

Wells College
End of Year Report: Reference, Instruction, & Outreach
Louis Jefferson Long Library
May 20, 2015

Submitted by:
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Reference, Instruction & Outreach Librarian

7/2013-6/2014

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Instruction Sessions:

25

32

Number of Session Participants:

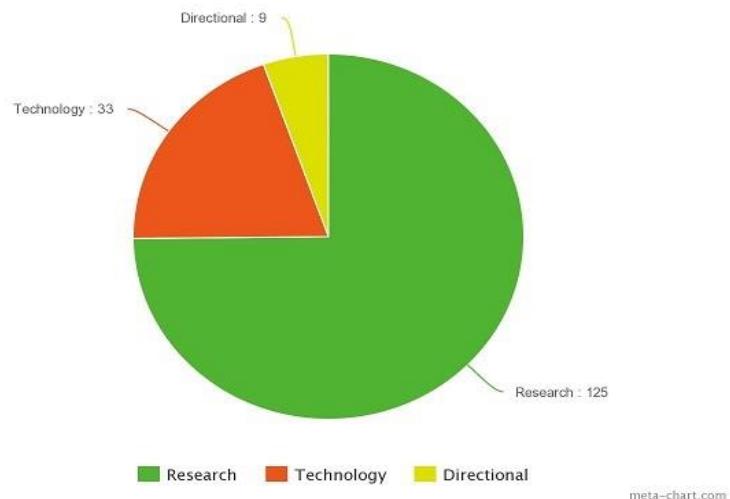
370

420

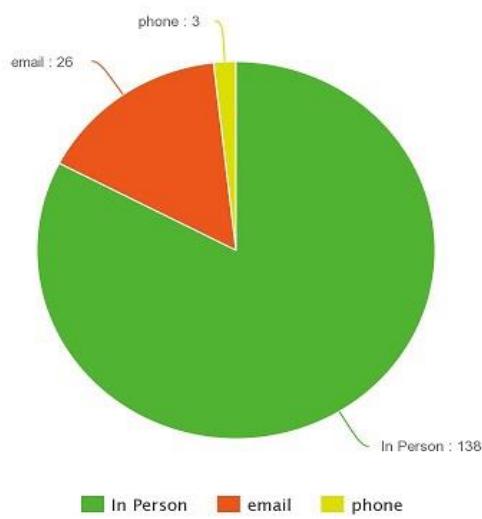
Reference Transactions:

125

167



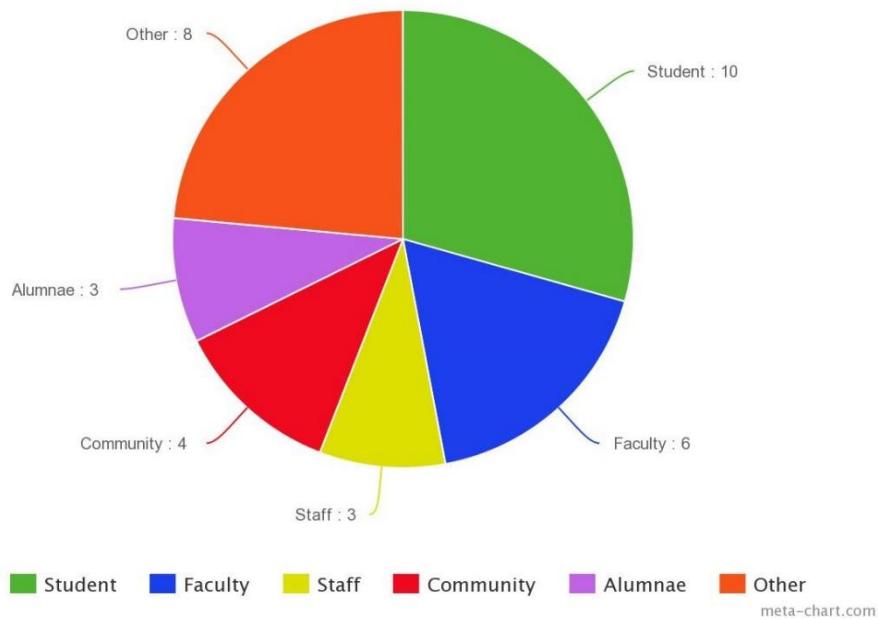
2014-2015



2014-2015

Total Enrollment in WLLS121: 2 20

Archive Requests: 21 34



Reference, Instruction, & Outreach: Year in Review

Instruction:

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. Prior to the session, the instruction librarian seeks input from faculty concerning which skills and resources should be addressed, along with any assignment particulars. The predominant topic for these sessions continues to be database search techniques.

Requests for library instructional sessions increased slightly this year (12%). 8 out of the 9 sections of SC 101 requested library instruction sessions in the fall semester. The goal to increase faculty requested library instruction sessions by 40% was not met this year. Looking forward to the next academic year, a 40% increase in faculty requests for instruction may be an unrealistic goal. A 10% increase in requests each year is more reasonable, given the size of the faculty and student body.

There was a significant increase (80%) in enrollment for WLLS 121 this academic year. The decision to revert back to a full semester offering for WLLS 121, as well as offering the class at a day/time with few conflicts, requiring the class for the Journalism minor, along with student word of mouth and outreach efforts to individuals who struggle with research may account for this rise in interest. The enrollment numbers remain consistent for the Fall 2014 semester, with 8 students currently registered.

Reference:

The number of Reference interviews also saw an increase this year (14%). The majority of requests for research help continue to be in person, with students “dropping in,” or emailing requests for appointments. The increase is interesting, as Research Help desk hours this academic year were significantly less than previous years. The Research Help Desk model continues to be a topic of conversation among library staff. As we have lost one full-time staff member this year, staffing the desk was not the highest priority and we were often unable to set regularly scheduled hours, as other duties frequently required us elsewhere. The continuation of this model of service delivery needs to be assessed further given staff constraints, usage, and alternative methods.

Outreach:

Our subscription to LibGuides continues and our usage numbers are impressive. Long Library LibGuides guides were viewed 2, 296 times from May 2014-May 2015. It is not currently possible to know what percentage of these “views” were internal (Wells) and how many were external (via Web search), however, having Wells College LibGuides findable and open on the Web is good marketing for the college. 3 new guides were created this year, one of which was a course specific guide requested by Prof. Schnurr and Prof. Blake for Biology students, bringing the total number of research guides to 22.

A new workshop, “Avoiding Plagiarism,” was offered in the spring semester. The workshop was a collaboration with Megan Riedl from the Office of Student Achievement. A total of 54 students attended the workshop. The high attendee numbers were due in large part to faculty outreach and the suggestion that students be given extra credit as incentive to attend. Due to the success of the first collaborative workshop, it was decided that more workshops offered periodically each semester would be beneficial. Topics for future workshops include, style specific workshops (APA, MLA, CMS), note taking, and plagiarism. Outreach to faculty will be crucial to the continued success of the workshops. It is also recommended that student feedback be given at the end of each session in order to gauge interest in additional workshop topics and assess learning.

A second collaborative project was launched in the February. Long Library and The Center for Sustainability and the Environment worked together to create a new “Wells College Seed Exchange.” Housed in Long Library, the exchange featured hundreds of vegetable, flower, and herb seeds generously donated by a number of seed companies. Marian Brown, Director of the Center, reached out to numerous companies asking for donations. In addition, a kick-off event titled, “Get Planting” was held in the library and open to all members of the Wells community. Over 60 students, faculty, and staff attended the event. By May, the seed cabinet was nearly empty and over 65 Wells and Aurora community members borrowed seeds from the exchange. We plan to continue stocking the seed exchange periodically and will offer more events relating to gardening and sustainability.

In May, a new exhibit featuring newly “re-discovered” Victor Hammer artifacts (punches, matrices, typeset) was shown in Long Library in support of the “2015 Upstate New York Wayzgoose.” Several visitors viewed the exhibit during the Saturday event. Special Collections Librarians from Syracuse University and The Cary Collection at RIT remarked at the exhibit and suggested that the Wells College Archives work with the Wells Book Arts Center to create new print materials using the Hammer type and market them for sale. Further discussion of possible collaboration will be had with the Director of the Wells BAC to gauge interest.

Looking Ahead:

The Library is excited to be part of SC100: WELLS, a new, “first-year experience” required course starting in the Fall 2015 semester. The Reference, Instruction, and Outreach Librarian will be teaching one section, along with a peer-leader. This is a fantastic opportunity for a library staff member to interact with new students and gain firsthand experience working with the program as it evolves.

The Wells College Archives continues to be a challenging space to organize and access collections. Re-organization and clean-up of the space is a high priority project for the

summer and will continue through the academic year as time allows. A new collection policy should also be drafted with attention to de-selection criteria.

The Library will benefit from the addition of two new spaces, a teaching lab and “ACE” space, located in the Learning Commons. These new labs will be open by the start of the new academic year and will feature new computers (PC and Mac), furniture, a teaching station, projector, 3-D printer, and large poster plotter. We believe that these new technology pieces and upgrades will draw more students to the library and will allow all members of the Learning Commons staff the opportunity to teach classes and hold workshops for students, staff, and faculty within the library space.

The work to replace worn furniture, improve signage, and generally make the library a more comfortable and inviting place for students to study and socialize will continue. A student survey identifying needs and satisfaction with library services, resources, and spaces is recommended for next year.