Institutional Effectiveness

Academic Year: 2012-2013

Administrative Support Unit: Angelo & Jennette Volpe Library

Submission Date: December 20, 2013

Contact: Regina Lee & Dr. Doug Bates

I. Definition of Support Service Unit:

MISSION: To contribute to the missions of the University by providing the collections, services and environments that lead to intellectual discovery.

VISION: The Volpe Library strives to be an approachable, accessible organization that is sensitive to the needs of all users while providing a positive learning experience and fostering excitement in the process of discovery. To accomplish this we will be a service-oriented organization staffed by avid learners who evaluate and organize information, provide instruction, and fulfill the information needs of the Tennessee Tech University community without regard to space or time.

BACKGROUND: The library currently has 9 full-time, permanent, tenured and tenure-track faculty, 12 staff positions, and 2 administrative positions filled. There is 105,172 ft,^{2} of assignable space in the 122,000 ft.^{2} building, and it is open about 95 hours per week during the fall and spring semesters. The Library currently has over 315,000 books and e-books, 125,000 periodicals in print or microfiche, and subscribes to over 100 electronic resources containing abstracts, articles, reports, and more.

The library is guided by the University's mission and vision statements, and the *Flight Plan*. The *Standards for Libraries in Higher Education* by the Association of College & Research Libraries, a division of the American Library Association, is used as a guide to advance and sustain the role as partners in educating students, achieving the University's missions, and actively performing assessment and continuous improvement and of the campus community.

II. Goals and Objectives:

1. To increase student use of the Learning Commons by developing an optimal environment for learning
   a. The Learning Commons environment will provide a comfortable setting conducive to student learning and team-building activities
   b. The Learning Commons Administration Team will improve the Learning Commons environment and services through suggestions and recommendations in regular meetings.

      c. Other groups/units will partner with the Library and Learning Commons to give students convenient access to more services in one building

2. To enhance student learning and experience
      a. The Library will develop and manage a useful, dynamic website
      b. The Library will provide instruction to students on finding and using relevant resources for course assignments
      c. The Learning Commons will provide technology equipment for students

3. To create and develop programs to assist with faculty course needs and research needs
      a. The Library will develop and promote relationships with faculty to assist with their courses and research needs

4. To acquire and manage a variety of electronic resources
      a. The Library will provide databases and other electronic resources to students and faculty to meet their course needs

III. Assessments:

- Gate Count (taken daily; reported monthly) – Objective 1.a

- Student Library Advisory Panel (SLAP) Survey (conducted on a triennial basis, reported biennially) – Objectives 1.a & 2.a

- Learning Commons Administration Team minutes with recommendations (monthly during spring and fall semesters, reported annually) – Objective 1.b

- Learning Commons Partnerships List (reported annually) – Objective 1.c

- Website Usage (daily, reported monthly)– Objective 2.a

- Library Instruction Classes (daily, reported annually) – Objectives 2.b & 4.a

- Reference Help (daily, reported annually)– Objectives 2.b & 4.a

- Information Technology Equipment Usage (daily, reported annually) – Objective 2.c

- MyLibrarian Program Feedback (biannually, reported annually) – Objective 3.a

- Electronic Resources Usage (daily, reported monthly) – Objective 4.a

IV. RATIONALE FOR GOALS, ASSESSMENTS, AND THE PROCESS FOR DATA ANALYSIS:

- **Gate Count** (1) directly counts the number of people entering and leaving the building, which is a reflection of Library and Learning Commons usage. The development of the Learning Commons will increase the number of students in the building by 25% in the first year. (2) Success is defined as having a 25% or more increase in gate count in the first year of the Learning Commons, and 10% in following years. (3) Data is recorded automatically using a hand-held scanner developed by Dialoc ID People Counter system. Numbers are transferred into an Excel spreadsheet, and totaled monthly. Gate count readings are taken when the library opens and closes daily. (4) All gate count readings were added up monthly, and then divided by two since the gates count people entering and leaving the building. Monthly totals were summed up for an annual total by fiscal year. The raw data and totals are made available on a LibGuide on the website to all library faculty and staff, and others who want to review it.

- **Student Library Advisory Panel (SLAP) Survey** (1) provided feedback from students in the building about current collections and services, as well as what more they need or would like to see. As the Learning Commons had just opened in the Library, it was important to know the satisfaction level of students and what they value. (2) Success is defined as having reasonable and viable results in order to implement suggestions using current resources. (3) A variety of venues to conduct the survey (online on Library's website, print form for classroom, SLAP committee meeting of students) provided a sampling of student users of the Learning Commons. (4) Survey results were compiled and disseminated to Library faculty and staff in a graphical presentation along with every comment written on the survey.

- **Learning Commons Administration Team minutes** (1) provide valuable information on what is working, what needs to be improved, and for future planning of the Learning Commons It was important to have a team with representatives from each partnership of the Learning Commons to manage overall operations and share ideas and knowledge. (2) Successful results will be meaningful input from partners of the Learning Commons. (3) Any comments and suggestions are valuable in planning for future Learning Commons improvements. Input from this team is sampling of faculty. (4) comments and suggestions are recorded and typed, then disseminated to all team member and all Library faculty and staff. The Dean of the Library and Learning Assistance and other team members can then implement improvements with the available resources.

- **Learning Commons Partnerships List** (1) provides names of groups and programs outside the Library who want to be an active part of the Learning Commons. The partnerships are based on relevance to the purpose of the Learning Commons and the space available. (2) The list is expected to grow in the 5 years after the Learning Commons opened in August 2011. (3) This list shows the interest in establishing partnerships who want to better serve students in a more central location as the Learning Commons. (4) This list is disseminated through regular Library staff meetings and the presence of each partner is on the Library's website.

- **Website Usage** (1) is a direct count of the use (visits) to the Library's website. (2) Success is defined as having a 5% or more increase in website visits and retrievals each year. (3) The usage should increase due to more services and resources being offered through the Library's website, and increased enrollment both on and off-campus students. (4) The data is analyzed to make better decisions for the Library's collection development with what resources to purchase, keep, or cancel. Website usage data is disseminated annually through a LibGuide on the website to all library faculty, staff, and others who want to review it.

- **Library Instruction Classes** (1) provides a measure of how many class sections and students Library reference librarians are reaching. (2) Success is determined by an increase proportionate to University enrollment in the number of sections and number of students attending a class. Most every class covers the basics of how to search for books, journal articles, and other resources and services offered in the Library. (3) Recording the annual number of students who participate in a library instruction class is a direct measure and is comparable to previous years. (4) Each reference librarian who instructs library classes records the number of students in each class, the class name and number, and the resources and services they cover in class. The results are tabulated and compared to previous years. The raw data and totals are made available on a LibGuide on the website to all library faculty and staff, and others who want to review it.

- **Reference Help** (1) provides answers and assistance in finding and using resources to meet students' needs. Analysis of all forms of reference help will allow for better evaluation of this service. (2) Success will be defined by providing reference help in a number of ways to students. (3) The statistics showing how many students were helped through various means is a direct method, and is comparable to previous years. (4) Monthly totals are recorded for reference help desk and chat statistics. Email reference help is totaled annually. This data and totals are made available on a LibGuide on the website to all library faculty and staff, and others who want to review it.

- **Information Technology Equipment Usage** (1) is a direct measure of the various types of technology equipment students checkout to assist to meet their needs. (2) Success is defined as a 5% increase is equipment usage, and obtaining updated equipment as needed. (3) This is one tool that reflects some of the technology students need and find of value. (4) Annual totals are reported and made available on a LibGuide on the website to all library faculty and staff, and other who want to review it.

- **MyLibrarian Program** (1) is a new plan to reach out to University faculty in an effort to assist them with their courses and research. The need for this program was identified in Summer 2013, and was implemented in Fall 2013. Collection method of feedback from faculty and librarians will be determined in 2014, and reported in June 2014. (2) No benchmark has been determined as yet. (3) This is a new service to University faculty to assist with their course planning

and instruction, as well as their research using library resources. Reference librarians are reaching out to faculty to show the resources and services they can offer. (4) The feedback will be organized, analyzed, and disseminated to all library faculty and staff, and others who want it. The platform is yet to be determined.

- **Electronic Resources Usage** (1) directly measures to number of searches preformed of each electronic resource. This indicates the usefulness of the resources. The data presented here is a representative sampling of the Library's electronic resources. (2) Success is defined by a 5% increase in the number of searches of each database. (3) Tracking the usage reflects the usefulness of electronic resources, and will assist in collection development decisions. (4) Data is collected monthly and totaled annually. It is made available on a LibGuide on the website to all library faculty and staff, and other who want to review it.

V. RESULTS:

The Gate Count (Objective 1.a)

Month	2008-2009	2009-2010	2010-2011[1]	2011-2012[13]	2012-2013
July	10,748	10,238	10,203		12,223
August	14,707	8,710	12,950		23,917
September	58,726	60,946	56,632	69,950	78,811
October	56,636	60,529	53,500	69,088	92,319
November	48,010	58,549	52,418	58,113	60,111
December	25,583	38,199	30,085	46,305	47,137
January	19,271	22,107		41,184	65,479
February	41,948	45,210		52,468	54,392
March	37,356	45,101		54,447	56,632
April	43,797	53,973		79,396	88,304
May	15,795	15,715		25,497	33,577
June	10,699	12,044			12,506
TOTALS	**383,276**	**431,321**	**215,788**	**496,448**	**625,408**
Annual Change	1%	12%	(9%)[2]	26%[4]	16%[5]

[1] Some months have no numbers because gate was unavailable due to library renovation and creating a learning commons, or malfunctioning during the Spring semester. The issue has been corrected, so the gate count should be more accurate for 2013-2014.

[2] Annual change over 6-month time (July - December)

[3] The Learning Commons opened in August 2011

[4] Annual change over 4-month time (September - December)
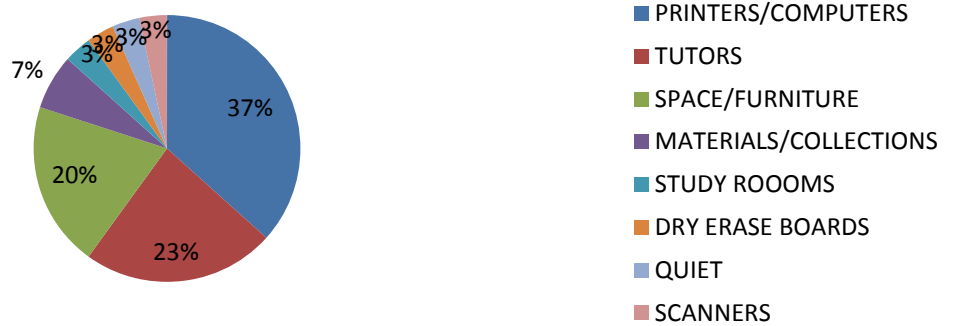
[5] Annual change over 9-month time (September – May)

The Student Library Advisory Panel (SLAP) Survey (Objective 1.a and 2.a)

This was the first survey administered to students visiting the Learning Commons was done in Fall 2011. An online survey was done in Spring 2012. The following results are a compilation of the two surveys and comments from students of the SLAP, so there is no comparative data. Student users of the Learning Commons who responded to this survey totaled 784 of the 792 respondents.

How Students Envision the Library/Learning Commons

- 13%
- 4%
- 13%
- 43%
- 30%
- 39%

- GROUP STUDY
- RESEARCH
- SOLITARY STUDY/HOMEWORK
- COMPUTERS/PRINTING
- GET HELP
- WHAT IS LEARNING COMMONS?

What is Most Useful to Students

- 3% 3% 3%
- 3%
- 7%
- 37%
- 20%
- 23%

- PRINTERS/COMPUTERS
- TUTORS
- SPACE/FURNITURE
- MATERIALS/COLLECTIONS
- STUDY ROOOMS
- DRY ERASE BOARDS
- QUIET
- SCANNERS

What Frustrates Students the Most

- TOO LOUD — 32%
- PAYING FOR PRINTING — 21%
- SELECTION OF MATERIALS — 11%
- LIBRARY HOURS — 11%
- CONNECTION/INTERNET SPEED — 11%
- NOTHING — 5%
- BOOTH SPACE — 5%
- BORROWING OFF-CAMPUS MATERIALS — 5%
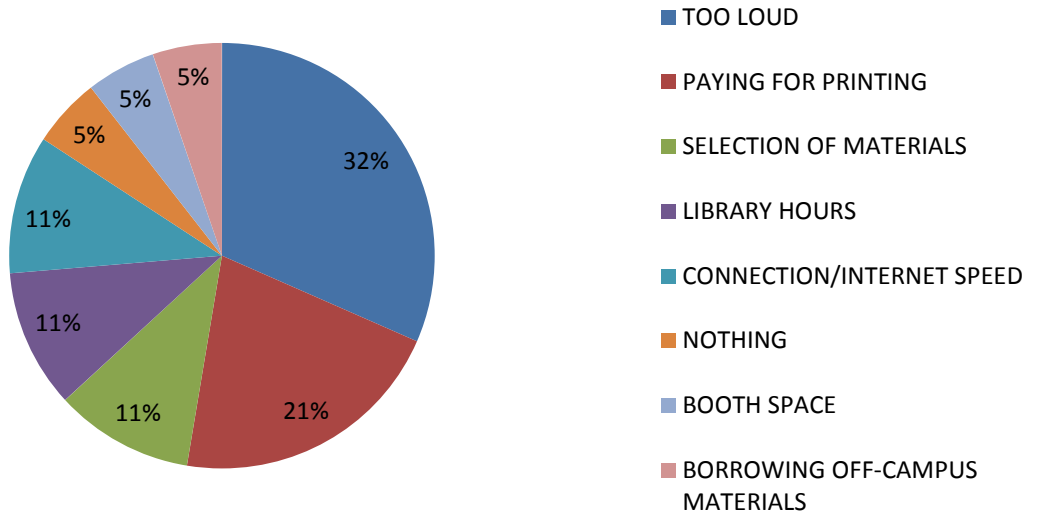
Make the Library/Learning Commons More Valuable to Students

- MORE TUTORS/TUTORING — 25%
- LEARN MORE ABOUT LEARNING COMMONS/LIBRARY — 19%
- NOTHING — 13%
- FREE PRINTING — 13%
- SELECTED MATERIALS — 6%
- MORE HOURS — 6%
- DRINK VENDING MACHINE — 6%
- GROUP STUDY ROOMS — 6%
- MORE COMPUTERS/PRINTERS — 6%
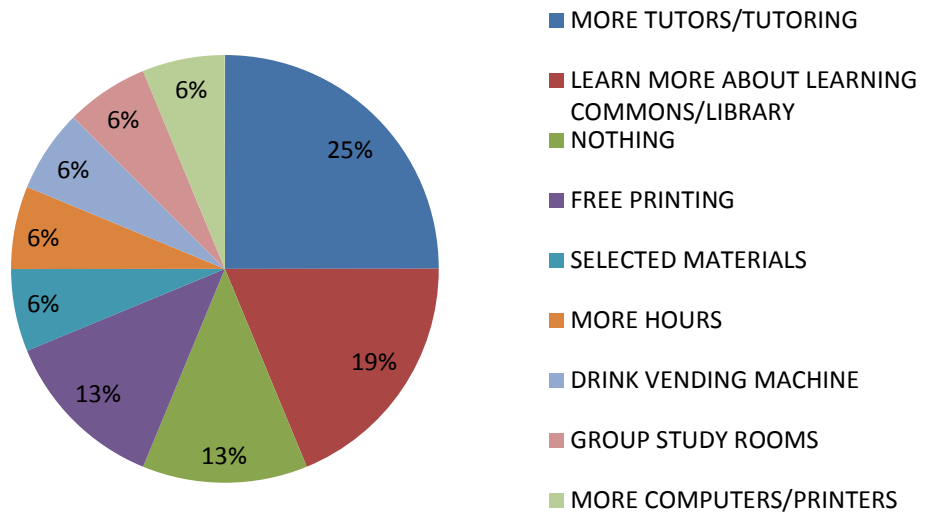
How Often Students Say They Have Used the Commons

- RARELY OR NOT EVER USED — 50%
- WEEKLY — 25%
- DAILY/ALL THE TIME — 20%
- YEARLY — 5%
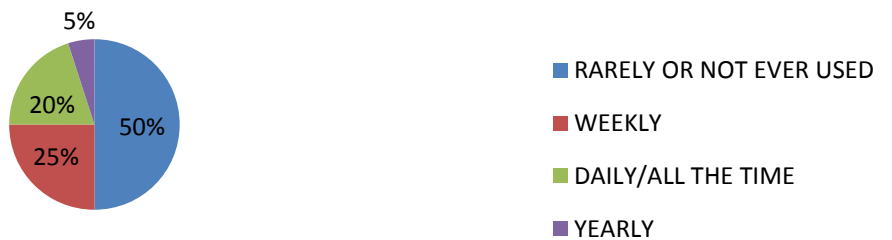
How the Learning Commons Benefits Students
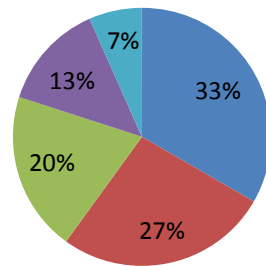
- TUTORING — 33%
- USE TECHNOLOGY (COMPUTERS/LAPTOPS/PRINTERS) — 27%
- SOLITARY STUDY — 20%
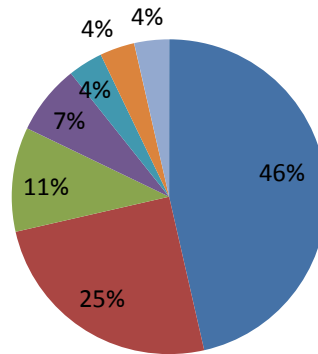- GROUP STUDY — 13%
- FOOD — 7%

Satisfaction of Signs / Trouble Finding Things

- SIGNS GOOD/EASY TO FIND EVERYTHING — 46%
- LIBRARY NEEDS MORE SIGNS/UNPROFESSIONAL — 25%
- BOOKS/THIRD FLOOR DIFFICULT — 11%
- ASK STAFF INSTEAD OF READ SIGNS — 7%
- TUTORING — 4%
- RESTROOMS — 4%
- BOTTOM/FIRST FLOOR DIFFICULT — 4%

Should the Entire 3rd Floor Be a Quiet Study Space?
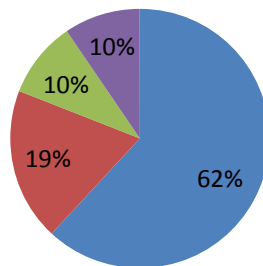
- NO, PLENTY OF SPACE ALREADY — 62%
- YES — 19%
- NEVER BEEN TO THIRD FLOOR — 10%
- THERE SHOULD BE A QUIET ZONE (UNAWARE OF EXISTING QUIET SPACE) — 10%

Adequate Space for Laptop Use

4%
9%
87%

- YES
- DON'T BRING MY LAPTOP TO LIBRARY
- NO
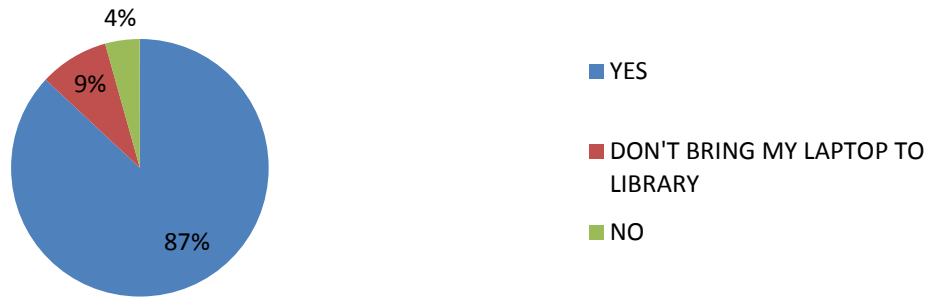
Satisfied with the Desktop Computers

13%
9%
9%
70%

- YES VERY SATISFIED
- NEVER USED THEM
- NEED MORE COMPUTERS
- DON'T HAVE PROGRAMS I NEED
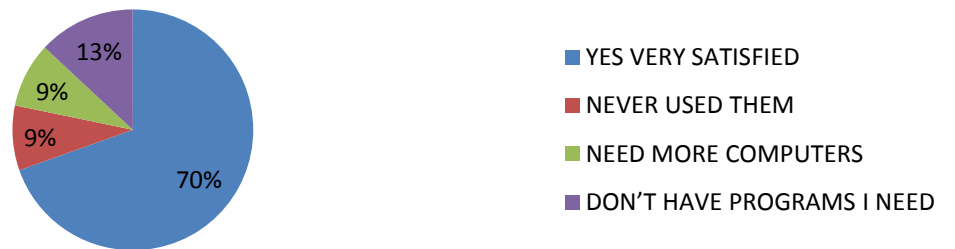
Helpfulness of Library Staff /
Have Students Got their Questions Answered?

5%
5%
5%
85%

- YES
- NO - RESEARCH QUESTION
- NO - RUDE STAFF
- HAVE NOT ASKED QUESTIONS
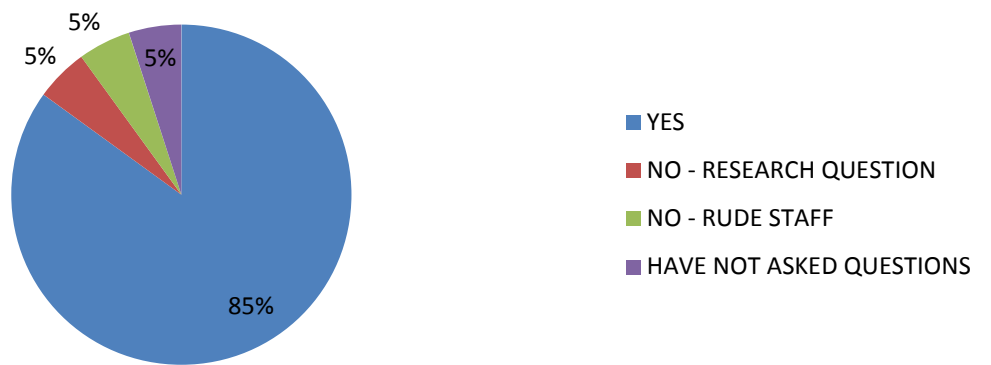
Resources Students use for Research

ONLINE DATABASES	28%
WEBSITES/INTERNET	21%
BOOKS	14%
JOURNALS	10%
NEVER DONE RESEARCH	7%
GOOGLE	10%
E-BOOKS	7%
LIBRARY CATALOG	3%
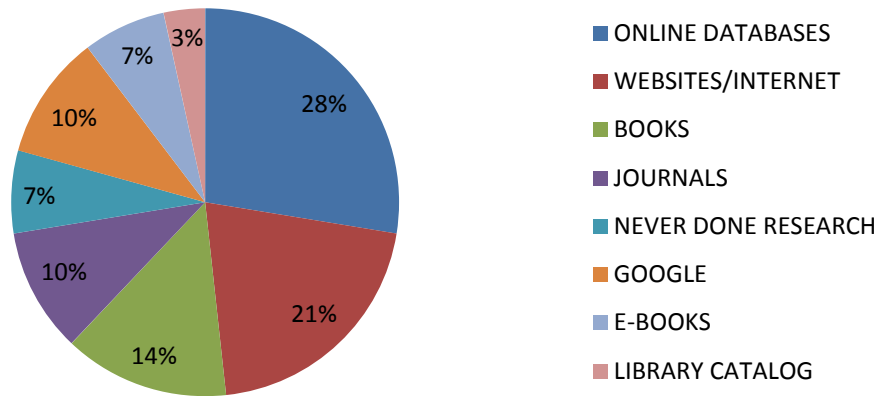
Resources Students Could Do Without

BOOKS UPSTAIRS	35%
MAPS	26%
NONE - EVERYTHING IS USEFUL	17%
HAVEN'T USED LIBRARY RESOURCES	9%
MAGAZINES	9%
NEWSPAPERS	4%

Student Satisfaction with Library Website

SATISFIED	44%
NEVER USED IT BEFORE	28%
TROUBLE WITH NAVIGATION	17%
CHAT ALMOST ALWAYS OFFLINE	6%
DATABASES DIFFICULT	6%
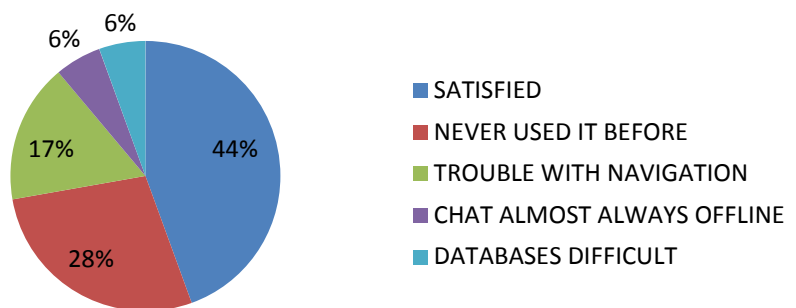
How Familiar Students are with Library's Online Resources

- NOT FAMILIAR — 42%
- FAMILIAR — 26%
- FAMILIAR BECAUSE OF A CLASS/TEACHER — 11%
- USED THEM ONCE — 11%
- DIFFICULT TO FIND — 11%
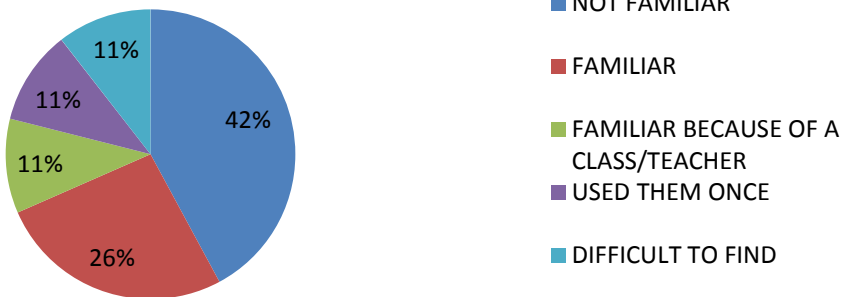
Students Wish We Had More of These Materials for Checkout

- TECHNOLOGY (tablets/laptops/computer/ipod/ipad) — 47%
- MEDIA (music, cameras, video cameras, movies) — 23%
- SATISFIED WITH WHAT LIBRARY ALREADY HAS — 10%
- BOOKS — 7%
- JOURNALS — 7%
- MAGAZINES — 7%
- LEISURE READING — 3%
- E-BOOKS — 3%
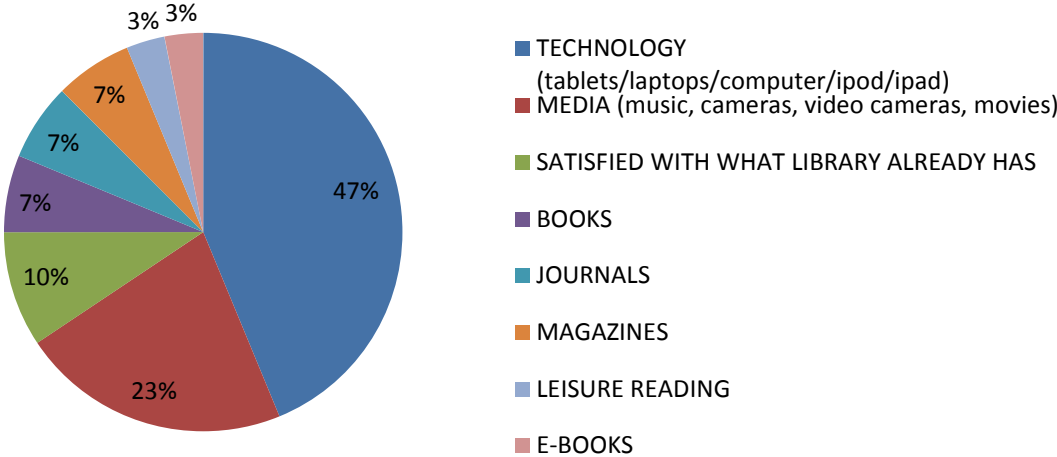
Changing Book/Journal Materials from Print to Online

5%
15%
80%

- IN FAVOR OF CHANGING
- NOT IN FAVOR
- NOT SURE
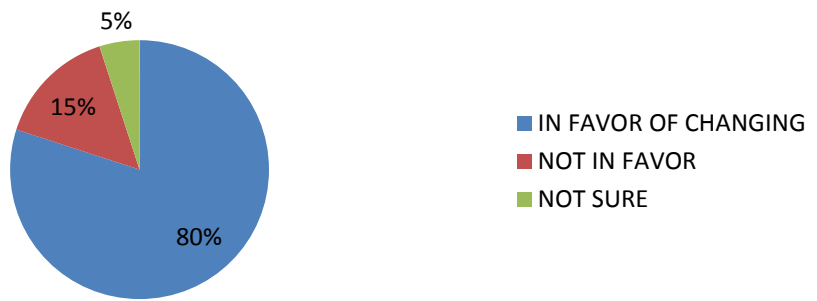
How Students Feel About Library Offering a Student Computer Service Center

100%

- GREAT/GOOD/AWESOME IDEA
- BAD IDEA
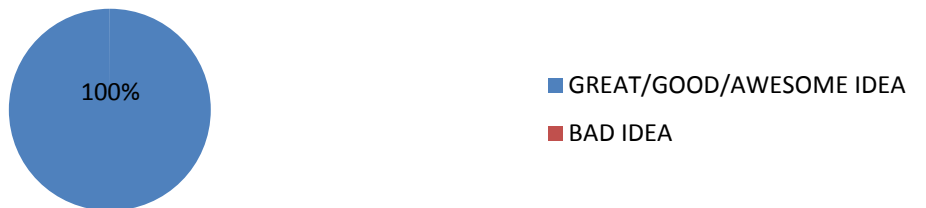
How Students Feel About Library Offering a Game Center

27%
73%

- GREAT/AWESOME/COOL IDEA
- BAD IDEA

Would Students be Interested in Attending Library Instruction Help Sessions

- NO
- YES - IF PART OF A REQUIRED COURSE
- YES

14%
10%
76%

Satisfaction with IT Services in the Learning Commons

- HAVEN'T USED IT SERVICES
- YES
- No

6%
50%
44%
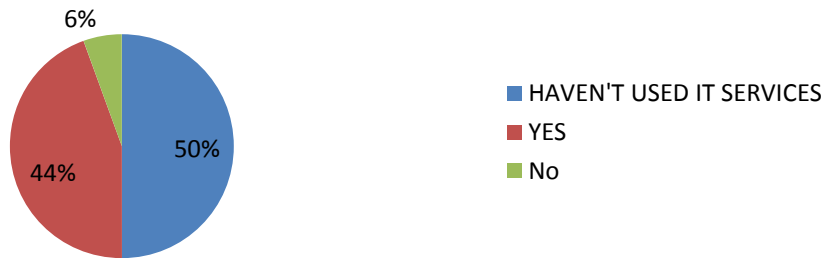
Student Satisfaction with Tutoring Services

- SATISFIED/HELPFUL
- HAVEN'T USED
- HEARD FROM OTHERS THAT IT WAS GREAT
- NOT SATISFIED

5%
15%
15%
65%
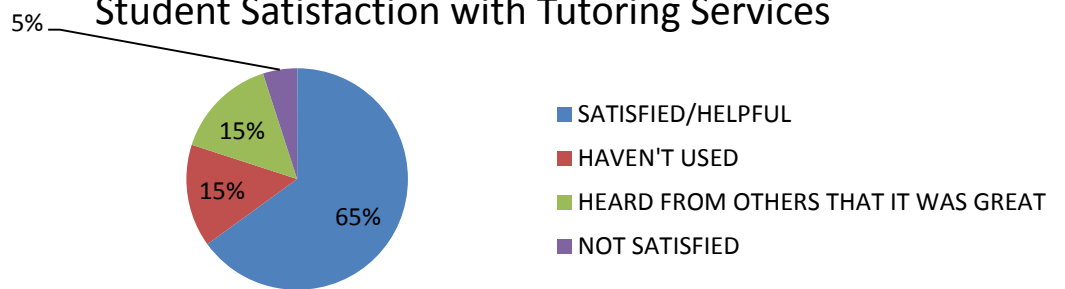
Adequate Space for Tutoring

- 36%
- 64%

■ NEEDS MORE SPACE
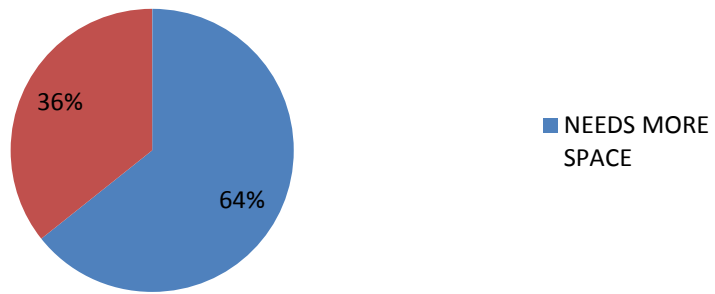
Tutoring in More Subjects Needed

- 4%
- 4%
- 4%
- 4%
- 4%
- 8%
- 8%
- 8%
- 12%
- 20%
- 28%

■ CHEMISTRY
■ BIOLOGY
■ ALL SUBJECTS / AS MANY AS POSSIBLE
■ PHYSICS
■ COLLEGE TESTING (GRE, ETC.)
■ ENGINEERING
■ PSYCHOLOGY
■ HISTORY
■ FOREIGN LANGUAGES
■ ECONOMICS

Are There Enough Tutors?

- 11%
- 11%
- 17%
- 61%
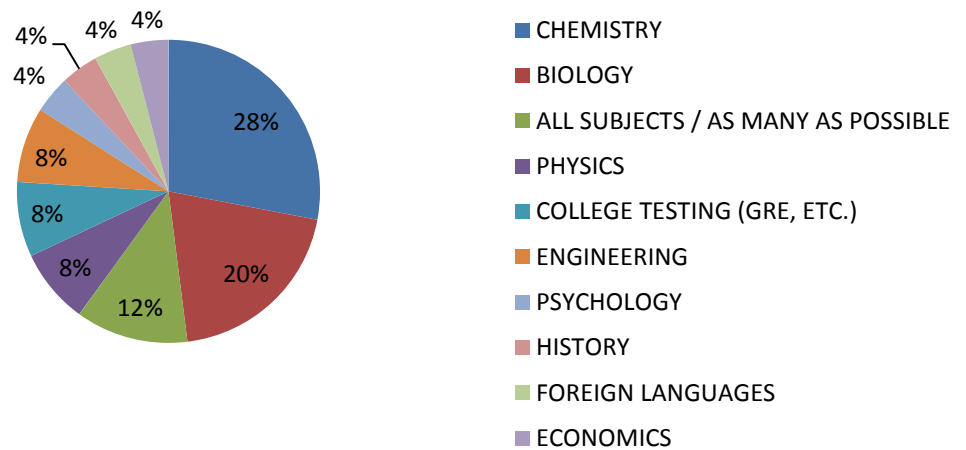
■ YES
■ NO - NEED MORE TUTORS
■ NO - NEED MORE CSC TUTORS
■ NO - NEED MORE MATH TUTORS

More/Extended Hours for Tutoring

31%

69%

- ■ MORE HOURS/DIFFERENT HOURS
- ■ THERE ARE ENOUGH HOURS

The Learning Commons Administration Team minutes (Objective 1.b) record comments and suggestions by team members. The Learning Commons Administration Team was formed in September 2011. Excerpts were gleaned from each set of minutes during 2012-2013 for this report.

September 11, 2012
- Tutoring for computer science students began in September 2012
- Tutors have worksheet to keep statistics for computer science
- Tutors use survey monkey so students can evaluate their tutors
- Additional signage needed for tutoring areas
- New hires for IT help were recently added and hours expanded
- Need to get statistics and assess all tutoring activity
- Tutoring schedules on Library website
- Technology Institute offering seminars for faculty
- Six more computers added and additional network lines run

September 25, 2012
- Laptops are ready for check-out at IT Help Desk
- Troubleshooting the computer/magnifier system in Media Services
- TTU launching ATT Mobile App 5 soon; students will have a mobile version of the library's website
- Troubleshooting with the EZ Proxy
- Relocating some paperback books closer to Café to encourage more usage.
- Assessment tools needed in addition to gate count already being done
- New services suggested: workshops on demand, how to use Summons, repairing personal computers, branding of machines on the Commons floor, workshops on how to use Pharos, tutorials on website, short videos, linking tutorials and videos to iLearn sessions, Summon widgets put into iLearn, and a Library link in iLearn.

October 23, 2012
- IT help Desk hours extended for a semester
- Math Dept. received funding to hire someone to manage the tutoring program
- Footprints basic version for collecting statistics
- New displays near Circulation Desk with new books, paperbacks, and media items

- 5 Kindles almost ready for use
- Practice presentation rooms ready

November 13, 2012
- Pricing for printing will be reduced for Spring semester to students
- Directional and some door signage to be updated
- The Library Technology Committee made 3 recommendations:
    - Purchase LibGuides CMS to manage LibGuides
    - Purchase more PC laptops for checkout
    - Purchase more PC desktops

November 27, 2012
- Draft version of student survey to measure satisfaction and what students expect from the Learning Commons

January 22, 2013
- English Dept. received increase in budget for more tutoring hours
- Pharos printing statistics reviewed; costs reduced

February 26, 2013
- Technology Institute may move entire operation to Library
- IT Academic Computer Support may hire 3 new positions:
    - Help Desk manager for students
    - Help Desk manager for faculty and staff
    - Multi-media classroom manager
- Pharos printing system to be upgraded
- Research Poster workshops to be held
- Library offering scanning service for print journals through interlibrary loan requests
- Get It Now service to be offered to faculty and graduate students
- Writing Center hours expanded

March 26, 2013
- Shortage reported on fixed physical computers, preferably PCs
- Discussion with Bookstore on a satellite operation selling markers, cables, flash drives, etc. in the Library
- Students have asked for photo editing, video editing and website design workshops
- Presentation coach available for students beginning Fall 2013

April 24, 2013
- Math tutoring statistics being collected
- IPad Users Group meets in Library
- Reference Help Desk being restructured this summer
- Plans for Academic & Client Technologies Group in ITS:
    - Create a service center
- Student survey indicated a strong desire for color printing

Learning Commons Partnerships List (Objective 1.c) shows the different groups and departments that partner with the Learning Commons in the Library. Other entities on campus recognize the Library/Learning Commons as a central location to provide multiple services to students for more hours each day. This list is expected to grow as student needs are assessed and space is redefined.

> **Learning Commons Partners (as of June 30, 2013):**
> Information Technology Department
> Technology Institute
> Writing Center of the English Department (tutoring)
> Math Department (tutoring)
> Computer Science Department (tutoring)

Website Usage (Objective 2.a) indicates the usage of the Library's website during the 2012-2013 academic year. As expected, usage peaks about mid-way into each semester.

Page Views for Select Library Web Pages, 2012-2013

Web Page	July 2012 PAGEVIEWS	Aug 2012 PAGEVIEWS	Sept 2012 PAGEVIEWS	Oct 2012 PAGEVIEWS	Nov 2012 PAGEVIEWS	Dec 2012 PAGEVIEWS
Library Home	6,535	6,761	19,665	21,914	22,093	8,639
Library Services	382	539	943	937	1,071	722
Library Hours	448	776	1,426	1,024	756	939
Databases A-Z (all pages)	1,504	909	3,171	6,436	7,025	2,239
LibGuides (all pages)	NA	NA	NA	NA	NA	352
EagleSearch	NoS	2,215	3,623	5,173	4,806	1,295
Library Catalog Home Page	NA	694	1,485	1,741	1,362	371
Books	106	200	374	429	467	293
E-Journals	341	303	1,021	990	1,128	379
Tutoring (all pages)	82	264	734	1,168	564	294
IT Help Desk (all pages)	15	23	89	110	137	181
Research Help (all pages)	142	68	410	321	385	243
Interlibrary Loan - Home	232	336	1,030	1,808	793	260
Off Campus Access / Distance Ed (all pages)	66	120	460	564	350	46

NA = Data not available; formerly on a different server
NoS = Not in service; new feature

Web Page	Jan 2013 PAGEVIEWS	Feb 2013 PAGEVIEWS	Mar 2013 PAGEVIEWS	Apr 2013 PAGEVIEWS	May 2013 PAGEVIEWS	June 2013 PAGEVIEWS	2012-2013 PAGEVIEW TOTAL
Library Home	10,750	36,457	29,824	43,844	15,740	12,206	234,428
Library Services	578	759	726	722	344	405	8,128
Library Hours	597	641	949	706	1,001	517	9,780
Databases A-Z (all pages)	2,395	4,193	4,770	6,355	1,302	2,484	42,783
LibGuides (all pages)	667	1,271	1,151	986	271	1,735	6,433
EagleSearch	1,395	3,630	3,422	5,199	1,040	1,664	33,462
Library Catalog Home Page	665	899	952	889	506	602	10,166
Books	355	529	646	875	365	342	4,981
E-Journals	499	1,083	1,255	2,182	715	1,052	10,948
Tutoring (all pages)	604	911	471	452	135	205	5,884
IT Help Desk (all pages)	52	79	55	89	32	46	908
Research Help (all pages)	161	213	241	218	79	112	2,593
Interlibrary Loan - Home	425	476	469	324	237	377	6,767
Off Campus Access / Distance Ed (all pages)	46	43	40	29	9	49	1,822

Library Instruction Classes (Objectives 2.b and 4.a)

Number of Instruction Sections

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total	117	115	112	124	118
Annual Change		(2%)	(3%)	11%	(5%)

Number of Users Receiving Instruction

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total	2,082	2,122	2,107	2,494	2,283
Annual Change		2%	(1%)	18%	(8%)

Number of Sessions by Semester, 2012-2013

Semester	Sessions
Fall 2012	71
Spring 2013	42
Summer 2013	4
Interim	0
TOTAL	**117**

Success of Sessions, 2012-2013

How successful librarian felt session was	Sessions
extremely successful	8
successful	45
unsuccessful	1
extremely unsuccessful	0

Reference Help (Objectives 2.b and 4.a)

Research Help Desk Statistics

	2008-2009[1]	2009-2010[1]	2010-2011	2011-2012	2012-2013[23]
July			276	208	121
August			437	202	131
September			1142	597	390
October			1061	458	365
November			723	501	301
December			270	116	113
January			356	218	101
February			542	382	259
March			481	274	189
April			445	286	250
May			95	44	54
June			263	164	48
TOTAL	**7048**	**7030**	**6091**	**3450**	**2322**
Annual Change		(1%)	(13%)	(43%)	(33%)

[1] Monthly totals not recorded
[2] No longer tracking circulation desk reference stats
[3] The hours of the research help desk were shortened after fall semester 2012 due to decreased statistics in the outlying hours

Research Help Email Statistics (Sent and Received)

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL	119	143	114	104	98
Annual Change		20%	(20%)	(9%)	(6%)

Research Help Chat Statistics

	2010-2011	2011-2012	2012-2013
July	7	15	18
August	13	6	17
September	45	44	50
October	21	33	68
November	9	31	58
December	6	16	28
January	9	7	16
February	8	16	41
March	18	13	35
April	31	53	45
May	10	2	11
June	17	25	0
TOTAL	**194**	**261**	**387**
Annual Change		34%	48%

NOTE: WebChat began in summer 2010.

Information Technology Equipment Usage

The Learning Commons, with an IT Help Desk, opened in Fall 2011.

Information Technology Equipment Usage

Equipment	2011-2012	2012-2013	Annual Change
Headphones	1,949	2,821	45%
Apple Wireless Mouse	120	91	(24%)
Apple Wireless keyboard	1	4	
Laptop, MacBook Air	3,066	5,138	68%
Laptop, MacBook	14,289	25,745	80%
Apple AC Adapter (MacBook)	374	1,157	209%
Apple AC Adapter (MacBook Air)	106	328	209%
Apple Shoulderbag (MacBook Air)	284	141	(50%)
Apple Superdrive (MacBook Air)	3		
HDMI Video Adapter		7	
VGA Video Adapter	2	2	
Wacom Pen	8	9	
HDMI Cable		7	
VGA Cable		7	
Thunderbolt/VGA	10	197	
iPAD USB cable	8	545	
TOTAL	**20,220**	**36,199**	**79%**

Electronic Resources Usage

The electronic resources listed below are a sampling/representative group.

Electronic Resources Usage (Number of Queries/Searches)

Name of E-Resource	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change[1]
Academic OneFile	20,978	21,266	25,667	14,987	36,909	146%
ACM Digital Library	1,670	1,070	1,288	1,060	821	-23%
America: History & Life	1,363	1,297	2,002	2,022	2,668	32%
Applied Science & Technology Full Text	1,402	1,684	2,373	1,378	2,762	100%
Biological & Agricultural Index Plus	1,523	1,602	1,987	1,092	2,222	103%
Business Full Text	1,602	1,312	1,500	1,217	2,731	124%
CINAHL	6,773	17,450	19,437	17,763	41,281	132%
Computer Database	3,619	1,226	1,587	362	702	94%
Custom Newspapers	3,539	1,159	950	167	52	-69%

Education Full Text	27,668	27,695	30,570	12,410	28,285	128%
Engineering Village Compendex	3,186	2,478	2,529	852	938	10%
Environment Index	1,496	1,164	1,519	1,352	2,165	60%
ERIC [CSA]	8,304	3,636	2,270	1,537	4,720	207%
Expanded Academic ASAP	5,343	8,069	9,080	2,226	3,010	35%
General OneFile	8,326	4,185	4,168	1,902	7,963	319%
General Science Full Text	812	854	1,109	978	2,403	146%
GeoRef	829	452	121	156	758	386%
Health & Wellness Resource Center	7,372	6,674	5,585	2,391	3,176	33%
Health Source: Nursing/Academic Edition	6,870	7,430	5,365	2,656	5,791	118%
Humanities Full Text	3,994	2,904	4,347	2,656	3,971	50%
IEEE Xplore ASPP Online	19,288	11,591	13,918	10,022	13,668	36%
Library Literature/Information Science	1,173	1,711	2,098	1,068	2,541	138%
Literature Resource Center	727	881	1,498	291	1,555	434%
Mental Measurements Yearbook	2,917	1,531	1,636	961	576	-40%
Music Index Online	503	533	966	763	2,051	169%
Nursing and Allied Health Collection	11,704	10,301	7,561	4,101	12,589	207%
Omnifile Full Text Mega Edition	7,819	10,358	7,366	1,901	5,415	185%
Oxford Music Online	826	1,641	2,092	816	713	-13%
Points of View Reference Center	603	658	1,477	2,963	4,147	40%
Professional Collection	4,635	4,012	4,012	850	774	-9%
PsycARTICLES	15,944	16,761	25,456	5,195	11,761	126%
PsycINFO	12,328	6,812	9,331	2,999	15,994	433%
Readers' Guide Full Text	742	930	1,341	821	2,049	150%
ReferenceUSA	395	500	622	355	309	-13%
Religion & Philosophy Database	3,758	1,482	1,482	558	171	-69%
Social Sciences Full Text	7,166	7,967	10,398	6,653	6,519	-2%

[1] Change from 2011-2012 year compared to 2012-2013

VI. MODIFICATIONS:

Goal 1 Objective 1.a – The results indicate a 26% increase of users in the building over a one-year time period since the Learning Commons opened, but only using September through December data for 2011-2012, and a 16% increase in 2012-2013 from the previous year. Analysis from the SLAP survey indicate students want more quiet space, more group study rooms, and more furniture (tables and chairs). In addition, many want longer Library hours and more food and drink options and availability. In general, students want more technology available, such as more computers, faster Internet connection, color printing, wireless printing, and more software available on computers. The Learning Commons environment will continue to be improved by providing space, technology, and resources student users value.

Link to Assessment: The gate count shows increased usage of the Learning Commons with its resources and services for student users. The SLAP survey indicated what

more the students would like to have and be able to do in the Learning Commons/Library.

Goal 1 Objective 1.b – Comments and suggestions presented in meetings are being considered based on resources available. No modifications to this goal are recommended at this time.

Link to Assessment: Comments and suggestions from partners of the Learning Commons help to determine the resources and services offered to students.

Goal 1 Objective 1.c – The Library wants to be a relevant resource for University students, faculty and staff, and integrated into campus projects. As several other departments and special projects/initiatives express a desire to occupy space in the Library, an architect will be called in to assess and recommend space usage as a whole for future partnerships. Pending the architect's suggestions, the Library Dean and administrators will make changes to develop and accommodate appropriate partnerships. No modifications to this goal are recommended at this time.

Link to Assessment: The growing list of departments and groups partnering with the Learning Commons indicates the Library is providing access to more services at a central location to students.

Goal 2 Objective 2.a – Data of the Library's website provides information on what students find useful and relevant. During 2012, most of the web pages were transferred to other servers, and new software was implemented to collect usage data. Data from previous years were not reported, so there is no comparative data. As expected, peak use of several pages are mid-way through each academic semester. Even though page names may remain the same from year to year, the content is kept up to date.

Link to Assessment: Usage indicates the Library's website is useful and dynamic for student learning and experience.

Goal 2 Objective 2.b – The most useful data collected is the number of students who received instruction each year. The number peaked in 2011-2012 with the opening of the new Learning Commons. The number of students dropped by 8% this past year. The introduction of the MyLibrarian Program of developing more relationships with faculty and promoting the service of library instruction is expected to increase the number of students who receive instruction. Librarians providing reference help either in person, via email, or via chat instruct students on finding and using relevant resources, mostly electronic resources. Although there has been a significant drop of in-person assistance and email, there was a rise in chat reference. More comparison will be done by combining all methods of reference help as the ways students like to communicate changes.

Link to Assessment: Library instruction provides students with methods to find and use resources relevant to their course assignments and research.

Goal 2 Objective 2.c – Usage data of technology equipment shows students find these resources useful. The Learning Commons opened in August 2011, along with the IT

Help Desk that provided technology equipment for check-out. Equipment usage increased by 79% over the previous year. This will be continually monitored, but with equipment changes made as technology changes in order to remain useful to students.

<u>Link to Assessment</u>: The Learning Commons provides students with useful technology equipment that enhances their learning and experience.

Goal 3 Objective 3.a – The Library needs to stay relevant to University faculty by offering assistance with their course and research needs. A plan was developed in Spring 2013, called MyLibrarian Program, to reach out to faculty and promote services. An assessment plan will be developed by Spring 2014, and feedback from faculty and librarians analyzed.

<u>Link to Assessment</u>: Relationships with faculty are developed and promoted through new programs, such as MyLibrarian, to assist with course and research needs.

Goal 4 Objective 4.a With newly acquired electronic resources management tools, comparative data will be available next year. Acquisition of electronic resources is driven by the Library's collection development plan, faculty input, and accreditation requirements and suggestions. Most electronic resources had an increase in usage (number of searches) for the last year.

<u>Link to Assessment</u>: Electronic resources are acquired and managed for student and faculty use to meet their course needs. Usage indicates these resources have value and relevance.

VII. IMPROVEMENT TO ASSESSMENT PLAN:

Recommended changes to assessment tools:

Gate Count - To avoid the "ceiling effect" in the data over time, the definition of success will be changed to a rolling 3-year average for analysis of the gate count data.

Student Library Advisory Panel Survey - A student survey will be conducted every three years and will provide direct student suggestions and recommendations.

Learning Commons Administration Team minutes– none at this time

Learning Commons Partnerships List – none at this time

Website Usage – none at this time

Library Instruction Classes – Pre- and post-assessment of students would provide information as to the value of library instruction classes. This needs further planning and a tool developed that may be used in all classes.

Reference Help – More help resources, such as LibGuide usage, need to be included for a more complete picture.

Information Technology Equipment Usage – none at this time

MyLibrarian Program Feedback – A systematic method to collect feedback from faculty and librarians will be developed by summer 2014.

Electronic Resources Usage – none at this time

Resources:

Standards for Libraries in Higher Education. Chicago: Association of College & Research Libraries, 2011.