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Library assessment report 2004/2005

Nelson Poynter Memorial Library.

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ASSESSMENT PLAN/REPORT FOR

Poynter Library, USF St. Petersburg

(Administrative or Educational Support Unit and Campus)

2004-05

(Assessment Period Covered)

(Date Submitted)

Planning Instructions:

Identify at least three administrative objectives for assessment and complete the following portions of this plan. Objectives define a service, or a work process, or an outcome resulting from services. The completed plan is e-mailed to Oaplans@acad.usf.edu

Here are some examples of different types of administrative objectives.

Outcome statements	<ul style="list-style-type: none">• Students learn how to use library resources.• Students will be able to write a resume.
Process statements	<ul style="list-style-type: none">• The library is efficient in book acquisitions.• The career center provides career development workshops for students.
Satisfaction statements	<ul style="list-style-type: none">• Students are satisfied with library circulation services.• Vendors report that they are promptly paid.

Reporting Instructions:

At the end of the assessment period, the assessment report is prepared and e-mailed to: Oareports@acad.usf.edu The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.

Assessment Summary

2004/2005

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:

Written surveys were distributed to 20 of the 26 library instruction classes presented during the fall 2004 semester. Surveys asked students to comment on two things they have learned in the session and two things that might still confuse them about library research in that particular subject area. Students commonly reported learning about a specific database and learning new searching techniques. 18% reported learning about library services, most frequently interlibrary loan. Individual instructors were given reports containing all of the reports for the classes they presented to give them specific guidance, for instance to speak more slowly. All of the instruction librarians met as a group and discussed methods to make sessions more interactive, how to improve library handouts, and how to format the sessions to provide information more efficiently. One of the reference librarians produced a display focusing on interlibrary loan services as a means of increasing knowledge of this important library service.

The second assessment activity, to recreate a Fall 2002 reference survey about librarian approachability, was deferred until Fall 2005 and results have not yet been compiled or discussed due to pending personnel changes among the reference librarians.

Assessment Activities Supporting Objective 2:

USFSP honors students—the group the librarians felt would be “power users”—received library surveys from their professors during Spring 2005 regarding their use of

library resources, particularly electronic resources, during Fall 2004. 55% of respondents used online sources in the library, while 63% used these services at home. A significant percentage of Honors-level students apparently relied on commercial search engines and ignored more appropriate research-level resources. Honors faculty members were made aware of these results and encouraged to find more effective ways of integrating library instruction into the Honors curriculum.

Poynter Library's media collection was accessed through survey forms placed in the stack areas of the circulating media collections. Fifty-four surveys were eventually returned and analyzed. The survey confirmed the importance of the media collection and the desirability of continuing to purchase both DVD and VCR formats. The parameters or current media collection development were generally considered satisfactory, although children's films were less important than had been thought and purchases in this area will be decreased. Stack maintenance in this heavily used area was considered deficient, and media staff will provide more attention to shelf reading in this area.

Assessment Activities Supporting Objective 3:

Questionnaires were distributed at college faculty meetings by Library Council members to query faculty on their use of planned use of Blackboard software and their interest in incorporating personalized reference services or customized help sheets linking students to appropriate library resources. The faculty responses expressed a high degree of interest, 85%, in Blackboard-based library services, with 72% willing to allow teaching assistant status to librarians as an addition to their course site. On March 28, 2005, a staff member from Academic Computing at USF Tampa came over to demonstrate Blackboard 6.2 to the library faculty, and Tina Neville, head of public services, took an online course that featured information literacy through course management software. She began a pilot program of Blackboard library services that was well-received and has been expanded as professors request such services.

As an add-on to the surveys distributed to honors students in Objective 2, means of assessment 1, students were questioned on their use of library facilities for writing papers, checking email, studying, writing papers, using Oasis, or meeting for group projects or discussions. These questions were intended to assess the library's contributions to student life and its attractiveness as a campus destination. The survey confirmed the importance of library emphasis on electronic resources, expansion of reference computers, and the use of the library as a favored place for study either individually or in groups. The high level of non-library use of reference computers confirmed the desirability of expanding the reference area computers, and the area was expanded from 20 workstations to 36 during Summer 2005. The library network has also been enhanced to 10 Gigabit capacity to allow for streaming video through Windows Media Player. Funds have been allocated from the Society for Advancement of Poynter Library to expand the library's wireless network and purchase additional laptop computers for check-out.

Objective #1

What process, service, or outcome will be assessed?

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

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that **two means** of assessment be prepared for each objective. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome. Written surveys will be distributed to library instruction classes conducted during the fall 2004 semesters. Surveys will ask students to comment on 2 things that they have learned in the session and two things that might still confuse them about library research in the particular subject area. The comments will be forwarded in their entirety to the individual librarians conducting the research sessions. The instruction librarians will also hold a brainstorming session during the spring 2005 semester to discuss any commonalities among the comments and how they can be addressed in future instruction sessions.

Criteria for Success: Describe the criteria for success related to this means of assessment.

In a written survey distributed to students following library instruction sessions, 70% will say that they learned about a new database of searching technique during the session.

Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome.

The following three questions were listed as part of a reference survey to 153 students during Fall 2002: *Does the librarian look approachable and willing to help you? Would you ask the same librarian for help in the future? Why or why not?* At that time, 80% of the students said the librarian looked approachable and willing to help. Although the results of the survey were good, the librarians at Poynter Library feel they should be able to improve on their approachability and helpfulness. With that in mind, a brainstorming session was held with all of the reference librarians and numerous suggestions were made about how to make the reference area look more inviting. Chief among the suggestions was a new reference desk designed to be less of a barrier between librarian and patron and aligned to face the majority of the students who use the reference computers. A new reference desk was designed and installed during Fall 2004. Another reference meeting to discuss individual attitudes that affect approachability will be held during Spring 2005. Following that meeting, a follow-up survey will be conducted to see if the physical and individual changes have improved the perceptions of approachability and helpfulness.

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Criteria for Success: Describe the criteria for success related to this means of assessment.

In a written exit survey to be distributed to students during the spring 2005 semester, student library users will be asked if the librarian on duty had looked approachable and willing to help. 90% of the respondents will say that the librarian was approachable and that they would ask the same librarian for help in the future.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities? *This assessment will be deferred until Fall 2005 due to the implementation process for the new library management system and various library personnel changes during the spring semester.*

Means of Assessment #1:

The majority of the library instruction classes were included in the survey. In a few cases the classes did not seem appropriate for the survey (one class was an advanced tutorial for graduate research assistants; another class was composed of St. Petersburg College students). The survey was distributed to 20 of the 26 classes presented (77%) during the fall 2004 semester. Students were encouraged but not required to respond. A total of 412 students attended the presentations with 274 students responding to the survey (67%).

The comments were categorized into groups with the following results:

List two things that you found helpful or learned in this session:

67 students (24%) mentioned learning about a specific database (the database was mentioned by name). 63 students (23%) responded that they had learned about databases in general or found out about new resources available to them. 99 students (36%) commented on new searching techniques that they had learned or more efficient ways to use the databases.

Throughout the survey some students mentioned new databases, others commented on learning new searching techniques and some mentioned both features. Combining the total number of responses that mentioned learning about new resources and/or learning new search techniques yields 78% (215 of the 274 survey responses) that either learned about a new resource or learned how to search a resource more efficiently.

Library services that are available to all students are normally mentioned briefly during that presentation. This has never been a major emphasis in the presentations so it was surprising when 49 students (18%) chose learning about library services as an important part of the presentation. Interlibrary loan was the service most often named in the survey. This implies that more time may need to be devoted to this topic.

List two things that you still don't understand about using library resources.

<u>Most frequent things not understood:</u>	<u>Number of responses:</u>
Interlibrary loan	13
Remote access	9
Citation style (particularly electronic)	9
Databases in general	9
Choosing databases/finding new databases	6
Searching for multi-topics/advanced searches	4
Refworks	4
Searching the library catalog	3
Finding the "right information" efficiently	3
Locating journal articles	3
SFX/citation linker	3

List one thing that you would suggest to improve this class.

<u>Most frequent comments:</u>	<u>Number of responses:</u>
General thanks, appreciation (very informative, helpful, great, enjoyed it, etc)	110
Go more slowly (talking and demonstrations)	15
Make it more interactive	11
Library instruction should be required early/freshman year	7
Handouts are useful	7
Handouts could be more helpful (step-by-step instructions)	5
Use different examples, let students pick topics for demo	6
Need more computers	5
Librarian spoke clearly, was easy to understand	5
Go faster/long winded/don't go over allocated time	5
Take longer time to explain-more in-depth	4
Provide food, coffee, candy	4
Make presentation livelier, less boring	3

Analysis/Discussion:

Although somewhat difficult to quantify, the survey was extremely useful as an evaluation tool.

The following goal was set for the current library assessment plan:

In a written survey distributed to students following library instruction sessions, 70% will say that they learned about a new database or searching technique during the session.

This goal was met and surpassed. After analyzing the comments, 78% of the students responded that they had learned about new database resources or had learned tips for more efficient searching of the databases.

With voluntary participation in the survey, responses may have been skewed towards the more motivated students which may have created a more positive overall response. Most of the classes

Assessment Plan/Report – Form C

were presented to upper classmen in discipline specific courses—these students also appear more motivated to learn specific searching techniques.

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?

Means of Assessment #1:

The survey comments will be used to improve teaching in several ways. The individual instructors were given a report containing all of the comments they received in the classes they presented. This helped to bring out possible areas for individual improvement—for example; one instructor had a fair number of comments regarding the pace of their demonstrations (they moved/spoke too quickly).

General trends in the instruction process were also noted. During the spring semester, a meeting was held with all of the instruction librarians present. At that time, the general survey results were presented and commonalities in the comments were discussed. Since the entire instruction staff has not met as a group before, this also provided an excellent opportunity to brainstorm about how to make library research presentations more interactive and as relevant as possible for the students. Topics discussed included how to make sessions more interactive, how to improve library handouts and tip sheets, and how to format the sessions in order to provide the most useful information on resources, services, and evaluation in the limited amount of time allowed for each session.

Objective #2

What process, service, or outcome will be assessed?

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

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that **two means** of assessment be prepared for each objective. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome.

A written survey will be distributed to USF SP honors students by their professors during Spring 2005 asking how they used the library in the previous (Fall 2004) semester. Emphasis will be on use of electronic materials.

Criteria for Success: Describe the criteria for success related to this means of assessment.

70% of the responding students will say they used online databases (in contrast to Google or similar search engines) 'always' or 'some of the time' when coming to the library or when

accessing from home. Information obtained will be used in planning the next level of electronic hardware and database resources to be purchased.

Findings: What findings resulted from assessment activities?

An average of 55% of respondents used online sources in the library, while an average of 63% used these services from home.

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?

Poynter Library fell short on meeting its criteria for success. A significant percentage of Honors-level students apparently rely on commercial search engines and ignore more appropriate research-level resources. Honors faculty will be made aware of these results and librarians will work to find more effective ways of integrating library instruction into the Honors curriculum.

Responses showed that the library is on track in assigning more funding and collection development energy into electronic resources, especially full-text databases, reference books online (aggregate from a variety of vendors), and e-books (e.g., NetLibrary). Along with increased numbers of terminals for student use, the creation of an Information Commons is also recommended, since survey respondents reported high usage of the library for study or discussion groups. Current information service philosophy leans toward increased student use of distance learning; however, fully 1/4 of the survey responses stated that the library's online services were never utilized from off campus.

Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome.

Poynter Library's media collection will be assessed through survey forms that will be placed in the stack areas of the circulating media collections. Patrons will be queried as to the type of patron (student, faculty, staff or guest), strengths of the collection, and desired types of materials.

Criteria for Success: Describe the criteria for success related to this means of assessment.

Identify the types of patrons who use the circulating media collections and identify deficient areas of the collection.

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Findings: What findings resulted from assessment activities?

Fifty-four surveys were returned and analyzed. Respondents reported borrowing from the video collection an average of 20 times per year and expressed general satisfaction with the one week lending period. 85% owned both DVD and VCR players, and the majority expressed the opinion that the library should continue to purchase both formats. The most popular video types borrowed were documentaries, new releases, foreign films and classic films. Children's films and "other" received the lowest number (11) of responses. 70% agreed or strongly agreed that they usually found the type of video for which they were looking and all expressed support for the value of videos within the library collection. Five respondents mentioned that many videos were often out of order and it was difficult to find things. Comments were generally (in some cases exceptionally!) affirming of the quality of the collection. The following remarks are particularly notable: From a faculty member: "This library rocks (that means awesome) for its VCR/DVD collection. Very cutting edge, very user friendly." From a student: "Excellent!!! Was very glad to have discovered the collection. It's a hidden jewel!!!" From a community member: "All in all...the Poynter Library has improved the quality of my life and has empowered me, economically, politically, spiritually, and even improved my health."

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?

The media librarian determined that the library should continue to purchase both DVD and VCR formats. The parameters of current media collection development were generally considered satisfactory, although children's films, except those that support COE courses, will be given less emphasis. Stack maintenance in the heavily browsed media collection will be given far more attention.

Objective #3

What process, service, or outcome will be assessed?

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

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that **two means** of assessment be prepared for each objective. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome.

The Blackboard course management system is increasingly used by USF SP faculty as a means of enhancing their course work. Questionnaires will be distributed at college faculty meetings to query faculty on their use or planned use of Blackboard and their interest in incorporating personalized reference services or customized help sheets linking students to appropriate library online resources.

Criteria for Success: Describe the criteria for success related to this means of assessment.

35% of faculty members utilizing Blackboard will indicate interest in at least one of these proposed library services.

Findings: What findings resulted from assessment activities?

62 surveys were returned (22 from the College of Education, 21 from the College of Business, 18 from the College of Arts & Sciences, and 1 unspecified). Total responses are listed below:

Do you currently use Blackboard for at least one of your classes:

Yes	69%
No	31%

If you do not use Blackboard now, do you plan to use it within the next two years:

Yes	15
No	7
Maybe	2

Would you be interested in having additional information on how you can make direct links to library databases, e-journals, subject guides, tip sheets, etc.?

Yes	85%
No	8%
Maybe	5%
Already do	2%

Would you be interested in allowing a reference librarian to have teaching assistant status for your Blackboard course so that they could provide direct assistance to your students?

Yes	72%
No	16%
Maybe	7%
Not sure	3%
Didn't understand	2%

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Analysis/Discussion:

Criteria for Success: Describe the criteria for success related to this means of assessment.

35% of faculty members utilizing Blackboard will indicate interest in at least one of these proposed library services.

The survey indicated that the criteria for success had been greatly underestimated. The faculty expressed a high degree of interest in library services through Blackboard with 85% interested in learning about adding library content to their Blackboard pages and 72% willing to allow TA status to reference librarians as an additional resource on their course site.

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?

On March 28, 2005, Robert Cooksey from Academic Computing in Tampa came over to the Poynter Library met with the instruction librarians. He demonstrated features of Blackboard 6.2 and discussed how easily librarians will be able to use this version to add links to resources. Also in March, Tina Neville, coordinator for information literacy, took an online course entitled “Effective Collaboration for Campus-wide Information Literacy: The Blended Librarian’s Perspective on How to Make It Work”. This excellent workshop emphasized methods for incorporating library resources and services into course management software. During the summer and fall of 2005, Tina Neville will attempt to find several professors who will allow her to add content to their course management site and to serve as a resource contact for the class. Once the system is tested, we hope to expand this service to any interested professor.

Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on the process, service, or outcome.

Using the same survey form to be distributed to honors students indicated under Objective 2, Means of Assessment 1, students will be questioned on their use of library facilities for writing papers, checking e-mail, studying, writing papers, using Oasis, or meeting for group projects or discussions. These questions are intended to assess the library’s contributions to student life and attractiveness as a campus “destination.”

Criteria for Success: Describe the criteria for success related to this means of assessment.

60% of students will visit the library for purposes than library research.

Findings: What findings resulted from assessment activities?

A survey form was distributed to three Honors classes, with a total enrollment of 52, during the Spring 2005 Semester. Thirty-eight students (73%) returned completed forms.

The first two questions were designed to show whether students physically entered the library building while on campus or chose to access the library through a remotely located computer:

	Once a Month	Once a Week	Twice or More/Week	Never
Library Building	21%	42%	29%	8%
Remote Access	32%	26%	29%	13%

The above table shows a surprising 71% of the respondents used the library one or more times per week, while 55% accessed online materials from home. Students were asked to tell us how they used the various services available to them in the library:

Library Building Use:	Always	Some	Seldom	Never
Check e-mail	30%	16%	22%	32%
Use online book catalog	16%	48%	18%	18%
Use online databases	8%	41%	30%	22%
Write papers, using word processing	8%	30%	28%	33%
Draft papers (away from computer)	5%	16%	25%	54%
Surf the Web for recreation	16%	32%	16%	35%
Use electronic reserves	5%	48%	21%	26%
Study	24%	35%	22%	19%
Meet for group projects or discussions	0%	19%	30%	51%
Request interlibrary loans	0%	19%	16%	65%
Register for classes or check grades	8%	30%	14%	49%
Consulted print reference books	8%	30%	21%	41%

The results bear out our hypothesis that at least 50% of the students queried utilize online resources always or some of the time while in the library, either the book catalog (64%), journal databases (49%), or electronic reserves (53%). As expected, a fair number take advantage of their computer time to surf the Web (48%) or check their e-mail (46%). A respectable number (38%) make use of the Microsoft Office Suite loaded on the machines to write their papers, although one-third of the respondents said they never use MS Word in the library. Also, as suspected simply from visual observation, 59% use the library to study either always or some of the time. There were surprisingly low results for the group projects question (19%); this may be because the honors classes do not require this exercise, since librarians routinely observe students meeting in groups, especially on the first floor of the building. A further surprise was the response to the query about interlibrary loan; 19% of the respondents said that they used ILL regularly, while two-thirds claimed to never have used it at all. Since this library's ILL statistics are increasing at a robust rate, one wonders if the reported low incidence of use stems from the fact that these students are undergraduates, a population that tends not to use ILL, or the fact that all three classes were in the social sciences and there are enough online full-text sources to meet their research needs. Finally, one-third either register for classes or check their grades while in the library, and, rather surprisingly, one-third consulted print reference sources, a higher number than expected.

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Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?

This survey confirmed that expanding the options available on the library reference computers, including Microsoft Office capabilities, met student needs. An allotment of 'non-recurring funds' in the 2003/04 budget has enabled the library to increase the number of computers available in the reference area from 20 to 36. The library network has also been enhanced to 10 Gigabit capacity to allow for streaming video through Windows Media Player. Funds have been requested in 2004/05 to expand the library's wireless network to provide more access points for students with their own laptops. These expansions of library technology allow for meeting multiple student needs. As one survey respondent succinctly commented: "I like the library. It's functional."

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that staff members reviewed the assessment findings. How were results used to make improvements?