
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)

2003/04
(Assessment Period Covered)

October 21, 2003
(Date Submitted)

Submitted by:  Kathleen H. Arsenault, Dean
(Unit Assessment Representative)
Assessment Summary

2003/04

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:

Poynter Library’s Instructional Materials Center (IMC) was transferred from the College of Education when additional space in the new library made this possible. Much of the material was dated and/or worn and it was necessary to plan for continued development for that collection in order to prepare for COE’s NCATE review. Faculty and students were queried on their use and perceptions of the existing collection and their particular needs for additional acquisitions. Only 14% of the faculty and 46% of students “agreed” or “strongly agreed” that the existing IMC collection was a quality collection that met their needs. Based on the results of that survey, the media librarian worked with COE faculty members to improve the IMC collection. Extensive weeding of the collection was done to eliminate duplicated and outdated material. All activity books and teaching materials intended for teachers rather than for children have been reassigned from the IMC to the general library collection so that all relevant material will be located in the same place. More professional teaching videos have been purchased to provide more up-to-date and pertinent media options. The media librarian began working with COE faculty to rewrite the IMC collection development policy according to national standards.

The library’s serials collection was reviewed in the light of many faculty retirements, sixty new faculty members, and an expanded curriculum. As a basis for a review of current subscriptions, library staff began a census of journals that needed to be shelved. Although the collection development originally planned to do the census through sampling, it was later decided to continue it daily through fall and spring
semesters. Results showed that only 48% of the library’s print journal collection was used at least one time in either the Fall or Spring Semester. The study confirmed the increasing preference for electronic full-text journal formats as opposed to print. These low use numbers will be considered as a factor in the library’s print cancellation project. Little used material will be substituted for new journal titles supporting the newly expanded curriculum, especially for the Programs of Distinction. Funds in 2004/05 will be allocated to purchase new electronic format titles and faculty members will be asked to submit suggestions for these purchases.

Assessment Activities Supporting Objective 2:

In a follow-up to last year’s survey of reference effectiveness, the procedure will be repeated to determine whether reference service has in fact improved since reference standards and other measures were undertaken in 2002/03. 125 faculty, students, staff, and library visitors completed the survey and 73% of respondents indicated that they “strongly agreed” or “agreed” that they were comfortable approaching the reference librarians for assistance. 62% of respondents said they preferred to first try to solve their research problems by themselves before seeking other means of assistance. 66% of the students said that they found the print library guides “very useful” or “useful.” Plans were undertaken in cooperation with USFSP Facilities Planning to redesign and reorient the reference desk so that librarians could better observe whether students at the reference computers needed assistance and a sit-down consultation area could be added. It was decided that print finding aids will be continued in spite of increasing paper costs.

A written survey was distributed to teaching faculty during the 2003 Fall semester to solicit input on how the library services the needs of their students through the library instruction program. Only 29 faculty responded to 150 surveys distributed, but 85% of respondents “agreed” or “strongly agreed” that their students needed assistance with electronic databases and 74% of respondents thought that their students would benefit from a library workshop on finding electronic resources. Librarians began to increase their emphasis on electronic resources in their presentation and also to enhance the marketing of library instruction, particularly with the collection development liaisons assigned to particular subject areas.

Assessment Activities Supporting Objective 3:

The library’s new web site, which “went live” in January 2004, was assessed through a web survey to determine the new site’s content and ease of use. 79% of respondents “agreed” or “strongly agreed” that they were comfortable navigating the library website. 93% “agreed” or “strongly agreed” that the website page opened in 20 seconds or less from off campus. A surprising 76% of respondents reported accessing the library website survey from a remote location. Because so many respondents indicated that they were accessing the web site outside of Poynter Library, a new and more prominent tab for Library Help was added to the home page, including links to the Research Assistant Program, USF Libraries Chat Service, and systems help that were formerly distributed throughout various home department pages. Online services were
made more prominent with quicker clicking access. Technology services were made more prominent and information was provided about the library’s wireless LAN and laptop check-out program. A USFSP web mail link was also added to the webpage.

During spring semester 2004, faculty members were again queried regarding their needs for classroom technology support. New faculty and an expanded curriculum made this desirable. Personal contacts and follow-up measures were used to increase faculty participation. Faculty members were queried regarding their needs for classroom and check-out audiovisual equipment. 78% were “satisfied” or “very satisfied” with the quality and quantity of available equipment. According to comments submitted, however, faculty were very pleased with the services provided by the media department staff, but wanted more equipment, such as LCD projectors, large screens, and computers, to be standard in all classrooms. Media staff continued to present funding requests to campus administration to provide library funding to meet these needs. Library funds were available to update two large Davis Hall classrooms in 2003/04.
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](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 statements for USF administrative offices are located here: [http://www.acad.usf.edu/ie/missionadmin.htm](http://www.acad.usf.edu/ie/missionadmin.htm)

The Nelson Poynter Memorial Library supports the mission and goals of USF St. Petersburg 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. (Rev. 2003)

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.
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.
**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.
ASSESSMENT
PLAN/REPORT
FOR

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

2002/03        December 2, 2002
(Assessment Period Covered)                        (Date Submitted)

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.