

ANNUAL ASSESSMENT REPORT LOUIS JEFFERSON LONG LIBRARY
WELLS COLLEGE

September 2009

- I. Executive Summary
- II. The library staff completed an updated assessment plan and has identified the following four goals.

1. Students will develop skills in how to research based on the standards of information literacy.

2. Patrons will experience improved services.

3. Patrons will find improved/relevant educational and information resources.

4. Patrons will experience an improved physical facility which provides increased access to support services and comfortable study areas for collaborative and individual research.

We continue to work on our plan for a Library Information Literacy program and in doing so, our instruction has improved. We now apply the standards of information literacy rigorously and use pre and post questionnaires to assess the students' learning outcomes. It is a challenge when we do not have more than 50 minutes to cover all the information needed. Therefore, we have also created 20/30 minute workshops. Each workshop covers one topic only. We also have to request input from faculty as to the effectiveness of the instruction.

Reference is another area that we have improved. In addition to increasing reference hours, we have added a new service, AskUs 24/7, which provides professional virtual reference assistance 24 hours a day, 7 days a week. Students are benefiting from this service. We are able to track and gather statistics. We continue to improve our training of student workers and do cross training of staff. Our student supervisor program is successful and the supervisors have requested additional responsibility. In response we are training student supervisors to provide basic reference assistance using the information literacy standards. Though this program is in its infancy, it will have a dual benefit. The student supervisors will become knowledgeable about the standards and the students will benefit from peer to peer assistance. Our e-reserves program has moved out of the pilot stage and is successful. 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, GoogleAnalytics to measure the outcomes of our programs and services.

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 have a “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, prioritize 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 past year include the four goals mentioned above plus the replacement of staff members, budgetary constraints and different ways the library staff can work with the department of technology to promote the merger of Library and Information Services.

An added goal is to formalize a strategic plan for the library.

C. The library staff will continue focusing on the four goals as a means of maintaining better service. We continue to evaluate the workflow behind the Main Desk to utilize student workers more efficiently and effectively. It has been increasingly difficult with the cut in student worker numbers and the student hours. Changes in the way we do instruction will involve more collaboration and will include the implementation of a library information literacy program.

IV. Plan of focus for the upcoming year.

We have identified the following needs for the upcoming year:

We continue to work on implementing a library information literacy program. It began in the fall semester of 2008 and continues. The Coordinator of Public Services and Outreach and the Library Director will be primary but the rest of the staff will also be involved.

We are embarking on a full deselection and selection program of our

collection, which will include input from faculty. It began in the fall 2008 but has moved forward very slowly. The entire library staff is involved.

We developed a research guide for our online databases that makes navigating easier. The guides are also successful. We began in the fall 2008 semester and completed it in the spring 2009. The library staff was involved.

We are doing an inventory of our Archives and are working on clearer policies and procedures. This will begin in the fall 2008. The library staff and the Archivist are participating in the inventory. This endeavor has been slowed due to staff changes.

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

WELLS COLLEGE LIBRARY ASSESSMENT PLAN SEPTEMBER 2009

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.

SECTION A: STUDENT LEARNING

- A. The Library staff will discuss with the student the topic and the syllabus assisting the student in defining the type of information needed.
- 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 ways to limit and broaden the search strategies.
- D. The library staff will provide instruction regarding the Copyright Law, plagiarism and Fair Use.

GOAL I: Student will determine the nature and extent of the information needed.

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

GOAL II: Students will be able to construct and implement an effective and efficient search strategy.

Objective 1: 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 2: 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 if more information is needed. That is, are the results incomplete? Is there a gap?
- c) Repeat the search using a revised strategy, if necessary

GOAL III: Students will be able to evaluate the information and its sources critically and be able to incorporate the selected information into his/her project or paper.

Objective 1: 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 2: 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 3: 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 4: 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

GOAL IV: Students will be able to communicate the significance of the results of their research.

Objective 1: 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

GOAL V: Students will understand the ethical, legal and economic issues surrounding the use and access of information.

Objective 1: 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 will be given on particular subjects and instruction sessions will be given in research strategies and questionnaires will be used before the workshops and before the instruction sessions to determine the level of student knowledge.
- 2) Evaluation forms will be filled out by students after the workshops and instruction sessions to determine what the students learned.
- 3) Staff will use the reference interview prior to answering reference questions in an attempt to determine what the student requires and already knows.
- 4) Faculty will be requested to provide input regarding the library's impact on a 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) Library staff will provide follow-up support when requested.

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. Share methods and ideas with peer institutions.

Priorities:

The continued implementation of the library information literacy program and the assessment component added to our instruction are the two main priorities for the coming academic year (2009-2010).

SECTION B: SERVICES

GOAL I: Patrons will experience improved services.

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

Outcomes:

- 1) Library staff and members of the technology department will work collaboratively to ensure that the technology needs of the library patrons are met.
- 2) Patrons will have access to software which is ADA compliant.
- 3) Patrons will benefit from improved indexing in the online catalog due to an upgrade of Authority Control.
- 4) Patrons will benefit from collaboration between the technology department and the library on open source initiatives for instruction.
- 5) Patrons will benefit from the library's future disaster and preservation plans.
- 6) Patrons will be provided with digitized materials.
- 7) Patrons will be able to use special software such as GIS and Atrix.
- 8) Patrons will benefit from more machines in the computer lab, particularly for bibliographic instruction purposes. .
- 9) Patrons will experience streamlined ways of searching after our library online catalog redesign.
- 10) Patrons will have improved wireless access while in the library.
- 11) Patrons will find updated machines in the stacks with which to search the library online catalog.
- 12) The number and use of machines housing special software will increase.

Assessment:

- 1) Observational method and statistics gathering will provide numbers for resource usage.
- 2) Database statistics usage will confirm increase in usage.
- 3) Inquiries into our digitized collections will provide statistics.
- 4) Statistical records will continue to be maintained for Archival usage.
- 5) With our new open source, GoogleAnalytics, we can trace and get useful information regarding our library web pages.

Priorities:

Reviewing database usage statistics, e-reserves statistics and web pages statistics.

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

- 1) Patrons will benefit from the new collaboration between the Director of Security and

the library staff in developing fire and safety policies and procedures.

- 2) Patrons will continue to receive better service due to the improved training program for library student workers
- 3) Patrons will receive better service due to our student supervisor program.
- 4) Patrons will continue to benefit from the cross-training of the library staff.
- 5) Patrons will benefit from the professional development of the library staff.
- 6) We are in the process of developing new methods for scheduling student and staff hours that will decrease or eliminate paper and move the process to online calendars.
- 7) New methods for communicating with student workers will be explored (we hope to eliminate the paper on a clipboard method and/or the student listserv).
- 8) There will continue to be cross training of students and staff.

Outcomes:

- 1) Services will improve and patron satisfaction will go up.
- 2) Students will learn to be responsible and gain work experience.
- 3) Students will develop the skill of supervising peers.
- 4) Patrons will be more comfortable and secure in using the library.
- 5) New ideas and implementation plans will be developed and examined by the library staff.
- 6) Information will be conveyed internally more effectively and efficiently. The resolution for reoccurring issues will be streamlined.

Assessment:

- 1) Surveys and questionnaires will be used to m
measure satisfaction with services.
- 2) Staff will be more flexible in providing continued services.
- 3) Evaluations forms will be used to evaluate workers.
- 4) Library staff will be compared to library staff of peer institutions in regard to professional development.
- 5) Student supervisor meetings to discuss student work and ways to improve.

Priorities:

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

Objective 3: Patrons will experience an atmosphere of community outreach in the library.

- 1) Patrons will find an opportunity to share resources with the local high and middle schools. The college and high school librarians are collaborating to exchange library services.
- 2) Patrons will have digital access to some selected archival materials due to a regional digitization program.
- 3) Patrons will benefit from an increased promotion of library services.
- 4) Discussions focusing on collaboration and strategic planning will take place.

5) Patrons with challenges will receive library support due to collaboration with the Office of the Associate Dean of Academic Advising and the Coordinator of Learning Support Services.

Outcomes:

- 1) There will be more collaboration between local schools and the College library.
- 2) Communication about strategies and planning will be shared.
- 3) Increase use of the learning support services.

Assessment:

- 1) Surveys and questionnaires will be used to evaluate the share resources program between schools and the library.
- 2) Reports and evaluations of collaborations, communication and strategic plans.

Priorities:

Collaboration with Learning Support Services, and new programs and services offered for collaboration and outreach.

Use of Assessment Data

1. The usage statistics will indicate which software is in most demand.
2. Database statistics will inform us as to what databases are required.
3. Inquiries into our collection will inform us as to what collections should be digitized and preserved first.
4. We will use the surveys, focus groups and questionnaires to determine any needed changes in or additions to our services.
5. Comparison to peer institutions will help to indicate where we may want to focus.
6. Evaluation of workflow efficiency due to added flexibility will be made.

GOAL II. Patrons will find improved/relevant educational and information resources.

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

- 1) Implementation of a rigorous evaluation and inventory of our current collection
- 2) Implementation of the library's new deselecting and collections development policies.
- 3) Continued research into an increase in subscriptions to electronic journals from print journals, done only when deemed appropriate.
- 4) Implementation of a new revised procedure for ordering and responding to requests for materials.
- 5) Review of our circulation policy will be done.

Outcomes:

- 1) Patrons will find an updated and diverse reference collection
- 2) Patrons will benefit from our new inventory process.
- 3) The inventory will provide statistics with which to evaluate our collection
- 4) There will be better access to our “subscribed to” journals with means to track usage.
- 5) An increase in subscriptions to electronic journals will provide better tracking of journal usage.
- 6) There will be policy and procedures in place to support acquisition decisions for materials in all formats.
- 7) Patrons will see maintained stacks and realize that we have relevant materials.

Assessment:

- 1) The criteria for deselecting and selecting will be used to justify purchases from the budget (in any format) and increases to the budget.
- 2) Regular inventory will provide statistics to evaluate loss in our collection
- 3) Subscriptions to electronic journals will provide more accurate tracking of journal usage.
- 4) 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.

Objective 2: Patrons can look forward to improved resources and services which are being planned for the future.

- 1) Writing a strategic plan for the library.
- 2) We will have a new collection development policy for the Archives. Faculty, students and the campus community will also benefit from a reorganization of the Archives.
- 3) We are discussing different options to increase our budget so patrons will benefit from added books, electronic journals, print journals and databases.
- 4) Patrons will benefit from a proposed subject liaison library program.
- 5) Students will be able to participate in a proposed library mentoring program for students interested in pursuing graduate study in library science.
- 6) Students will be able to take a proposed for-credit library course which will cover information literacy for the first year student.
- 7) We intend to write a proposal requesting an intern from Syracuse University to help with organizing the Archives.

Outcomes:

- 1) All materials in the Archives will be evaluated for their relevancy, cataloged and the method of statistics gathering will be streamlined.

- 2) Input regarding library collection and services will be received from all areas of the academic community.
- 3) Evaluation and comparison of our budget to other institutions of comparable size will inform our decision making process when purchasing materials.
- 4) Library staff will alert faculty of new purchases and resources of use to them and their students.
- 5) Students interested in library school will have an opportunity to spend time with librarians and experience the total library environment.
- 6) Opportunity to design a for-credit library course with information literacy standards being part of the design can provide more exact assessment tools for measuring learning outcomes.

Assessment

- 1) Inventory, content management and statistics for usage will show the value of the Archives.
- 2) Comparison of different library budgets allows for a more comprehensive view of what can be done and how.
- 3) An individualized subject liaison program will be measured by surveys, evaluation or questionnaire(s) on satisfaction and results.
- 4) Participation in the mentoring program can be measured by evaluations and questionnaires and in the long term, by increased participation. It may have an impact on retention as well.

Priorities:

Reorganization and evaluation of the Archives and the creation of an Archives collection development policy. This will be addressed when we get our new Coordinator of Public Services and Outreach in October 2009.

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 GoogleAnalytics will also provide needed information regarding web pages and resource usage.

SECTION C: FACILITY

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

Objective 1: Patrons will experience an improved and ADA-compliant facility and a warmer, friendlier environment more conducive to learning.

- 1) All community members will benefit from improved signage.
- 2) There will be ADA compliance throughout the library, for example bathrooms, doors, etc.
- 3) Remote storage will be investigated.
- 4) The ventilation system is due for a cleaning.
- 5) Patrons and collections will benefit from a climate controlled facility (for the library in general, but particularly for the Archives and Rare Book Room.
- 6) Improved lighting throughout the facility is needed.
- 7) We will provide access to drinking water other than in the restrooms.
- 8) Work stations, hardware and software will be needed eventually for the Learning Commons.
- 9) Patrons will have a facility that is comfortable and conducive to learning
- 10) Better signage will be used throughout the building

Outcomes:

- 1) Patrons will be able to navigate throughout the library building without getting lost or needing to ask for assistance.
- 2) Library materials will not deteriorate prematurely because of direct light, humidity and fluctuations in temperature.
- 3) Additional lighting on the third floor will allow for increased use of the collection and study spaces and an increased sense of security.
- 4) The number of items being stored (and in the way) in the mechanical room will decrease.
- 5) Circulation vents throughout the library will not be clogged with particle pollution leading to less potential for mold growth.
- 6) The Learning Commons will develop into a space housing technology and learning software.

Assessment:

- 1) Questionnaires, surveys and focus groups will be used to evaluate 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 in

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.

Objective 2. The library will have more security for patrons and materials.

- 1) Patrons will benefit from our improved fire safety and exit plans proposed by the library staff and the Director of Safety.
- 2) The Wells community will benefit from improved outside security lights and blue phones.
- 3) Security alarms on exit doors will provide security for patrons and library materials.
- 4) There will be less loss for materials being taken from the building if we implemented a security system.

Outcomes:

- 1) There will be fewer materials taken out of the building without being charged out. (Statistics from our library system should be able to address the “missing” status for books).
- 2) Patrons and student workers will have better instructions on how, when and why to leave the building in an emergency.

Assessment:

- 1) Fire drills will be evaluated by others and verbal feedback provided.
- 2) Statistics from the library system will help to show loss due to lack of a security system.
- 3) Security lights and door alarms will show an improvement in security.

Priorities:

Have regular fire drills.

Use of Assessment Data

1. Statistics, evaluations, observations and surveys will all be used to improve the facility.

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 Vice President and Treasurer or Buildings and Grounds. The library does not have a facilities’ budget to deal with facility maintenance.

Accomplishments:

1. The Electronic reserves program is very successful. Faculty is using both traditional and electronic reserves. We have at 28 courses with e-reserves this fall and the faculty continues to add. The program is no longer a pilot.
2. The library has a presence on The Globe along with web pages.
3. The library has implemented the GoogleAnalytics, 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 and for updating our pages.
4. The student supervisor program has been very 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.
5. Patrons are benefiting from the new reserve policies and procedures.
6. Reference hours have been increased to accommodate patrons while we continue to accept appointments, drop-ins, emails, or phone calls.
7. The AskUs 24/7 professional virtual reference service has been very successful.
8. The student theses are being submitted electronically.
9. We have a studio room where students with special reading needs can work using the Kurzweiler software.
10. Evaluation of the Learning Commons area was done by two psychology classes and the data is being reviewed. Suggestions were also given by the students who participated.
11. There have been several exhibits in the library last year and there are two scheduled for the fall of 2009.
12. The Education Curriculum Center now has a Smart Board and four computers to be used by students and for classes. Adding used lighting fixtures has improved the area.
13. Students continue to benefit from the purchased required readings for courses.
14. The Rare Book Room is being used by art history classes.
15. The Archives has been used extensively by classes and by outside researchers.
16. All electronic database information was compiled in one document thus improving access to administrative information (such as statistics).
17. We invited Barbara Berger-Eden of Cornell University to assess the Archives and Rare Book Room. As a result we purchased data loggers for the Archives and the Rare Book Room and actually moved the rare books to a better environment.

18. We added building signage but they are not sufficient. We need more.
19. There are alarms on the first level doors to prevent people leaving with materials.
20. There are alarms on the projector and the Smart Board on the lower level.
21. The library has a tutorial on how to avoid plagiarism.
22. The library is developing and updating workshops that address different topics in which students may need assistance.
23. The library has completed Research Guides that have proven to be successful.
24. The library has updated its web pages and continues to do so.

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.

We intend to look into applying for a grant for the LibQual Survey.

“LibQUAL+(TM) is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program’s centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+(TM) are to:

- . • Foster a culture of excellence in providing library service
- . • Help libraries better understand user perceptions of library service quality
- . • Collect and interpret library user feedback systematically over time
- . • Provide libraries with comparable assessment information from peer institutions
- . • Identify best practices in library service
- . • Enhance library staff members' analytical skills for interpreting and acting on data”.

Taken from <http://www.libqual.org/>

As an IT and Library unit, we also are considering the Bryn Mawr Survey to assess LIS.

“The MISO Bryn Mawr Survey is a Web-based quantitative survey designed to measure the use and effectiveness for students, faculty, and staff of the services and resources of merged library and computing units.”

Taken from <http://connect.educause.edu/Library/Abstract/MeasuringtheSoupTheMISOBr/42272>

Additional assessment tools are the standard tools such as questionnaires, satisfaction surveys, observation, usability studies, focus groups, individual reference interviews, and narrative inquiry with analysis of faculty-librarian collaboration. The librarians do not grade per se. The following is an example of how we are using some of the above tools.

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 will be refined and repeated. Immediately prior to instruction or workshops, we will have patrons fill out a questionnaire which will determine the patron's level of knowledge about the subject and also have the patron fill out an evaluation after the instruction or workshop.
2. We will have our student workers participate in taking an actual count of patrons using the Learning Commons and the computer lab during certain periods.

Surveys

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

Summary of the data use 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 also had outside assessment done via two psychology classes.

Conclusion

The library staff will do continuous assessment. January and July will allow for biannual assessment meetings. At that time we will evaluate our outcomes by applying the data collected from the tools of assessment. The results of the analyses will 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 use 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 will have the statistics from our virtual reference service to help us in the future and the statistics from the open source, GoogleAnalytics. We continue to use the report from Barbara Berger Eden to direct our work in the archives and Rare Book Room. Barbara Berger Eden, Director, Preservation and Collection Maintenance at Cornell University spent the day with us and evaluated the condition of our Archives and Rare Book Room. Following is her report.

Submitted: Muriel Godbout Library Director for LIS September, 2009

Report of a Site Visit to the Wells College Library
April 16, 2008
Barbara Berger Eden
Director, Preservation and Collection Maintenance

At the request of Muriel Godbout, Associate Library Director at Wells College Library, I made a site visit to the Louis Jefferson Long Library to provide a preservation assessment of the library and the collections housed there. This is a short report about my visit with my recommendations.

I spent time touring the library and meeting with Muriel Godbout, Julie Kabelac, Coordinator of Technical Services and Systems Management, and Helen Bergamo, Archivist.

In general, the preservation problems facing all libraries can be represented by four major concerns:

- The need to house and manage the collections responsibly so that damage from improper handling and deterioration from environmental hazards are minimized as much as possible.
- The need to safeguard new book and periodical purchases through the implementation of prudent and cost-effective commercial and internal binding and repair systems.
- The need to replace those portions of the collection that have paper too deteriorated for continued normal use.
- The need to preserve and restore those materials that must be maintained in their original format (normally pre-1850 imprints, archival materials, manuscripts, maps, work of art on paper, historic photographs).

Environment

It is extremely important that the Library maintain the collection in the best conditions possible. Although the ideal temperature and level of relative humidity may be unattainable, it is nevertheless a responsibility of the library staff to ensure that the system is operating at optimum levels. In general, reading and staff areas should not exceed 70 degrees F, with a relative humidity of 45 %. Stack areas should be maintained at a lower temperature if possible, with any closed vault area containing rare and unique materials kept at a temperature of 60-65 degrees F. with a relative humidity of 45%. The adverse effects of excessive/fluctuating temperature and humidity are well known. For example, there is clear scientific

evidence that the life of paper is doubled for each reduction in temperature of 10 degrees F, but for every increase in temperature of 15 degrees F over normal room temperature, the life of paper is reduced by a factor of five. High relative humidity is damaging as it acts as a catalyst on the dormant acids in paper and provides nutrient for mold growth. Good air circulation is crucial for library and archival collections, as low air movement, combined with damp conditions, is the chief cause of mold growth. The role of library staff is to act as advocate for the collections, and monitor conditions on a regular basis to provide plant and management personnel with evidence of a system's performance.

After a background informational meeting we toured the building with a focus on the Archives. The Archives are housed in four rooms that are well organized, which is quite an accomplishment considering the overcrowded and poor environmental conditions of these rooms. The collection is in desperate need of off-site storage since the archives are critically important to the college and their physical condition and potential for access will only suffer if the current storage situation continues. In addition the collections need to be valued to determine what the Archives should collect. I provided the staff with a number of documents which are listed at the end of this report. The rooms that house the collections have no environmental controls (other than window shades) and access is limited.

Handling and Caring for the Collection

A sound collection management system is based on the Library's policies, procedures, and practices in handling and shelving books and other library materials. The collection is obviously at its most vulnerable when it is handled by staff and readers: through processing, during binding and security marking, during first-time shelving and housing, user browsing, photocopying, interlibrary loan, every circulation transaction (including reserve and reference use), reshelving, rebinding and repair. It is important to train and educate staff in the most appropriate techniques for handling and shelving.

At Wells, the stacks are over-crowded, and it is apparent that they have not been reviewed by library selectors for many years. There are many volumes that can either be withdrawn or moved to off-site storage. In addition the stacks have numerous volumes that are brittle. The library should establish a brittle books replacement policy, which can be easily implemented. Once an item circulates it could be replaced with a preservation photocopy on acid-free paper that is rebound. The brittle original copy is then withdrawn.

Conservation Treatment of Rare Materials

Some materials in the library provide valuable information to researchers because of their actual format. Beyond the information carried in the text or illustration, these materials can convey information through the paper or parchment on which the book is printed or written, the binding structure and type of materials used for the binding, the form of decoration, etc. In some cases, sophisticated conservation treatment is required for this material, particularly if the material is used. In most cases however, the materials can be stabilized by prudent and careful cleaning and by the use of protective enclosures. Under no circumstances should these materials be sent out to a library binder, no matter the blandishments. If conservation treatment is required, it should be performed only by a trained and experienced conservator. Generally the best approach to identifying a conservator is through a large institution that employs conservators, asking them for recommendations based on a description of the material involved.

Wells has a large collection of Rare books that are located in a public, non-secure area of the library. The library has no security system and these valuable volumes are in glass cases that can be easily broken into. In addition, they are exposed to sunlight and erratic environmental conditions. It is critical that the library review this entire collection and relocate it to proper storage. The collection needs to be sorted for value, as there are titles that can potentially be housed in the circulating collection.

There are numerous guidelines and standards for the Rare books collection that are available at:

<http://www.rbms.info/standards/index.shtml>

Wells has no security system in the library. As a result there is no way to prevent theft from the collection. In addition, the library has numerous exits which makes it quite easy for volumes to be stolen. As already mentioned there is a need for off-site storage and the library must address this pressing problem.

Collection development guidelines for the archives are available at:

http://www.archivists.org/governance/guidelines/eu_guidelines.asp . Draft 2005 guidelines are found at <http://www.archivists.org/saagroups/cnu/cnuguide2005.pdf>. The latter has a list of common record types found in colleges, and a brief discussion of FERPA.

Grant Funding

Wells is eligible to receive funding for preservation activities from The New York State Program for the Conservation and Preservation of Library Research Materials. I encourage the staff to closely review the URL below and develop an action plan to find funding to help resolve issues with the collections.

<http://www.nysl.nysed.gov/libdev/cp/index.html>

Space Concerns

With the opening of the new Science building there is now an opportunity for storage space for the overcrowded collections on central campus. This is an issue that must be addressed immediately before the vacated spaces are spoken for.