

Executive Summary

Thanks in large part to the findings of the 2008 Library Assessment Team (LAT) Report, the consistency of data collection has improved over the last three years. While there was sometimes difficulty in manipulating the data to make grounded conclusions, in most cases the data was available. Aside from following up on the baselines established in the last report, the last three years have seen increased efforts in evaluating the library's resources and services. This is especially true in the case of our acquisitions process, information literacy instruction, and reference services. While the LAT notes improvements in a number of areas, it also makes recommendations for nearly every area researched. Below is a brief summary of the Resnick Library's performance over the last three years, as well as recommendations for moving forward.

Use of Resources:

- Database usage has increased over the last three years, partly due to the implementation of EBSCOHost's Integrated Search boxes. That being said, the number of full-text articles accessed is roughly the same as preceding years.
- The circulation of physical materials (e.g., books, DVDs, and CDs) has increased since the last report. The highest circulation is found in the nursing, veterinary science, history, and literature collections.
- An analysis of the circulation of print serials (e.g., journals and magazines) demonstrates very little usage of over 40% of the collection. Print serials are a logical place to cut back to meet the budgetary demands of Resnick Library's digital subscriptions.
- The budget allocation for monographs in the Applied Science & Recreation and Liberal Arts & Sciences collections appear to match the needs of Resnick Library's users. Circulation is lower for the Business & Hospitality and Technology collections, so it is recommended that librarians investigate the reasons for this and/or alter the budget allocations for these areas.

Information Literacy Instruction:

- Requests for information literacy instruction sessions have remained consistent over the last three years, and to date, librarians have managed to fill all requests. It is noted, however, that librarians are strained in the fall semesters to meet all the demands of research assistance, collection development, and outreach.
- Librarians have standardized their student evaluations, including questions designed to assess students' learning outcomes related to information literacy. It is recommended that librarians share the data from these evaluations with each other in order to determine trends in students' library usage, difficulties with research, and learning outcomes.
- For the last three years, librarians have collected hundreds of students' bibliographies to assess the effectiveness of library instruction. The most significant finding is that students who attend library instruction, and have clear requirements for the types of sources they are to use, are able to locate appropriate sources and avoid lower-quality sources. Due to limitations in the research, however, it is recommended that librarians become more embedded in campus-wide information literacy assessment.

Reference Services:

- The collection of reference statistics has improved and become more consistent over the last three years. The data suggests an increase in reference questions, as compared to the years covered in the 2008 LAT Report. However, there has been a slight decline over the last three years, so it is recommended that the librarians improve outreach efforts, perhaps incorporating marketing students as a service learning opportunity.
- Student evaluations of reference services were administered for the last two spring semesters and indicate a very high rate of satisfaction with those who seek research assistance. Students expressed the belief that their research project benefited from the librarians' assistance over 90% of the time in both 2010 and 2011. The research also indicated that students who attend information literacy instruction sessions are more likely to seek assistance at the reference desk.
- The reference evaluations were adapted for SUNY Delhi's off-site population at two community colleges. The vast majority of those students had never used Resnick Library resources, and only one of 78 students surveyed had directly communicated with library staff members. This would indicate an area for improvement, though the current staffing model is not adequate for significant growth in this area.

User Satisfaction:

- The 2009 Student Opinion Survey indicates slightly higher satisfaction with the Resnick Library than that of other technology sector colleges. Two questions regarding the library were developed specifically for Delhi, and the majority of students were either "Satisfied" or "Very Satisfied" with library materials and staff.
- The use of the library has increased significantly since absorbing the academic computing lab in the fall 2010 semester. Surveys were administered early that semester and two-thirds of students provided positive comments.
- Surveys administered through the BSN program indicate high satisfaction with the Resnick Library, with 80% responding positively. Those that were not satisfied often expressed difficulty with finding sources, or obtaining full-text copies of sources they did find. More outreach to the online community is likely warranted, though this would also be difficult given the current number of librarians.



Resnick Library
Library Assessment Team
Triennial Report: 2008-2011
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Report Findings & Recommendations

In-house & Interlibrary Loan Circulation

Baselines & Historical Areas of Concern

The 2008 LAT Report did not find any major deficiencies in the overall correlations between the collection's circulation and the library's collection development practice. There was mention, however, of the high usage of the Leisure Resources collection (including both books and CDs). Since the writing of the report, Dunstan McNutt, liaison to Liberal Arts & Sciences, has been assigned to this area and he created a collection development policy in 2010.

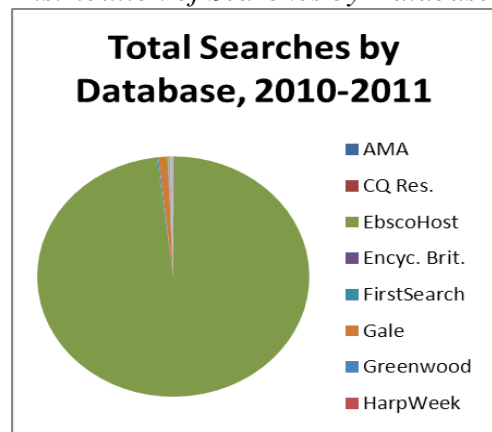
In the 2008 LAT Report, interlibrary loan (ILL) statistics were dealt with separately. In this report, we found it would be useful to compare the trends in ILL lending and borrowing to those found when considering acquisitions and circulation. Following the recommendations of the 2008 report, we have also included an analysis of faculty requests, by division, to see which divisions are most involved in collection development.

Findings

Database Usage

Database usage statistics are compiled on a monthly basis, using statistics provided by each vendor for the number of searches, sessions, and full-text downloads. Though these numbers come from a variety of vendors, nearly all of them provide COUNTER (Counting Online Usage of Networked Electronic Resources)-compliant statistics, ensuring consistency. There are a few important trends to note in the most recent summary of database use:

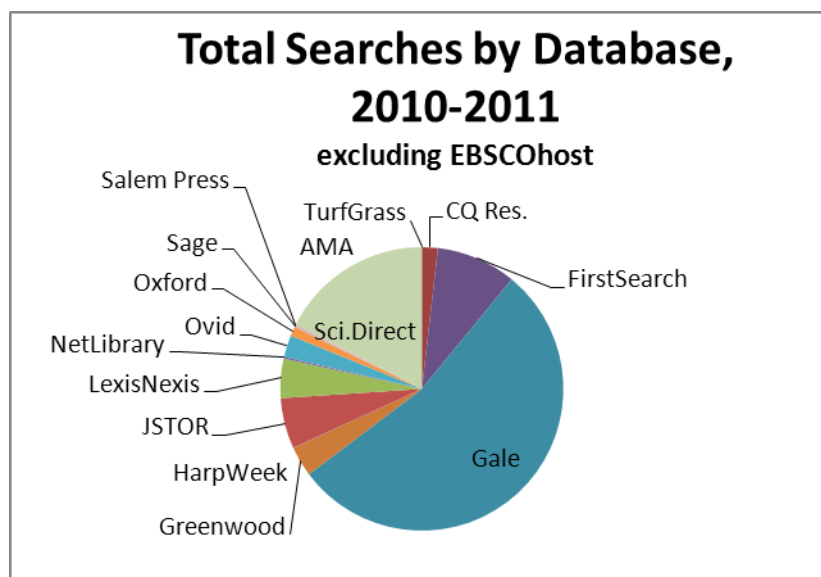
Distribution of Searches by Database



As shown in the chart above, the majority of searches (98%) are performed in EBSCO databases. This is likely explained by three factors: EBSCO databases are the primary platform for research in many disciplines offered on campus, they are the most frequently promoted databases in

instruction sessions and reference transactions, and they are regularly accessed via EBSCOhost Integrated Search (EHIS) boxes.

In fall 2010, EHIS boxes were added to the library's homepage and at the top of each subject section of the Databases by Subject page. These boxes allow users to enter a search term and simultaneously search multiple subject-appropriate databases. When a user executes one search, EBSCO counts it as one search for each of the databases being simultaneously searched. Thus, a search for "climate change" in the General EHIS box searches 23 different databases at once and adds 23 to the total number of searches for that month. In this way, the statistics for EBSCO databases are somewhat inflated. It is still likely, however, that even without this inflation, EBSCO databases would be the most-used (though to a less dramatic degree).



Behind EBSCO are Gale and Science Direct for next-largest shares of searches performed. Gale Virtual Reference Library is a set of online encyclopedias and other reference sources often promoted in research instruction sessions as a way to gather basic background when beginning to explore a research topic, which accounts for 26% of all Gale searches. Science Direct is prized among nursing and veterinary science students for its extensive full-text content, and some veterinary science research assignments require students to use this particular database.

Full-Text Accesses

As with searches, the majority of full-text articles accessed come from EBSCO databases. Again, this is unsurprising considering that EBSCO is the primary platform used here. One statistic that has changed dramatically in the last year is the percentage of full-text accesses compared to the number of searches performed. While this figure was 54% in 08/09 and 35% in 09/10, the 10/11 ratio is only 8%. This can also be explained by the number of searches generated by the EHIS boxes. Though the number of searches has increased significantly, students are still accessing roughly the same number of full-text articles. For all databases other than EBSCO, the full-text-to-searches ratio for 10/11 is 62%.

Physical Collection Circulation

Statistics were generated from Aleph to examine usage of the print collection. These statistics indicate the number of transactions (including check-outs, renewals, and in-house use) for each item used, and were cumulated with circulation data from the last report in order to examine trends from 2005-2010.¹ Because data was collected and analyzed in a similar way, we seek to answer the same questions:

- What are the areas of high use/need and have these areas changed since the last report?
- Do enrollment and allocation of collection development funds appropriately match proportional usage of each area?

During this data-collection cycle we also generated a list of items with zero transactions in order to calculate the percentage of the entire collection being used. In both 08-09 and 09-10, approximately 10.5% of the items in the library's physical collection were used one or more times. This number is likely an underestimate, as there was no effective way to eliminate from the data all of the items which had zero transactions in 2008 or 2009 because they were not acquired until 2010 or 2011. It is difficult to compare this figure to statistics from other academic libraries, which often compute the number of uncirculated items over a longer period of time. For example, a collection assessment performed by the libraries at Bryn Mawr, Haverford, and Swarthmore Colleges showed that 26% of the three libraries' combined collections had been checked out more than once in the previous ten years.²

Top Ten Highest Average Transactions			
	Averages		
Call Number	Transactions	Items	Transactions per Item
Access Cards	1362.8	55.6	24.51
RT	497.2	112.2	4.43
Laptops	476.6	7	68.09
TX	415.6	281.2	1.48
SF	384.4	246.6	1.56
D-DZ	351	223.4	1.57
R (not RC, RT)	342.4	127.2	2.69
PS	282.8	174.4	1.62
E	257.4	180.2	1.43
PN	226.6	97.8	2.32

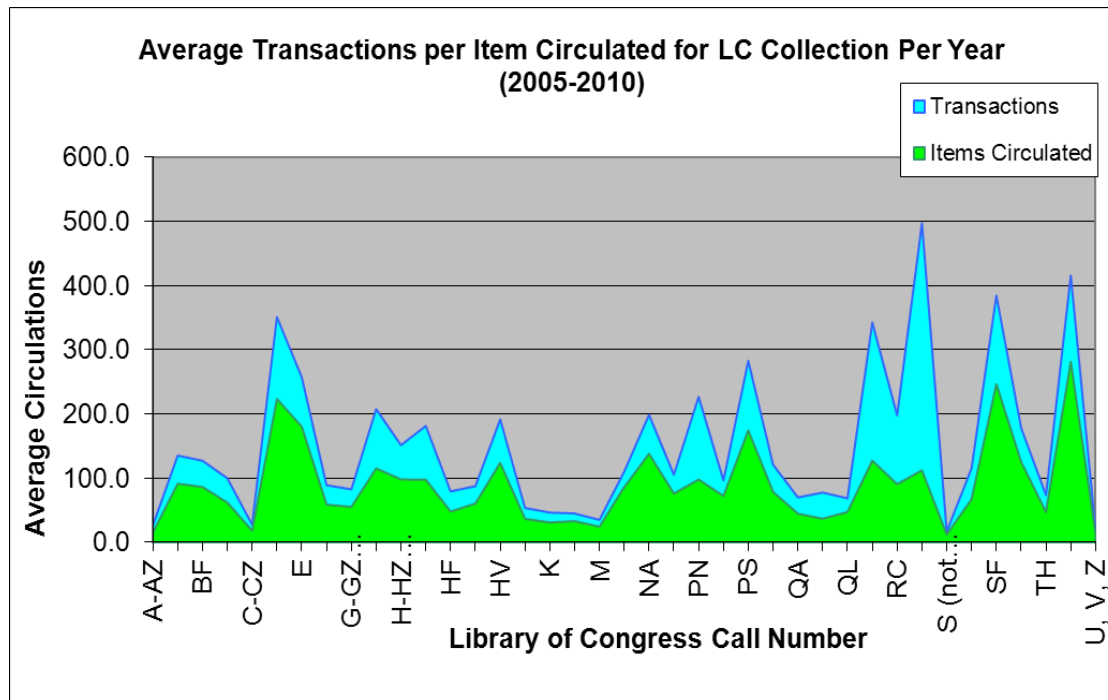
¹ These findings do not account for the amount of circulation within subject areas relative to the overall size of the subjects' collections. This would be useful for subject collection analyses in the future.

² Luther, Judy et al. "Library Buildings and the Building of a Collaborative Research Collection at the Tri-College Library Consortium." *CLIR Publications*. Council on Library and Information Resources, 2003. Web. 15 July 2011.

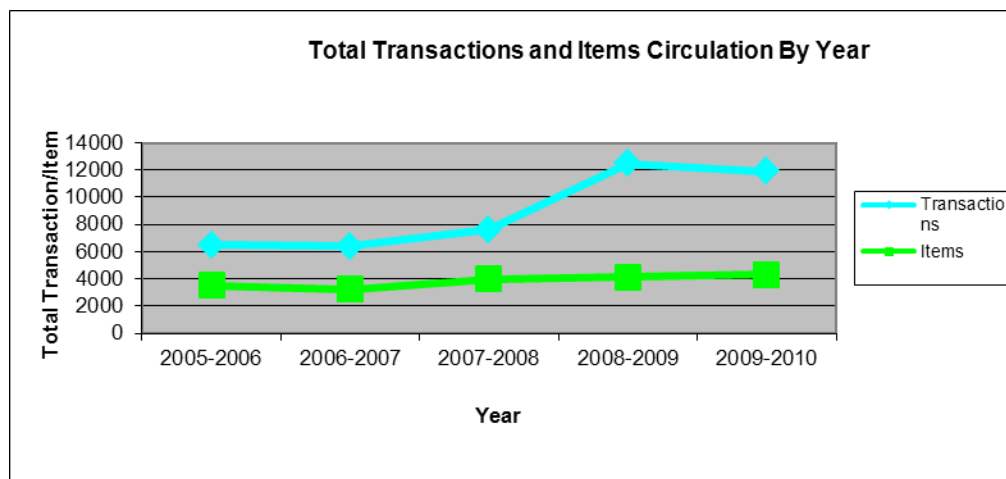
This table shows the items with the highest number of transactions. Access cards are checked out for access to certain parts of the library building on evenings and weekends, and the number of transactions on these cards confirms that the library's physical space sees a great deal of traffic. Most of the call number ranges in this ranking are the same as those with the highest number of transactions for 2005-2008, with a few exceptions: RC (internal medicine) and Leisure Reading materials have dropped out of the top ten in exchange for E (American history) and PN (general literature). Along with E's first appearance on this list, D-DZ (world history) has moved up in the ranking from 8th to 5th, indicating an overall increase in usage of history materials. Those that have remained on this list since 2005-2008, namely R and RT, SF, and TX represent known areas of high collection use: nursing, veterinary science, and hospitality, respectively.

Top Ten Highest Usage per Item			
Call Number	Averages		
	Transactions	Items	Transactions per Item
Laptops	476.6	7.0	68.09
Access Cards	1362.8	55.6	24.51
RT	497.2	112.2	4.43
R (not RC, RT)	342.4	127.2	2.69
PN	226.6	97.8	2.32
RC	198.0	90.6	2.19
LR-Music	218.6	103.6	2.11
QH	77.6	36.8	2.11
HD	181.4	97.6	1.86
GV	207.6	115.2	1.80

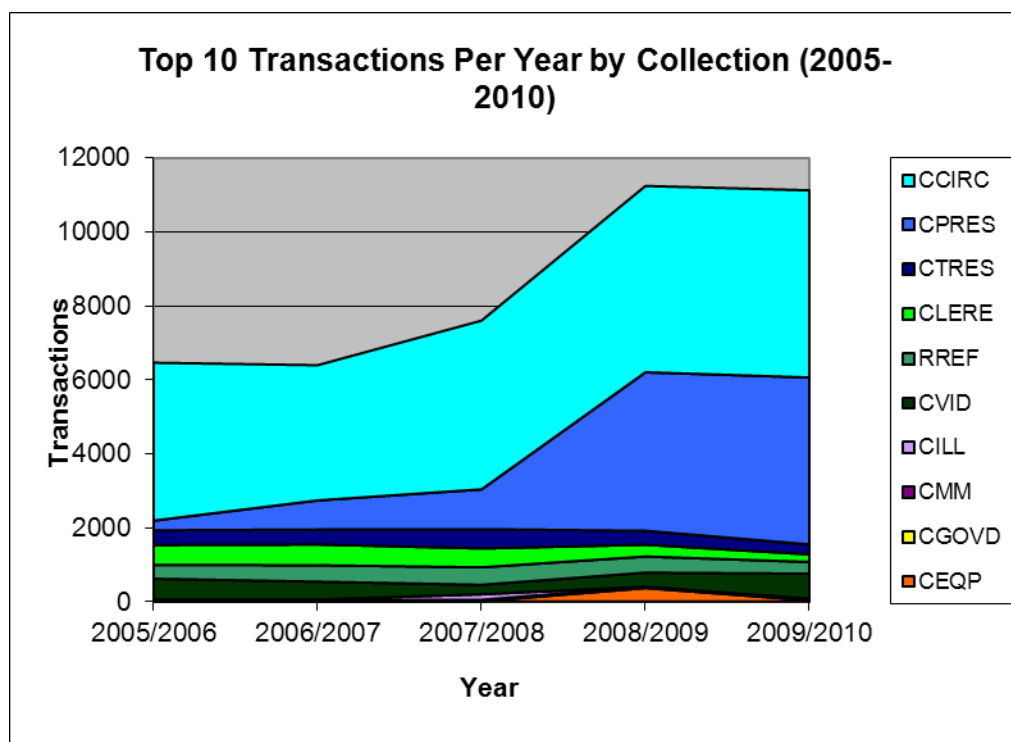
This table shows the categories with the highest ratio of transactions to items. Again, this is based on the number of items with at least one transaction; calculations including the number of items in the category with no transactions reduces the ratio considerably for all but laptops. These numbers give us a sense of areas in which fewer items may circulate, but these few circulate a great deal. As expected, reserve items such as laptops and access cards have by far the highest ratios. The Rs, RT, and RC all appear on this chart, and these materials are the ones most used by nursing students. While only one of these three groups appears in the top ten for number of items used, they are among the highest for transactions per item, suggesting that nursing students are using the same materials many times. In all of the above subject areas, it may bear further investigation to determine whether more items or copies are needed to satisfy demand, or whether these numbers simply indicate popularity of materials in these sections.



The above graph displays transaction and item data across all call number ranges. The trends highlighted in the tables are visible here as well: high numbers of transactions in the Ds, Rs, SF, and TX; and high transactions per item represented by the space between blue and green curves (most notably in the Rs, PN, GV, and HD).



Here we can see overall trends in circulation and number of items for the past five academic years. Number of transactions increased dramatically in 2008-2009 and declined only slightly in 2009-2010. The total number of items being used has grown slightly, but has remained relatively steady. This increase in circulation without accompanying increase in number of items can perhaps be explained by looking at circulation by collection code, shown below:



In this graph we see a similar increase in 2008-2009, due largely to an increase in transactions on “CPRES” or permanent reserve items. Both access cards and laptops are on permanent reserve, as well as headphones and keys to study rooms. These numbers reflect both increased demand for study space and computers, as well as increased awareness that the library offers these resources.

Print Periodicals Usage

As resources for research continue to become more popular in the digital environment, it is important to identify areas where costs can be cut to finance online resources. Print journals, newspapers, and magazines are an obvious place to start, as online databases often duplicate the library’s physical holdings. After running a report in Aleph on the number of transactions for all print serials, it was found that over 40% of the print serials are used once a year or less; nearly 60% were used twice a year or less; and nearly 70% were used three times a year or less.³ If these titles were cut, the library could save over \$9,000, \$11,000, or \$14,000, respectively.

Interlibrary Loan Circulation

Borrowing has seen an overall average increase in the number of items requested from our patrons, with an average decrease in the number of unfilled items. Students in nursing account for the highest concentration of users of interlibrary loan, followed by liberal arts and hotel/travel. Over 80% of borrowed and loaned items are books. Preliminary research indicates

³ Periodicals that have been used and left off the shelf are scanned for in-house use, which is the sole source of data. This likely results in under-reporting of usage, as some patrons re-shelve titles. Consequently, librarians should consult with faculty before ending any subscriptions.

the need to improve turnaround time, meaning the time lapsing from the time patrons request an item until they are notified the item is here for them to pick up. There have been courier service problems with untimely delivery of materials, and this may account for the poor turnaround time. Similarly, the percentage of unfilled items being loaned to other libraries has increased, calling for further investigation. As far as articles are concerned, most of the registered users (92.57%) of the ILLiad software indicate they are willing to accept electronic delivery for articles. This greatly expedites the turnaround time for this type of item.

Acquisitions, Enrollment & Faculty Participation

Taken as a whole, an analysis of the library's circulation and interlibrary loan (ILL) patterns can help determine the proper allocation of resources. When compared to enrollment data, one can get a sense of the needs of the academic divisions. For the present study, librarians compared the average circulation for the different divisions to the average number of items purchased and the average number of transactions. This was then broken down to percentages so the divisions could be compared side by side. This analysis is limited insofar as it does not take into consideration possible information needs that were not met by our standing collection, so we included ILL data from the last three years to see what areas were not sufficient for users' needs. Below is a table summarizing our findings:

Division	Enrollment	Avg. \$ Spent	Avg. Items Purchased	Avg. # of Transactions	% of ILLs for 2010-2011 ⁴
Applied Science & Recreation	17.7%	30.4%	24.3%	17.8%	8%
Business & Hospitality	27.7%	19.4%	18.5%	11.7%	4%
Liberal Arts & Sciences	33.4%	37.7%	48.6%	59.4%	83%
Technology	21.2%	12.4%	8.6%	11.1%	6%

As can be seen, the degree to which the allocation of funds meets the needs of our user population varies. The Technology division has the closest relationship between the percentage of money spent and the percentage of transactions. Likewise, the largest amount of money is spent on the Liberal Arts & Sciences division, with that collection accounting for the majority of transactions.⁵ In both the Business & Hospitality and Applied Science & Recreation divisions, however, there appears to be much more money spent than circulation would imply is necessary. In the case of Applied Science & Recreation, the percentage of the transactions is consistent with the 2010-2011 enrollment figures. The figures for Business & Hospitality, on the other hand, would imply either that the curriculum does not require extensive research using monographs, or that the materials being purchased do not reflect the research needs of Resnick Library's patrons.

⁴ Due to the limitations of OCLC's reporting for interlibrary loans, it is not clear that these numbers fully represent the books borrowed for the 2010-2011 year, but it should be a representative sample, at the very least.

⁵ It is not particularly useful to compare the enrollment in Liberal Arts & Sciences to other divisions, as courses in Liberal Arts & Sciences make up the majority of required courses for all divisions. Therefore, students throughout divisions conduct research in a variety of disciplines.

Given the relatively low percentage of business titles being requested through Interlibrary Loan, the former conclusion is probably correct.

The 2008 LAT Report recommended that the patterns of faculty involvement in collection development should be investigated. Looking at the last two years of orders, the following was found, in terms of the number of faculty involved from each division and the number of titles purchased based on their suggestions:

Division	Total Number of Faculty Members	Number of Unique Faculty Members Requesting Items	Number of Titles Purchased
Applied Science & Recreation (AS&R)	66 (including Technology) ⁶	10	23
Business & Hospitality	52	7	25
Liberal Arts & Sciences	122	25	105
Technology	66 (including AS&R)	7	27

Those divisions that have the most faculty participation (Applied Science & Recreation and Liberal Arts and Sciences) appear to match up with those areas that see the most circulation (17.8% and 59.4%, respectively). Whether this is a reflection of the faculty's awareness of the divisions' research needs, or a reflection of the disciplinary research practices is impossible to discern from the data, but would be worth investigating.

Recommendations for moving forward:

As both database usage and physical circulation have increased in the last three years, the SUNY Delhi community is obviously using Resnick Library's resources more and more. Even if transactions on laptops and access cards are subtracted from the circulation statistics, they only account for half of the increase from 2007-2008 to 2008-2009. This is rather surprising, given the increasing emphasis on digital materials for scholarly research. While it will be interesting to see how these trends continue in years to come, there are no major recommendations for instructional or outreach efforts in regards to the collection.

Given the above findings regarding the print serials collection, library staff should develop rational criteria for discontinuing subscriptions. The criteria should take into account the cost of the subscription, the usage of the materials, and digital availability, among any other factors staff finds to be important.

The staff should take a closer look at the reasons for unfilled interlibrary loans to other libraries. For example – if a large number of the unfilled requests are the result of inaccurate OCLC/WorldCat holding records, this indicates the need to “clean up” those records which are seen by the world at large. With changes in staff responsibilities for the fall semester, the hope is

⁶ The Applied Sciences & Recreation division and the Technology division have recently merged, but our collection development duties largely follow the former organizational structure.

to evaluate our interlibrary loan services and make appropriate adjustments that will better serve our patrons and those of libraries that look to borrow from us.

As far as collection development is concerned, we would do well to rethink our methods for assessing collection use if the goal is to better align our budget allocation with the needs of our users. The gathering of data for this section was particularly difficult, and incredibly time-consuming, with no substantial findings for moving forward. On the circulation side, it was extremely time-consuming to make three years of data usable for the purposes of this report. We recommend that this data be generated and managed once a year so that it might be less daunting at the time of the next triennial report. On the acquisitions side, because of changes over the last few years, it was very difficult to create common sets of data for the purposes of comparison. We recommend that data entry be standardized with the intent of using the data for collection analysis. This is something library staff would need to discuss as a group, but the addition of the actual item price to the master order sheet was extremely helpful, so it might be useful for an additional field to be added for the call number. Librarians could then easily compile reports for their divisions so that they can analyze their purchasing habits on whatever level of detail they wish. Moving forward, it might be useful for the library staff to review the current literature on collection development and evaluation for future planning.

Given the distribution of faculty requests for collection development, it would be useful to survey faculty to determine their perception of the research needs for their divisions, their perception of the library's resources for their subject areas, and their awareness of the library's services for faculty. If nothing else, this might serve as an opportunity for outreach and communication with the teaching faculty.

Instruction

Baselines & Historical Areas of Concern

Based on the findings of the 2008 Library Assessment Team Report, the largest area of concern was the consistency and availability of data for the library's instructional efforts. While quantitative data existed, such as the number of sessions and students taught, the qualitative data regarding students' perceptions and learning outcomes were not standardized or made readily available. At the time of writing the 2008 report, the largest perceived gap was the assessment of students' information literacy competency.

Findings:

The majority of information literacy instruction at Resnick Library focuses on introductory courses such as Freshman Composition and Public Speaking. Librarians work with faculty to determine specific learning outcomes for different courses, but librarians provide examples of learning outcomes on the instruction request form, and are as follows:

- The ability to locate relevant library resources;
- competence in developing effective search strategies for research;
- recognition of differences in information sources and their intended audiences;
- awareness of the importance of respecting intellectual property and citing appropriately.

These outcomes are flexible enough to meet the needs of all the disciplines for which we provide instruction, including business, education, history, horticulture, nursing, veterinary science, and many more.

With the 2007-2008 academic year as a baseline, instruction requests have remained consistent since the last report, with the number of sessions in the fall semesters numbering between 39 and 48, and the number of sessions in the spring semesters numbering between 16 and 23.⁷ That being said, there appears to be a decline in the number of students attending instruction sessions. 48 sessions were taught in both fall 2008 and fall 2009, with 1147 students and 927 students attending, respectively. While the number of sessions dropped to 39 in fall 2010, there was a decline of 368 students attending from fall 2008 to fall 2010. With a student to faculty ratio of nearly 20,⁸ the drop in attendance would only account for half of this figure. It should be noted, however, that two orientations for the Business and Hospitality division (no longer taught) accounted for approximately 250 students, which would explain some of the decline in numbers. In any case, better record-keeping is likely needed to give a more reliable snapshot of student attendance.

⁷ Since fall 2009, instruction requests have been managed through the use of an online form that feeds into a spreadsheet. It should be noted that sessions are occasionally taught without the request being entered into the spreadsheet. Thus, the number of sessions and students taught are likely underreported.

⁸ State University of New York Delhi. "About Delhi." *SUNY Delhi*. SUNY Delhi, 20 Nov. 2009. Web. 11 Apr. 2011.

Librarians regularly administer student evaluations at the end of instruction sessions to assess student satisfaction, and, to a limited extent, student learning outcomes. During the 2009-2010 academic year, librarians moved student evaluations from SurveyMonkey to Google Forms, and standardized their student evaluations in the process. Aside from questions regarding students' prior usage of library resources and perceived utility of the instruction sessions, librarians added questions to assess students' understanding of formulating effective search strategies and citing their sources. While these are only two aspects of information literacy, these questions have provided librarians with feedback so that they may more effectively teach key information literacy skills and concepts. The data from the last three years indicates that librarians collect student evaluations from approximately half of their sessions.

In order to further assess student learning outcomes related to information literacy competency standards, librarians collaborated with faculty to evaluate students' bibliographies on completion of their research assignments. As defined by the Association of College and Research Libraries, the information literate student can effectively locate and evaluate information relevant to their needs, use that information to meet their needs, and do so ethically with respect to others' intellectual property.⁹ While the assessment of students' bibliographies does not provide data regarding their effective use of the information, librarians are able to come to conclusions regarding the quality of the sources used as well as the quality of the citations. This assessment provides information regarding the recognition of appropriate resources (i.e. library catalogs or databases), the development of search strategies, the evaluation of sources, and correctly citing sources with respect to the standards of a given discipline.

The assessment of students' bibliographies has evolved organically from fall 2009 to spring 2011, responding to faculty participation and evaluation of the information collected. In the fall 2009 semester, over 80 student bibliographies were collected from four courses (ALHT 100, ENGL 100, HIST 105 and HIST 135). Data collection focused on the types of sources (i.e., books, journals, web sites), the method of access (i.e., print or digital), and the quality of the sources (i.e., identifying inappropriate web sites). In the spring 2010 semester, 58 bibliographies were collected from four sections of ENGL 100. In addition to the data gathered previously, we also evaluated the formatting of citations. By far the most successful in terms of faculty participation, and using the same data points from the spring 2010 semester, the fall 2010 assessment included over 140 bibliographies from six different professors. Continuing in this vein, the spring 2011 assessment includes two research-intensive classes: ENGL 250 and HIST 320.

Taken as a whole, it is difficult to draw any significant conclusions regarding students' information literacy competency from semester to semester. The nature of instruction and the courses for which instruction was provided has not changed radically from fall 2009-spring 2011. It is true that we have been able to collect more bibliographies from semester to semester, but there is no clear trend in the percentage of students using inappropriate sources. In the fall 2009 semester, only 10% of students who attended library instruction used inappropriate sources,

⁹ Association of College and Research Libraries. "Information Literacy Competency Standards for Higher Education." *ACRL*. American Library Association, 2000. Web. 11 Apr. 2011.

compared to 64% in the spring 2010 semester and 40% in the fall 2010 semester. At the same time, more students used appropriate journal articles or books in the fall 2010 semester (100%), than they did in the fall 2009 semester (91%). When one compares data from different classes, however, clearer trends are evident.

Semester	Sample Size	Percentage of students citing inappropriate web pages	Percentage of students citing appropriate articles or books
Fall 2009	80	10%	91%
Spring 2010	58	64%	74%
Fall 2010	140	40%	100%

The evidence suggests that professors who have clear requirements for what kinds of sources are permissible are more likely to have students use library resources and avoid inappropriate sources. The ALHT 100 course from fall 2009 required at least two sources from books or peer-reviewed sources, and 91% of students cited a book or journal, with only 1% using an inappropriate source. Less than a quarter (23%) of the total sources cited were from web sites. In an ENGL 100 course from the same semester, with no source requirements, 100% of students cited a book or journal, but 22% of students used inappropriate sources. In this course, 62% of the total sources cited were web sites.

Course	Professor provided source requirements	Percentage of students citing articles or books	Percentage of students citing inappropriate sources	Percentage of total sources that were web pages
NURS 100	Yes	91%	1%	23%
ENGL 100	No	100%	22%	62%

In another example, one can see the difference between two ENGL 100 courses: one that has explicit source requirements, and one that does not. In the first case, 92% of students used a book or journal, with 19% of students using an inappropriate source. These inappropriate sources only made up 6% of all sources cited, and web sites only accounted for 23% of all sources cited. In the second class, with no source requirements, only 45% of students used a book or journal, and 52% of students used an inappropriate source. These inappropriate sources made up 22% of all sources, and web sites accounted for 69% of all sources cited.

Course	Professor provided source requirements	Percentage of students citing articles or books	Percentage of students citing inappropriate sources	Percentage of total sources that were web pages
ENGL 100	Yes	92%	19%	23%
ENGL 100	No	45%	52%	69%

One could reasonably conclude that students who have attended library instruction and are required to use sources appropriate for college-level research have the information literacy competencies necessary for the task. These findings are corroborated by the research Angela Rhodes conducted with two ENGL 100 courses that did not have specified source

requirements.¹⁰ An information literate student is one who is capable of evaluating the quality of a source used in the course of research. The above findings indicate that students might have this skill, but do not put this skill to use without the motivation that comes with clear source requirements.

Taken as a whole, the quality of citations does not follow any discernible patterns. In both spring and fall 2010 semesters, students cited their sources correctly less than 60% of the time (58% and 51%, respectively). Librarians often emphasize the importance of citing sources in the text of students' papers in order to respect intellectual property. The newly standardized student evaluations conducted at the end of instruction sessions includes a question regarding the importance of citing sources. The question reads: "True or false: If you paraphrase an idea from one of your sources, you DO NOT need to provide an in-text citation." Drawing from one librarian's evaluations, students answered the questions correctly 76% of the time, with 15% of students unsure and the remaining 9% answering incorrectly. This indicates that a much greater number of students understand the concept of source citation, yet lack the ability to apply the mechanics. From the data, it is difficult to conclude whether librarians' or professors' coverage of citation is insufficient, or if students are simply not motivated to follow proper citation formats.

The current assessment efforts are limited in number of ways. First, we do not have data from courses that did not require library instruction. It would be useful to compare the bibliographies of students that attended library instruction with those that did not, so that conclusions could be drawn about the effectiveness of library instruction. Second, we do not know how many students that used appropriate sources found them on their own, or in consultation with others, whether it be a professor, a librarian, or someone else. We do have some evidence from our research assistance evaluations, but not enough to be statistically significant (see below, under Reference). Finally, as far as a true assessment of information literacy skills, the majority of the current evidence decontextualizes the sources used from the actual information needs of the students. There are some possibilities for remedying this issue, based on research from the spring 2011 semester. In both Professor Kathryn DeZur's ENGL 250 and Professor Terry Hamblin's HIST 320 courses, bibliographies were accompanied by research questions or topic statements so that librarians could link the students' information needs with the information they retrieved.

Recommendations for moving forward:

In reviewing the data, it is heartening to see that all instruction requests have been met, and that professors regularly bring their classes back from semester to semester. That being said, the librarians agree that the teaching load in the fall often makes it difficult to meet other job responsibilities, and requires others to cover reference shifts so that all sessions can be taught. And this only takes into consideration the on-site students; the off-site students (both online and those at extension sites) are receiving little-to-no instructional support. The current method of collecting data through the Google spreadsheet is quite easy, though there are still classes that do not have all the information added after the instruction session (i.e., number of students in attendance, whether or not evaluations were completed, etc.). Also, as information is calculated

¹⁰ Rhodes, Angela. Assessment of Information Literacy Learning Outcomes in two English 100 Classes. 2010. TS. Resnick Lib., Delhi, NY.

based on the spreadsheet, faculty requests for multiple sections must be added individually so all students and sections are accounted for.

Now that all the librarians' student evaluations have been formalized, it would be useful to establish a method of collecting all the data, especially in terms of the students' prior usage of the library, their difficulties with research before the instruction session, and the student learning outcomes assessed by the evaluation. Given the existing issues surrounding faculty ownership of student evaluations, this must be treated with sensitivity. It is conceivable that a common spreadsheet could be created where the relevant elements of assessment could be collected without any identifying fields (such as professor's names and/or unique course names, student comments, or teaching librarians' names). Librarians might also volunteer to share data that identifies particularly useful teaching methods for different learning outcomes. On a related point, librarians might explore self-assessments and semi-annual meetings to improve their teaching and collaboration.¹¹

Given the limitations of the bibliography assessments of the previous semesters, librarians should discuss the desired student learning outcomes the data is intended to address so that they can develop a more effective assessment plan. This assessment needs to include online and off-site programs. It should be noted that faculty's voluntary participation is required, and can often be an impediment to the data collection efforts. However, if librarians were able to become more embedded in SUNY Delhi's information literacy assessment, it might provide a more holistic picture of the students' level of information literacy across the college. Furthermore, there is some evidence that librarians' participation in staff development workshops can lead to further faculty collaboration, so those efforts should continue to the extent possible. Finally, but not insignificantly, it would be useful to look at those programs that have been particularly effective, such as the Veterinary Science workshops, in order to see how similar models might be used across the curriculum. All that being said, the current staffing of the library would not allow for information literacy assessment to rest solely on the shoulders of librarians, so this must take place on a curricular level.

¹¹ See, for example, Accardi, Maria. "Bolstering the Bridge to Instructional Improvement: Librarian Self-Assessment and Strategic Planning For Information Literacy Program Development." *LOEX 2010*. Dearborn, MI. April 29-May 1, 2010. Click [here](#) for Powerpoint.

Reference

Baselines & Historical Areas of Concern:

Starting with the 2007/2008 school year (the last year under review in the previous LAT Report), the data collection for questions asked at service desks has been more consistent and formalized. While there are some differences in the kind of data collected, some trends can be assessed in terms of the types of questions asked and the average number of questions asked per week. In the 2007/2008 school year, the majority of questions were either short reference questions or computer/software related, with 28% and 29%, respectively. The average number of questions for 2007/2008 was approximately 120 per week. This was an increase from the previous year of approximately 75 questions per week.

Findings:

Due to the greater regularity of data collection, the following findings should be more reliable than in past years when they were based on sampling. That being said, the librarians agree that there is probably a certain level of under-reporting, due to the sometimes hectic environment at the front desk. The library's primary student services, including circulation and reference, have been consolidated at the front desk for the last two years, further improving the reliability of data (as a full-time staff member is present the vast majority of the time).

The percentages of the types of questions asked have changed very little over the last three years. Short reference questions and computer-related questions continue to dominate, on average accounting for 29% and 13% of questions, respectively. As a whole, directional questions and reference/computer questions are split at approximately 50% each for the last three years. In terms of the total number of questions, however, there has been a decline. In the 2008/2009 academic year, an average of 210 questions were asked per week, compared to 183 in 2009/2010, and 133 in 2010/2011. It should be noted that the technology help desk now provides computer support for students, so that might account for part of the decline seen in the 2010/2011 academic year. That being said, all three years have had more questions per week than previous years, as documented in the 2008 LAT report. The evidence suggests that students continue to prefer to ask questions at the front desk, with those questions accounting for over 90% of the total questions for all three years. The IM is the second highest method, with an average of 7% of all questions¹², followed by the phone and e-mail, accounting for approximately 1% each.

In the last year and a half, the Library Assessment Team has developed a strategy of assessing reference services using surveys at the end of the spring semesters. Professors teaching courses that include a research component have been asked to distribute research assistance evaluations along with their own student evaluations. In both spring 2010 and spring 2011, approximately 10

¹² Participation in the Ask Us 24/7 cooperative virtual reference service began in 2009. Roughly 22% of IM questions asked by our students in 09-10 and 10-11 came through this service.

professors volunteered to assist in the evaluations, collecting over 350 responses in 2010 and over 250 responses in 2011.

In both 2010 and 2011, the rate of satisfaction with research assistance is quite high, and there are certain trends worth noting in terms of the number of students seeking assistance and correlations with students who attended library instruction sessions. In the spring 2010 semester, 128 unique students sought research assistance at the library, out of a total of 304 unique students surveyed, or 42% of the unique student population under consideration. This rate increased in the spring 2011 students, with 54% of 198 unique students surveyed. In both years, the vast majority of students came to the front desk for research assistance (87% in 2010 and 99% in 2011). Students expressed the belief that their research project benefited from the librarians' assistance over 90% of the time in both years (91% in 2010, 94% in 2011). Many students left comments about the improvement in their grades due to the assistance, showing that the library support contributed to their meeting professors' learning objectives. The majority of negative comments focused on library resources, such as a lack of computers in 2010 (before the library absorbed the computer lab), or books on their particular topic.

When the data from students that attended library instruction sessions is compared to those that did not attend, a couple of interesting findings emerge: students appear to be more likely to seek assistance at the front desk if they attended an instruction session, and they have a slightly higher satisfaction rate with their final product. In 2010, 62% of students that attended an instruction session sought assistance, compared to 48% of those that did not attend an instruction session. Similarly, in 2011, 67% attending an instruction session sought research assistance, compared to the 45% of those that did not attend an instruction session and sought research assistance. One could reasonably conclude that students are more comfortable approaching librarians having met them in the instructional setting. This is supported by the fact that a higher rate of students seek help in person, at the front desk, if they attended library instruction (an average of 98% compared to an average of 87%).

In an effort to get a sense of our off-site students' use of Resnick Library, surveys were distributed to 2 community colleges through their professors when student evaluations were collected. The findings confirmed our suspicions that our off-site population was not familiar with SUNY Delhi's library resources. Of 78 students surveyed, only 9 had used Resnick Library resources, and of those 9, only 1 had directly communicated with library staff members. Conversely, over 60% of the students surveyed (48 total) used the community college's library resources. A number of comments alluded to the fact that students were not aware SUNY Delhi library resources were available to them. In other cases, students commented on their familiarity with the community college's resources (e.g.: "I have never used it because the SCCC library is so convenient").

Recommendations for moving forward:

If the data is correct, and our number of questions is declining, we might do well to work on outreach. Perhaps we could work with a marketing class to create a competition to help brand the

library and/or market our services.¹³ One possible explanation for the decline in questions is the fact that CIS now has a staff member on the first floor of the library, so they might be absorbing some of the technology questions. It would be useful to track these questions, if CIS is willing.

Though the faculty's participation in the research assistance evaluations is greatly appreciated, surveying 250-350 students might not be representative of the larger student body. Efforts should be made to have greater faculty participation, or new methods of surveying should be explored. One option would be to create an electronic version of the survey and give students access to the link following research consultations.

Resnick Library should engage in more outreach to the 4 year students taking courses through community colleges, though it is not clear how that could be accomplished. Based on President Candace Vancko's Smart Growth model for SUNY Delhi, the off-site student population will likely grow in years to come. It is unclear how the current staffing model could accommodate the same level of academic support for off-site students that on-site students currently enjoy.

¹³See, for example, two recent articles in *College & Research Libraries News*, vol. 72, no. 5: "[Students Research the Library: Using Student-Led Ethnographic Research to Examine the Changing Role of Campus Libraries](#)," and "[Imagine: A Student-Centered Library](#)."

Satisfaction with Services, Resources & Facilities

Baselines & Historical Areas of Concern:

The 2008 LAT report suggested that, as a whole, students were satisfied with Resnick Library's services, resources and technology, but that satisfaction with the facilities was lower. However, it was also recommended that the methods of measuring that satisfaction be improved through the standardization of surveys, which would be administered more regularly.

Findings:

There is very little difference between the findings of the 2009 Student Opinion Survey (SOS) and those of the 2006 SOS.¹⁴ Just as in the 2006 survey, the standard questions related to library services and resources place Delhi above the technology sector averages, and on par with all other SUNY colleges. The relevant questions, along with SUNY Delhi's standing amongst its peer- and state-operated institutions, are as follows:

Section II A - Academic Environment, Experiences, and Facilities

Level of Satisfaction with...	Avg. SUNY Delhi	Avg. Technology Sector	Avg. State Operated	Rank Among Tech. Sector	Rank Among State Operated
4. Library resources	3.96	3.91	4.04	2	15
5. Library services	4.02	3.87	4.01	2	10

Section III A - College Services, Facilities, and Environment

Level of Satisfaction with...	Avg. SUNY Delhi	Avg. Technology Sector	Avg. State Operated	Rank Among Tech. Sector	Rank Among State Operated
6. Library facilities	3.92	3.89	4.03	2	17

This should be put in perspective, however. The SOS uses a 5-point scale for satisfaction, where 1 is "Very Dissatisfied," 3 is "Neither Satisfied Nor Dissatisfied," and 5 is "Very Satisfied." By those standards, all of the colleges, Delhi included, are within .15 of "Satisfied", with no real statistical significance differentiating them. It is unclear that the standardized SOS results are the best method of assessing student satisfaction with the library. That being said, the two questions

¹⁴ ACT Survey Research Services. SUNY Student Opinion Survey: Comparison and Graphics Report. 2009. TS. Resnick Lib., Delhi, NY.

put forward by the library that are specific to the Delhi SOS show that the majority of students surveyed were either satisfied or very satisfied with library staff and services:

Section VI – Delhi-specific Questions

Question	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Never Use
5. Please rate your satisfaction with obtaining library material in a timely manner	22.3	38.9	28.3	2.4	0.7	5.5
6. Please rate your satisfaction with the library staff (friendly, knowledgeable, helpful, available)	20.7	40.1	19.5	2.9	0.5	8.3

Having noted that the last LAT report highlighted less student satisfaction with the library's facilities, recent developments indicate a shift in attitude following the latest renovation of the first floor of the library. With the beginning of the fall 2010 semester, the college incorporated the main academic computing lab for students into the Resnick Library and Learning Center, now providing access to over 60 computers, with an additional 23 computers available when the library's computer lab is not being used by a class. Following the renovation, the library's student advisory council administered a survey to gauge students' satisfaction with the changes. When asked for their first impressions of the library, two-thirds of respondents gave positive responses, with an additional 20% providing neutral or unclear responses. The majority of negative responses reacted to the decrease in total computers available on campus (despite the increase in the library itself).

These findings are corroborated, to some degree, by the data gathered through daily floor counts. During the 2010-2011 academic year, student usage of the library increased in every month but one (and that month appears to be an unexplainable outlier). Usage increased by over 10% nearly every month, with a few months showing an increase of over 30%. It should be noted that the gathering of data has improved dramatically over the last four years, but it is still uneven. Due to the current staffing model, with one professional staff member and one student worker at the front desk, it is sometimes difficult to get away from the desk to do the floor count. As these are often the busiest times, it would be ideal to capture that data.

One population that has not been discussed in this report thus far is our online students, namely those in the BSN program. In the 2010-2011 academic year, surveys were administered at the end of 4 sessions, with 573 surveys collected in total. One question on the survey asks students to rate the degree to which they agree with the following statement: "I am satisfied with my experiences with the Delhi Resnick Library." Every session, over 80% of students either agree or strongly agree with that statement, with approximately 10% either neutral or reporting it is not applicable to them. While there are vocal outliers, the majority of the comments are related to difficulties in finding appropriate sources, or finding the full-text of those sources.

Recommendations for moving forward:

While there is evidence that most of the students that use the library are satisfied with its offerings, these conclusions would be firmer if the methods of assessment are formalized and more regularly administered. As a part of that planning, the LAT should identify all concerned populations so that there is a more thorough evaluation of users' satisfaction. This would include students, be they on-site, online, or off-site, as well as faculty.

Action List

Area of concern	Issue to be addressed	Desired outcome	Timeline	Members
Data Collection	In some areas, data were difficult to analyze due to the overwhelming amount collected.	Begin collecting interlibrary loan and circulation data on a monthly basis to allow for easier analysis.	Spring 2012	Amanda, Anna
Print Serials	Findings show low-usage for 40%-50% of our holdings.	Cut serial subscriptions down to alleviate pressure on the budget for digital resources.	1 year	Staff
Monograph Collection Development	Circulation of Business & Hospitality and Technology collection is low.	After investigating the cause for low circulation, either a) alter collection development to meet division needs, or b) adjust budget to better reflect the needs of the larger user population.	1-2 years	Subject specialists
Interlibrary Loan	There appears to be an unusually high number of unfilled requests from other libraries.	Identify the cause of the unfilled request, whether it is a matter of OCLC's holdings, or of untimely management of requests, and adjust accordingly.	TBD	Anna Reed
Instruction Evaluations	Student responses are only available to individual librarians.	Create a shared repository for instruction evaluation data.	2010-11 school year	Dunstan McNutt, Amanda Mitchell
Information Literacy Assessment	Assessment efforts thus far are quite limited, in terms of getting representative data across divisions.	Develop a curricular-wide assessment plan, establishing student learning outcomes, identifying methods of assessment, and creating a repository for data collection.	TBD	TBD
Technical Assistance for Computer Lab	The Help Desk is now staffed on the first floor of the library, and there is currently no method of tracking the number and/or kinds of questions being asked.	Work with CIS to develop a method of compiling statistics for computer-related questions.	TBD	TBD
Off-Site Outreach	Research indicates off-site students are not aware of library services and	Increased awareness and use of library resources by off-site population.	TBD	TBD

	resources available to them.			
Patron Satisfaction	Evaluations of patron satisfaction have not been regularly administered.	Develop and regularly administer satisfaction surveys to a variety of user groups.	TBD	TBD

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Note: The majority of the data that formed the basis of our research can be found on

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