

**Wells College**  
**End of Year & Assessment Reports**  
**Louis Jefferson Long Library**  
**May 30, 2014**

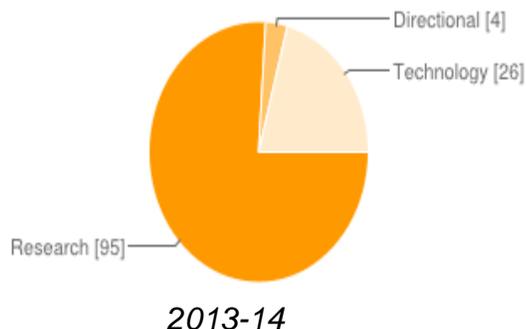
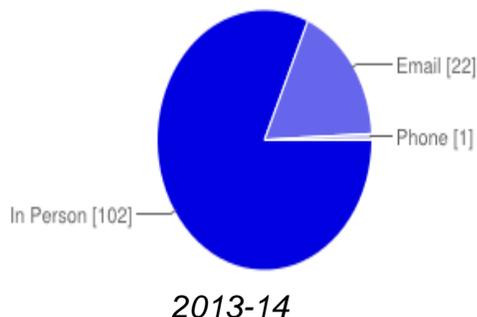
Submitted by: Lisa Hoff, Acting Director,  
Reference, Instruction & Outreach Librarian

<b>Section A: End of Year Report</b>
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<b><u>Circulation Statistics:</u></b>	<b>7/12-6/13</b>	<b>7/13-6/14</b>
<i>Books</i>	2583	2163
<i>Reserves</i>	471	342
<i>DVDs</i>	211	90
<i>EDU Materials</i>	223	214
<b><u>New Materials Added:</u></b>		
<i>Books</i>	870	505
<i>DVD</i>	77	15
<i>eBooks</i>	N/A	133,616
<b><u>Inter-Library Loan:</u></b>		
<i>Borrowed</i>	736	N/A (until June 30 <sup>th</sup> )
<i>Loaned</i>	585	N/A (until June 30 <sup>th</sup> )

**Instruction Sessions:** 17 25

**Reference Interviews:** 106 125



**Archive Requests:** 13 21

### ***Reference, Instruction, and Outreach***

The Library's information literacy program consists of faculty requested instruction sessions and a one credit course (WLLS 121) offered each semester.

The most common model for our instruction is the one-shot session. The instruction librarian seeks input from faculty on what issues should be addressed in the sessions. The predominating topic for these sessions is database search techniques.

Our credit bearing information literacy course, WLLS 121: Research Skills & Tools was not offered in the spring semester due to low enrollment. In an effort to increase enrollment, we have decided to return to the full semester offering in the Fall of 2014, as enrollment numbers were higher before we made the change in the Fall of 2012. WLLS 121 is now a required course for the new minor in Journalism and outreach efforts to the Sociology & Anthropology Department and The Director of Academic Advising and Student Success have resulted in the enrollment of four rising seniors for Fall of 2014.

We have also seen an increase in reference transactions and feel that this is due in large part to our increase in desk hours and outreach efforts during instructional sessions. Additionally, students who have used our reference services have provided positive feedback and have recommended our service to their classmates.

The Library staff continues to work on LibGuides. Since launching this new service in January of 2014 Kim Nolan and Lisa Hoff have created 19 new subject guides and 1 course specific guide. Long Library LibGuides have had over 1,400 views since January 1, 2014.

We have expanded our social media outreach to include Twitter in the spring of 2014. We currently have around 50 followers (majority of which are students) and our interactions on Facebook and Pinterest have resulted in more followers as well. Contests and prizes have proved the most useful in generating interest and engagement online.

A new, student created, library newsletter was started in January of 2014 as an internship project. Six installments were printed and distributed periodically through the semester. Feedback on the newsletter was positive and we have a new student taking over the newsletter as a summer internship project.

### ***Library Spaces***

Library spaces continue to be a topic of concern. Student feedback indicated that there is a need for expanded hours, better lighting, and group study rooms. The library staff submitted a proposal for improvements to the 3<sup>rd</sup> floor to President De Witt in October of 2013. The proposal was accepted, but no work has started on this project.

Collegiate cabinet gave the library a \$700 gift in May in order to purchase a new, flat screen television for the current A/V Room on the 3<sup>rd</sup> Floor. We have met with IT and the TV has been ordered. It is our intention to “re-purpose” this room as a group study room with A/V capabilities. A ticket was issued to B&G requesting that the room be painted, the rugs cleaned, new lighting fixtures installed, and a new door with a window installed. The new TV will be mounted once work has been finished on the room.

### ***Library Collections***

The edition of the EBSCO eBook Collection in the Summer of 2013 increased our overall collection by over 133,000 books. Since June of 2013, this collection has had over 1,200 searches and over 1,600 record views. The collection continues to grow and we feel that, based on current trends, our students will continue to use and appreciate the addition of eBooks to the library collection. At the start of the spring semester we discovered that five “Required Readings” for spring courses were also available in the eBook collection. Instead of purchasing these titles and placing them “on reserve,” we created “dummy” books for the reserve shelves with instructions to visit the eBook collection for that title.

Also launched in the summer of 2013, EBSCO Discovery service has proved an invaluable tool to students, faculty, and library staff and has changed the way our students are doing research. We will continue showing students how to use Discovery in all faculty requested instructional sessions. As a side note, we believe that Discovery has significantly skewed our database usage statistics. Database usage numbers appear to be down, but we suspect this is due to the large number of students now accessing online resources through Discovery, instead of directly through each database link. We hope to have a clearer picture next year, as we will have Discovery numbers for comparison. Discovery had over 1,700 sessions and over 907,000 searches from 7/1/13-5/30/14. We believe that the number of Discovery searches reported by EBSCO to be very high, but cannot account for this number without previous reporting numbers and more detail from EBSCO. We will continue to monitor usage.

Library staff has continued work on our shifting, evaluating, cleaning, and de-selection of the print collection. Work on the 300's (3<sup>rd</sup> Floor) was completed in August and the 700's - 825's (2<sup>nd</sup> Floor) in December. The Bound Journal collection (1<sup>st</sup> Floor) is nearly complete and work has begun on the 900's (3<sup>rd</sup> Floor). We hope to have this completed by August.

## Section B: 2013-14 Assessment Report

### Executive Summary

With the retirement of our Library Director, and subsequent vacancy of one full-time staff member, any formal and periodic scheduling of assessment activities throughout the academic year (i.e. surveys, questionnaires, focus groups) have taken a “back seat” to more pressing and day-to-day operations of the library. However, each area (ILL, Acquisitions, Electronic Resources, Reference, Instruction, etc.) has continued to collect/save data and we have informally shared our observations and ideas for improvement throughout the year. Therefore, our assessment methods have largely relied on usage statistics, observation, and feedback from faculty and students.

In addition, examination of previous years assessment reporting revealed that no measurable outcomes were assigned to each objective, making it difficult to determine whether we have met our objectives or need to remain focused on improvement in the same areas in the coming year. This year’s realigned assessment plan addresses this issue by providing measurable outcomes for each of our objectives.

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

The Library staff met for one hour in April for its formal Assessment Review and Planning. The staff discussed our most current usage, instructional, reference, and Inter-library loan statistics and compared these figures with last years in order to gauge progress and draw conclusions based on the numbers. Evaluation of these figures prompted discussion about the larger implications of newly added resources (i.e. EBSCO Discovery, Academic Search Complete, and EBSCO eBook Collection). The staff also looked through last year’s assessment report, focusing largely on the “Plan of focus for the upcoming year” section of the report and identified the needs mentioned that we felt we had, or had not, addressed this academic year.

We continue using the “parking lot” concept/tool whereby after we identify 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, prioritize and select certain goals and address them in a more manageable way based on time, cost, and importance.

## **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 by providing 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.

## **Introduction**

The focus of this assessment plan, along with the methods used, is based on outcome measurements, and should be defined as "user-oriented" (needs based), as opposed to "library-centered" (input/output based). Goals and objectives for 2013-14 were largely informed by the previous year's assessment reporting, with a more specific focus on Section IV of that plan ("Plan of focus for the upcoming year"). In establishing the goals of library services and resources, several outcomes emerge. These outcomes provide the basis for measuring the efficacy of services and resources in terms of how they have addressed the needs of our users and mission of the library.

### *Long Library Goals 2013-14:*

1. Build collections that support the curriculum.
2. Enhance learning and critical thinking through information literacy.
3. Increase knowledge of library services and resources to enhance learning, teaching, and research.
4. Improve services to support learning, teaching, and research.

**Goal 1: Build collections that support the curriculum.**

<b>Objective</b>	<b>Action</b>	<b>Assessment</b>	<b>Outcome Met</b>	<b>Results</b>
1.1 Users will benefit from a more relevant online collection	<p>a.) evaluation of current journal subscriptions (looking for duplication and usage)</p> <p>b.) possible cancellations of low usage and duplicated journals</p> <p>c.) new subscriptions to online journals</p>	<p>a.) listings of current journals holdings</p> <p>b.) usage statistics</p> <p>c.) reviews of academic journals</p>	a.) 10% increase in online journal usage	<p>a.) outcome not met</p> <p>A user satisfaction survey may be a more useful means of determining whether our efforts/actions are benefiting the campus community.</p>
1.2 Users will benefit from a maintained and relevant print collection.	<p>a.) rigorous evaluation of our current print collection.</p> <p>b.) de-selection of print materials that are duplicated, in bad physical condition, have no circulation, out-of-date, or are no longer relevant to current curriculum.</p> <p>c.) shifting and cleaning of print collection in selected areas.</p>	<p>a.) usage statistics of print collection.</p> <p>b.) feedback from students, faculty, and staff.</p>	a.) a 5% increase in circulation of print collection.	<p>a.) this outcome was not met. We saw a 16% decrease in print usage this year.</p> <p>This could be due to a number of circumstances:</p> <p>-library trends indicate decreased usage of print materials</p> <p>-addition of new online resources and services might be providing more relevant sources,</p>

	(Completed: 300's, 700's & 800's. In progress: Bound Journals, 400's and 900's)			resulting in a decrease of print usage
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<b>Goal 2: Enhance learning and critical thinking through information literacy.</b>				
<b>Objective</b>	<b>Action</b>	<b>Assessment</b>	<b>Outcome met</b>	<b>Results</b>
2.1 Students will be able to define the broad categories of information sources, such reference books, journals, or Internet resources.	a.) library scavenger hunt b.) class discussions and readings	a.) multiple choice exam b.) pre- and post assessment testing	a.) students receive 80% or above on exam b.) students will achieve higher score on post assessment	a.) outcome met
2.2 Students will be able to describe and execute an appropriate search strategy in a given information source or in multiple information sources.	a.) class discussions, activities, and readings	a.) annotated bibliography b.) pre- and post assessment testing c.) multiple choice exam	a.) students will achieve 80% or higher on final draft of annotated bibliography b.) students will achieve higher score on post assessment c.) students receive 80% or above on exam	a.) outcome met
2.3 Evaluate information to determine its relevance, accuracy and significance.	a.) class discussions and handouts b.) students will write evaluative annotations addressing these criteria	a.) annotated bibliography	b.) students will achieve 80% or higher on final draft of annotations	a.) outcome met

**Goal 3: Increase campus knowledge of library services.**

<b>Objective</b>	<b>Action</b>	<b>Assessment</b>	<b>Outcome met</b>	<b>Results</b>
3.1 Faculty will be aware of available library instruction support and services.	<p>a.) brief presentation at “Day for Faculty” event in August.</p> <p>b.) pamphlet made for “new faculty orientation.”</p> <p>c.) “face to face” interactions with faculty members.</p> <p>d.) via email to all SC101 instructors.</p>	a.) number of instruction sessions requested by faculty	a.) a 40% increase in the number of instruction sessions requested by faculty	<p>a.) This outcome was met. There was an increase of 47% in the number of instructional sessions requested in 2013-14.</p> <p>We will continue to improve our outreach efforts to faculty and expect to have the outcome of 40% increase met again next year.</p>
3.2 Students will be aware of available library reference services (research help).	<p>a.) Social media</p> <p>b.) Mentioned research help during instruction sessions</p> <p>c.) Increased number of hours at Research Help Desk</p>	a.) statistics for reference transactions	a.) a 20% increase in Reference transactions	<p>a.) This outcome was not met. There was an increase of 18% in the number of Reference transactions in 2013-14.</p> <p>We will continue to improve our efforts in this area and expect to see an increase of 20% in the next academic year.</p>

**Goal 4: Improve services to support learning, teaching and research.**

Objective	Actions	Assessment	Outcome met	Results
<p>4.1 Student workers will be more knowledgeable about library resources and provide better service.</p>	<p>a.) All student employees will receive periodic training throughout the academic year.</p> <p>b.) All student employees will attend mandatory informational meetings throughout the academic year.</p>	<p>a.) pre and post testing for all student workers</p> <p>b.) Attendance taken at each meeting. (Any student worker unable to attend must meet with a staff member and receive information missed at meeting.)</p>	<p>a.) all student workers will receive 100% on written test.</p> <p>b.) 100% attendance at mandatory meetings.</p>	<p>a.) This objective was not met. Training will continue with more frequency.</p> <p>Student workers indicated that our current test is out of date. A new test will be created and administered.</p>
<p>4.2 Users will be able to find library resources and information easily and more efficiently.</p>	<p>a.) re-design library web pages.</p> <p>b.) implementation of LibGuides.</p>	<p>a.) user satisfaction survey</p> <p>b.) usage statistics</p> <p>c.) Google Analytics</p>	<p>a.) at least 80% positive response to web design.</p> <p>b.) at least 20% increase in LibGuide usage</p> <p>c.) at least 10% increase in website visits</p>	<p>a.) Survey not completed. Will implement in Fall 2014.</p> <p>b.) LibGuides launched in Fall 2013. Will assess in 2014-15.</p> <p>c.) Google Analytics account not created yet. Will be able to start counts in summer of 2014.</p>

## **Plan of focus for the upcoming year**

We have identified the following needs for the 2014-15 academic year:

- Improve outreach to faculty (adjunct faculty in particular) regarding library services and resources available to assist with instruction and research.
- Improve student worker training.
- Acquire campus feedback of updated website.
- Continue evaluation of print and electronic resources.

## **Recommendations**

It is highly recommended that a formal survey measuring user satisfaction with library services and resources be administered to the campus in the 2014-15 academic year. Usage statistics are meaningful in so far as they suggest areas where resources are used, but do little to assess satisfaction, or how useful, our patrons actually found them. More specifically, a survey targeted at user satisfaction with the library's updated website and "Discovery" tool should be the priority, as we have no information pertaining to the usability of the new design.