Bishop Library Assessment Plan/Report for 2011/2012

August 2012

I. ACADEMIC AFFAIRS MISSION AND GOALS

The Academic Affairs Division promotes academic excellence through diverse curricular and co-curricular opportunities within a liberal arts tradition at the undergraduate and graduate level.

Academic Affairs is responsible for the oversight, development, improvement and assessment of the following goals:

- a curriculum of general education, major/minor programs and electives;
- co-curricular activities and programming to support students’ academic program;
- academic support services to assist students with their academic endeavors;
- academic resources to enhance student learning;
- academic resources for faculty to enhance teaching effectiveness and disciplinary scholarship; and
- assessment practices that inform and improve teaching-learning and enhance program improvements.

II. ACADEMIC AFFAIRS DIVISION GOALS FOR 2011-2012

1. Enhancing High Impact Academic Experiences for Students
2. Complete Middle States Self-Study and Evaluation Team Visit
3. Graduate Studies and Continuing Education
   - Increase MBA enrollment through new cohorts
   - Reconstitute MSE program and increase enrollment
   - Increase CE enrollment

III. BISHOP LIBRARY MISSION

Bishop Library strives to be the center of scholarly endeavor and interaction for the Lebanon Valley College community. Our mission is primarily to provide support and leadership for the educational, instructional, and research activities of the College as well as the surrounding community.
IV. BISHOP LIBRARY GOALS FOR 2011-2012

- **Purchase library resources in a variety of formats**
  - **Assessment standard:** Successfully acquire 90% or greater of all incoming requests for print and non-print materials.
  - **Assessment analysis:** Spreadsheets demonstrate that the library fulfilled over 90% of requests for the 2011/12 fiscal year. Total of purchasing: Books - 4,514; DVD’s – 450, CD’s – 303.
  - **Assessment plan:** Purchase subscription to OCLC “WorldCat Collection Analysis” to effectively assess library holdings and provide additional metrics to demonstrate effectiveness of the Library collection in supporting both student and faculty needs.

- **Participate in the redesign of the Library’s web page**
  - **Assessment standard:** None
  - **Assessment analysis:** The web team in collaboration with library staff created a new website design that was implemented in December 2011. A goal of the new website design was to create a user-friendly site that facilitates quick access and discovery of library information and resources.
  - **Assessment plan:** We would like feedback to find out if the new library website design is meeting the needs of the campus community or if further improvements are needed. A possibility for future assessment is usability testing and/or a focus group.

- **Explore options for providing access to library services/products via handheld devices. Implement products(s) if possible.**
  - **Assessment standard:** None
  - **Assessment analysis:** Goal was accomplished on a limited basis. Many of the library's subscription resources automatically provide a mobile site and/or app for access on handheld devices, such as cell phones and tablets. An assessment strategy will be developed possibly including focus groups of mobile users.
  - **Assessment plan:** This is an ongoing goal that has not been completed yet. An assessment strategy will be developed possibly including focus groups of mobile users.

- **Transition to an new ILLiad server**
  - **Assessment standard:** None
  - **Assessment analysis:** Fifty-six percent of the faculty surveyed in January 2012 have used the new ILLiad InterLibrary Loan interface. A majority of the faculty agreed or strongly agreed that it is easier to submit Interlibrary Loan requests; that the requests are completed accurately; that the materials are received in a timely manner; and that the materials support their research needs. Statistics show a 1.8% increase in borrowing activity from 09/10 to 10/11 and a 30% increase from 10/11 to 11/12. This increase supports the satisfaction expressed in the 2012 faculty survey. We switched from a hosted server to a local server, saving the library hosting fees of $4,000 per year. Since we migrated to our own local server, we have done multiple upgrades of the server and software in order to keep up-to-date with the latest version.
  - **Assessment plan:** Continue present assessment strategy and explore options for other assessment tools.
Explore options for enhancing student access to library resources (ex: online catalog upgrade, federated search engine or discovery tools).

- **Assessment standard:** None
- **Assessment analysis:** To keep our automation system up-to-date, we upgraded to SirsiDynix Symphony 3.4.1 in June 2012. This upgrade provided new features as well as bug fixes. To enhance discovery of all types of library resources, the library implemented the Summon discovery tool and added it to the library website in March 2012. Using a quick and easy search, the campus can search content from the library catalog and many of the Library’s databases and journals as well as e-Books and open access resources. Summon statistics for last quarter of 2011/2012 were: April 2012 – 95 visits and 357 searches; May 2012 – 35 visits and 168 searches; June 2012 – 36 visits and 320 searches.
- **Assessment plan:** Use statistics will be monitored to identify patterns of use. Survey instruments will be used to assess satisfaction with the product. Google analytics will be used as an additional tool to gather statistics.

Continue transition of paper guides to LibGuides.

- **Assessment standard:** None
- **Assessment analysis:** Between 20 and 25 new guides were created during the period. Use statistics for the LibGuides are: for 2010 (only part of the year) – 7,943; for 2011 – 14,932; for 2012 (through June 2012) – 8,963. Based upon six months of 2012 as compared to twelve months of 2011, the LibGuides appear to be useful to students and faculty. A better analysis can be made as more data becomes available. Responses from students are very positive, and the LibGuides are especially helpful for specific classes.
- **Assessment plan:** Use statistics will be monitored and user satisfaction with the LibGuides will continue to be included in future surveys and focus groups.

Develop publicity piece on library services and products directed at students.

- **Assessment standard:** None
- **Assessment analysis:** Piece was composed and published in the April 18, 2012 issues of “La Vie Collegienne”. Based upon continued growth in gate counts (shown elsewhere in this report), publicity efforts have been successful.
- **Assessment plan:** One time project.

Develop a faculty survey.

- **Assessment standard:** None.
- **Assessment analysis:** In January 2012, Bishop Library conducted a survey of full-time and adjunct faculty using Survey Monkey. The survey URL was sent to 232 faculty. Twenty-two percent (52) of the faculty responded to the survey with the majority of the responses coming from full-time faculty. Faculty from sixteen departments participated in the survey. Faculty responded to questions in the following three areas: library services & resources, ILLiad Interlibrary Loan, and information literacy. For the eleven questions on library services, an average of 80% of the responses were completely satisfied. For the nine questions about library resources, an average of fifty-two percent responded as completely satisfied. For ILLiad, 50% strongly agreed that their requests are filled accurately. Seventy-one percent indicated that the requests are received within the timeframe they are needed. Seventy-five percent agreed strongly that ILL supports their research needs.
- **Assessment plan:** A regular schedule for surveying faculty will be developed.
1. **2011-12 Congruence Among Goals**

<table>
<thead>
<tr>
<th>Departmental Goal</th>
<th>AA Divisional Goal for 2011-12</th>
<th>Strategic Plan Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase library resources in a variety of formats</td>
<td></td>
<td>Strategic goal 2: To Create a demonstrably superior academic and co-curricular experience</td>
</tr>
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</table>

2. **Departmental Goals & Functions**

**Administration**

- Goal 1: Patrons will experience an inviting, safe, and resourceful environment that encourages creative thinking, productivity, and intellectual fulfillment.
  - Functions:
    o Provide environmentally controlled and comfortable areas for individual and group study.
    o Provide clean, well-maintained, fully functioning, ergonomic equipment and furnishings to support study and research activities.
    o Provide sufficient stack space for existing collections and appropriate growth.
    o Maintain compliance to ADA standards.
Goal 2: Library staff members are effective, informed, and motivated.

- Functions:
  - Recruit and hire library staff members.
  - Create a work environment that fosters teamwork, mutual commitment, and cooperation.
  - Emphasize cross-training and shared expertise.
  - Generate new ideas and awareness of new products, technologies, and best practices.
  - Provide adequate support and opportunities for training and professional development.

Goal 3: Library budget is effectively and efficiently managed.

- Functions:
  - Expend budget systematically to fulfill ongoing commitments and subscriptions.
  - Expend funds across allocations to improve services and resource offerings.
  - Provide new products and resources
  - Lobby for yearly inflationary allocation increases to sustain subscriptions and maintain current monographic purchasing.

Goal 4: Library resources and services are publicized and promoted on-campus and in the community.

- Functions:
  - Generate and update various publications to publicize resources and events conducted in the Library.

Access Services

Goal 1: Provide, facilitate, and manage access to information resources for campus and community users

- Functions:
  - Provide friendly, timely and effective access service in-person, over the phone and via email
  - Address 90% of patron issues or complaints within 24 hours

Goal 2: Obtain research materials in a timely manner through Interlibrary Loan

- Functions:
  - Investigate the benefits of providing an Interlibrary Loan “Get It Now” type service for LVC patrons
  - Use the Rethinking Resource Sharing STAR checklist to identify Interlibrary Loan areas of improvement

Goal 3: Evaluate the library’s book collection to increase usability

- Functions:
  - Aid in the weeding process, moving and shifting to make collection more usable and combat declining circulation
o Increase and revise stacks signage by 10% to aid users in the finding of materials

- Goal 4: Maintain and expand marketing of library services
  - Functions:
    o Expand the content of the library’s blog and Flickr account
    o Continue to reach out to campus using social media such as the LVC Facebook page
    o Promote services via internal marketing methods such as MYLVC, email, poster and table tent campaigns

**College Archives**

- Goal 1: Maintain institutional memory of the Lebanon Valley College Community
  - Functions:
    o Preserve, organize and display archival materials and records
    o Provide excellent, friendly, timely and effective archival research to campus and community users
    o Create archives statement of purpose and collection development policy

- Goal 2: Evaluate and increase archival space
  - Functions:
    o Address space issues in the archives via consultant advice and recommendations
    o Increase archival space by 10% by relocation, de-accessioning, rearranging and possible acquisition of new shelving

- Goal 3: Digitize select archival materials
  - Functions:
    o Digitize a collection of photographs to enable remote access of materials
    o Create a proposal for digitization of the college’s newspaper collection
    o Digitize the remaining oral history tapes and work with Marketing & Communications to transcribe them

**Information Literacy/Library Instruction**

- Goal 1: Provide formal and informal instruction to assist in, and facilitate, the development of information literate students
  - Functions:
    o Teach students how to locate information by developing effective search strategies and identifying appropriate databases and sources of information
      - Identify primary and secondary sources of information
      - Use citations to find additional literature
Utilize tools to acquire resources outside of LVC’s collections (e.g. ILLiad Interlibrary Loan)

- Teach students how to evaluate the quality, usefulness, and relevance of the information discovered
  - Evaluate sources for authority, accuracy, reliability, coverage, and timeliness
  - Differentiate between scholarly, trade, and popular sources
  - Define peer-reviewed

- Teach students how to manage information from a variety of sources using a citation management system (e.g. RefWorks)

Goal 2: Collaborate with faculty to integrate information literacy into the curriculum

- Functions:
  - Integrate information literacy into LVC’s General Education curriculum and in required courses within majors

Goal 3: Assess effectiveness and constantly renew our techniques

- Functions:
  - Create Pre/Post-test to administer to ENG 112 class
  - Create Rubric Evaluation for SOC 110 class assignment

Reference Services

Goal 1: Provide excellent, friendly, timely and effective reference service to the campus and community users

- Functions:
  - Help users find “exactly or approximately what was wanted” over 80% of the time
  - Instruct users with substantial reference questions over 80% of the time
  - Continue to utilize and improve LibAnswers (Ask a Librarian) service for reference interactions and statistics

Goal 2: Teach users how to find, use, and critically evaluate information

- Functions:
  - Incorporate information literacy instruction methods into one-on-one interactions with students

Goal 3: Provide research and instructional guides for the campus and community users

- Functions:
  - Continue to create and update LibGuides to provide reference, research and instructional assistance
Systems & Electronic Services

 Goal 1: Maintain, update, and coordinate all library technology services
  • Functions:
    o Schedule regular updates or upgrades of the library’s automation system and other technology services
    o Place problem logs and work with vendors to resolve problems in a timely fashion
    o Test and implement new technology services
    o Troubleshoot on and off-campus access to electronic resources

 Goal 2: Provide easy, quick and organized access to and discovery of the library’s electronic services
  • Functions:
    o Continue to evaluate and improve the library’s website
    o Manage and update the library’s discovery service and full-text resources through serials solutions
    o Make regular improvements to the library catalog to increase usability
    o Explore mobile options and/or support for hand-held devices

 Goal 3: Create and maintain usage statistics for evaluation of existing and new electronic products and services
  • Functions:
    o Compile counter and other usage statistics for databases, journals and other electronic services
    o Review multiple years of search, session and full-text retrievals (when available) prior to renewing electronic subscriptions
    o Assist library staff with retrieval of statistics from the automation system

 Goal 4: Publicize new resources and provide support and training
  • Functions:
    o Create instructional documents for library staff and/or campus
    o Use library blog/website to advertise new products
    o Create LibGuides, as needed, to provide instruction in the use of electronic resources

Technical Services

 Goal 1: Provide timely and effective acquisition and processing of materials
  • Functions:
    o Acquire 90% or greater of all incoming requests for print and non-print materials
    o Locate/suggest alternatives when specific requests cannot be verified and/or purchased
Process all materials from receipt to shelf within one week (during the academic year)

Goal 2: Maintain and increase faculty input and participation in the acquisitions process
- Functions:
  - Increase faculty participation through use of the Yankee Book Peddler website (GOBI)

Goal 3: Develop library resources to meet curricular needs of and core competencies defined by the college
- Functions:
  - Use multiple review sources and tools to select library materials to support the academic departments
  - Explore opportunities for ex-officio/non-voting involvement in Curriculum Development Committee

Goal 4: Regularly review and update collection development policy
- Functions:
  - Revise language as needed to align with college mission and goals
  - Adopt/adapt national accepted guidelines and standards
    - Guidelines for ALCTS members to supplement the American Library Code of Ethics, 1994
    - RLG definitions of collection levels
  - Review departmental offerings and make updates as needed

3. Assessment and Findings of Administrative and Program Effectiveness

A. Professional Standards

In 2011, The Association of College and Research Libraries published “Standards for Libraries in Higher Education”. The fundamental elements of these Standards are nine principles. Bishop Library’s compliance with the principles is described below:

**Principles of the ACRL “Standards for Libraries in Higher Education”**

- **Institutional Effectiveness**: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
  - Bishop Library has conducted three surveys since 2009 and results have been used to improve and redesign the library space, purchase new resources, adjust library hours, and enhance services. Circulation and use statistics are routinely collected and analyzed. Bishop Library contributes data for the NCES Survey and performs comparative analyses of institutions in the College’s peer group.

- **Professional Values**: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
Bishop Library protects user confidentiality through training. A Patron Record Privacy statement is clearly posted on the web site. Plagiarism guidelines are included in various LibGuides. The needs and expectations of the student and faculty clients of the Library are the most important factors in the provision of library service as well as management and design of the physical facilities. Staff and librarians routinely collaborate with various units on-campus as well as consortial library partners in the region.

- **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
  - Information literacy is a critical function within the mission of the Library. Librarians routinely offer course-related sessions, orientations, and special workshops as well as one-on-one sessions for faculty and students. Every effort is made to maintain and enhance the network infrastructure to ensure outstanding connectivity and access to the print and digital resources offered by Bishop Library.

- **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
  - Bishop Library staff collaborated with the campus web team to completely redesign and improve the library webpage. The Summon Discovery tool was recently implemented to provide a simple search of the online catalog and most of the databases offered by the Library. The Library has a prominent presence on the campus MyLVC portal. LibGuides have been created for specific classes as well as disciplines. Additional LibGuides are routinely produced each year to complete the transition from printed guides. Various electronic reference services including chat, text, and email are available for one-on-one services.

- **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
  - Bishop Library’s primary mission is to purchase print and digital resources in a variety of formats to support the curricular offerings of the College. Maintaining a balance among databases, periodicals, and monographs is a high priority as the budget is expended each year. Maintenance and enhancement of the Symphony integrated library system is a vital service of the Library. Recent and ongoing projects to digitize selected archival materials ensure the preservation of unique resources. The Library has assumed a leadership role in the College’s Oral History Project.

- **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
  - Bishop Library strives to continually upgrade and improve library space based primarily on the needs and expectations of library users. New study areas and group study rooms have been created in response to feedback from clients. Plans for additional spaces have been submitted as part of the budget development process. Displays and exhibits are routinely featured in the Library. There is a continual focus on maintaining a clean, comfortable, and safe study environment for the LVC community.

- **Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.
  - The mission and goals of the Bishop Library have been developed and revised to align with the goals of the College. Personnel and financial resources are effectively and efficiently allocated based on various forms of assessment and analysis. Plans are developed based upon use statistics and other assessment tools. The results of
assessment efforts are shared with the LVC community. The Library has created a blog to facilitate timely and consistent communication with clients. Modest increases in the library budget have ensured a stable selection of databases and online journals as well as monograph purchasing to support the curriculum.

- **Personnel**: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
  - Bishop Library is staffed by five professional librarians and 3.5 FTE of support staff. Evidence is presented elsewhere in this document to support increasing the Library Technician responsible for interlibrary loan from part-time to full-time. A strong case can also be made to add another professional librarian to assist with information literacy, increase outreach to our students and faculty, and provide additional support for assessment efforts. Library staff members are committed to professional development and service to the profession as demonstrated by the activities presented at the end of this document.

- **External Relations**: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.
  - The Library utilizes various methods to communicate with the LVC community. Librarians support the library blog to keep clients abreast of new products and services as well as displays and exhibits. The Library has also hosted various campus events including a donor breakfast during alumni weekend, Inquiry 2012: a Symposium of Student Research and Original Work, and the Celebration of Faculty Scholarship and Teaching Pedagogy. Librarians have held leadership roles in the regional consortium, Associated College Libraries of Central Pennsylvania.

Two recent accreditation visitation teams (Physical Therapy and Music) have given the Library solid ratings.

Regarding best practices, Bishop Library is a member of the Associated College Libraries of Central Pennsylvania (ACLCP). This consortium is made up of 26 regional institutions of higher education. Approximately five of those schools are considered peer institutions. The best practices used at Bishop Library are similar to those in place at these peer institutions. Through networking, meetings, and visitations, Bishop Library’s librarians have become very familiar with the practices at our peer organizations.

Other Professional Standards used by various library departments include:

- *Professional Competencies for Reference and User Services*
- *Society of American Archivists: Guidelines for College and University Archives*
- *Information Literacy Competency Standards for Higher Education*
- *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians*
- *Guidelines for Instruction Programs in Academic Libraries*
- *ACRL Standards for Proficiencies for Instruction Librarians and Coordinators*
B. Assessment of Programs and Services

➢ Library Services & Resources

Current Method of Assessment: Student Survey, Faculty Survey

In November 2010, Bishop Library conducted a survey of student opinions using SurveyMonkey. The URL for the survey was sent to 1,963 LVC student email addresses. Eighteen percent (361) of those students responded to the survey. Within the pool of respondents, 20% were freshmen, 19% sophomores, 27% juniors, 24% seniors, and 9% other. Twenty-four percent of the respondents were commuters. In response to the question of how often do you use the Library, 7.5% responded 5 or more time per week, 22% said 2 or 3 times a week, 31% responded weekly, 27% said monthly, 10% responded once a semester, and 2.5% said never.

Respondents were asked to rate the importance of specific services on a scale of very important, somewhat important, average importance, low importance, and not important. Services included in the survey were:

- Computers
- Reference Assistance
- Online databases
- Full Text Journals
- Electronic Books
- Laptop Lending
- Print Book Collection
- Reserve Material
- DVD Collection
- Music CD Collection
- Extended Hours During Finals

The top four services rated as “very important” were online databases (76%), Extended Hours During Finals (61%), Computers (60%), and Full-Text Journals (57%). This data confirmed what we assessed informally through daily interactions with students and observation of library use.
Students were also asked to respond to specific positive statements about library services including addressing the library building and space, hours, organization and signage, staff, website and library catalog usability, and off-campus access to online resources. Respondents rated those statements with strongly agree, agree, no opinion, disagree, or strongly disagree. A majority of the students responded to the positive statements about library services with either “strongly agree” or “agree” showing that they shared a positive view of the library, staff and its services.

The survey also allowed students to provide comments or suggestions to improve library service. Over 100 students made comments or suggestions to improve library service. The library staff examined these comments and made improvements based upon the survey findings.

In Jan 2012, Bishop Library conducted a survey of full-time and adjunct faculty using Survey Monkey. The survey URL was sent to 232 faculty. Twenty-two percent (52) of the faculty responded to the survey, with the majority of the responses coming from full-time faculty. Faculty from sixteen departments participated in the survey.

Faculty rated how satisfied they were with various general library services as well as resources specific to their discipline. Library services & resources included:

- Hours
- Research Assistance
- Information Literacy
- Staff
- Online catalog
- Website
- Journal Finder
- Databases
- Print & Electronic Journals
- Print & Electronic Newspapers
- Electronic Books
- CDs & DVDs

A majority of the faculty respondents were completely or mostly satisfied with the library services and resources. For the eleven questions on library services, an average of 80% of the responses were completely satisfied. For the nine questions about library resources, an average of fifty-two percent responded as completely satisfied.

- Library Use

**Current Method of Assessment:** Gate Counts

The following four-year history of Bishop Library gate counts shows a 6% increase from 09/10 to 10/11 and a 19% increase from 10/11 to 11/12.
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<tbody>
<tr>
<td>July</td>
<td>3,187</td>
<td>2,361</td>
<td>3,318</td>
<td>3,255</td>
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<tr>
<td>Aug</td>
<td>3,961</td>
<td>5,331</td>
<td>3,292</td>
<td>4,399</td>
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<td>Sep</td>
<td>13,005</td>
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<td>12,686</td>
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<td>Oct</td>
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<td>Jan</td>
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<td>Jun</td>
<td>1,090</td>
<td>2,277</td>
<td>2,424</td>
<td>2,120</td>
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<tr>
<td>Totals</td>
<td>95,337</td>
<td>93,534</td>
<td>99,385</td>
<td>118,787</td>
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</tbody>
</table>

The significant increase in building use, combined with the favorable responses from students and faculty indicate that stakeholders are satisfied with the services and overall performance of Bishop Library.

- **Library Staffing**

  **Current Method of Assessment:** Review of Peer Institutions

  A comparison of support staff at our peer institutions indicates our peers average 5 FTE support staff members. Presently Bishop Library employs 3.5 FTE. Since the Library Technician for Interlibrary Loan only works full-time for 9 months during the academic year, this shortage is most noticeable during the summer. Another library technician performs most of the interlibrary loan tasks with the help of student workers. While covering the ILL duties during the summer, the Library Technician is not able to perform her regular processing, cataloging, and periodical maintenance duties. In addition, she is unable to assist with inventory and weeding projects as well as the ongoing downsizing of the print journal collection. The Access Services Librarian is also burdened with covering the interlibrary loan tasks during the library technician’s vacation, and she been unable to participate in weeding, collection development, information literacy, and enhancement and digitizing of the College Archives. Due to the absence of the Library Technician for Interlibrary Loan, the Director of the Library handles her clerical budget-related tasks and other administrative duties. With the increasing emphasis on assessment, administrative support will be needed to create and update various reports and documents.
An increase in support staff should be a budget priority for Bishop Library. Specifically, the Library Technician for Interlibrary Loan should be a 12 month full-time position.

A comparison of librarians at our peer institutions indicates our peers average almost 6 FTE librarians. Bishop Library now has 5 full-time librarians. Adding another full-time librarian would allow Bishop Library to conduct outreach programs for students and faculty. This additional position could also focus on the development of tutorials and learning instruments for the Library’s web page and assist with information literacy and reference services. A new librarian could also participate in the development and expansion of the Library’s assessment program.

In the future, adding another full-time librarian should be a budget priority for Bishop Library.

The addition of two part-time library technicians in 2008 has been mentioned elsewhere in the document. In this section, it is important to mention the contributions of these technicians. These contributions are: transcription of archival oral history tapes, collecting and tracking electronic product use statistics, physical processing of library materials, support for various Excel spreadsheets, special collections inventories, and other special projects.

**Library Budget**

**Current Method of Assessment:** Budget Lines, Bill & Payment Spreadsheets

The library budget is effectively expended by systematically paying all ongoing subscriptions for periodicals and databases. Other ongoing commitments such as software and hardware maintenance contracts are also paid as soon as possible. Librarians and faculty submit orders for monographs and sufficient resources are available to maintain currency in that area of the collection. Circulation statistics for print materials show a continuing decline for all constituents (see Appendix – Circulation Statistics). This pattern appears to be the case for most liberal arts college libraries. This can be explained by the increasing popularity of eBooks and other electronic resources and the increased comfort with and dependence upon technology and social networking by our undergraduates and new faculty.

Specific budget lines have been created for leisure reading and viewing materials. This has identified and limited the funding for these materials. An effort has been made to assign expenditures to the appropriate budget line to more carefully and accurately track and monitor the budget.

As mentioned above, two part-time library technicians were hired in 2008 to cover evenings and weekends. Money from the student wage budget line has funded
these lines. Despite this reduction, coverage and effectiveness of the student workforce has not been negatively impacted.

Since 2007, a significant number of new databases have been added. Many of these databases are part of the Ebscohost platform, which ranks among the most heavily used (See Appendix – Ten Most Frequently Searched Databases). New furnishings and equipment have been added to improve services and the environment for student learning.

➢ Reference & Instruction (Information Literacy)


Information Literacy Statistics:

<table>
<thead>
<tr>
<th></th>
<th>11/12</th>
<th>10/11</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>90</td>
<td>93</td>
<td>70</td>
</tr>
<tr>
<td>Attendees</td>
<td>1,764</td>
<td>1,817</td>
<td>1,391</td>
</tr>
</tbody>
</table>

For two consecutive semesters in 2009, LVC librarians polled every student who attended an information literacy class. Approximately 680 surveys were returned.

Of these 680 surveys:

95% strongly agreed or agreed: “The library instruction session covered resources and services that will be helpful to my specific assignment.”

92% strongly agreed or agreed: “the presentation was well organized”.

93% strongly agreed or agreed: “As a result of the library instruction, my information searches will be more effective/efficient”.

89% agreed or strongly agreed: “From this library instruction, I feel as if I will be able to utilize the library resources and services more effectively and efficiently.”

In the free-text comment section, under what improvements would you suggest, 156 comments were received. These comments, “standardized” and graphed out by percentage, are below.
Hands on, more time
Other
Hands on, computer lab needed
Hands on, do with instruction
Hands on, need more computers
Hand-outs, more
Timing, sooner
Screen for projecting demonstration
Hands on needed
Lecture, shorten
Topic, need to come to class with
Additional resources
Databases, show more than one or two
Everything was fine, excellent, good, or well done
Total
A new product entitled LibAnswers was introduced in the fall of 2011. LibAnswers allows librarians to keep track of all reference questions asked and answered and provides a knowledge base to assist with answering repeat or similar questions. This product is also used to track and analyze information literacy sessions.

The LibAnswers statistical reporting module indicated that 1,238 questions were addressed during 2011/2012. In 2010/2011, 1,101 questions were answered and 1,033 were answered in 2009/2010.

Following is breakdown of the 2011/2012 inquiries:

- **Location:** 50% of the questions came in at the reference desk, 38% came in to a librarian’s office.
- **Who Asked:** 67% of the questions came from students, 9% came from faculty members, 8% came from “don’t know”, 7% came from LVC staff, 3% came from community, 3% came from “other”, 1% came from alumni.
- **Departments:** Other (unknown) was highest at 45%; Sociology and Business tied at 7%; English was at 6%; Education at 5%; Music, Philosophy/Religion, Psychology were at 3%.
- **How Asked:** 67% of the questions were asked in person, 16% were asked via email, 7% were texts, 4% were via phone, 2% were via chat, and 2% were via LibAnswers.
- **What Was Asked:** 36% were research questions; 10% were holdings look ups; 8% were directional; 8% were equipment questions.
- **How Long:** 34% took 1-5 minutes; 21% took 1 minute or less; 21% took 6-15 minutes; 11% took 16-30 minutes; 7% took 60+ minutes; 4% took 30-60 minutes; 3% had no data.

Given the pattern of increasing questions, the hours of reference coverage seem to be adequate. Occupancy counts and staff observations support afternoon and evening desk coverage. However, due to high activity levels on Friday mornings, desk coverage was switched to Friday mornings from 9 am to noon in 2009. Faculty indicated a high level of satisfaction with the research assistance service. However, despite being very pleased with the services they receive, students rated
other services and resources such as databases and full-text journals as more important.

The introduction of the LibAnswers software has provided more detailed statistical information about Bishop Library’s reference service. As additional years of data become available, patterns of reference usage may evolve and help us fine-tune the service.

Support staff and student workers at the Circulation Desk are answering questions that should be addressed at the Reference Desk. Despite an emphasis during training and frequent reminders, reference level questions are still answered at the circulation desk. A redesigned reference desk may encourage more students to use the service. Additional outreach efforts with the resulting increased visibility of the librarians might also increase this service. With the current staff of librarians, it may not be possible to provide more desk coverage hours.

A goal for 2011/2012 was “to continue transition of paper guides to LibGuides”. Between 20 and 25 new guides were created during the period.

Use Statistics for the LibGuides are:

- For 2012 (through June 30, 2012) 8,963 hits
- For 2011 14,932 hits
- For 2010 (only part of year) 7,943 hits

The most heavily used LibGuides during the 2011/2012 academic year were: Physical Therapy with 2,055 hits, Citing References with 1,353 hits, and Music Education with 1,157 hits. For the same period, the following class-specific LibGuides were the most heavily used: Philosophy 229 with 477 hits; Sociology 230 with 329 hits; Music Business 373 with 236 hits; Art 340 with 216 hits.

Based upon six months of 2012 as compared to twelve months of 2011, the LibGuides appear to be useful to students and faculty. A better analysis can be made as more data becomes available. Responses from students are very positive, and the LibGuides are especially helpful for specific classes.

In the January 2012 Faculty Survey referenced in the above Library Services & Resources assessment, faculty respondents answered a series of questions concerning information literacy skills in their classes. Eighty-five percent of the faculty respondents stated that they have a clear understanding of information literacy skills. Eighty-nine percent said that they do require information literacy skills in some of their classes, and for a majority of the faculty, those skills are taught either by themselves or a librarian. For classes taught by librarians, sixty-three percent said that the students were more information literate after the session. The library does not currently use pre & post-test evaluation of students or provide a rubric for faculty to evaluate students, but these methods will be used for future assessment of specific information literacy classes provided by the library.

Circulation of Collection Materials

Current Method of Assessment: Circulation Statistics
Bishop Library has had decreasing circulation statistics for the last four years in keeping with the national trend as follows:

- 2008-2009 total circulations – 44,190
- 2009-2010 total circulations – 39,791
- 2010-2011 total circulations – 37,334
- 2011-2012 total circulations – 33,074

The library has been critically evaluating the book collection with weeding and new acquisitions to try to increase the usability of the collection. We’ve also been increasing our purchase of electronic resources.

- **Archives**
  
  **Current Method of Assessment:** Archival Reference Statistics

  With the implementation of the LibAnswers reference service, we can now track questions specific to the Archives. Fifty-nine questions were answered during the August 9, 2011 – June 30, 2012 period. We will need to compile more statistical data in the future in order to do an assessment.

- **Acquisition of Materials**
  
  **Current Method of Assessment:** Purchasing data, additions/deletions spreadsheet

  Spreadsheets and purchasing data demonstrate that the library was able to meet the goal of acquiring 90% or greater of all incoming requests for print and non-print materials. Total purchasing for the 2011/12 fiscal year: Books – 4,514; DVD’s – 450; CD’s 303.

- **Interlibrary Loan**
  
  **Current Method of Assessment:** Interlibrary Loan Statistics, Faculty Survey

  In the January 2012 Faculty Survey referenced in the above Library Services & Resources assessment, faculty respondents were asked specific questions concerning ILLiad Interlibrary Loan. A majority of the faculty agreed or strongly agreed that it is easier to submit interlibrary loan requests; that the requests are completed accurately; that the materials are received in a timely manner; and that the materials support their research needs. The survey responses support the library’s decision to invest in the new ILLiad Interlibrary Loan interface.
ILLiad Interlibrary Loan Statistics show a 1.8% increase in borrowing activity from 09/10 to 10/11 and a 30% increase from 10/11 to 11/12. This increase supports the satisfaction expressed in the 2012 faculty survey.

Electronic Services

- Current Method of Assessment: Search/Session & Full-Text Retrievals (ex: Counter Reports), Serials Solutions & Summon statistics, Google Analytics, Surveys.

The library’s electronic subscriptions include databases, e-journals & e-journal packages, e-books as well as other e-products such as Summon, LibGuides & LibAnswers, RefWorks, etc. Our electronic services also include access points for library information such as the library website, library catalog and library blog.

Collection Development/Purchasing:

We use various review sources to help us develop our collection of electronic subscriptions. The Charleston Advisor http://charlestonco.com/ is an important resource which provides critical reviews of electronic products for librarians and other information professionals. New products are discussed at conferences and workshops, and we also examine what other peer institutions offer. The library also receives suggestions for purchase from faculty members. With electronic products, we can often benefit from doing a trial prior to committing to a purchase. Bishop Library is also a member of Lyris, so we can benefit from opportunities to purchase products at a discounted price. Certain electronic subscriptions, such as the ACS journal package, are considered “core” since the college is required to have access in order to meet the accreditation requirements for a particular department, such as the Chemistry department. We use an EBSCONET web interface to manage any print & online journal subscription through the EBSCO vendor. We can view pricing & subscription data over multiple years from within the EBSCONET interface.

Usage Statistics & Renewals:

We compile usage statistics on a monthly/yearly basis for our electronic subscriptions including databases, journals & journal packages and e-books. A number of our vendors supply counter-compliant statistics http://www.projectcounter.org/code_practice.html. Through counter reports, we track database searches & sessions, as well as full-text retrievals of articles from journals. We report any counter statistics from database and journal counter reports to ACRL (Association of College & Research Libraries) on a yearly basis. We also track search and session data for e-book use. Not all of our databases can provide counter reports. We subscribe to a number of databases that contain non-journal content, such as Naxos Music Library (music recordings) or ARTstor (images). For these types of databases, we still use vendor-supplied statistics to track other relevant data, such as events, downloads, logins, etc.

We manage our full-text electronic subscriptions such as databases and journals through Serials Solutions, which provides our Journal Finder A-Z list, 360 full-text
link resolver as well as our Summon discovery interface. We have the ability to gather data summary stats, click-through statistics and Summon statistical data through the Serials Solutions admin interface.

Other electronic products, such as LibGuides & LibAnswers provide statistical data from within their administration interface. We can keep track of the number of hits, questions asked, etc. through their site.

At renewal time of our electronic subscriptions, we examine any usage statistics available prior to renewing the product. We examine multiple years’ worth of data (if available), such as comparing the cost of renewal to the number of searches and sessions and/or full-text article retrievals. If a product is not core and doesn’t have appropriate ROI (return on investment) due to low use or high cost, it will be cancelled. Other subscriptions may be purchased on a multi-year basis in order to provide significant cost savings.

The Bishop Library key indicators list statistics for databases and e-journals from the past three fiscal years. Our database searches have been increasing, with a 9.6% increase from 09/10 to 10/11 and a 13.2% increase from 10/11 to 11/12. EBSCOhost databases account for a majority of the top ten frequently searched databases, and the EBSCOhost vendor is also our top vendor for full-text article retrievals. We currently subscribe to 42 online databases through EBSCOhost.

We’ve been working over the last couple years to improve statistics for full-text articles accessed. We have data for our online databases and e-journal packages, but statistics for individual e-journals are more difficult to track, sometimes not even provided by a particular vendor. We’ve seen a 26% increase of full-text articles accessed from 10/11 to 11/12. This is compared with a 6.9% decrease from 09/10 to 10/11. We added many new open access & freely accessible journal titles this past year to supplement our regular subscriptions, which is shown by the 55.5% increase in e-journal access from 10/11 to 11/12 compared with only a 6.7% increase from 09/10 to 10/11. The top five vendors for full-text articles accessed are consistent over the last three fiscal years, with EBSCOhost providing the most full-text article retrievals.

Increases in our database and e-journal use correspond to click-through statistics that are available from Serials Solutions for use of our Journal Finder A-Z list and 360 article linker. Click through statistics have gone up 29.4% from 10/11 to 11/12 compared with 14.2% from 09/10 to 10/11 (See Appendix Click-Through Statistics).

We have added many new e-products as we have seen the demand for electronic resources increase. Since 2008-2009, we’ve added over forty new e-products. In addition, we have continued to add to our JSTOR Arts & Sciences archive holdings as well as current JSTOR subscription titles. We have weeded many JSTOR bound print journals now that the content is available online. JSTOR is the second most used vendor for full-text retrievals, and it is also one of our top ten most frequently searched databases. When we were faced with low usage and/or exorbitant price increases, we’ve cancelled products and used the money to purchase other
replacement products. We have lost a number of our FirstSearch (pay per search) databases due to OCLC discontinuing many pay per search products and have sought out replacements when not cost-prohibitive.

To enhance discovery of all the library resources, we purchased the Summon discovery interface and went live with the new interface March 2012. We are hoping that this new e-product will help increase the discovery and use of all our library resources, including online databases and journals. Libraries that subscribe to a discovery product have seen increases in full-text retrievals of journal articles and their ROI (return on investment) for electronic resources. Summon statistics for the last quarter of 2011/2012 were: April 2012 – 95 visits and 357 searches; May 2012 – 35 visits and 168 searches; June 2012 – 36 visits and 320 searches. Since this is a new e-product, we will have to compile more data before we can determine how well it is helping to increase usage of our library resources.

The IT department currently provides statistics from Google analytics for hits or page views on the main library website and select library pages, the library catalog and the library blog. We also gathered feedback from library surveys of faculty and students. Prior to redesigning the library website, we examined other peer institutions and reviewed comments made within the library surveys. The web team in collaboration with library staff created a new library web page design for quick and easy access to library resources and information. We have also made improvements to the library catalog to improve searching and quick access to electronic resources. Since the Google analytics statistics don’t give us enough data to make a real assessment of improvements we’ve made to the library website and library catalog, we plan to use focus groups and/or usability testing in the future to assess the changes we’ve made and determine if more are needed in the future.

4. Interpretation of Assessment Results

**Improvements Based Upon Assessment Findings**

**Student Survey**

Based upon comments from students, several improvements were made to the library:

- **MS Office**
  Ten comments specifically requested that MS Office be available on more computers in the library. In response to these comments, ten additional computers now have MS Office available, and six others will have MS Office added this summer.

- **Group Study Rooms**
  Twelve comments specifically mentioned the need for additional group study rooms. To provide additional group study space, two adjunct faculty offices on the ground floor have been made into group study rooms. These rooms are
equipped with Samsung 27” widescreen HDTV monitors for use with laptops. These rooms were made available during the 2011/2012 academic year.

- **Quiet Zone**
  In response to numerous comments about noise in the Library, the second floor has been designated as a “Quiet Zone”. A policy statement for this quiet area has been drafted and is posted in the Library and on the web site. The policy emphasized that the second floor is reserved for quiet study (except for the group study rooms) and encourages students to use the ground and first floors for group discussions or conversations.

Other Improvements made to the library & its services:

- **Collaborative Study Area**
  A new collaborative study area was created on the first floor in June 2011. A survey using SurveyMonkey was created to gauge student satisfaction with the new study area (survey results included in Library Data Appendices). Although fewer than 20 students responded to the survey after using the area, the responses were very positive. The number of students who use these new study areas confirms that they are indeed very popular. Occupancy counts and staff observations also support the popularity of this area. In January 2012, a proposal was submitted during the budget development cycle to renovate the first floor current periodical area to accommodate additional student study space. With the popularity of the new collaborative study space, this new area would be welcomed by the students.

- **Plans for future study space**
  Weeding in the Microfilm Room has allowed staff to consolidate the collection and remove over half of the cabinets. Options are being considered for adding study space in this area.

- **Extended Library Hours**
  Extended library hours during reading days and finals were introduced during the 07/08 academic year. Over 60% of the respondents to the 2010 student survey rated these hours as very important.

- **Increased Staff**
  In the fall of 2008, two part-time evening and weekend library technicians were hired. This has resulted in minimal hours when the Library is staffed only by student workers. Evenings after 9 pm, Saturdays, and Sundays are now covered by regular employees. This has eliminated potential safety and liability issues that were associated with student workers being responsible for supervising the
building. The Library is open 100.5 hours per week, and only the Friday evening hours (from 4:30 pm to 9:00 pm) are covered by student workers.

Areas Needing Improvement:

- **BI Lab**

Teaching information literacy without proper classroom space and equipment diminishes the effectiveness. In 2010, 59% of information literacy sessions were conducted in the BI Lab. As of Fall 2012, only 42% of the sessions were conducted in the BI Lab. Of the remaining 58%, some were conducted in classrooms not equipped with PCs (sometimes without podiums).

The current effort to upgrade classroom technology may help with the demand for the BI Lab. To maintain the effectiveness of the instruction program, arrangements must be made to conduct all information literacy sessions in a computer-equipped classroom. The library could be more effective in its information literacy sessions if the BI Lab was a dedicated lab for this purpose.

Future Assessment

- **Budget Analysis**

Future assessment efforts will be focused on more detailed budget analysis and comparison to peer institutions. A spreadsheet has been created containing extracts of peer library statistics from the NCES. However, inconsistencies in the data and changes in the measurements make comparisons difficult and potentially inaccurate. The 2012 data will soon be available from the NCES web site. That data will be incorporated in the sheet, and a comparative assessment of key budget figures will be a priority for the 2012/2013 academic year.

- **LibQual+**

The Library will participate in the 2013 LibQual+ cohort.

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

The goals of LibQual+ are to:

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

More than 1,000 libraries have participated in LibQual+.

- **MISO (Measuring Information Outcomes Survey) Survey**

  The Library has already applied to become part of the 2014 cohort. The NSSE instrument is already scheduled for 2013 and would have conflicted with the MISO Survey. A decision was made to delay the MISO Survey until 2014. IT Services and the Library will collaborate on MISO and will share the cost.

  The MISO Survey

  The MISO Survey is a web-based quantitative survey designed to measure how faculty, students, and staff view library and computing services in higher education. The MISO Survey gathers the following types of data about computing and library services:

  - Frequency of service use
  - Importance of services
  - Satisfaction with services
  - Perceived service orientation of service point staff
  - Level of constituent knowledge about key issues
  - Use of computing and information tools
  - Skills & learning
  - Demographic factors

- **Focus Groups**

  The Library will collaborate with the appropriate departments on campus to organize and conduct focus groups to provide additional opinions on the facilities, equipment, and services provided by the Library.

- **Collection Analysis**

  The library will be purchasing a subscription to OCLC “WorldCat Collection Analysis” to effectively assess library holdings and provide additional metrics to demonstrate the effectiveness of the Library collection in supporting both students and faculty needs.
• **Information Literacy**

For the 2012/2013 year, the library would like to administer pre-test to ENG 112 class that will have library instruction. We will administer a post-test after the instruction. See the Student Learning section below for the specific objective that will be assessed.

We will assess the sources turned in by a SOC 110 course with a rubric to determine whether instruction on scholarly/general sources has been effective. See the Student Learning section below for the specific objective that will be assessed.

**Implications for Planning and Resources Allocation**

- Additional budget allocation would be necessary to fund 12 month appointment for Library Technician for Interlibrary Loan.
- Additional budget allocation would be necessary to fund another full-time librarian.
- Special budget allocation would be needed to fund the renovation of the current periodicals area to accommodate additional student study space.
- Approximately $3,000 will be expended for LibQual+ in the spring semester.
- Consider reducing print monographic expenditure to support the purchase of additional electronic resources, given the continuing decline in the circulation of printed materials.
- The College needs to provide adequate classroom space, if it is committed to graduating students with appropriate information literacy skills.
- Provide additional student study space in the Microfilm Room.
- Identify funding to support the OCLC “WorldCat Collection Analysis”.
- Identify funding to support digitizing additional archival materials.

V. **STUDENT LEARNING**

1. **Identify measurable student learning objectives for the students you serve and indicate how these objectives will be assessed.**

   **Planned Assessment:**

   - After the SOC 110 library instruction session, at least 80% of the students will be able to search effectively in an appropriate library database to find and successfully identify an academic scholarly journal. This objective will be assessed by the use of a rubric to evaluate student sources.

   - After the ENG 112 library instruction sessions, at least 80% of the students in ENG 112 will be able to identify appropriate research databases, utilize effective search
strategies, and utilize tools to find resources outside of LVC’s collections. This objective will be assessed by pre/post testing.

*Please see Information Literacy/Library Instruction Goals & Functions*

2. Indicate how and where your operation contributes to students’ developing the following core competencies. If your operation does not contribute to helping students develop a core competency, please leave that section blank.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Opportunities provided by your office for students to develop this competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
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<tr>
<td>Written communication</td>
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<tr>
<td>Scientific reasoning</td>
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<td>Quantitative thinking</td>
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<tr>
<td>Technological skills</td>
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<tr>
<td>Critical thinking</td>
<td>Information literacy sessions</td>
</tr>
<tr>
<td>Other</td>
<td>Various skills taught during information literacy sessions</td>
</tr>
</tbody>
</table>

**Library Data Appendices:**

These documents and others will become available on the Bishop Library *Assessment LibGuide* which can be accessed at: [http://libguides.lvc.edu/assessment](http://libguides.lvc.edu/assessment)

1. Bishop Library Faculty Survey January 2012
2. Bishop Library Goals for 2011/2012
4. Bishop Library New Collaborative Study Area Survey
5. Bishop Library New Group Study Rooms Survey
6. Bishop Library Seating Capacity
7. Bishop Library Survey Fall 2010
14. Summon Queries Analysis
<table>
<thead>
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<th>11/12</th>
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<tr>
<td><strong>Fiscal Year</strong></td>
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<td>Book Collection</td>
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<td>Microforms</td>
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<td>eBooks</td>
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<td>AV Materials</td>
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<td><strong>Fiscal Year</strong></td>
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<td><strong>Circulation:</strong></td>
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</tr>
<tr>
<td>Student</td>
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<tr>
<td>Staff</td>
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<tr>
<td>Faculty</td>
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<td>3,741</td>
<td>3,858</td>
</tr>
<tr>
<td><strong>Total Circulation (All Patron Types)</strong></td>
<td>33,074</td>
<td>37,334</td>
<td>39,791</td>
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<td><strong>Interlibrary Loan:</strong></td>
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<tr>
<td>Items received for LVC users</td>
<td>3,696</td>
<td>2,842</td>
<td>2,791</td>
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<tr>
<td>Items sent to other libraries</td>
<td>2,627</td>
<td>2,540</td>
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<td>LVC documents provided to LVC users</td>
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<td><strong>Reference &amp; Instruction:</strong></td>
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<tr>
<td>Questions Answered</td>
<td>1,238</td>
<td>1,101</td>
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<td>Instruction sessions</td>
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<td>93</td>
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<td>Participants in sessions</td>
<td>1,764</td>
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<td><strong>Gate Counts</strong></td>
<td>118,787</td>
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Ten Most Frequently Searched Databases

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<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Premier -- 48,308</td>
<td>Academic Search Premier -- 39,559</td>
<td>Academic Search Premier -- 37,688</td>
</tr>
<tr>
<td>PsycINFO -- 16,423</td>
<td>ArtStor (events) -- 23,044</td>
<td>Image Collection (Ebsco) -- 18,623</td>
</tr>
<tr>
<td>Medline -- 14,762</td>
<td>PsycINFO -- 20,300</td>
<td>PsycINFO -- 15,975</td>
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<td>JSTOR -- 13,815</td>
<td>JSTOR -- 13,431</td>
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<td>PsycArticles -- 11,066</td>
<td>PsycArticles -- 12,572</td>
<td>PsycArticles -- 10,380</td>
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<td>CINAHL -- 9,490</td>
<td>Medline -- 9,848</td>
<td>ERIC -- 8,487</td>
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<tr>
<td>ERIC -- 8,932</td>
<td>ERIC -- 7,669</td>
<td>Wall Street Journal -- 7,749</td>
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<tr>
<td>Social Sciences FT -- 8,594</td>
<td>Naxos (clips streamed) -- 7,560</td>
<td>Medline -- 5,606</td>
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Top Five Vendors for Full-Text Articles Accessed

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<tbody>
<tr>
<td>EBSCOhost - 57,267</td>
<td>EBSCOhost - 39,272</td>
<td>EBSCOhost -- 40,159</td>
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<td>JSTOR - 21,962</td>
<td>JSTOR - 16,918</td>
<td>JSTOR -- 17,519</td>
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<td>ScienceDirect - 7,756</td>
<td>ProQuest - 8,962</td>
<td>ProQuest -- 13,233</td>
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<td>ProQuest - 6,743</td>
<td>WilsonWeb - 8,702</td>
<td>WilsonWeb -- 9,725</td>
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<tr>
<td>WilsonWeb* - 4,837</td>
<td>ScienceDirect - 7,503</td>
<td>ScienceDirect -- 7,374</td>
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</tbody>
</table>

*As of Feb 2012, WilsonWeb is now owned by EBSCOhost and statistics appear under EBSCOhost.

A. Departmental Highlights

Highlights for 2011/2012

- Redesign of the Library web page.
- Over 9,000 bound volumes and 5,000 reels of microfilm weeded from the periodical collection.
- Implementation of the Serials Solutions Summon Discovery Service.
- Partnered with College Relations to have the oral history tapes transcribed.
- Filled the Library Technician for Evenings and Weekends position.
- Made faculty sabbatical reports available via the Library’s web page.
• Conducted a survey of the LVC full-time and part-time faculty.
• Partnered with IT Services to publicize and provide access to NBC Learn.
• MME and MSE theses made available digitally via the Library’s web page.
• New Library Directory and Signage.
• Updated Student Library brochure.
• Publicity advertisement that appeared in the April 19, 2012 issue of the La Vie.
• Expended the Ag O’Donnell Gift Funds for English and Physics materials.
• New 46” Monitor installed in the Lobby to publicize events and resources.
• Six laptop tables provided for students using the Library.
• Six new task chairs purchased and placed at the second floor computer counter.
• Provided instructional information for apps for Ebsco databases.
• Implementation of LibAnswers Reference Service.
• Launched new Archives webpage which includes digital access to: LVC yearbooks, college catalogs, alumni magazines, the president’s report and the ability to search the print archives via the library’s online catalog.
• Added major gift of ‘Neue Ausgabe sämtlicher Werke’ (complete) edition of the works of J.S. Bach.

Displays and Exhibits:

• Lebanon Valley College Celebrates Annville (featuring books about Annville mostly written by LVC authors)
• World Diabetes Day & American Diabetes Month
• Horror Films and Books (Halloween)
• Banned Books Week
• Hispanic Heritage Month
• Women’s History Month
• Rock, Read & Listen (featuring books about rock legends and the recording that made them famous)
• Celebration of Faculty Scholarship and Pedagogy
• Black History Month
• All You Need is Love (Valentine’s Day: this display featured varied ethnicities and same sex couples)
• Displayed student artwork created in Karen Rich Beall’s ART 209 class: Sculpture I - Material and Form
• Digital Archives
• Inquiry 2012 (A Symposium of Student Research and Original Work)
• Presidential Portrait Display
• National Library Week Photo Contest on Facebook
• Senior Graduation Student Worker Display
• National Poetry Month and Alumni Weekend

New products:
- Credo Criminal Justice Subject Collection
- ProQuest Dissertations and Theses A&I
- Encyclopedia of Popular Music (addition to Oxford Music Online)
- Big Guide Online (with Career Services and Study Abroad)
- LibAnswers
- Criminal Justice Abstracts with Full Text
- Credo Gender & Women’s Studies Collection
- Summon discovery interface

**System Upgrades:**

- ILLiad Upgraded to 8.1.3.0
- ILLiad Upgraded to 8.2
- SirsiDynix Symphony Upgraded to 3.4.1
- EZ Proxy transitioned to Hostname authentication

**B. Library Staff**

- **Maureen Bentz**
  Access Services Librarian

**Professional Development and Accomplishments 2011-2012**


**Service**

ACLCP Programming Committee, Committee Member, 2011; LVC Volunteer - Flood Cleanup Effort, September 2011.

- **Becky Chanas**
  Library Technician

**Professional Development and Accomplishments**

Lyrisas Educational Services: Interpreting and Coding the OCLC marc Bibliographic Record; Lyrisas Educational Services: Cataloging for the non- Cataloger; Central PA Resources Sharing Discussion Group; Dealing with Passive Aggressive People; Identity Theft Prevention.
• Scott Conrad
  Library Technician

Professional Development and Accomplishments

Lyrisis Local Holdings Maintenance: the basics

• Stacie Allison
  Library Technician (Part-Time)

• James Haley
  Library Technician (Part-Time)

• Julia Harvey
  Technical Services Librarian

Professional Development and Accomplishments

LYRASIS webinar “Introducing RDA: 3, Access Points in Bibliographic Records”; LYRASIS webinar “Introducing RDA: 2, Resource Description”; Fall conference of the Assoc. of College Libraries of Central Pa., “The Library and the Customer: Discovering Positive Relationship Strategies” & ACLCP Governing Board meeting; Attended Collection Development meeting (Association of College Libraries of Central Pennsylvania special interest group); Attended LYRASIS webinar on RDA (Resource Description and Access); Attended SirsiDynix Northeast Regional Users Group Conference (technical services day); attended Pennsylvania Library Association, College and Research Library Division workshop “Higher Ed Assessment: How do Libraries Measure Up?”

March 2011: LYRASIS webinar “Status Discarded: the who, what, and how of weeding”

Service
Represented Bishop Library at Freshman Move-In Day; helped cook as part of LVC group for Noon Meal program at Lebanon Rescue Mission.

• Susan Krall
  Library Technician

• Donna Miller
  Instruction and Reference Librarian
Professional Development and Accomplishments

Nonverbal Communication in the Classroom, October 6, 2011; Mixing and Managing the Generations, November 17, 2011; Introduction to Screen casting for Online Tutorials and Reference, December 16, 2011; Teaching Information Literacy to College Students, January 9-30, 2011; How to Improve Your Library Instruction: Assessment in Five Minutes, January 11, 2011; New Write-N-Cite software (RefWorks), June 7, 2012; Member, Delaware Valley ACRL, 2012.

Service
Service to flood victims, Manheim, September 3-4, 2011; Cleared fallen trees (October snow storm, 25 hrs.); Gov. Dick, Mt. Gretna, October/November 2011; Routine trail maintenance, Trails 12 and 14, Governor Dick, Mt. Gretna, 2011-2012.

- Frank Mols
  Director of the Library

Professional Development and Accomplishments


Service

Past President of the Associated College Libraries of Central Pennsylvania (ACLCP): Member of the MSE Advisory Board; Conducted Library Orientation Session for Adjunct Faculty in August 2011; Chair of the Committee on Intellectual Property Rights; Member of the Committee on Information Technology and Services; Volunteer for the Mund/Valley Fund Family Campaign; Library Representative at the Fall Admissions Open House; Library Representative at LVC Live; Hosted Donor Breakfast in Bishop Library during Alumni Weekend 2011; Conducted library portion of Freshman Athlete Orientation; Attended Presidential Candidate Presentation Sessions; Conducted Library Orientation for New Faculty in August 2011; Conducted Library Orientation for New Faculty in January 2012.

- Lori Nyce
  Systems and Electronic Services Librarian

Professional Development and Accomplishments

Faculty Development workshop, 8/25/2011; Open Faculty Meeting, 8/26/2011; The Library and the Customer: Discovery Positive Relationship Strategies (ACLCP Fall Conference) 10/7/2011; Summon/360 core training (online training) 10/19/2011; 10 ways for a better website (ALA webinar) 1/25/2012;
Preventing Workplace Harassment (LVC online training) 4/9/2012; Sexual Misconduct: How Teachers and other Educators can Protect our children (LVC online training) 4/9/2012; COSUGI Conference (SirsiDynix) 5/3/2012-5/5/2012; Designing a Digital Media Lab (PALA workshop - Penn State) 5/23/2012; What's new in SDS 3.4.1 SirsiDynix (online training) 6/27/2012; What's new & upcoming with the Summon Service (webinar) 6/28/2012.

Service

LVC Open House - Fall Admissions 10/22/2011; Celebration of Scholarship & Pedagogy 2/17/2012; LVC Donor Breakfast 6/9/2012

C. Other relevant Departmental Information