

Annual Report 2012-2013

Philip Weltner Library - Oglethorpe University

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Mission and Purpose of the Philip Weltner Library

The Mission of the Philip Weltner Library of Oglethorpe University is to provide library services (access to published knowledge and services) in direct support of the University's primary program. The library has a secondary mission to: support the secondary programs of the University; serve as the Archives of the University; support the extra-curricular interests of members of the University community.

The long-term department goals of the Philip Weltner Library are to:

- collect an appropriate selection from the universe of available material in a multitude of formats
- organize, describe, and house the collection for effective access and preservation
- provide prompt and equitable access to the collection
- provide suitable instruction and assistance in the use of the library
- provide reasonable access to items which are not part of the collection

The University's Mission Statement (June 2009)

As an academic support unit, the library provides auxiliary services to support the university's mission. Members of the library staff and faculty are working closely with the strategic planning group to effectively change and solidify the university's mission statement. The library affirms and supports the current mission statement:

Oglethorpe University provides a superior education in the liberal arts and sciences and selected professional disciplines in a coeducational, largely residential, small-college environment within a dynamic urban setting.

Oglethorpe's academically rigorous programs emphasize intellectual curiosity, individual attention and encouragement, close collaboration among faculty and students, and active learning in relevant field experiences.

Oglethorpe is committed to supporting the success of all students in a diverse community characterized by civility, caring, inquiry, and tolerance.

Oglethorpe's talented, self-reliant, and motivated graduates are prepared to make a life and to make a living, to grow as life-long learners, and to be energetic and intelligent contributors in a rapidly changing world.

Philip Weltner Library Professional Pronouncements

The library supports and maintains close contact with the library profession through a variety of programs. These include staff development, participating in local and national library affiliations, and maintaining knowledge of current trends in the profession. The following websites provide professional guidelines to which the library adheres:

Association of College and Research Libraries

Top ten assumptions for the future of academic libraries and librarians: A report from the ACRL research committee

<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2007/april07/tenassumptions.cfm>

Council on Library and Information Resources (CLIR)

<http://www.clir.org/about/about.html>

Information Literacy Competency Standards

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>

Guidelines for University Library Services to Undergraduate Students

<http://www.ala.org/ala/acrl/acrlstandards/ulsundergraduate.cfm>

Society of American Archivists-Code of Ethics for Archivists

http://www.archivists.org/governance/handbook/app_ethics.asp

OCLC (Online Computer Library Center)

WorldCat Principles of Cooperation

<http://www.oclc.org/us/en/worldcat/catalog/principles/>

ARCHE (Atlanta Regional Council for Higher Education)

<http://www.atlantahighered.org/Collaboration/LibraryCollaboration/tabid/410/Default.aspx>

GPALS (Georgia Private Academic Libraries)

<http://gpals.piedmont.edu/directory.html>

Member of the reciprocal borrowing agreement

GALILEO

<http://www.usg.edu/galileo/about/>

Administration

The mission of the library's administration is to facilitate the day to day work of the library through a well designed program. This program includes developing and sustaining a mission statement, goals and objectives that relate directly to the mission and goals of the university. The administration of the library is focused primarily on the following:

- Providing coherence to the long term goals
- Promoting the use of the library and its resources to the campus community
- Acquiring, organizing, describing and maintaining the collections
- Providing reference service to patrons, including group and individual orientation
- Organizing and implementing interlibrary services
- Keeping internal financial records and maintaining accurate information for the University Business Office
- Providing circulation and shelving of materials, initial response to patrons' inquiries, operationing of the reserve collection, and general aspects of security
- Creating, sustaining, and evaluating an information literacy program

These goals are met through the following objectives:

- Hiring, training and developing a professional level staff
- Acquiring appropriate materials for the collection within the library's budget
- Sustaining and maintaining an environment that encourages scholarly development
- Remaining current and up to date with the philosophy of the library profession
- Developing outreach programs to library constituents, especially faculty

Library Faculty and Staff (2011-2012)

Name	Title	Status
Randall Cravey	Library IT Manager	One day per week
Claire Fontaine	Acquisitions Librarian	Part Time
Jean Hudgins	Cataloging Librarian	Part-time
Rhea Hannah	Library Assistant Evenings/Sunday	Part-time
Laura Masce	Reference Librarian	Full-time
Anne Salter	Director	Full-time
Mersiha Varupa	Library Associate	Full-time
Judith Zahn	Circulation Manager	Full-time
Toni Zimmerman	Reference Librarian	Full-time

Collection Development

Collection development is the most direct means of providing resource support to the academic program of the university and the activity that requires budget scrutiny. It is the responsibility of the library administration to ensure that resources are appropriate to the mission of the curriculum, accurately reflect the needs and requirements of the faculty, and provide an array of current subject matter suitable for the level of study. Through work with faculty including the liaison program, the faculty research program, and a “faculty first” acquisitions policy, the collection reflects the expertise of the faculty and the library administration.

The “faculty first” approach to acquisitions permits a systematic use of the budget. The resulting acquisitions embody a selection of finely targeted materials directly reflecting faculty expertise. Remaining budget is spent according to a set of criteria based on collection need, use of materials, and weeding/replacement and surveys.

Gifts and Donations provide unique and essential titles to the collection. The chart below indicates the number of gifts received annually in each resource category.

<i>Item Type</i>	<i>Number</i>
<i>Books</i>	995
<i>DVDs</i>	6
<i>Total</i>	1,001

Exceptional gifts this year were received from Mrs. Carrie Lee Henderson, granddaughter of Thornwell Jacobs; Nowell Briscoe, who donated person papers and books on Southern History; Dr. Schall, Dr. Orme, Dr. Ray, Dr. Bobroff, Dr. Shrikhande, Dr. Collins, Dr. Chandler, Dr. Lutz, Dr. Tinley, and Dr. Brightman.

The Library Building (Environment)

A major goal of the library is to provide an atmosphere conducive to scholarly endeavors. To that end, the library building must be carefully monitored, especially during hours of operation. All library staff and faculty are trained to observe and report any facility or security problems they may encounter. In addition, each knows how to open and close the building, secure alarms, and report problems. Enforcing and interpreting specific policies is also part of the daily operation for each staff member.

Currently the library is used for a number of additional activities that provide both revenue and scholarly support to the university. The Earl Dolive Theatre is a well utilized space and conducive to a number of activities. The Juvenile Reading Room is booked for a number of classes and presentations. In addition, a number of private study rooms throughout the library are used for learning labs. The main reading room hosts the OU Passport programs for incoming students, the annual campus-wide Liberal Arts and Sciences Symposium, and additional events related to admissions.

The coffee shop area continues to be a popular study space. Students, faculty, and staff have enjoyed the seating area where they can relax and have a variety of coffees, hot chocolate and hot water for tea.

Additional seating was added at then end of the fiscal year. SGA purchased 6 couches for the library. These couches are well utilized and provide additional, comfortable study space.



Programming and Special Events

Exhibits – 15 exhibits featured materials from the collections including DVDs, books, papers, artifacts, and manuscripts. Exhibits also support and promote the exhibitions in the OU museum.

Alumni Weekend Exhibit – The library staff prepared exhibits for alumni weekend. Special emphasis was placed on the class reunions. The main exhibit featured

Staff Development days – Staff met four times for lunch and learning. They built their meetings around a common reading, The Oxford Guide to Library Research by Thomas Mann. In addition they had two guest speakers; faculty member Dr. Plotnik who talked about the visit to Cuba; Ms. Betty Londergan who talked about her photos and Heifer trip around the world. This inspiring work emphasizes academic research. Each staff member presented a chapter at the meetings.

The Hi Tea- The library sponsored a “Hi Tea” for new students who entered OU in January. The students received a tour of the library and light refreshments. They had time to meet and greet each other after a long day exploring the campus. 15 students were in attendance.

Academic Traditions – Librarians held 16 classes on how to avoid plagiarism. These classes coordinate with the Honor Code and support the mission of the Honor Council to help students learn how to avoid plagiarism. A total of 19 students attend the sessions.

Passport – The library made a presentation at **Passport**. Emphasis was on the ways in which the library staff makes students feel “at home” and how they support their resource requirements. The librarians participated in 3 sessions.

Journal of Undergraduate Research – this year the librarians acted as editors and technology support for the new online Oglethorpe University Journal of Undergraduate Research. For more information see the section “**Research Services**”.

Public Services

Reference and Instruction

The goals of the reference and instruction unit are to:

- Provide suitable instruction and assistance in the use of the library
- Provide prompt and equitable access to the collection

The goals are accomplished through a series of objectives that include the following:

- Promote the use of the library and its resources to the campus community
- Provide reference services to patrons, including group and individual orientation
- Create and sustain an information literacy program

In support of these goals, during the 2012-2013 academic year, the library staff participated in the FYS orientation program providing both tours and hands on instruction sessions. In addition, the reference staff created individualized instruction sessions for classes; held special instruction sessions for faculty only; provided point-of-need instruction and assistance; gave special classes on plagiarism (Academic Traditions) to students in need; developed plans for information literacy sessions with the learning communities; maintained and administered access to all electronic resources. A total of 332 students attended the 18 Fresh Focus (FYS) library orientation sessions. Faculty scheduled 21 customized sessions with 264 students attending. Academic Traditions sessions were held 16 times with a total of 19 students attending. 58 contacts for reference assistance were made using **Ask a Librarian** - the online virtual reference service. (See figure 5.)

Point-of-need instruction and assistance is available from librarians and library staff during the hours the library is open. Users may request assistance with a variety of needs including reference and online instruction. This type of assistance is also available online through **Ask a Librarian** located on the library webpage and via telephone. Statistics show that the preferred use of contact is personal, and then telephone.

The chart below shows the reference activity for the year. Reference questions are those requiring either instruction with resources or research. Directional questions are no longer gathered as a statistic.

<i>Reference Activity</i>		<i>Total</i>
Reference Questions Answered		4,103
• Reference	337	
• Technical	3,776	
Bibliographic Instruction Sessions		
• FYS	18	
• Other	36	54
Number of Students attending Sessions		596
• FYS	332	
• Other	264	

Electronic Resources

The maintenance and acquisition of electronic resources are part of the responsibility of the reference librarian. The reference librarian is responsible for the following in relation to electronic resources:

- Management and access to all electronic resources
- Updating and refreshing all such links
- Selecting and licensing new electronic resources
- Maintenance of the library webpage
- Training of library personnel to troubleshoot and effectively use all such resources
- Promoting the use of the electronic resources to the campus

These resources are the preferred form of access for students. The highest percentage of the library budget is used to acquire these resources that support the academic program. In addition, they provide access to resources beyond the walls of the library. Through its membership in ARCHE (Atlanta Regional Council for Higher Education) the library receives access to GALILEO. GALILEO provides the library with a wide array of electronic resources at a reduced rate. “Participating institutions may access over [100 databases](#) indexing thousands of periodicals and scholarly journals. Over 2000 journal titles are provided in full-text.” The table below shows the Galileo usage statistics for Oglethorpe.

Galileo Usage Statistics 2012-2013	Number
Keyword Searches	808,605
Full-text Article Displays	45,758
Logins (sessions)	9,176
Total	963,539

The library subscribes to several databases independent from the GALILEO subscriptions. It also subscribes through a number of consortia including AMPALS and GPALS. Decisions for these purchases are faculty driven. The tables below indicate usage of these independent databases. The previously reported Wilson Databases have now been absorbed by EBSCO. This report has added statistics for use of the Library Research Guides (LibGuides).

Database	Sessions	Searches	Full-text displays
Project Muse	454	586	566
JSTOR	8,610	7,952	16,880
OXFORD	221	577	N/A

Library Research Guides (LibGuides)

Number of Guides	47
Number of times accessed	11,517
Top Three guides	Citing and Writing Guide; Online Tutorials; 18th and 19th Century British Literature

Circulation & Reserves

The circulation and reserves unit of public services provides timely and accurate management of library resources including circulation of all library materials to users. Circulation is the first area of contact and response for faculty, students, and staff and visitors and thus provides the first impression of the library. It is a major mission of the unit to provide accurate information in a friendly, helpful, and courteous manner.

The goals of the circulation and reserves unit are to:

- Provide prompt, courteous, and equitable access to the collections
- Provide reasonable access to items which are not part of the collection

The goals are accomplished through a series of objectives that include the following:

- Circulation and shelving of materials
- Initial response to patrons' inquiries
- Operating of the printed reserve collection
- General aspects of security
- Administration of student assistants

Daily activities of the circulation manager include charging and discharging books; supervision of shelving and stacks maintenance; corresponding with users concerning overdue and missing or lost items; supervision and implementation of all print reserves including processing; management of public access copying, microfilm and fax machines; maintaining user statistics; ordering supplies; and hiring and supervision of student assistants in the work study program.

The circulation manager runs reports on overdues, posts holds in Datatel as appropriate, maintains the integrity of all check out records, and provides and maintains faculty renewals. Special projects for 2012-2013 included:

- Supervising a bar-coding project
- Supervising annual review of missing/stolen books
- Moving the science Library

The circulation activities are easily captured in this new reporting system and are provided below:

Circulation Statistics for 2012-2013

Collection Size	Added	Total at Period End
Titles	1,769	153,299
Holdings	1,758	155,073
Items	2,349	161,848
Collection Activity		
Items Used		4,647
Charges		7,004
Browses		524
Cumulative Browse Count		50,707
User Community		
Registered Patrons	773	2,208
Total Attendance		71,057

Interlibrary Loan Services and Electronic Reserves

The interlibrary loan service provides a critical part of the mission of the library in support of the academic community through the following goals:

- Provide reasonable access to items which are not part of the collection
- Provide access to the library's own materials for the larger library community (outreach)
- Provide prompt and equitable access to the collections

The unit fulfils these goals through the following objectives:

- Prompt and accurate delivery of interlibrary loan materials to the Oglethorpe Community
- Providing interlibrary use cards as appropriate
- Maintenance and overseeing of electronic reserves and all related copyright compliance

The interlibrary loan program provides Oglethorpe students and faculty with access to the majority of academic institutions in the state. As a member of two major consortia - ARCHE and GPALS - Oglethorpe University students and faculty have interlibrary privileges at other colleges and universities in the greater Atlanta area.

ILL services were reorganized and are now the shared work of three staff members. The reorganizing was the result of the increase in the copyright clearing center licenses and a need to be proactive to ILL requests. Previous both copyright clearing and Ill were the responsibility of one staff person. With the increase in the need for licenses for electronic reserve postings, it became apparent that one staff person could not handle these request on a daily basis without assistance. Working on a rotation basis, the ILL staff provides a wider range of coverage and reaction time to the ILL requests. ILL service makes available to the students all faculty requested reserve resources for online access. The ILL team must be up to date on all copyright law compliance laws for e-reserve materials and ILL requests. Copyright Clearing Center is used to obtain licenses for use of all copyrighted materials posted on faculty e-reserves. The library strives to be copyright compliant while maintaining fair use. One staff person handles these requests which have significantly increased.

The table below shows the activity of the electronic reserve services for the academic year:

<i>Number of Faculty placing electronic reserves</i>	13
Number of individual items posted	98
Number of Licenses purchased	102
Total amount spent to acquire licenses	\$7,526

The following table provides statistics on the past year's ILL activities:

ILL Transactions	Loans	Copies	Totals
Borrower Transactions	345	154	499
Lending Transactions	582	69	651
Total Loans			1,150
ILU Cards Issued	Faculty	Students	Totals
Totals	8	3	11

Technical Services

Technical Services comprises the **cataloging and acquisitions** functions of the library. Together they are responsible for making all library resources shelf-ready. The goals of the unit are to: organize, describe and house the collection for effective access and preservation; provide prompt and equitable access to the collections.

These goals are accomplished through a number of objectives including:

- Creating and maintaining accurate Voyager and OCLC records
- Creating and maintaining compliant records for serials/periodicals
- Receipt and handling of all incoming acquisitions
- Maintenance of all gifts and donations
- Accurate labeling and preparation of items for circulation
- Bindery preparation
- Serials control

Cataloging provides effective, accurate tools that aid users in locating information resources of value to them, either locally or remotely through the Internet. The unit also uses nationally recognized standards to process materials in all formats as efficiently as possible for the purpose of expediting research. Additionally, the unit is responsible for the accuracy of the contents of the online catalog. Every effort is made to identify and correct errors immediately.

The unit plays a key role in maintaining the accuracy of the online catalog in conjunction with all library projects including weeding, recovery of lost items, inventory, and binding. This year the unit concentrated on special collections and archives.

Cataloging and Acquisitions

The following table provides a breakdown of the technical services department's work for the past fiscal year.

Items added to the resources by type

Item Type	Gift	Purchase	Replaced
DVD	6	99	2
VHS	6	5	0
CD	8	0	1
Book	1,183	443	9
Totals	1,203	547	12

The unit also handles all periodicals in print format including renewal and binding of each.

Binding/Periodical/ Book Repair	Item Count and/or Expenses
Binding Expenses	\$1,430
Bound Periodicals weeded	0
Bound Periodicals added	78

Research/Academic Services

Journal of Undergraduate Research

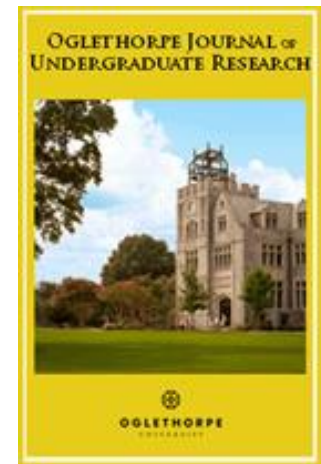
New to this report is the use of the *Oglethorpe University Journal of Undergraduate Research*. This online journal permits students to publish their papers emulating a peer-review process. Accepted articles/papers are published online and available through online searching via Google.

Using a rotating deadline, students can make contributions year round. A monthly hit report allows authors a quick review of how many times their work has been consulted. To date the journal has had 903 full-text downloads and **174 hits** since it went live in 2012.

12 students published articles in the two issues that were published in 2012-2013. One faculty member also contributed an article. Of the articles, the top three for the most hits are:

- [Reversal of Gender in Ancient Egyptian Mythology: Discovering the Secrets of Androgyny](#)
Ashley N. Dawson Ms.
- [Inuit Myth in the Film “Brother Bear”](#)
Tali M. Schroeder
- [In Search of the Self: Eastern versus Western Perspectives](#)
Derek C. Wolter

The journal is a collaborative effort between Oglethorpe University and Kennesaw State University.



ARCHIVES

The archives collect, preserve, and make available the history of Oglethorpe University. The archives achieve this mission through the following goals:

- Collecting and preserving the history of the university
- Providing access to the materials in the archives
- Providing appropriate preservation measures for collections

The archives meet these goals through the following objectives:

- Providing internships and volunteer opportunities to support cataloging of collections
- Purchasing and maintaining of quality storage materials
- Providing access to the research community

The director of the library is responsible for the continuation of the archival program. The full-time archivist position is vacant. The library staff assists throughout the year to support the collections and continue the program. **Fred Agel**, OU alum, has contributed hundreds of volunteer hours in the archives.

The research community used the archives for a number of academic projects by visiting scholars. These include scholars from:

- Johns Hopkins University
- Duke University
- University of Maryland

Gifts were made to the archives from Ms. Carrie Lee Henderson, Nowell Briscoe, faculty, staff and students.

The **internship program** utilizes the archives as an environment for student internships. During these semesters, the student interns help catalogue archival collections and learn about the care and handling of archival materials. This year **Barry Rowan** was the student intern. He processed portions of the OU president's collection.

Digital initiatives are also part of the archival program. Reference librarian, Laura Masce Sinclair, oversees production in this area. Through the **ContentDM** interface the digital archives/initiatives of the campus is made available. This year there were 4,178 unique users to the site.

Statistics
Archives Activities

Materials Accessioned	
Gifts	62
Purchases	0
Materials Processed	
Visuals Scanned	42
Manuscript collections processed	2
Vertical files added – subject + personality	35
Item count added to existing files	1,209
ContentDM Searches	4,178
Materials Reformatted	
Preservation Photocopying (newspapers, visuals)	562
Visuals – TIFF files stored on disc	42
Research Inquiries	
	215
Outreach Services	
Tours	5
Attendance of tours	39
Exhibits	16
Total linear feet inventoried	15

Statistics
Public Services (Circulation, Reference, Interlibrary Use)

Attendance	
Visitor	71,057
Faculty	1,757
Student	58,253
Totals	131,067
Tours	
Admissions tours (attendance)	2,937
Library tours (attendance)	30
Totals	2,967
Reference Transactions	
Research	395
Technical	3,766
Totals	4,161
Instruction sessions	
Students sessions – FYS	18
Other	38
Totals	56
Attendance at Instruction sessions	
Student Sessions FYS	332
Other	264
Total	596
Interlibrary Loan Activities	
Copies borrowed (books)	345
Copies loaned (books)	582
Articles borrowed	154
Articles loaned	69
Total	1,150
Interlibrary use cards issued	27

<i>(Continued from previous chart)</i>	
Circulation	
Renewals	408
Charges	7,068
Reserves charged	2,840
Total	10,316
Guest Logins	328
General Electronic Resources Statistics	
GALILEO Use	
Sessions	9,176
Full-text articles displayed	45,758
Keyword searches	880,604

Statistics
Technical Services (Cataloging, Acquisitions)

Volume Count June 30, 2011		(items) 151,804
Books (Non-serial) volumes added		1,481
Bound serial volumes added		79
Non-serial volumes withdrawn		0
Bound serial volumes withdrawn		0
Microfilm reels added		0
Microfilm reels withdrawn		0
Microfiche withdrawn		0
DVDs added		107
Volume Count June 30, 2013		161,848 (items)
Gifts and donations		
• Books		893
• DVDs		107
• CDs		9
Linear feet added		127.75
Bindery Expenses		\$1,430.45

Statistics
Use of Auxiliary Rooms in the Philip Weltner Library - Oglethorpe University

<i>Facility</i>	<i>Classes</i>	<i>Other</i>	<i>OU Events</i>	<i>Totals</i>
Earl Dolive Theater	199	41	152	392
Juvenile Reading Room	101	52	n/a	153
Small Viewing Rooms	11	13	n/a	24

2012-2013 has been an excellent year for the library building—Lowry Hall-- to be used for a number of a campus purposes including serving as temporary quarters for a number of departments while the new Student Center was completed. The library became the “hub” of activity that it should always be as the primary building for service on campus. More faculties are utilizing the spaces for classrooms. Next year, IT services will also reside in Lowry Hall. The help desk for IT will be conveniently located near the library circulation desk. Together these services will provide students with ready access to a number of amenities.

Figure 1
Interlibrary Loan

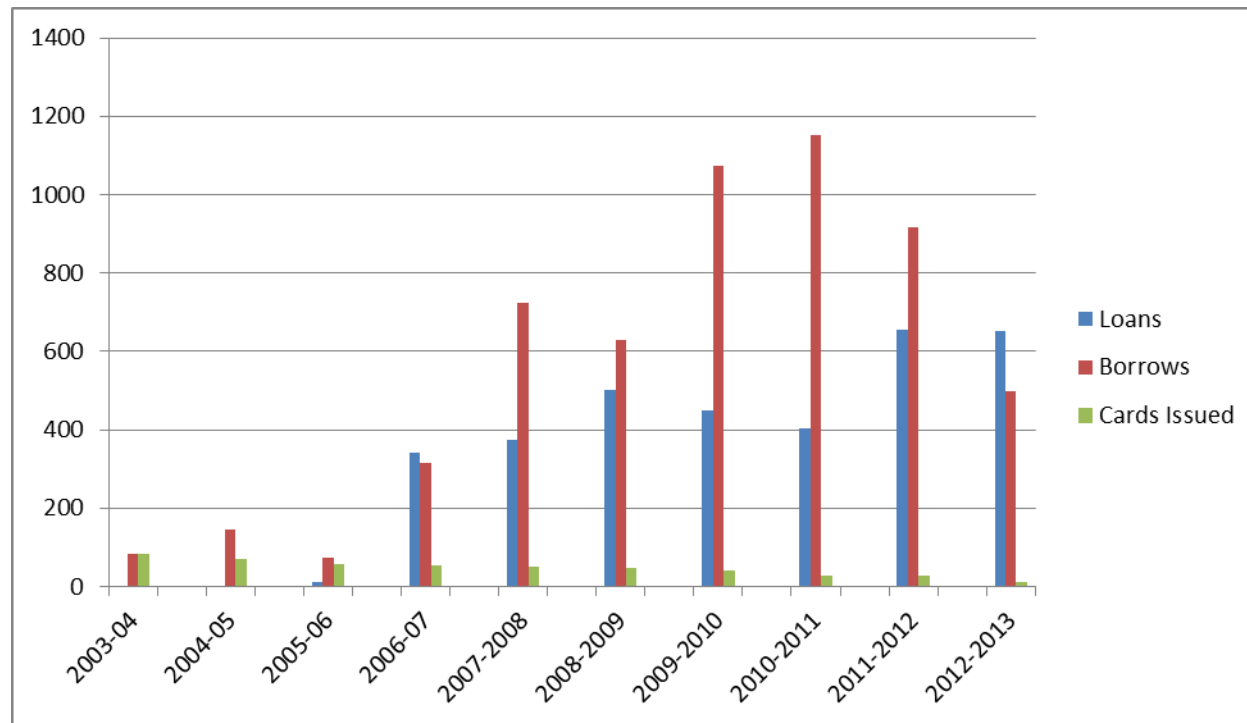


Figure 2
Attendance

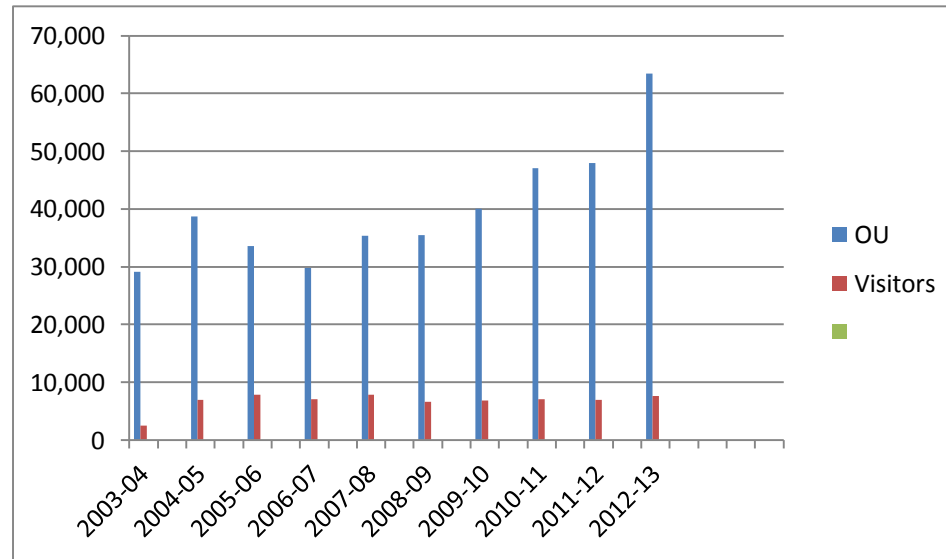


Figure 3
Circulation

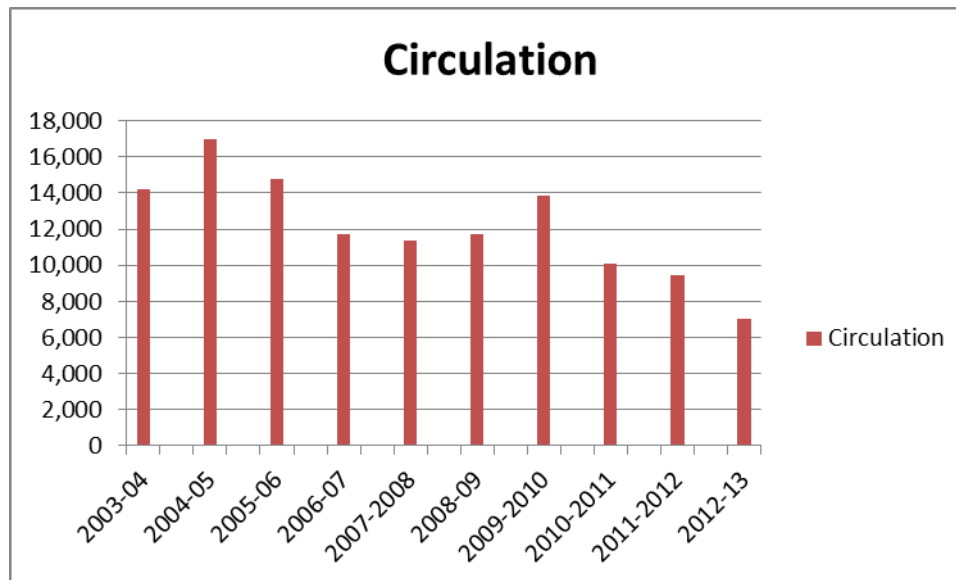


Figure 4

Volume Count

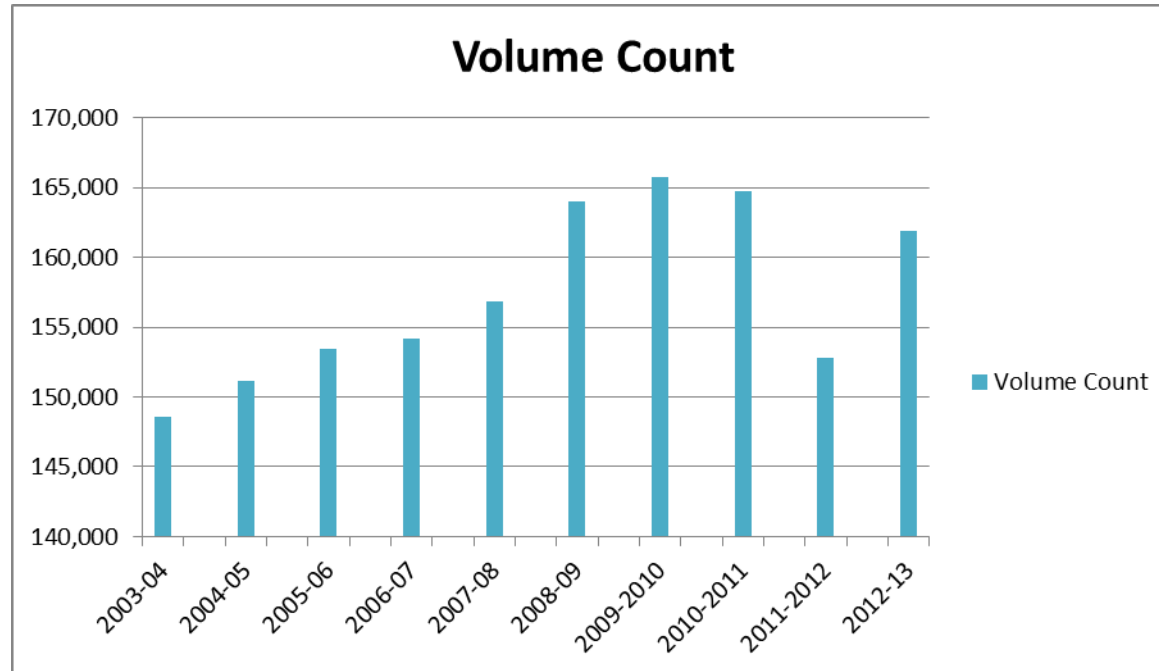
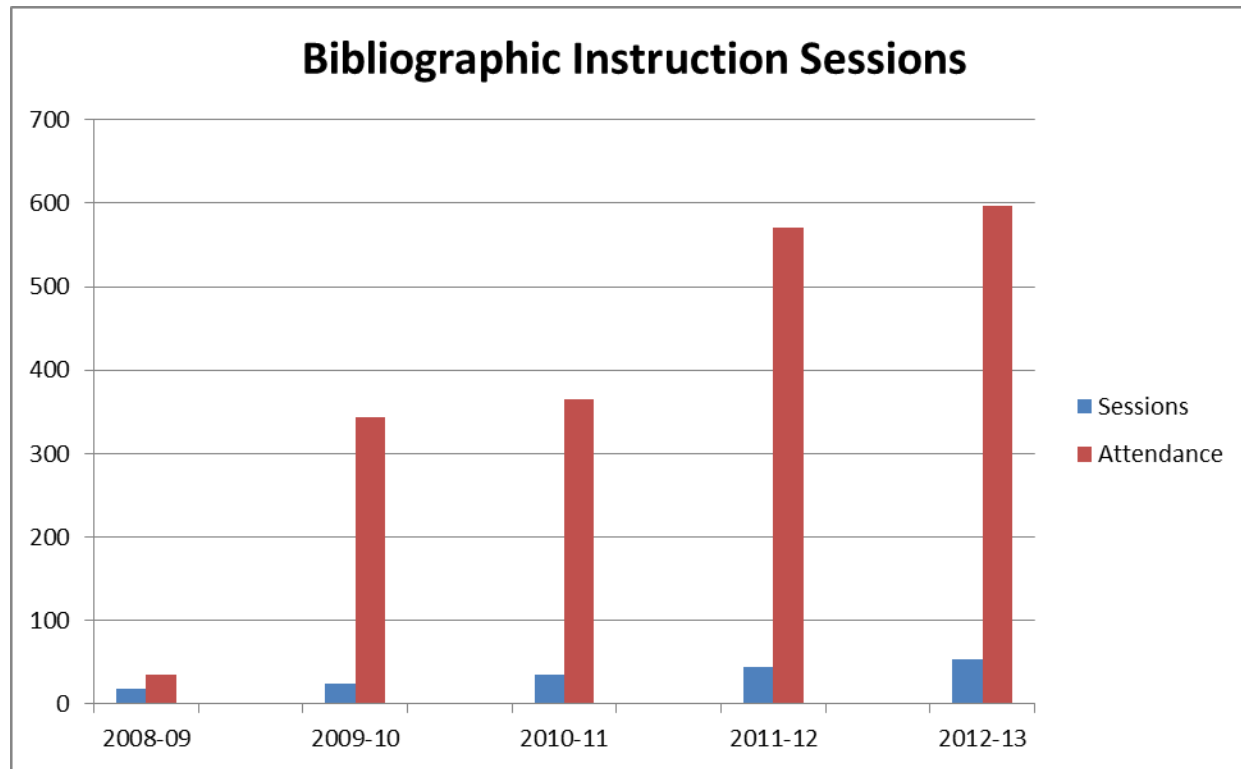


Figure 5

Bibliographic Instruction Sessions / Attendance



Appendix A

Oglethorpe University Assessment Report
Department or Program: Library
Assessment Period: August 2012-May 2013

Contact/Author of Report: Anne Salter
Date Submitted: July 8, 2012

The Assessment Plan: Overview of Goals and Specific Objectives for 2012-2013

Departmental Mission:

The mission of the library is to engage in a dynamic role that continues the process of providing generic skills and knowledge resources preparing stakeholders to evaluate and manage the resource base of a 21st century global environment.

Long-term Departmental Goals:

1. The library atmosphere will promote operation and morale in support of institutional goals.
2. The library will enhance its teaching-learning role by supporting student learning outcomes in academic disciplines.
3. The library will support the 21st century global learning environment.

Specific Objectives (desired outcomes) for 2012-2013

1. ... related to goal 1:
 - a. Develop a computing environment supporting direct user access for all students, faculty and staff regardless of location and time and reflecting service linkages among complementary units to support teaching and research
 - b. Show case and model unique and innovative information technology for instruction
 - c. Rewrite the library mission statement and create long-term goals that reflect the strategic goals of the university
2. ... related to goal 2:
 - a. Update and redesign the information literacy program to reflect a 21st century global learning environment.
 - b. Integrate the Journal of Undergraduate Research into the academic program.
3. ... related to goal 3 :
 - a. Provide internships
 - b. Launch for credit academic research class

The Assessment Plan (2012-2013)

Goal 1: The library atmosphere will promote operation and morale in support of institutional goals.

Annual Objective 1.a. a. Develop a computing environment supporting direct user access for all students, faculty and staff regardless of location and time and reflecting service linkages among complementary units to support teaching and research.

Benchmark 1.a.: 45% of the stakeholders will take the survey;

Survey campus stakeholders on perceptions of library network impact on institutional image; collect, calculate and record user statistics of networked resources.

Results: Last academic year, the OU faculty completed a survey concerning library services and technology. In order to provide a more expanded data set, this academic year the Evening Degree Program students (EDP) were surveyed. 132 were enrolled; 38 took the survey. The response rate was 28%. The benchmark was not met as a result. The following calculates/recordings provide the results of the survey:

Survey Results

The survey was conducted in the spring of 2013 (January-March) by the library. It was distributed via email to full-time and part-time evening degree students with OU email accounts. The total number enrolled was 132; total responses 38 for a 28% response rate.

The responses provide data that will play a pivotal role in shaping library resources and services for the future while providing a snapshot of how students use existing library technology (i.e. databases, LibGuides, etc.).

Using the data from the email results, three features dominate: students rely heavily on Google searches and general websites for information; students rely on printed resources and electronic journals; students are not aware of a number of library services and resources available to them; students would use more online resources if they had instruction in how to do so; students are most interested in how to write and cite and use GALILEO.

Goals of the Survey:

1. To ascertain student awareness of library resources and services
2. To ascertain student use of resources and services
3. To improve services and resources through survey data and analysis
4. To increase student awareness of library resources and services through follow up instruction session.

Respondent Demographics

Accounting	13.5 %
Business Administration	32.4 %
Psychology	8.1 %
History	8.1 %
Communications & Rhetoric Studies	32.4 %
*IPM - Humanities	5.4 %
IPM – Science	
IPM – Social Science	
*IPM=Independently Planned Major	

Required use of library

Yes	No
57.9%	42.1%

Required Research for Course

Five or More	15.8%
Three or Four	39.5%
One or Two	36.6%
None	7.9%

Use of Print Resources in past academic year

Library Books	65.5%
Encyclopedia, Almanacs, Dictionaries	28.9%
Scholarly Journals	50%
Newspapers or Magazines	44.7%
I did not use any print sources for research	10.5%
Other (DVDS, Computers, Videos)	7.9%

Online resource use

Google, Bing or other search engine	89.5%
Online scholarly journals	44.7%
Online newspapers or magazines	73.7%
Online encyclopedias, almanacs, dictionaries	47.4%
Online library catalogue	39.5%
Online book sellers (Amazon, Barnes& Noble)	60.5%
GALILEO	73.7%
Google Scholar	36.8%
I did not use any online sources for research	2.6%
Other- OU webpage	2.6%

Resources of which you are Aware

GALILEO	100%
“Ask a Librarian”	51.4%
E-books	31.4%
Online Research guides (LibGuides)	28.6%
Online Video tutorials	17.1%
Online Writing and Citing guide	37.1%

Resources you have used

GALILEO	94.1%
“Ask a Librarian”	32.4%
E-Books	20.6%
Online Research Guides (LibGuides)	20.6%

Online video tutorials	8.8%
Online Writing and Citing Guide	35.3%

Frequency of Use of Resources	1xwk	1xmon	1xsem	never
Oglethorpe Library webpage	23.5%	23.5%	41.2%	11.8%
Library staff member	11.1%	22.2%	38.9%	27.8%
GALILEO articles and databases	28.6%	19%	42.9%	9.5%
Library Online Catalogue	7.7%	23.1%	38.5%	30.8%
Google/Internet	91.7%	4.2%	4.2%	0
Wikipedia	46.2%	38.5%	15.4%	0
Library books, DVDS, CDs	14.35	42.9%	33.3%	9.5%
Library E-books	6.7%	6.7%	20%	66.7%
Online Research Guides (LibGuides)	0	0	33.3%	66.7%

Class materials	
Primarily provided by professor	50%
Available through the library resources	18.4%
On library reserve	10.5%
On Moodle pages	21.1%

Knowledge of using GALILEO

Yes	No
76.3%	23.7%

Off Campus Access to GALILEO

Yes	No
81.6%	18.4%

How to use library resources

Yes	No
40.5%	59.5%

Use of library

I seldom use library as most resources I need are on Moddle	15.8%
I seldom use the library as assignments are class handouts and textbook readings	38.8%
When I have a research paper, I use GALILEO	57.9%
I would use more online library resources if I had instruction	39.5%

Using Internet websites for research

Not knowing how to evaluate internet resources	31.6%
Not knowing how to search for and access best resources on the internet	39.5%
Not knowing how to properly cite internet resources	26.3%
I feel confident in finding, using and citing reliable and scholarly internet websites	52.6%

Library workshop options

Citing Workshop (MLA, APA, Chicago, etc.)	70.3%
GALILEO searching	75.7%
How to evaluate internet websites	51.4%
General research skills and library orientation	51.4%

Comments and suggestions from survey

1. I have no additional comments. All of my experiences with the library have been very favorable. The librarians are helpful and informative. The resources I utilize from the library have been accessible and helpful in completing my assignments.
2. I have mainly used Lexis Nexus and other Galileo resources. I have also used magazines in the library for research papers. I don't see any particular needs at this point that could be improved by the library.
3. Library staff has always been great and library hours are pretty good too, even for EDP.
4. I'd like a tutorial on how to use the resources

5. It is my opinion that the library provides great services. The librarian and the library assistants are very friendly, knowledgeable and willing to help, which makes each trip to the library pleasant and productive.
6. Many would like a session/workshop on how to search GALILEO
7. Many would like a session/workshop on citing

Conclusions

1. Students in the EDP from a variety of majors responded. Heaviest representation came from Business Administration and Communications& Rhetoric studies majors.
2. Several trends surfaced. Students indicated that they are required to use the library resources for their courses (57.9%) with a heavy emphasis on books (65.5%) and scholarly journals (50%); they are 100% aware of GALILEO; 87% rely on Google or Bing for research; 76% indicated they know how to find resources in GALILEO but only 57% using Galileo; 52% indicated they were confident using and citing appropriate resources on the internet; 97.4% indicated they had a series of problems finding quality resources on internet.
3. Many are aware of the resources and services with “Ask a Librarian” (51.4%) rated second to GALILEO (100%)
4. The students do not regularly use eBooks.
5. Students would like instruction on how to use GALILEO

Recommendations

1. There is a need for continued and more specialized information literacy classes/workshops to improve the ability of students to find and evaluate resources
2. There is a need for similar workshops to improve citing skills.
3. A general EDP student orientation would benefit the program

Analysis: Several trends emerged from combined analysis of the data of the faculty survey and the data from the EDP survey.

- Although students are aware of scholarly resources they resort to using Google and internet resources as their first line of research.
- Students need more training in using GALILEO to find reputable resources
- Students need more training in how to cite sources properly.
- Faculty concur that students often do not use scholarly resources nor do they cite properly.
- Faculty was less aware of the library resources and services available to them than the students
- Students were aware of the library services and resources and made good use of the librarians especially through the “Ask a Librarian” online research feature.
- Neither faculty nor students used eBooks to any extent

Response: The combined responses and conclusions derived from the two surveys provide content for librarians to use in addressing the challenges of the 21st century library environment and its relevance to faculty and students. Librarians are well placed in providing expertise in information literacy, a program designed to assist students in finding, evaluating and incorporating scholarly materials. The survey indicates that although faculty and more so students are aware of the computer based library resources and services environment, they often do not use it or understand how to effectively use it. Marketing services to the faculty will continue to be a primary mission of the library services. Based on the data and analysis of the two *surveys over the past two years, Librarians plan to:

- offer more ad hoc workshops/clinics on searching GALILEO;
- marketing services to faculty more aggressively;
- adopting a pro-active response to information literacy and the curriculum;
- redesigning the FYS workshops to be subject content driven.

*Librarians have employed the HEDS test in order to accumulate a set of data to use as comparisons to in-house testing and surveys. The HEDS test will be administered once very other year. This year it was administered to freshmen in the first semester and freshmen and sophomores in the second semester.

Annual Objective 1.b In cooperation with IT implements instructional technology that serves as a model for the classroom experience

Benchmark 1.b: 2% of the faculty will adopt the technology for classroom use

Calculate/ Record number of FYS classes in which the new instruction technology is used; provide separate sessions to faculty and calculate and record attendance; calculate and record number of faculty adopting technology for classroom use.

Results: Benchmark met. 12% of the faculty attended demo sessions of the new Apple TV technology. The library acquired and implemented the new technology using the Apple TV in the reference commons for information literacy instruction sessions. The installation was delayed by 3 months due to the company installing the equipment and was not available for the FYS sessions. The program was launched later in the semester. Customized searching instruction or individual classes benefited from it. A number of technological problems including problems with the TV, the project, and the wireless slowed the process considerably. Once these were corrected, faculty were invited to view demo sessions and encouraged to book the reference commons for their own class instruction sessions. 6 faculty members attended the demo sessions. The librarians serving on the ITC (Information Technology Committee) were able to encourage committee members to attend the sessions as well. The reference librarians used the equipment in 9 sessions (35%). Because of the delayed start, faculty was not able to adopt the technology for their own classroom use. 2 faculty members were interested in using it in the future and or having similar set ups in some of the classrooms on campus. The ITC committee of which 2 librarians are members invited experts in the area of teaching technology to give a campus talk. The talk was well attended and the content coordinated well with the library's new equipment and its range of use.

Analysis: Faculty were impressed with the technology and eager to use it but were reluctant to book the reference commons for their classes as they felt it interfered with students who wanted to use the commons for their own assignments.

Response: In order to make the reference commons a more appealing area for campus instruction, more computers will be added for fall of 2013. In addition, more computers will be available in the library for student use while instruction session are taking place on the reference commons computers. The librarians who used the equipment found it very effective although it requires a learning curve. The equipment will be used in the FYS sessions for 2013 at which time more data can be gathered on the efficiency and effectiveness of its use.

Annual Objective 1.c. Rewrite the library mission statement and create long-term goals that reflect the strategic goals of the university.

Benchmark 1.c. 100% of the library personnel will participate in the activity; the mission statement will be developed and replace the mission statement in the bulletin; charts will be developed that reflect the library's mission and goals with the strategic plan.

Library personnel will participate in a year long program to rewrite and coordinate the library's mission, goals and objectives to reflect the strategic plan of the university.

Results: 100% of the library staff participated in a half day workshop in August of 2012 to create a new mission statement. The results were the following:

The mission of the library is to enhance, strengthen and champion academic research within the Oglethorpe University community. By imparting lifelong learning skills, providing authenticated knowledge resources and engaging users the library prepares stakeholders to manage the resource base of a 21st century global environment. The benchmark was met. See the charts that were developed in Appendix A.

Analysis: As a means of providing continuity and connectivity, the library assessment plan for the coming academic year 2012-2013, included charts that linked the library's mission to the strategic goals of the university. The librarians used these charts as points of reference while formulating and re-articulating the mission of the library. The University Librarian met with the head of campus communications to discuss promoting the new mission of the library.

Response: Because the academic strategic plan was underway and the goals and objectives of that plan were not yet available, additional activities for this project were postponed until the official academic strategic plan could be completed. Once completed, the library will use the document to further connectivity between library mission, academic strategic planning goals and the mission of the university.

Goal 2: The library will enhance its teaching-learning role by supporting student learning outcomes in academic disciplines

Annual Objective 2.a Update and redesign the information literacy program to reflect a 21st century global learning environment.

Benchmark 2.a. 5% of the stakeholders will participate in the redesign of the program; the guidelines will be completed and posted on the library homepage; FYS classes will complete post test with 80% or higher rate.

Librarians will identify key stakeholders to develop information literacy discipline specific attributes for the global learner ; the librarians will launch a new format for the FYS classes; the librarians will create guidelines for the OU information literacy program that reflect 21st Century global learning.

Results: The results include:

- A redesign of the webpages for information literacy

- A new rubric for assessing student outcomes
- Implementation of a pre-post test format into the FYS sessions.

5% of the stakeholders participated in the redesign including librarians and FYS instructors. The benchmark was met. 80% of the FYS classes did not complete the post test. This benchmark was not met.

Analysis: Laura Masce, reference librarian, was accepted into the 2012 ACRL Immersion Program for Information Literacy. This staff development opportunity, a nationally ranked and highly competitive one, provided her with the skill set to develop and design a program and a rubric for assessment in coordination with national ACRL standards. Librarians provided 18 FYS instruction sessions with 332 students attending. They conducted 5 instructions session to the EDP students with 38 students attending and 15 sessions customized for classes with 159 students attending (see chart 1 below on types of sessions and attendance).

Almost all First Year Seminars and Fresh Focus classes attended a 45-minute Library orientation session in fall 2012 or early spring 2013. The librarians taught a total of 18 FYS / FOC classes, with a total of 332 students in attendance.

The original intention while planning for the Freshmen Library orientation program during summer 2012 was that the librarians would work with the FYS instructors to implement a mandatory second “online” Library session, which would feature a pre- and post-test to gauge student learning. The online session was to consist of video tutorials and interactive tests on Moodle, in order to further develop the students’ information literacy and evaluative skills.

However, after meeting with the Instructional Technologist during the summer and early fall, the librarians discovered that the functionalities available in Moodle were not interactive enough to host videos, and the pre- and post-tests would be hard to implement in a sequential way.

The librarians then settled on conducting a “one-shot” Library Orientation session to each class, as previously administered. There was a change, however, in the assessment measures -- this year they implemented pre- and post-tests that were administered during the session to assess student learning. The HEDS test was also administered in the fall and spring, but had a lower response rate (26 respondents in fall, 40 respondents in spring).

Type of test administered	Number of test completed
---------------------------	--------------------------

Pre-tests	94 (28% of FYS classes)
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Post tests	107 (32% of FYS classes)
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100% of the students did not take the test. The benchmark was not met. 50% of the students did not receive a passing grade. The benchmark was not met.

Chart 1 – Instruction Sessions and attendance 2012-2013

Outreach Services

# of Petrel Point / non-course related instruction sessions	0	0	0	0	1	0	0	0	2	0
0	3									

# of Students	0	0	0	0	1	0	0	0	0	0	0	0	1
---------------	---	---	---	---	---	---	---	---	---	---	---	---	---

REFERENCE

		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Instruction Services														
	# of FF / FYS Sessions		0	4	10	2	0	0	2	0	0	0	0	0
18														
	# of Students	0	76	201	34	0	0	21	0	0	0	0	0	332
	# of EDP B.I. Sessions		0	0	0	0	3	0	0	1	1	0	0	0
5														
	# of Students	0	0	0	0	20	0	0	12	6	0	0	0	38
	# of Other B.I. Sessions		0	5	3	2	0	0	0	3	1	1	0	0
15														
	# of Students	0	53	49	37	0	0	0	37	11	20	0	0	207
	# of Faculty Orientations / Tours			0	0	0	0	0	0	0	0	0	0	2
0	2													
	# of Faculty		0	0	0	0	0	0	0	0	0	0	3	0
3														
	# of Academic Tradition Sessions			0	0	0	0	0	0	0	8	0	8	0
0	16													
	# of Students	0	0	0	0	0	0	0	7	0	12	0	0	19

Response: The librarians found that the pre/post test was awkward to administer and ineffectual. They aborted it midway through the FYS sessions. Finding an experience for the FYS sessions that emphasizes the importance of library research, evaluating resources and citing properly is a challenge. Building on the experience from this year's FYS sessions and the new FYS rubric for assessing information literacy, the librarians will develop a new plan for fall 2013. Each FYS sessions will focus on a searching theme relevant to the particular FYS section. Using a theme based foundation students will learn library based skills in searching, book retrieval, evaluating resources and applying critical thinking skills. The following represents a tentative design:

- Contact each FYS instructor
- Obtain the subject matter/focus of the class
- Customize the FYS session around the class subject
- Use a class subject based FYS session that provides students with the basics of citing, library research, critical think, evaluating.

- Show the customized assignment to the instructors prior to the FYS session
- Encourage the instructors to include the FYS session ON their syllabus
- During the FYS sessions, give the students the take away assignment to turn in to us with a due date
- Grade the returned assignments and provide each professor with the results/assessment

Annual Objective 2.b. Integrate the Oglethorpe University Journal of Undergraduate Research into the academic program.

Benchmark 2.b. Launch the journal with a minimum of 3 articles by end of December 2013.

Market and coordinate the use of the journal to the academic faculty. Create a committee to oversee the journal. Work with the honors coordinator to ensure that all theses are included.

Results: The journal received 5 articles at the end of fall semester for its first edition for fall 2012. The benchmark was met and exceeded. The editorial board was selected and implemented and included the director of the honors programs. Honors theses were captured and included for the late summer edition, 2013. A second edition was published in May of 2013 with 7 articles. The honors theses were received and will be published in a late summer edition, 2013.

Analysis: Prior to any publications, the editorial committee was created and comprised of Dr. Charles Baube (CORE Director), Dr. Mike Rulison (Honors Director), Dr. Linda Taylor (The Tower editor), Anne Salter (University Librarian), Laura Masce (Reference Librarian) and Dr. David Evans (Director of Kennesaw State University Library). Marketing included a variety of formats including email to faculty and students; printed flyers and handouts; links on the library homepage; and classroom visits promoting the journal. The Liberal Arts and Sciences Symposium sponsored a paper competition with the added incentive that the winning papers would be published in the Journal. 10 entries in all were submitted to the contest. Since the journal went live it has received 756 downloads of the content.

After reviewing the first year of the journal it is clear that it is a vital resource for the students who are delighted and highly motivated by the opportunity to publish their academic research. Students in their own words assess the value of this opportunity:

- “I’ve wanted to be a published author since I was a little girl, and the Journal and its supporters made that dream a reality.
- “The publishing process is very easy, and I would definitely recommend it to those who are unsure of submitting an article.”
- “I want people to read and see my work, to ask questions, to challenge it. In other words, I want to be published.”

- “It truly is an amazing feeling to see your thoughts on the screen, and to know that people are reading them and sharing them with others.”

Faculty is recommending students and their papers to the editors. The journal is a success and now a vital part of the campus academic program. For a special interview by RebeKka Strom on academic research and the journal, follow the link below to <http://www.youtube.com/watch?v=VZooV50wRx8>.

Response: The Journal will continue its second year with the same editorial board. Students will be encouraged to submit articles using the effective marketing tools from the previous year. Deadlines will be established for fall semester, spring and summer semesters.

Goal 3. The library will support the 21st century global learning environment.

Annual Objective 3.a the library will provide internships for OU students.

Benchmark: 3.b. In coordination with the head of the internship program, provides one internship in the archives per semester for an OU student.

Results: One internship was provided for the fall semester in the archives. The benchmark was met.

Analysis: One student, a history major, worked in the archives on the collections of the Oglethorpe University Presidents. In retrospect, one of the collections would have been more suitable for a two semester project. The internship was completed and the collections were catalogued. The student also wrote a paper on the experience for one of his history classes. The archives internship initiative coordinates with the experiential learning segment of the OU experience.

Response: The internship in the archives offers a student a hands-on experience relevant to on the job training for future employment. The skill set acquired translates well into obtaining an archival position after graduation. The experience is helpful to history and humanities majors who are interested in archives or library science as a career path. Because of the small facility, only 1 intern per semester can be accommodated. For the fall term a student will be selected who will also gain experience in scanning and digital imaging. Based on previous experience, a smaller collection will be selected for processing.

Annual Objective 3.b. Implement for credit academic research class.

Benchmark: 3.b. The reference librarian and the university librarian will team teach a for credit class in academic research in spring 2013. 85% of the class will score 80% or higher on all test indicating knowledge base of information literacy and the application of related critical thinking skills.

Results: The librarians taught a research class, INT. 290-01, in the spring semester of 2013. 12 students enrolled in the class. 1 student dropped the class. 81% of the students completed the HEDS pre-test and 90% of the students completed the research assignments. Of the final grades, 81% received an A and 18% received a B. The benchmark was met.

Analysis: Students completed a total of 8 assignments and a final research portfolio. Assignments were designed to build research skills on a progressive basis beginning with selecting a research question, finding a variety of resources, an annotated bibliography of the resources and analysis of one research database. Coursework became more detailed and challenging as the semester progressed. The final was a portfolio and oral presentation of its contents. Assignments were based on the information literacy goals of

- Access
- Evaluation
- Incorporation

Special emphasis was placed on developing critical thinking skills especially in relationship to the annotated bibliography assignments.

Assignment Completion Rate

How do you tell if information is reputable? 100%

Developing a research Question 100 %

Find an encyclopedia article and create the citation and annotation for your research question 100%

*Find Books on your topic and create citations and annotations 99% completed

Read and write abstract of assigned article 100%

Complete an annotated bibliography of articles 100%

Annotated bibliography of websites; evaluate them for authority, content, and accuracy 100%

Select one database and explain its functionality in detail 100%

Final Research Portfolio and oral presentation 100%

*Students explained this was the most difficult assignment but the one in which they learned the most. Students were asked to do the assignment twice in order to understand the process. One student completed it a third time to make sure he really understood.

Response: The comments and critiques from the students indicated that they thought the class was worthwhile and significant in helping them learn to perform research. Several commented on the importance of learning Boolean operators and its application to research; others found the annotated bibliography to be the most influential assignment along with formulating a research question. The class will be offered again in the spring semester of 2014. Using the students comments from the previous class, more emphasis will be placed on “searching” using Boolean operators and on the annotated bibliography.

Appendix A – Relationship of Library Goals to University Goals

Appendix B. **Oglethorpe University Assessment Plan**

Department or Program: Library

Contact/Author of Report: Anne Salter

Assessment Period: August 2013-May 2014

Date Submitted: July 10, 2013

The Assessment Plan: Overview of Goals and Specific Objectives

Departmental Mission:

The mission of the library is to engage in a dynamic role that continues the process of providing generic skills and knowledge resources preparing stakeholders to evaluate and manage the resource base of a 21st century global environment.

Long-term Departmental Goals:

1. The library atmosphere will promote operation and morale in support of institutional goals.
2. The library will enhance its teaching-learning role by supporting student learning outcomes in academic disciplines.
3. The library will support the 21st century global learning environment.

Specific Objectives (desired outcomes) for 2012-2013

1. ... *related to goal 1:*

- a. Rewrite the library mission statement and create long-term goals that reflect the strategic goals of the university –
 - b. Develop a communications and outreach plan for the library based on the
 - c. Integrate the library into the campus community through additional outreach
2. ... ***related to goal 2:***
- a. Update and redesign the information literacy program to reflect a 21st century global learning environment.
 - b. Plan and publish online library instruction plans for each major at OU
 - c. Improve and continue assessment of information literacy skills in FYS, Honors, and INT 290
3. ... ***related to goal 3 :***
- a. Provide archives internships for students
 - b. Continue providing access to quality materials in a variety of formats.
 - c. Expand and improve library technology to campus

The Assessment Plan (2012-2013)

Goal 1: The library atmosphere will promote operation and morale in support of institutional goals.

Annual Objective 1.a. Rewrite the library mission statement building upon the work from the pervious year; create long-term goals that reflect the strategic goals of the university.

Benchmark 1.a.: *100% of the stakeholders (Library staff) will participate in the process. (See related goal in annual objective 1.b).*

Results:

Analysis:

Response:

Annual Objective 1.b Develop a communications and outreach plan for the library based on the revised mission.

Benchmark 1.b: *Benchmarks will be established using the first year of the program and its output and audience response.*

Calculate/ Record number of responses to various marketing techniques; calculate/record number of events and attendance at each; identify strengths and weaknesses of the program.

Results:

Analysis:

Response:

Annual Objective 1.c. Integrate the library program into the campus community through additional outreach activities.

Benchmark 1.c. Calculate and record attendance at outreach events; random survey attendees at each for indirect feedback.

Goal 2: The library will enhance its teaching-learning role by supporting student learning outcomes in academic disciplines

Annual Objective 2.a. Update and redesign the information literacy program with assessment methods to reflect a 21st century global learning environment

Benchmark 2.a. Use the FYS library orientation/information literacy program to establish a benchmark; analyze data using newly established assessment methodology. Calculate / record data. Data will include but not be limited to recording and calculation of number of attendees, number of completed assignments, number of email follow-ups, and number of personal librarian letters sent to students.

Results:

Analysis:

Response:

Annual Objective 2.b. Plan and publish online library instruction plans for each major at OU

Benchmark 2.b. *Calculate and record number of plans created and published; calculate and record number of hits on webpages.*

Results:

Analysis:

Response:

Annual Objective 2.C Improve and continue assessment of information literacy skills in FYS, Honors, and INT 290 using data from last year as benchmarks for improvements.

Results: Building on the benchmarks from last year, calculate and record statistics using same rubric; emphasize areas of information literacy identified by previous year's class as significant and instruct to those areas; **give** pre and post test from HEDS to all class members in FYS Honors and INT to establish benchmarks; calculate and records answers and compare to last year's findings from the HEDS test.

Analysis:

Response:

Goal 3. *The library will support the 21st century global learning environment.*

Annual Objective 3.a The library will provide internships for OU students.

Benchmark: 3.a. In coordination with the head of the internship program, provide a minimum of two internships in the archives per semester for an OU student.

Results: Calculate and record number of interns, hours spent on the job and end product; calculate and record number of images scanned.

Analysis:

Response:

Annual Objective 3.b Continue providing access to quality materials in a variety of formats

Results: Calculate and record number of items added to catalogue from special collections; calculate and record number of items scanned and added; calculate and record number of archival collections processed and added; calculate and record number of students using improved DVD services.

Analysis:

Response:

Annual Objective 3.c. Expand and improve library technology to campus

Benchmark: 3.c. Calculate and record use of eBooks for CORE; Calculate and record number of bookings of reference commons for classes; calculate and record work with IT, EF, professors; calculate and record hits on new LibGuide for Core eBooks.

Appendix C

Library Counts 2012--2013

	<i>Added</i>	<i>Total at Period End</i>
<i>Collection Size</i>		
Holdings	1,769	153,299
Titles	1,785	155,073
Items	2,349	161,848
<i>Collection Activity</i>		
Items Used		4,647
Charges		7,004
Browses	524	50,707
<i>User Community</i>		
Registered Patrons	773	2,208
