	Associate's	4,396
Grambling State University	Public	Master's	5,016
H Councill Trenholm State Technical College	Public	Associate's	1,204
Hampton University	Private	Master's	6,302
Harris-Stowe State University	Public	Baccalaureate	1,364

The State of Libraries at HBCUs •

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Howard University	Private	Doctorate	10,630
Huston-Tillotson University	Private	Baccalaureate	673
J F Drake State Technical College	Public	Associate's	607
Jackson State University	Public	Doctorate	6,762
Jarvis Christian College	Private	Baccalaureate	628
Johnson C. Smith University	Private	Baccalaureate	1,540
Kentucky State University	Public	Baccalaureate	2,554
Lane College	Private	Baccalaureate	1,478
Langston University	Public	Baccalaureate	2,499
Lawson State Community College-Birmingham Campus	Public	Associate's	2,493
Le Moyne-Owen College	Private	Baccalaureate	561
Lincoln University	Public	Master's	2,361
Lincoln University of Pennsylvania	Public	Master's	2,382
Livingstone College	Private	Baccalaureate	888
Meharry Medical College	Private	Medical	735
Miles College	Private	Baccalaureate	1,761
Mississippi Valley State University	Public	Master's	2,962
Morehouse School of Medicine	Private	Medical	272
Morgan State University	Public	Doctorate	5,941
Morris College	Private	Baccalaureate	894
Norfolk State University	Public	Master's	5,086
North Carolina A & T State University	Public	Doctorate	10,316
North Carolina Central University	Public	Master's	6,923
Oakwood College	Private	Baccalaureate	1,649
Paine College	Private	Baccalaureate	896
Paul Quinn College	Private	Baccalaureate	683
Philander Smith College	Private	Baccalaureate	507
Prairie View A & M University	Public	Master's	7,350
Rust College	Private	Baccalaureate	808
Saint Augustines College	Private	Baccalaureate	1,243
Saint Paul's College	Private	Baccalaureate	666
Savannah State University	Public	Master's	3,147
Shaw University	Private	Baccalaureate	3,289
Shelton State Community College	Public	Associate's	4,445
South Carolina State University	Public	Doctorate	4,363
Southern University and A & M College	Public	Master's	8,652
Southern University at Shreveport	Public	Associate's	1,984
Southwestern Christian College	Private	Baccalaureate	207
St Philip's College	Public	Associate's	4,928
Stillman College	Private	Baccalaureate	813
Talladega College	Private	Baccalaureate	447
Tennessee State University	Public	Doctorate	7,916

The State of Libraries at HBCUs •

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Texas College	Private	Baccalaureate	987
Texas Southern University	Public	Master's	5,616
Tougaloo College	Private	Baccalaureate	946
Tuskegee University	Private	Baccalaureate	3,322
University of Arkansas at Pine Bluff	Public	Baccalaureate	2,799
University of Maryland Eastern Shore	Public	Master's	3,723
University of the District of Columbia	Public	Master's	7,590
University of the Virgin Islands	Public	Baccalaureate	1,628
Virginia State University	Public	Master's	4,782
Virginia Union University	Private	Baccalaureate	1,548
Virginia University of Lynchburg	Private	Not Applicable	119
Voorhees College	Private	Baccalaureate	723
West Virginia State University	Public	Baccalaureate	6,654
Wilberforce University	Private	Baccalaureate	963
Wiley College	Private	Baccalaureate	818
Winston-Salem State University	Public	Baccalaureate	5,125
Xavier University of Louisiana	Private	Master's	2,910

APPENDIX B

Peer and Aspirant Identification Form

1. Provide your contact information below:

Name
Institution
Email Address
Phone Number

2. Your peer HBCU Institution(s)

Peer 1
Peer 2
Peer 3
Peer 4

3. Your peer non-HBCU Institution(s)

Peer 1
Peer 2
Peer 3
Peer 4

4. Your aspirant HBCU Institution(s)

Peer 1
Peer 2
Peer 3
Peer 4

5. Your aspirant non-HBCU Institutions(s)

Peer 1
Peer 2
Peer 3
Peer 4

APPENDIX C

Non-HBCU Peers Identified by HBCU Library Directors and Deans

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Abilene Christian University	Private	Master's	4,484
Alderson Broaddus College	Private	Baccalaureate	868
Anderson University	Private	Baccalaureate	1,241
Angelo State University	Public	Master's	5,456
Arkansas State University-Main Campus	Public	Master's	9,427
Arkansas Tech University	Public	Master's	6,564
Armstrong Atlantic State University	Public	Master's	5,490
Athens State University	Public	Baccalaureate	2,339
Atlanta Technical College	Public	Associate's	2,886
Auburn University Main Campus	Public	Doctorate	22,654
Austin Peay State University	Public	Master's	7,770
Benedict College	Private	Baccalaureate	2,578
Berea College	Private	Baccalaureate	1,614
Birmingham Southern College	Private	Baccalaureate	1,221
Black Hills State University	Public	Baccalaureate	3,005
Bossier Parish Community College	Public	Associate's	3,410
Brown University	Private	Doctorate	7,819
Butler University	Private	Master's	4,787
California State University-Bakersfield	Public	Master's	7,915
California State University-Dominguez Hills	Public	Master's	10,079
California State University-Los Angeles	Public	Master's	19,103
Carson-Newman College	Private	Baccalaureate	1,939
Castleton State College	Public	Master's	2,143
Catawba College	Private	Baccalaureate	1,163
Chicago State University	Public	Master's	4,977
Chowan University	Private	Baccalaureate	812
Christian Brothers University	Private	Master's	1,668
Citadel Military College of South Carolina	Public	Master's	3,330
Claremont Graduate University	Private	Doctorate	11,686
Clearwater Christian College	Private	Baccalaureate	595
Clemson University	Public	Doctorate	16,582
Cleveland State University	Public	Doctorate	13,188
Coastal Carolina University	Public	Baccalaureate	7,010
College of William and Mary	Public	Doctorate	7,865
Columbus State University	Public	Master's	6,470
Concordia College	Private	Baccalaureate	726
Concordia University Texas	Private	Baccalaureate	1,212
Concordia University-Ann Arbor	Private	Baccalaureate	759

The State of Libraries at HBCUs •

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Davidson College	Private	Baccalaureate	1,834
Delta State University	Public	Master's	3,470
Denmark Technical College	Public	Associate's	1,183
East Texas Baptist University	Private	Baccalaureate	1,213
Eastern Connecticut State University	Public	Master's	4,536
Eastern Oregon University	Public	Master's	2,448
Emory University	Private	Doctorate	14,515
Faulkner University	Private	Baccalaureate	2,825
Florida Southern College	Private	Baccalaureate	1,943
Francis Marion University	Public	Master's	3,429
Freed-Hardeman University	Private	Master's	1,884
George Washington University	Private	Doctorate	20,086
Guilford College	Private	Baccalaureate	2,638
Harding University	Private	Master's	4,893
Immaculata University	Private	Doctorate	2,545
Indiana State University	Public	Doctorate	9,538
Jacksonville State University	Public	Master's	7,493
Kansas City University of Medicine and Biosciences	Private	Medical	997
Lake-Sumter Community College	Public	Associate's	2,323
LeTourneau University	Private	Master's	3,121
Lindenwood University	Private	Master's	8,236
Lindsey Wilson College	Private	Baccalaureate	1,734
Lon Morris College	Private	Associate's	366
Louisiana Tech University	Public	Doctorate	9,548
Mary Baldwin College	Private	Master's	1,452
Marymount University	Private	Master's	2,951
Maryville College	Private	Baccalaureate	1,137
McNeese State University	Public	Master's	7,520
Mercer University	Private	Master's	6,444
Meredith College	Private	Baccalaureate	1,959
Methodist University	Private	Baccalaureate	1,957
Midway College	Private	Baccalaureate	1,132
Millsaps College	Private	Baccalaureate	1,178
Mississippi Delta Community College	Public	Associate's	2,580
Mississippi University for Women	Public	Master's	2,150
Neumann College	Private	Master's	2,533
New Jersey Institute of Technology	Public	Doctorate	8,664
North Carolina Wesleyan College	Private	Baccalaureate	1,339
Northwest Mississippi Community College	Public	Associate's	4,924
Northwestern State University of Louisiana	Public	Master's	8,370
Oklahoma State University Center for Health Sciences	Public	Medical	413
Old Dominion University	Public	Doctorate	16,469
Peace College	Private	Baccalaureate	665
Reid State Technical College	Public	Associate's	466

The State of Libraries at HBCUs •

INSTITUTION	CONTROL	CARNEGIE CLASS	FTE
Saint Edward's University	Private	Master's	4,295
Saint Leo University	Private	Master's	12,059
Saint Thomas University	Private	Master's	2,581
Salisbury University	Public	Master's	6,952
Southeast Missouri State University	Public	Master's	8,213
Southern Adventist University	Private	Baccalaureate	2,287
Southern Polytechnic State University	Public	Master's	3,633
Southwestern Adventist University	Private	Baccalaureate	762
Texas A & M University-Corpus Christi	Public	Master's	7,624
Texas State University-San Marcos	Public	Master's	24,245
Texas Woman's University	Public	Doctorate	9,827
University of Montevallo	Public	Master's	2,646
University of New Orleans	Public	Doctorate	9,636
University of North Carolina at Greensboro	Public	Doctorate	13,873
University of West Alabama	Public	Master's	3,353
William Carey University	Private	Master's	2,642
York Technical College	Public	Associate's	3,232

APPENDIX D

ALS Items Included in the 2008 Report

Item Number	Variable Name	Item Description
Characteristics		
100	BRANCHES	Number of branch and independent libraries
	CONTROL	Control of institution
	CCBASIC	Carnegie Classification 2005
	FTEUSED	2008 IPEDS Fall FTE
Staffing		
200	STLIBS	Librarians
200	SWLIBPRO	Librarians Salaries and Wages
201	STOTHPRO	Other Professional Staff
201	SWOTH	Other Professional Staff Salaries and Wages
202	STLIBPRO	Total Librarians and Other Professional Staff
202	SWLIBPRO	Total Librarians and Other Professional Staff Salaries and Wages
205	STTOT	Total FTE Staff
205	SWTOT	Total FTE Staff Salaries and Wages
Library Expenditures		
300	EXBKS	One time purchases of books, serial backfiles, and other materials
301	EXELBKS	Electronic
302	EXAUD	Audiovisual
303	EXCUSER	Ongoing commitments to serial subscriptions
304	EXELSER	Electronic serials
305	EXDEL	Document Delivery/Interlibrary Loan
306	EXPRES	Preservation
308	EXCOMP	Computer Hardware and Software (including maintenance)
309	EXBIB	Bibliographic utilities, networks, and consortia
311	EXTOT	Total Expenditures
Library Collections		

Item Number	Variable Name	Item Description
400	COLBKSA	Books, serials backfiles and other paper materials (including government documents)--Added
400	COLBKSH	Books, serials backfiles, and other paper materials (including government documents)--Held
401	COLEBKSA	Ebooks Added
401	COLEBKSH	Ebooks Held
403	COLAUDA	Audiovisual materials--Added
403	COLAUDH	Audiovisual materials--Held
404	COLSERA	Current serial titles--Added
404	COLSERH	Current serial titles--Held
405	COLELREFA	Electronic reference sources and aggregation services--Added
405	COLELREFH	Electronic reference sources and aggregation services--Held
Services		
502	ILTPTOT	Interlibrary loans and documents provided to other libraries: Total provided
506	ILRTOT	Interlibrary loans and documents received: Total received
507	CRGEN	General circulation transactions
508	CRRSV	Reserve circulation transactions
509	PRESEN	Number of information services presentations
510	ATTEND	Information services to group: total attendance
600	HOURS	Number of weekly public service hours
601	GATECT	Gate Count in a typical week
602	REFTRANS	Reference transactions in a typical week
700	DOCDIGYN	Documents digitized by the library staff
701	LIBREFYN	Library reference service by email or Web
702	TECHYN	Technology to assist patrons with disabilities (e.g., TDD, specially equipped work stations)
703	THESYN	Electronic theses and dissertations produced by institution's students
801	INFLITMISYN	Incorporated information literacy in the institution's mission

Item Number	Variable Name	Item Description
802	INFLITPLNYN	Incorporated information literacy in the institution's strategic plan

APPENDIX E

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

SURVEY ELIGIBILITY

You are eligible to complete the survey if your institution has its own library, defined as an entity that provides all of the following:

- a. Do you have an organized collection of printed or other materials or a combination thereof? Yes/No
- b. Do you have paid, trained library staff to provide and interpret library materials to meet the informational, cultural, recreational, or educational needs of clientele? Yes/No
- c. Do you have established hours of operation during which paid, trained staff are available to meet the informational service needs of clientele? Yes/No
- d. Does the library have the physical facilities necessary to support such a collection, staff, and schedule? Yes/No

Data collected by NCES are used for statistical and directory purposes only.

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

OUTLETS & STAFF, FY 2008

Item	Outlets	Number
100	Branch and independent libraries – Exclude main or central library _____	
<i>(Exclude maintenance and custodial staff, volunteers and contributed services staff.)</i>		
Report FTE data to two decimals.		

Item	Staff	FALL 2008 Number of full-time Equivalents (FTEs) (1)	FY 2008 Salaries and wages (whole dollars only) (2)
200	Librarians	_____	
201	Other professional staff	_____	
202	Total librarians and other professional staff (sum items 200 and 201)	_____	\$ _____
203	All other paid staff (except student assistants)	_____	\$ _____
204	Student assistants from all funding sources	_____	\$ _____
205	Total full-time equivalent (FTE) staff (sum items 202, 203 and 204)	_____	\$ _____
206	Are employee fringe benefits paid from the library budget? If no, select “N” and skip to item 300	_____	(Yes/No)
207	Employee fringe benefits (if paid From library budget)		\$ _____

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

LIBRARY EXPENDITURES, FY 2008

See instructions for definitions.

Item	Expenditures	Amount (whole dollars only)
205	Total salaries and wages (from previous page):	\$ _____
	Information resources:	
300	One-time purchases of books, serial backfiles and other materials	\$ _____
301	Electronic \$ _____	
302	Audiovisual \$ _____	
303	Ongoing commitments to serial subscriptions	\$ _____
304	Electronic Serials \$ _____	
	Other information resources:	
305	Document delivery/interlibrary loan	\$ _____
306	Preservation	\$ _____
307	Other expenditures for information resources	\$ _____
	Operating expenditures:	
308	Computer hardware and software (include maintenance)	\$ _____
309	Bibliographic utilities, networks and consortia	\$ _____
310	All other operating expenditures	\$ _____
311	TOTAL EXPENDITURES (Sum 205, 300, 303 and 305 through 310)	\$ _____

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

LIBRARY COLLECTIONS, FY 2008

See instructions for definitions.

Item	Collections	Added during the Fiscal Year (1)	Held at end of Fiscal Year (2)
400	Books, serials backfiles and other paper Materials (include government documents)	_____	_____
401	E-Books	_____	_____
402	Microforms	_____	_____
403	Audiovisual materials	_____	_____
404	Current serial titles	_____	_____
405	Electronic reference sources and aggregation services	_____	_____
406	Is the library collection entirely electronic	Yes/No _____	

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

LIBRARY SERVICES, FY 2008

See instructions for definitions.

Item	Services	Number
Interlibrary loans and documents provided to other libraries:		
500	Returnable	_____
501	Non-returnable	_____
502	Total provided (sum of items 500 and 501)	_____
Interlibrary loans and documents received:		
503	Returnable	_____
504	Non-returnable	_____
505	Documents received from commercial services	_____
506	Total received (sum of items 503, 504 and 505)	_____
Circulation:		
507	General circulation transactions	_____
508	Reserve circulation transactions	_____
Information services to groups:		
509	Number of presentations	_____
510	Total attendance at all presentations	_____

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

LIBRARY SERVICES, TYPICAL WEEK, FALL 2008

See instructions for definitions.

Item	Services	Number in a typical week
600	Number of weekly public service hours	_____
601	Gate count in a typical week	_____
602	Reference transactions in a typical week	_____

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

ELECTRONIC SERVICES, FY 2008

See instructions for definitions.

Item	Services	Yes/No
	Does your library provide the following?	
700	Documents digitized by the library staff	_____
701	Library reference service by email or the Web	_____
702	Technology to assist patrons with disabilities (e.g., TDD, specially equipped work stations)	_____
703	Electronic these and dissertations produced by your students	_____

ALS Survey Form

ACADEMIC LIBRARIES SURVEY

INFORMATION LITERACY, FY 2008

See instructions for definition.

Item	Yes/No
Does your postsecondary institution have the following, or has it done the following?	
800 A definition of information literacy or of an information literate student	_____
801 Incorporated information literacy in the institution's mission	_____
802 Incorporated information literacy in the institution's strategic plan If no, select "N" and skip 803 and 804.	_____
803 An institution-wide committee to implement the strategic plans for information literacy	_____
804 The strategic plan formally recognizes the library's role in information literacy instruction?	_____