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Library assessment report 2002/2003

Nelson Poynter Memorial Library.

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Form A

**ASSESSMENT RECORD FOR
DEPARTMENT/UNIT
OF**

Poynter Library, USF St. Petersburg

(Name of Administrative or Educational Support Department/Unit and Campus)

2002/03

(Assessment Period Covered)

December 2, 2002

(Date Submitted)

Submitted by: **Kathleen H. Arsenault, Dean**

(Unit Assessment Representative)



ASSESSMENT PLAN/REPORT FOR

Poynter Library, USF St. Petersburg
(Administrative or Educational Support Unit and Campus)

2002/03

(Assessment Period Covered)

December 2, 2002

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference: Enter all or part of the USF mission statement that relates to this administrative service. The mission is located here: http://usfweb.usf.edu/president/vis_val.html

The university is dedicated to excellence in:

- Teaching and lifelong learning in a student-centered environment.
- Research to advance knowledge and promote social, cultural, economic, health and technological development.
- Service based on academic excellence and the ethic of community responsibility.

Administrative or Educational Support Unit Mission Statement: Include or write the unit's mission. Some mission statement for USF administrative offices are located here:

<http://www.acad.usf.edu/ie/missionadmin.htm>

Poynter Library provides user services and instructional opportunities to support and enrich the education and community outreach missions of USFSP.

Intended Administrative Objectives:

Write at least three objectives that will be the focus of assessment activities.

1. Poynter Library provides user services and instructional opportunities to support and enrich the education and community outreach missions of USFSP.

2. Poynter Library provides print, media, and (in association with the USF Library System) electronic collections that support the curriculum of USFSP.

3. Poynter Library provides appropriate technologies and services to support library research and classroom instruction.



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Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space.

____ Poynter Library provides user services and instructional opportunities to support and enrich the education and community outreach missions of USFSP.

First Means of Assessment for Objective Identified Above:

____ **a. Means of Unit Assessment & Criteria for Success:** In a written survey distributed to students following library instruction sessions, 70% will say that they “Strongly Agree” that they learned new ways to locate information during the session.

____ **a. Summary of Assessment Data Collected:** Librarians distributed surveys to 18 classes during fall 2002 semester. 357 students responded. Although the 70% “Strongly Agree” goal was not met, a combination of “Strongly Agree” and “Agree” responses did provide a 74% satisfaction rating.

____ **a. Use of Results to Improve Unit Services:** 79% of students surveyed had not previously participated in library instruction sessions before. Clearly, presentations to classes were shown to be an effective way to reach students and the service will continue to be encouraged among teaching faculty. Unfortunately, very positive and very negative comments within the same classes made it problematic to determine where improvements in course content or structure could be made to enhance effectiveness. 72% of students “Strongly Agree” that bibliographies and handouts were useful, and this service will be continued in spite of printing costs. Only 34% of students “Agreed” or “Strongly Agreed” that they would be interested in a for-credit web-based course on research skills, so plans for such a course will be reassessed.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success: A written questionnaire will be distributed to USFSP students in selected courses by faculty who agreed to participate in this library assessment. These students will be requested to ask a question at the reference desk. 70% of the students will respond that the resources recommended by the reference librarian were useful to their research project and will respond that they will ask the same librarian for help in the future.

b. Summary of Assessment Data Collected: Professors in eight classes agreed to participate in the survey and responses from 153 students were returned. 80% of students found that the librarian appeared approachable and willing to help. 73% found that recommended sources were useful and 85% indicated that they would ask the same librarian for help in the future. 28% of students reported that the librarian on duty was busy with other patrons. A small number of students noted negative experiences with the librarian on duty and 9% indicated that “resources were not useful.” Only 29% of students reported that the librarian had followed up on their original question. However, the goals that “70% of the students will respond that the resources recommended by the reference librarian were useful to their research project and will respond that they will ask the same librarian for help in the future” were exceeded.

b. Use of Results to Improve Unit Services: Reference librarians met on April 29, 2003, to discuss results of the survey and to view a presentation by Tina Neville, head of reference, on desirable reference performance standards that had been identified in library literature. Librarians agreed to create a new list of guidelines for reference standards and behavior. They felt that readily available “quick tip” sheets for instructions on regularly requested procedures would be useful at busy times and will work to develop them. Librarians will also begin sharing interesting or difficult reference questions as a means of enhancing reference skills and knowledge. Finally, the librarians discussed the inefficient, less than user-friendly, reference desk and agreed to examine alternatives to the existing desk. Finally, they will monitor reference statistics to determine need for additional staffing at busy times.



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Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space.

____ Poynter Library provides print, media, and (in association with the USF Library System) electronic collections that support the curriculum of USFSP.

First Means of Assessment for Objective Identified Above:

____ **a. Means of Unit Assessment & Criteria for Success:** New USFSP faculty will be queried by means of a written questionnaire in the middle of Semesters I and II to determine their satisfaction with library collections in their subject areas. 85% of faculty will report that the library's print, media, and electronic collections meet their needs in teaching, and 50% will report that the library meets their needs for research activities.

____ **a. Summary of Assessment Data Collected:** 28 surveys were distributed during Semester I and 16 more during Semester II. Unfortunately, only 6 forms were returned, all during the first semester. 3 returns were from the College of Arts and Sciences, all in new curriculum areas, 1 was from Business and 2 were unknown. All responses indicated that the books, journals, and media collections met their teaching and research needs or 'somewhat' met these needs. Only one 'no' response was entered. This was for a media question and seemed to refer to media equipment needs rather than the media collection. Not surprisingly, teaching needs received more positive responses than research needs.

____ **a. Use of Results to Improve Unit Services:** The sample size was too small to produce definitive results, except to point to the need to continue to develop resources for new curriculum areas in the sciences and in art. Specific recommendations were forwarded on to subject liaison librarians.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success: YBP's "Academic Core 1000 Titles" and *Choice's* "annual "Best of the Best" list (standard lists for undergraduate library collection development) will be searched against the library collection. USFSP titles purchased will double from 30% to 60% in subjects appropriate to campus curriculum.

b. Summary of Assessment Data Collected: The 60% goal was not met. For the year 2002, USFSP purchased 295 titles (30%) on the UBP Core 1000 titles list, and 305 titles (50%) of the 610 *Choice* Outstanding Academic Books titles. Science and social science areas received higher percentages on both lists than humanities, possibly because USFSP offers now only a few courses in languages, performing arts, philosophy and religion. Social sciences had the highest frequency of titles, since many well-established USFSP programs are in that area.

b. Use of Results to Improve Unit Services: An examination of the titles *not* purchased revealed that YBP recommended titles tended to be quite specific and frequently unsuitable for the USFSP collection. *Choice* proved to be a somewhat better gauge of collection quality once subjects not in the campus curriculum were excluded. The collection development librarian will monitor monthly and quarterly published lists in order to spot favorably reviewed interdisciplinary titles that subject liaisons may overlook or may not be covered by our approval plan profile. The library dean, formerly collection development librarian for USFSP, will offer a presentation to liaison librarians that will offer suggestions for enhancing their collection development skills through 'best practices' in liaison work.



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Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space.

____ Poynter Library provides appropriate technologies and services to support library research and classroom instruction.

First Means of Assessment for Objective Identified Above:

____ **a. Means of Unit Assessment & Criteria for Success:** Faculty members will be queried through a written questionnaire during Semester I regarding their needs for classroom and check-out equipment. New equipment will be provided to meet 95% of their expressed needs.

____ **a. Summary of Assessment Data Collected:** 19 surveys were returned, 3 from Arts and Sciences, 8 from Education, and 8 from Business. 12 responses suggested adding more computer projectors. 6 suggested upgrading overhead projectors. 3 suggested improving other miscellaneous equipment.

____ **a. Use of Results to Improve Unit Services:** Audiovisual staff evaluated existing overheads and replaced 15 units with new equipment. 3 new computer projectors have been ordered, plus business classes are being moved to a new facility where upgraded equipment will be installed in four new classrooms. One additional portable projector will be available for faculty checkout in other classrooms where permanent equipment is unavailable. Finally, results of the survey and a budget proposal to address long-term classroom technologies was presented to USFSP administration to bring to their attention the faculty's changing teaching styles and the need for enhanced funding to address these needs. Achievement of a 95% satisfaction goal for media services requires additional equipment and modification of classroom lighting.

Second Means of Assessment for Objective Identified Above:

____ **b. Means of Unit Assessment & Criteria for Success:** A web survey will be linked to Poynter Library's home page for two three-week periods during spring semester. Library patrons will be asked to evaluate their needs for additional technology services, including a wireless LAN to connect to laptops in library study areas, laptop computers with software applications available for check-out, and supplemental applications added to fixed public workstations. Based on responses, new technology services will be implemented if funds are available.

____ **b. Summary of Assessment Data Collected:** Responses were overwhelmingly positive. 77% of respondents "Strongly Agreed" or "Agreed" that Microsoft viewers would be useful to them. 62% "Strongly Agreed" or "Agreed" that a laptop equipped with Microsoft Office programs for checkout purposes would be desirable, and 66% of respondents indicated that they would benefit from a wireless network within the library.

____ **b. Use of Results to Improve Unit Services:** In response to the survey, software applications have been installed onto fixed public workstations. A wireless LAN is now available to serve specific areas on each floor of the library, and a laptop computer has been purchased for checkout from the circulation desk.

Assessment Summary

2002/03

Library Mission:

Nelson Poynter Memorial Library supports the mission and goals of USF SP in three ways: In cooperation with the USF Library System, we provide print, media, and electronic information resources required for teaching, learning, and research. We provide the services and instructional opportunities required for using this information effectively. We support student learning by providing and maintaining classroom technologies.

Administrative Objectives:

1. Poynter Library will provide user services and instructional opportunities to support and enrich the education and community outreach missions of USF SP.
2. Poynter Library will provide print, media, and (in association with the USF Library System) electronic collections that support the curriculum of USF SP.
3. Poynter Library will provide appropriate technologies and services to support library research and classroom instruction.

Assessment Activities Supporting Objective 1:

In a follow-up to a 2001/02 faculty assessment of the library's bibliographic instruction program, students participating in 18 classroom presentations were queried about the effectiveness of the session attended. 79% of these students had not previously experienced a bibliographic instruction presentation and 74% of those responded "Agreed" or "Strongly Agreed" that they had learned new ways to locate information. The value of these classroom presentations thus seems to be affirmed. However, the results of the survey did not point clearly to desirable improvements in the program. Student responses also validated the usefulness of print bibliographies and handouts, but only 34% of students appeared to be interested in a for-credit web-based tutorial, so plans for such a tutorial were abandoned.

With the cooperation of several faculty members, students were also queried about the effectiveness of the library's reference service. Students in eight classes were requested to ask a reference librarian a question and report on their experience. Although a clear majority of students found the reference librarians and the recommended sources helpful, a troubling minority reported unsatisfactory experiences. Reference librarians responded by developing performance standards for reference librarians. They also decided to expand 'quick tip' sheets to expedite service at busy times and to share interesting or difficult reference questions to enhance their skills. They also proposed a redesign of the reference desk and an examination of reference statistics to determine when additional assistance would be valuable.

Assessment Activities Supporting Objective 2:

Twenty-eight new faculty members were surveyed during the spring and fall semesters and asked to respond to questions about the library's current collections. The small number of responses (6) made it difficult to draw conclusions based on their responses, although, not surprisingly, the library's teaching resources were consistently rated stronger than research sources.

In addition, YBP's "Academic Core 1000 Titles" and *Choice's* "Best of the Best" lists were searched and compared with existing library holdings. The collection development librarian determined that interdisciplinary titles were a problem area and would increase her attention to such new publications. Also, the library dean, previously the collection development librarian, will present a session to the librarians on enhancing collection development skills and liaison work.

Assessment Activities Supporting Objective 3:

Library technologies were assessed in two ways. Through a web survey on library computers, patrons were queried about their interest in new technology services. Based on their responses, a wireless LAN within the building, laptop computers for check-out, and additional applications on library computers were planned for and implemented. In the second assessment, faculty members were asked about their needs for classroom and check-out equipment to support their teaching needs. Somewhat surprisingly, traditional overhead projectors proved to be a major concern and 15 units were replaced with new equipment. Twelve faculty members (out of 19 responses) suggested adding more computer projectors to replace difficult-to-see monitors. Funds were available to purchase only one projector, although a budget proposal to address the long-term classroom technology needs of new faculty and curriculum areas based on this survey data was submitted to campus administration.