ANNUAL ASSESSMENT REPORT LOUIS JEFFERSON LONG LIBRARY WELLS COLLEGE

January 2013

I.   **Executive Summary**

The library staff of the Louis Jefferson Long Library continues to proceed forward with our goal of improving instruction. Our Reference, Instruction and Outreach Librarian, whose primary focus is on instruction, is revising our one credit WLLS 121 course, Research Tools and Skills, to include more media and web resources and a stronger assessment process; For the spring semester, we would like to change our semester long course to 7 weeks, thereby attempting to reach a greater number of students. This step is a result of assessment.

In addition, we offer a three-credit interdisciplinary course in oral history. The course is designed to help students develop a sense for finding what constitutes a meaningful life and supports the sustainable community theme of crafting a meaningful life. It will also help in developing an oral history collection for the Archives with an emphasis on the institutional history.

Also, by rigorously applying the standards of information literacy to our bibliographic instruction and using pre and post questionnaires to assess the students' learning outcomes, we have identified some of the deficiencies in our instruction and are addressing them. For example, one of the challenges is the length of time we have to cover all the necessary information. We have addressed this one challenge by offering the 20/30 minute workshop option which covers one topic only and is determined by the interest and requests of our student body and faculty. In addition, we customize the instruction according to the faculty's requests and offer to do the instruction in two sessions if necessary. The workshop option has not provided sufficient data and requires a different approach in order to assess it successfully. Our research tools and skills course and the customization of the instruction have proven to be successful but continue to require revisions.

Reference is another area that has improved. In addition to holding regular reference hours, our new service, AskUs 24/7, which provides professional virtual reference assistance 24 hours a day, 7 days a week, is

used regularly by our students. We continue to track and gather usage statistics.

The training program for student workers continues to offer challenges and we need to identify and address them individually. The Career Services Office has provided assessment tools that will be used in the future. Our student supervisor program, however, is successful in that the supervisors have requested additional responsibility. In response, they receive additional training in providing basic reference assistance using the information literacy standards. The program provides a dual benefit. The student supervisors become knowledgeable about the standards and the students benefit from peer to peer assistance.

Our cross training of staff is very successful and one measurement of its success is the amount of work that is accomplished by a very small staff. Our e-reserves program is successful and continues to grow in popularity. These new programs are some of the results of our self assessment.   We are using observation, statistics, pre/post evaluation and some open source software, Google Analytics, to measure the outcomes of our programs and services.

We have also identified spaces that could be improved and used for study and instruction and have entered into phase one in transforming these spaces.

II.   The library staff completed an updated assessment plan and continues to identify the following four goals.

> 1. Students will develop skills using research tools based on the standards of information literacy.
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> 2. Patrons will experience improved services.
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> 3. Patrons will find current and relevant educational and information resources.
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> 4. Patrons will experience an improved physical facility which provides increased access to support services, comfortable study areas for collaborative and individual research and more effective instruction space.

III. Summary of the annual Assessment Review and Planning meetings.

A. The Library staff meets at least twice a year, January and July, for its formal Assessment Review and Planning. The meetings can go from one to two hours. The staff also discusses its progress in an on-going basis, i.e. periodically, during regular staff meetings the staff reviews and discusses our progress. We continue using the "parking lot" concept/tool whereby after we identify the needs and determine short term and long term goals, we list them in the parking lot. We then prioritize and select two to four of these goals and remove them from the parking lot for immediate and continuous attention. This method of selecting and prioritizing works well for the staff. The parking lot keeps the needs in view; however, it is large and can be overwhelming. We, therefore, prioritized and select certain goals and address them in a more manageable way based on time, cost, and importance. The entire library staff attends these meetings.

B. The topics for this next year include the four goals mentioned above plus how we need to deal with budgetary constraints.   We are adding the space issue (possible student lounge are and classroom) under Goal I: Student Learning and Goal IV: Improving Facility. We have a draft of our Collection Development Policy for both the general collection and the Archives. We continue to refine it.

IV. Plan of focus for the upcoming year.

We have identified the following needs for the upcoming year:

We have succeeded in implementing a library information literacy program and now we must find a better way to promote it successfully.

We continue to work toward a full deselecting and selecting program of our collection, which will include input from faculty.

We intend to have a strategic plan for the library, especially in regard to technology by the end of this year. We have done research in preparation for upgrading the ILS hardware and software.

We will be evaluating and updating our library website to provide better access to our resources throughout the website, including e-books and e-references. In order to give our patrons access to our complete resources, we are looking at a one stop, simultaneous search function known as a discovery tool.

The reorganization of the Archives continues which will include developing workflow policies and procedures and projects for interns.

We have identified underutilized spaces that can be better used for study and instruction and have begun our first phase of physically clearing the space.

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V. Updated Assessment Plan with the Accomplishments at the end.

WELLS COLLEGE LIBRARY ASSESSMENT PLAN SEPTEMBER 2012

Wells College Mission Statement

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

Library Mission Statement

The Louis Jefferson Long Library supports the mission and the institutional goals of Wells College. The library provides educational and information resources and services to our campus and local communities. Library instruction adheres to the Association of College and Research Libraries' (ACRL) standards for information literacy which complement the Wells College mission of educating students in the ideals of the liberal arts.

A. Members of the library staff will assist the student in defining the type of information needed for their topic and will use the syllabus for added guidance.

B. The staff will instruct the student in the many different search strategies and will assist the student in selecting the most appropriate information retrieval systems for accessing the needed information.

C. The library staff will instruct the student in the many resources, print and electronic, to further assist in limiting and broadening the search strategies.

D. The library staff will provide instruction regarding the Copyright Law, plagiarism and Fair Use.

Section A: Student Learning

GOAL I: Students will learn to identify the nature and extent of the information needed; construct and implement an effective and efficient search strategy; and critically evaluate the sources and the results of their search, resulting in incorporating and communicating the significance of their research in an ethical and legal manner.

Objective 1: Students will be able to articulate and define the need for the information.

Learning Outcomes: Student will be able to:

a) Identify and discuss a topic with the appropriate instructor or peers

b) Develop a thesis statement and formulate questions based on that statement

c) Research sources in order to expand knowledge of the topic

d) Use the results of the research to modify the focus of the topic

e) Identify key terms that describe the topic

f) Assimilate the new information into original thought and produce new results

Objective 2: Students will be able to identify a variety of potential sources for information.

Learning Outcomes: Student will understand:

a) How scholars, researchers, and professionals create and use data

b) How to evaluate data; that is, within the context of how it developed and why.

c) How to identify different reasons for research; for instance, testing an hypothesis

d) The purpose of different research methods; for instance, experimental research

e) How data is shared; for instance, difference between primary and secondary sources and a peer-reviewed article

Objective 3: Student will select the appropriate database or method of information retrieval for accessing the needed information.

Learning Outcomes: Student will be able to

a) Develop a research plan that fits into the chosen research method

b) Identify and select the appropriate search terms and controlled vocabulary that is specific to the discipline or the information source

c) Construct a search strategy using the proper Boolean operators, limits, truncation, indexes, etc.

d) Implement the search strategy using different search engines, different database with different interfaces and parameters

Objective 4: Students will be able to assess and refine the search strategy if necessary.

Learning Outcomes: Student will be able to

a) Assess the quantity, quality and relevance of the search results and determine if another search strategy is needed

b) Identify is more information is needed. That is, are the results incomplete? Is there a gap?

c) Repeat the search using a revised strategy, if necessary

Objective 5: Students will be able to summarize the main ideas and extract them from the gathered information.

Learning Outcomes: Student will be able to

a) Select the main ideas

b) Articulate the ideas in his/her own words and identify material for appropriate quotation

Objective 6: Students will be able to apply criteria for evaluating both sources and information.

Learning Outcome: Student will be able to

a) Examine, compare and analyze the information looking at reliability, accuracy, authority, bias, etc.

Objective 7: Students will be able to examine new information and determine its value in constructing new ideas and how these ideas fit into the research.

Learning Outcomes: Student will be able to

a) Determine whether the information satisfies the research needs

b) Draw conclusions based on the probable accuracy of the gathered information

c) Integrate the new information with the previous information

d) Provide evidence that the selected information supports the topic's position

e) Show differing viewpoints supporting or rejecting the topic

Objective 8: Students will determine whether the initial topic needs to be revised.

Learning Outcomes: Student will be able to

a) Determine if additional information is needed

b) Review the search strategy to broaden results if necessary

c) Review the databases selection to see if other retrieval sources can be used

Objective 9: Students will communicate clearly and in a style that is appropriate and supports the purpose of the project or paper.

Learning Outcomes: Student will be

a) Successful in the process of revising his/her work

b) Successful in writing a substantial academic research paper

Objective 10: Students will demonstrate an understanding of the importance of the Copyright Law and the practice of acknowledging your sources.

Learning Outcomes: Student will

a) Demonstrate an understanding of the issues related to privacy and security in regard to print and electronic sources

b) Demonstrate an understanding of what constitutes plagiarism

c) Demonstrate an understanding of intellectual property, copyright and fair use

d) Acknowledge the use of information sources by using citation practices and bibliographies

Means of Assessment (criteria for success)

(1) Workshops and instruction sessions are given in research strategies and questionnaires are used before to determine the level of student knowledge.
2) Evaluation forms are filled out by students after the workshops and instruction sessions to determine what the students learned.
3) Staff uses the reference interview prior to answering reference questions in an attempt to determine what the student requires and already knows.
4) Faculty is encouraged to provide input regarding the library's impact on student's success.
5) Periodic surveys of students' experience with library instruction will be undertaken.
6) Small focus groups and individual interviews/appointments will be used to assess the progress of the instruction and workshops.
7) Assessment in the Information Literacy Course consists of assignments that are discussed and assessed in class with the student; rubrics that evaluate the students' work; a finished project and a presentation at the end of the semester.

Use of Assessment Data:

1. Refine the questionnaires and evaluation forms.
2. Promote the reference interview and its benefits.
3. Give evidence to faculty of the importance of their input.
4. Obtain ideas from students as to what topics interest them.
5. Confirm need for follow-up support.
6. Comparison of our progress and methods with other peer institutions.

Priorities: Refining the assessment component of the different means of instruction, i.e., class, bibliographic sessions, workshops and courses. Instruction and assessment are the two main priorities for the academic year (2012-2013).

Section B: Improved Services

GOAL II: Patrons will experience improved services.

Objective 1: Patrons will benefit from updated and maintained technology in the library.

Outcomes:
a) Library staff will ensure that the technology needs of the library are communicated to the IT department.
b) Patrons will benefit from more machines in additional spaces, particularly for instructional purposes.
c) Patrons will experience streamlined ways of searching after our library online catalog redesign.
d) A Voyager server upgrade of hardware and software will take place sometime in 2013 and will improve online catalog access along with facilitating access to digital data. * Please see Appendix I for details pertaining to the Integrated Library System.

Assessment:

1) Observing patrons' usage of the technology can determine some level of satisfaction or dissatisfaction.
2) Encouraging inquiries and suggestions from patrons using the technology will provide useful data.
4) Statistical records will continue to be maintained for Archival usage.
5) With our new open source, Google Analytics, we can trace and get useful information regarding our library web pages.

Priorities: Reviewing the different needs in library technology.

Objective 2: **Patrons will benefit from student worker training and staff professional development.**

Outcomes:

a) Patrons will receive better service due to our student supervisor program.
b) Patrons will continue to benefit from the cross-training of the library staff.
c) Patrons will benefit from the professional development of the library staff.
d) Services will improve and patron satisfaction will go up.

e) Patron will benefit from the new ideas and implementation plans developed and examined by the library staff.
f) Information will be conveyed internally more effectively and efficiently. The resolution for reoccurring issues will be streamlined.
g) Library staff will alert faculty of new purchases and resources of use to them and their students.

Assessment:

1) Surveys and questionnaires will be used to measure satisfaction with services.
2) Evaluating students' performance after training.
3) Working closely with Career Services in evaluating student workers.
4) Student supervisor meetings to discuss student work and ways to improve.
5) Adherence to the new staff evaluation forms and the three goals concept

Priorities: Continue the training of student workers, and cross-training of and professional development for library staff.

Section C: Improved Resources

GOAL III*: Patrons will find improved/relevant educational and information resources.

Objective 1: Patrons will benefit from a maintained and relevant collection (electronic, audiovisual and print) that supports the current curriculum.

Outcomes:

a) Implementation of a rigorous evaluation and inventory of our current collection.
b) Patrons will find an updated and diverse reference collection
c) Increased emphasis on electronic reference materials and e-books.
d) An increase in electronic subscriptions will provide better tracking of usage.
e) Maintained stacks emphasizing relevant materials.

Assessment:

1) The new inventory process will provide statistics with which to evaluate our collection
2) The criteria for deselecting and selecting will be used to justify purchases from the budget (in any format) and increases to the budget.
3) Regular inventory will provide statistics to evaluate loss in our collection
4) Subscriptions to electronic journals will provide more accurate tracking of journal usage.
5) Data received from policy and procedures will be used to evaluate acquisitions decisions.

Priorities: Improve our collection by deselecting (based on certain criteria and input from the faculty) and a vigorous and well thought out program of selection grounded in our curriculum and the needs of faculty.

B. Use of Assessment Data:

1. The criteria for deselecting and selecting will be used to justify and support purchases with attention to the budget restrictions.
2. The purchased hand held scanner for inventory will provide statistics to evaluate loss in our collection.
3. An increase in subscriptions to electronic journals will provide better tracking of journal usage.
4) The statistics acquired from our Google Analytics will also provide needed information regarding web pages and resource usage.

Section D: Improvement of physical facility

GOAL IV: Patrons will experience an improved physical facility which provides increased access to support services, comfortable study areas for collaborative and individual research and improved instruction spaces.

Objective 1: Patrons will experience a friendly, more comfortable environment conducive to learning.

Outcomes:

a) All community members will benefit from improved signage.
b) The ventilation system is due for a cleaning. Circulation vents throughout the library will not be clogged with particle pollution leading to less potential for mold growth.
c) For patrons and collections a climate controlled facility (for the library in general, but particularly for the Archives and Rare Book Room, is necessary.
d) Improved lighting throughout the facility is needed.
e) Access to drinking water other than in the restrooms is desirable.
f) Work stations, hardware and software will be needed eventually for additional designated instruction and study spaces.

Assessment:

1) Questionnaires, surveys and focus groups will be used to evaluation the facility and will be used to determine priority.
2) Observation of usage by patrons will show "model" areas in the library.
3) Data logger information downloaded to software will help to track fluctuations temperature, relative humidity, and light over time and in different areas of the building.

Priorities: Find a way to have better signage and storage. Better lighting and more comfortable seating are needed.

NB: The assessment of the library facility can be fully done only insofar as it pertains to the services provided, the access to, preservation of, and maintenance of the collections, the safety of the patrons and the staff, and the notification of problems that need to be addressed by other departments, such as Chief Officer of Operations or Buildings and Grounds. The library does not have a facilities' budget to deal with facility maintenance.

Accomplishments:

1. We have successfully implemented an information literacy course and are in our fifth semester of teaching research tools and skills.

2. We have begun our first phase of identifying underused space and have started physically clearing the space.

3. The library's intern program is very popular. It is being used in the Archives and in the library in general.

4.   The library has implemented the Google Analytics, open source, which enables the staff to see how many times, from where, and what is being access on our library pages. This is good for statistical purposes, updating and evaluating our pages.

5. The student supervisor program has been successful and the supervisors have asked for more responsibility. We therefore are training them in the information literacy standards and encouraging them to do beginning reference work with their peer students. We feel that this will encourage students to look for assistance in research.

6. Faculty and students are benefiting from the e-reserves program and it continues to grow in usage.

7.   Presence at the Research Desk continues along with accepting appointments, drop-ins, emails, or phone calls.

8. The AskUs 24/7 professional virtual reference service continues to be successful.

9. We are opening up space in the Archives by boxing some of the earlier theses and moving them to another location. We have also added more shelving to organize the workflow and improve working conditions.

10. We have created a new institutional oral history collection which will be housed in the Archives.

11. The Learning Commons is being used for a class on Tuesday and Thursday mornings.

12. The number of exhibits in the library has increased. We are now averaging four per semester.

13. Students continue to benefit from the purchased required readings for courses and now we are encouraging faculty to put textbooks on reserve.

14. All electronic database information was compiled in one document thus improving access to administrative information (such as statistics).

15. The library staff is updating workshops that address different areas in which students may need assistance and the new online sign up method will make it easier for students.

16. Students can participate in a proposed library mentoring program for students interested in pursuing graduate study in library science.

17. All materials in the Archives are being evaluated for their relevancy based on our new Collection Development Policy for the Archives. They are being cataloged and the method of gathering statistics is being streamlined.

18. We have gone beyond the normal in cross-training. The staff has been doing a marvelous job in covering for the position that is vacant

Some Means of Assessing Outcomes

The Louis Jefferson Long Library is a member of the American Library Association (ALA) and Academic College and Research Libraries (ACRL). These professional associations are recognized for their invaluable service to academic libraries. Long Library follows the ACRL standards for information literacy as these standards are applicable to the mission of Wells College and Long Library in regard to student learning outcomes. We also participate in The National Center for Education Statistics (NCES) Academic Libraries Survey. This is a survey which is a nation-wide library statistics program. Collections, expenditures, services, and staffing are some of the topics covered by the survey. We realize that acquiring resources and providing access to the resources may be sufficient but information literacy is necessary. We are not looking, therefore, to gather only output data but are looking at the Academic Libraries Survey, the ACRL standards and survey for their sections on information literacy and their guidelines for measuring student learning outcomes.

Observation

1. After bibliographic instruction we observed that some students who attended the sessions still had many questions. We are addressing this by offering follow-up workshops, short in duration, focusing on specific topics and on individual databases. These workshops continue to be refined and repeated. Immediately prior to instruction or workshops, we have students fill out a questionnaire which determines the student's level of understanding about the subject. After the instruction, students fill out an evaluation to determine the students' level of new knowledge.

Surveys

1. We intend to use SurveyMonkey for brief surveys regarding services and changes in policies, services, resources, etc.

Gathering statistics and information

1. Evaluation and comparison of our budget to other institutions of comparable size informs our decision making process when purchasing materials.

2. Using statistics from our electronic resources, our ILS and Google Analytics.

Conclusion

The library staff participates in continuous assessment. January and July allow for biannual assessment meetings. At that time we evaluate our outcomes by applying the data collected from the tools of assessment. The results of the analyses help us in management decision making, designing and managing projects, applying information literacy standards and reference interviewing, collection development and in-house development review.

VI. Summary of the data used by the library staff

This past year we did not use surveys. We did most of our assessment by observation, request by patrons, statistics, comparisons with peer institutions and reference interviews. We did, however, place a suggestion board for the students to fill out. The prime request was for better lighting in the library. They also would like space to lounge and vending machines. Also, we will have the statistics from our virtual reference service to help us in the future and the statistics from the open source, Google Analytics.