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Library assessment report 2008/2009

Nelson Poynter Memorial Library.

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2008/2009
Assessment Plan/Report
Poynter Library/USF St. Petersburg

The Library Mission:

Nelson Poynter Memorial Library supports the mission and goals of USF SP in three ways: In cooperation with the USF Library System, we provide print, media, and electronic information resources required for teaching, learning, and research. We provide the services and instructional opportunities required for using this information effectively. We support student learning by providing and maintaining classroom technologies.

Objective 1: In cooperation with the USF Library System, we provide print, media, and electronic information resources required for teaching, learning, and research.

Assessment I:

- *Means of assessment and criteria for success:*

The collection analysis uses data from the OCLC Collection Assessment module, combined with the American Association of College and Research Libraries (ACRL) quantitative Formula A for colleges, used prior to the 2004 revision; and the newer, less quantitative June 2004 Standards.

- *Summary of assessment data collected:*

Summary of Assessment Data Collected: With approximately 232,231 monographs, the USF St. Petersburg library monographic collections exceed the number of volumes called for in Formula A, based on the numbers of FTE faculty and students, and undergraduate and graduate majors and minors, with an “A” rating. Using the 2004 ACRL Standards, the USF St. Petersburg library collection holds approximately 84 books per FTE, using a combined total student and faculty FTE.

Formula A: Collections:

Basic Collection		85,000
Allowance per FTE Faculty Member	100 X 243=	24,300
Allowance per FTE Student	15 X 2,526=	37,890
Allowance per Undergraduate Major or Minor		10,150
CAS 350 X 17=		5,950
COB 350 X 8=		2,800
COE 350 X 3=		1,050
Allowance per Master’s Field		72,000
(When no other higher degree in field is offered)		
CAS 6,000 X 4=	24,000	
COB 6,000 X 1=	6,000	
COE 6,000 X 7=	42,000	

TOTAL Number of Monographs Required by Formula A: 229,340

These figures are to be calculated cumulatively. Libraries that can provide 90 to 100% of as many volumes as are called for in Formula A shall be graded A in terms of library resources; from 75 to 89% shall be graded B; 60 to 74% shall be graded C; and 50 to 59% graded D. With approximately 232,231 monographs, the USF St. Petersburg library monographic collections exceed the number of volumes called for in Formula A, with an “A” rating.

“Standards for Libraries in Higher Education,” Approved by the ACRL Board of Directors, June 2004.

Input Measures

TOTAL VOLUMES 232,231

Ratio of volumes to:

- Combined total student and faculty FTE 07-08 2,769 83.8:1
- Combined total student FTE 07 - 08 2,526 91.9:1
- Undergraduate FTE 07-08 2,231 104:1
- Graduate FTE 07-08 295 787:1
- Faculty FTE 07-08 243 955:1

Ratio of volumes added per year to combined total student and faculty FTE:

- Volumes added 06/07 9,163 3.3:1
- Volumes added 07/08 4,683 1.7:1
- Two year average 6,923 2.5:1

Ratio of Materials expenditures 2007-08, \$313,860.95 per:

Combined total student and faculty FTE \$113.35:1

Percent of total library budget expended in the following three categories:

Total Library budget 2007-08 \$1,846,383.

Materials and information resources, subdivided by:

1. Print 176,943.40 9.58%
2. Microform 21,917.95 1.18%
3. Electronic 115,000.00 6.22%
4. TOTAL materials 16.98%

The American Association of College and Research Libraries quantitative collections standards for member libraries, Formula A (below) to be applied to collections was used for the section above:

Formula A: Collections	
Basic collection	85,000
Allowance per FTE faculty member	100
Allowance per FTE student	15

Allowance per undergraduate major or minor field	350
Allowance per master's field, when no higher degree is offered in the field	6,000
Allowance per master's field, when a higher degree is offered in the field	3,000
Allowance per 6th year specialist degree field	6,000
Allowance per doctoral field	25,000

- *Use of results to improve services:*

Although the library collections are sufficient overall, areas of concern are highlighted by the assessment. Using the 2004 ACRL Standards, the ratio of materials expenditures per FTE faculty and student have dropped, as has the ratio of books acquired per FTE faculty and student. This decrease occurs at a critical point in the growth of the university, and cannot be sustained. This study will be used to establish baseline data for future year comparisons.

Assessment 2:

- *Means of assessment and criteria for success:*

This collection analysis uses data from the OCLC Collection Assessment module, combined with a modified WLN conspectus method. Analysis focuses on monographic collections, within LC call number ranges that correspond to specific academic programs at USFSP, as represented by graduate and undergraduate programs.

- *Summary of assessment data collected:*

Analysis of monographic holdings by discipline, as well as the construction of interdisciplinary assessments of programs such as Environmental Science & Policy, finds that while most programs are well supported by appropriate collection levels, specific areas of the collection need development.

Volumes Held By LC Classification in Major Disciplinary Areas:

A modified WLN Conspectus method was used to analyze volumes by LC classification to create Current Collection Level Ratings. The WLN conspectus model sets the following standard for the number of monographs in a division:

Monographic Coverage in a Division	
1b or less	Fewer than 2,500 Selection not sufficient
2a	2,500 - 5,000 Selection appropriate for the general reader & general reference questions
2b	5,000 - 8,000 Selection appropriate for the general reader & lower level undergrad

3a	8,000 - 12,000, representing a range of monographs, Selection appropriate for the general reader & upper level undergrad
3b -3c	More than 12,000, representing a wider range, Selection appropriate for master's level and/or independent research

OCLC Collection Assessment is based on historical disciplinary boundaries that have become less meaningful as interdisciplinary and cross-disciplinary boundaries have fallen in many fields. To consider interdisciplinary fields, such as criminology, title counts from a series of call numbers have been aggregated. Not all programs have been assessed, as library liaison participation would be the next step in the analysis.

<u>GENERAL SUBJECT DISCIPLINE</u>	<u>TITLES HELD</u>	<u>PERCENT OF COLLECTION</u>
AGRICULTURE	1327	0.6089251
ANTHROPOLOGY	2066	0.9480326
ART & ARCHITECTURE	4,534	2.0805323
BIOLOGICAL SCIENCES	6257	2.8711713
BUSINESS & ECONOMICS	24,281	11.141907
CHEMISTRY	410	0.1881381
COMMUNICABLE DIS & MISC	240	0.1101296
COMPUTER SCIENCE	2550	1.1701273
EDUCATION	12406	5.6927842
ENGINEERING & TECH	4552	2.088792
GEOGRAPHY & EARTH SCIENCES	6097	2.7977515
GOV DOCS	2280	1.0462315
HEALTH FAC NURSING & HTY	1602	0.7351153
HLTH PROF & PUBLIC HEALTH	2608	1.196742
HISTORY & AUX SCIENCES	33443	15.346105
LANGUAGE, LINGUISTICS & LIT	39670	18.20351
Law	5024	2.3053803
LIS, GENERALITIES & REF	6254	2.8697947
MATHEMATICS	2127	0.9760239
MEDICINE	3743	1.7175634
MEDICINE BY BODY SYSTEM	547	0.2510038
MEDICINE BY DISCIPLINE	3880	1.780429
MUSIC	2182	1.0012619
PERFORMING ARTS	3826	1.7556499

PHILOSOPHY & RELIGION	9320	4.2767007
PHYS ED & REC	1319	0.6052541
PHYSICAL SCIENCES	2682	1.2306986
POLITICAL SCIENCE	8809	4.0422164
PRECLINICAL SCIENCES	808	0.3707698
PSYCHOLOGY	4064	1.8648618
SOCIOLOGY, CRIM, SW, ISS	17869	8.19961
UNKNOWN CLASSIFICATION	1148	0.5267867
MONOGRAPHS ALL CLASSES	217925	

E-books unknown classification 11,4152

Total Monographs 232,231

Selected Academic Programs at USF St. Petersburg: Titles Rating

Anthropology Undergraduate Major+Minor	2,066	1B
Business Undergraduate major+minor+Graduate	24,281	3C
Environmental Science & Policy major+minor+Graduate	29,587	3C
Education Undergrad. major+minor+Graduate	12,406	3B
Geography Undergraduate Major+Minor	6,097	3A
Psychology Undergraduate Major+Minor	4,064	2A

Environmental Science & Policy is an interdisciplinary program offering an undergraduate major and minor as well as a graduate degree. To assess this area required a separate spreadsheet combining title counts from different disciplines:

ESP ENVIRONMENTAL SCIENCE AND POLICY:

ECONOMIC HISTORY & CONDITIONS - ENVIRONMENTAL POLICY	144
AGRICULTURE	1327
BIOLOGICAL SCIENCES	6257
CHEMISTRY	410
GEOGRAPHY & EARTH SCIENCES	6097
MISC. GOVERNMENT DOCUMENTS	2280
TRANSPORTATION	422
PUBLIC HEALTH, PUBLIC ASPECTS OF MEDICINE	571
BIOCHEMISTRY	114

ANIMAL BIOCHEMISTRY	54
MATHEMATICS	2127
PHYSICAL SCIENCES	2682
POPULATION GEOGRAPHY	179
TOXICOLOGY	53
MEDICAL GEOGRAPHY AND MEDICAL CLIMATOLOGY	10
POLITICAL INST. & PUBLIC ADMIN - US	2082
POLITICAL INST. & PUBLIC ADMIN - EU	597
POLITICAL INST. & PUBLIC ADMIN - LATIN AM & CANADA	127
POLITICAL INST. & PUBLIC ADMIN - GEN	490
POLITICAL SCIENCE - GEN	650
LOCAL GOVERNMENT	262
INTERNATIONAL LAW & RELATIONS	1003
AGRICULTURAL ECONOMICS	322
LAND USE	434
ECONOMICS OF LAND USE	37
ECONOMICS - INDUSTRIAL ORGANIZATION & THE STATE	206
MINERAL, CHEMICAL, & ENERGY INDUSTRIES	650
TOTALS	29,587

- *Use of results to improve services:*

The value of the conspectus is that it does allow the library to set goals to target collection growth in areas where monographic coverage is low. For example, both the anthropology and psychology programs offer an undergraduate major and minor, and both have fewer books than would be required to meet 3A, the rating recommended for undergraduate programs offering both upper and lower level coursework. Similarly, education, although 3B, has both graduate and undergraduate programs, and should be developed to 3C. This assessment will be used in the future to target outcome-based assessments in future years.

Objective 2: We provide the services and instructional opportunities required for using this information effectively.

Assessment 1:

Means of assessment and criteria for success:

During the fall semester of 2008, all teaching faculty at the University of South Florida were asked by their College Deans whether they would be willing to facilitate their students' participation in an assessment of library reference service. To participate in the survey, the

faculty had to teach a course with a library or research assignment. It was hoped that at least 80% of responding students would report positive experiences with their contact with a reference librarian.

- *Summary of assessment data collected:*

Through the help of faculty assistance, 82 students completed the survey. 85% of the responding students (N=62) said that they found the librarians at the reference desk to be approachable and willing to help them, 3% students (N=2) answered that they did not find the librarian to be helpful, 5.5% students (N=4) responded that they never ask for help, and 5.5% (N=4) stated that they preferred to use the online library resources from off campus. One student said that s/he could not find the librarian.

Students asked a range of questions, from very simple directional questions (where was a book located, where are the course reserves located, where to get change for the vending machines), to simple reference questions (how to format APA citations, how to use interlibrary loan, how to access the online reserves, how to read a call number to locate a book, how to search the online catalog, how to access the online database, or track down an article in electronic or print format).

The bulk of the reference interactions were centered around more complex research questions on how to locate books and research articles relating to the following topics:

- Accounting (GAAP and IFRS accounting standards, conducting business in Japan, FASB statements),
- Psychology (test anxiety, dating anxiety, mental measurements, test construction, sleep deprivation, college student burnout, caffeine dependence, interpersonal intelligence, materialism, body art, racism),
- History (Roman Law, Roman punishments for murder, Greek contributions to Roman Society, Sumerian and Hebrew religions, the Crusades, Medieval Women, Slavery, the Black Death, Greek and Roman Women and marriage laws), and
- Education (children's literature, teaching styles, learning strategies)

Students reported that the librarians recommended books 41% of the time (N=31), electronic resources 50% of the time (N=38), handouts 5% (N=4), and other 4% (N=3). 99% of the student respondents overwhelmingly considered these recommendations to be useful or very useful to their research project. Only one student said that the librarian's recommendation was not very useful. 24% of the respondents (N=17) said that the librarian helped them retrieve more resources than they needed, 66% thought that the librarian helped them find just the right amount of resources, while 10% of the student respondents could not find enough resources on their topic.

89% of the student respondents (N= 59) said that they would ask the same librarian for help in the future, while 5.5% affirmed that they preferred online interactions, and 5.5 % said that following their research instruction they now felt comfortable conducting library research on

their own. Similarly, the majority of students said they feel comfortable asking for help from any librarian at the Reference desk.

- *Use of results to improve services:*

We are pleased to see that students continue to find the Reference Librarians at the Nelson Poynter Library to be friendly, approachable, knowledgeable, and helpful to the students and their research assignments and learning here at the University of South Florida, St. Petersburg. While recognizing the quality of our reference services, the survey did highlight a few areas where our staff can aim to improve our services and resources:

Specifically, this survey captured a distinct cohort of students who do not want to physically come to the library and prefer to only use our online resources. Several students said that they would like the library to provide more online information or asked for online reference help. On the USF Libraries site, an “Ask-A-Librarian” link to online reference chat, email, reference phone numbers, and individual reference assistance is prominently displayed on most web pages. In contrast, on the Nelson Poynter Library website, our links to these online and customized help services is displayed in a less obvious manner. In response, this link could be promoted in prominence on the Nelson Poynter Library homepage so that our online student users can easily identify where to go for online help.

While the selection and purchase of new online resources is the responsibility of librarian’s at the USF Tampa Library, students at USF St. Petersburg benefit from being part of the large USF system by gaining access to a tremendous collection of online databases, electronic journals, books, and archival resources. This survey did highlight the research assignment for students in the History of Western Civilization class and their perceived need for books on a variety of topics relating to Roman, Greek, and Medieval European law, culture, and politics. Two students in this class responded that they wished that the Poynter Library had more books on these topics, instead of having to rely on the books at the Tampa Campus. Library resources supporting this course were evaluated to reveal strong core collections, comparing favorably to USF Tampa’s holdings. It appears likely that lack of library research skills, rather than collection deficiencies, are the primary source of negative student comments in this particular case. Based on these results, the Western Civilization course professor will be contacted to recommend enhanced library instruction to supplement this General Education course.

The final responses to this survey are directed at the student who commented that he or she could not find a librarian at the reference desk. We need to remind all the Reference Librarians to keep an eye out for when the reference desk is busy and may need more than one librarian to help the students as well as continue to monitor when the reference librarian at the reference desk is particularly busy and to see if there is a pattern of times when an additional librarian should be on call or there to provide additional support.

Assessment 2:

- *Means of assessment and criteria for success:*

An open-ended survey assessing the provision of Circulation services at the Nelson Poynter Memorial Library was conducted during the Spring 2009 session. Student workers distributed the survey at the Circulation Desk near the library exit for one week in January. The survey was distributed to individuals who had approached the Circulation Desk and were leaving the library. Candy was offered to all individuals as an incentive to complete the survey. After describing the responsibilities of the staff at the Circulation Desk, the survey asked respondents to answer 3 open ended questions:

1. What Circulation service do you find the most useful? Why?
2. Name one new service that you would like the Circulation Desk to provide? Why?
3. If you could change one thing about the Circulation Desk Services, what would it be? Why?

Librarians and staff at the Nelson Poynter Memorial Library were interested in learning which Circulation Services are perceived to be the most useful, which services need to be reviewed to for possible policy or procedure alterations, and to broadly learn from library uses what additional new services should be considered by the Circulation Department and the Nelson Poynter Memorial Library.

- *Summary of assessment data collected:*

A total of 93 people completed the survey. Respondents were 50% male and 50% female. 59% of the respondents were undergraduate students, 15% were graduate students, 6% were faculty, 13% were community members, 4% were staff, 2% were senior auditors, and 1% was alumni members.

Question 1 asked survey respondents to name the circulation service that they found the most useful:

- 23 respondents said that they found the general information, research help to be the most useful services -- however, it was clear from some of the comments that many of these respondents got the Circulation and Reference Desks confused.
- 16 individuals thought that the book check out was most useful
- 16 individual reported finding the Inter Library Loan service to be most useful.
- 8 Students appreciated the Circulation Desk providing access to Course Reserves and a faculty member liked the Reserve scan services
- Although not specifically a service provided by the Circulation department, 7 respondents appreciated the computers at the library's information commons
- 6 individuals thought that the online renewal system was simple and convenient.
- 6 respondents liked being able to check out a study room for group work or for quiet space
- 3 individuals liked being able to check out media
- 3 respondents appreciated that it was very easy to find books and other items in the library

- 2 students liked that the Circulation and Reference Desks provided access to office supplies such as pens, pencils, staples, scissors, etc
- 2 students liked being able to check out a lap-top from the Circulation Desk
- 2 individuals appreciated receiving overdue notices
- Finally, one student liked that they could check out media equipment at the Circulating Desk

Regarding question #2, survey respondents suggested a range of new services that the library should provide:

- 7 respondents suggested that the library should begin to provide food, coffee, or candy. In a related comment, a student critiqued the type of candy that the library provided for participating in the assessment and suggested Airheads Candy as a superior product.
- 3 respondents stated that they would like to be able to pay their library fines in the library. Specifically, they thought that this service would be more convenient all in one location and noted that the Cashier Office (the location where library fines currently have to be paid) is not open the same hours as the library.
- 3 respondents made service requests related to printing; 2 individuals thought that free printing would be nice, while another respondent would like the ability to break their large bills into smaller bills in the library rather than going to the Cashier's Office
- 3 comments concerned the check out or return of circulating materials. Specifically, one individual thought that self check out would be a good quick and efficient new service, while a faculty member thought that the circulation department should streamline the faculty periodical check out process. Another individual would like to be able to return circulating media to any of the USF campus libraries.
- 2 respondents requested book retrieval and hold service
- 1 student wanted article holding services (such as document delivery).
- 1 respondent requested that the library provide tampons in the women's washrooms

Finally, several survey respondents made several requests for services that the library already provides:

- 2 respondents requested inter library loan services,
- 2 respondents wanted to borrow media or movies,
- 1 individual asked for distance learning support (although s/he did not describe exactly what type of distance learning support they desired), and
- 1 student asked for course reserves.

In all of these cases the students were unaware of the library's current services. However one student asked for better wireless service and another student wanted more computers in the library's information commons.

Similar themes emerged in response to question 3:

- 5 students asked that the library have longer hours
- 3 more respondents asked for free food, with a specific request for chocolate candy
- 2 respondents asked for more librarian or staff assistance, with one particular request for help with creating/managing blogs and wikis

- 2 students asked that the Circulation department increase the time that students could check out the study rooms
- 2 students asked for an increase in course reserves
- 1 student asked for an end to library fines
- 1 respondent asked for happier customer service at the Circulation Desk
- 1 student asked for a self check out station
- Finally 2 community members asked for access to the library resources at home, and to extend library privileges to community members.

Finally, many respondents expressed their satisfaction with the Circulation Desk

Services. A sampling of these comments includes:

- “Efficiency, courtesy, cordiality”
- “You guys are great!”
- “People are remarkably courteous and helpful, very impressive“
- I think they do a great job as is”
- *Use of results to improve services:*

Generally there are 3 responses to the results of the Circulation Services Survey.

1. The first response is to discuss the findings with all the Circulation staff at the departmental meeting. In particular, Virginia Champion, the head of the Access Services, will discuss with staff appropriate public service styles and emphasize the importance of conveying friendly customer service. Another item for that meeting agenda will be to brainstorm among circulation staff for possible ways to streamline the faculty periodical check out process.
2. The second response is to continue to promote the Circulation Services to both students and faculty. As several respondents asked for new services that the library already provides, Kaya van Beynen will continue to promote these library services, particularly inter-library loan, the media collection, and distance learning support. Likewise, the course reserves proved to be very popular with the survey respondents, and several students expressed a desire for more courses to provide materials through course reserves. While the library cannot compel faculty to make their course materials available on course reserves, again this is another area where librarians can advocate the value of course reserves to faculty as a means of reducing the fiscal burden of students and as a means of facilitating student use of course materials.
3. Finally, the response will be to discuss the survey results at the next Librarian Faculty meeting. Specifically the librarians need to assess the feasibility of extending the study room hours, the affordability and utility of self check out, and to update librarians on the policy changes regarding the return of media borrowed from other USF libraries. Should increasing the borrowing time for study rooms be deemed desirable, Virginia Champion will approach the Florida Center for Library Automation about enabling possible 4 or 5 hour loan periods. Regarding

self check out, currently the USF Tampa Library and libraries at the University of Central Florida provide this option to library users. Virginia Champion will investigate the cost of purchasing equipment to support this and all the librarians will discuss the viability of providing this service. Finally, Virginia Champion and Jerry Notaro will remind all staff and librarians about the change in policy regarding the return of media, that faculty and students can now return USF St. Petersburg media to any of the USF libraries.

Assessment 3:

- *Means of assessment and criteria for success:*

Librarians Kaya Townsend and Patricia Pettijohn conducted a focus group lasting approximate ½ hour, with 5 attending including one community member, on November 20, 2008. Participants were recruited through personal contacts and by the promise of pizza being served. The purpose of the focus group was to provide information about library space and facilities, updating the focus group responses garnered in Spring 2008.

- *Summary of assessment data collected:*

1. What do you like about the current layout of the 1st floor of the Nelson Poynter Library?
 - The location of the computers (2 students agreed) – that you don't have to search for them
 - That there are a lot of computer
 - That the study areas are remote
 - Copy machines are near the reference desk, can ask for help
 - That the printers are near the reference desk for help
 - Mac computers are not advertised – questioned if they are used
 - Liked that the film collection has been moved downstairs – wondered if the public could use
 - Like the laptop bar, student didn't have a laptop, but liked to sit at the big windows
 - Liked the second floor by the windows, that it was a quiet space
 - All had noticed the big screen TV and had looked at it
 - Community member really liked the rec reading collection, always went there
 - Noticed the books on display in the middle of the atrium, one student had borrowed a book from the display, 2 other student had been interested in some of the books, but hadn't wanted to disturb the display. The display looked "too nice" that the books were intentionally put there to be shown rather than used.
 - Community member liked the location of the new books and always browsed what was there
 - Looked at the display cases when they went to the bathroom or when browsed by the rec reading section
2. What would you like to change about the current layout of the 1st floor?
 - When people come out of the classes on the 2nd floor, they are very noisy

- Computers with more privacy guards on the side of the screen -- sometimes see too much of what is on other people's screens – we told student about borrowing our library laptops, she hadn't known about this service
 - Recycling – would like to have near the copiers, student's hadn't noticed new recycling containers back by the washroom. They didn't know that the blue bins were for recycling
 - Student suggested that we demarcate areas so that they know what the space is for
 - Had never checked out videos – have Netflix which was more convenient
 - Some of the study rooms don't have whiteboards
 - 2 students didn't like the location of the new books cart – thought that it was in an inconvenient high traffic location. Didn't like to stop and browse new books because thought that would be in the way of the library entrance. Hard to pause. Another student had never noticed the New Book shelf and was amazed at her tunnel vision
 - Thought that we should publicize the lecture more → they liked the sidewalk chalk
 - Asked if we could post the lectures on the internet, that if they couldn't attend that they would still be able to watch the lecture – either live broadcast, borrow at the library, or really liked the idea of posting it on YouTube.
 - None of the student had been to any of the lectures, but 2 students had wanted to come to come to them – one to the censorship talk and the other student to the renewable energy talk. One student couldn't attend because was far away from the university, other student forgot at last minute
 - Liked talks on science – this was agreed by 3 students
 - Interested in talks on current events → particularly the economy so that they can better understand what's going on
 - Interested in fiction authors readings – would be “cool”
 - Best time for them 3-6 pm in the afternoon, convenient time after lunch, classes but before dinner
 - Another student liked lunch time for talks
3. What kinds of activities do you currently do in the library?
- Community member liked to look at old movies and wanted to know if she could gift DVDs of old movies since some of the VHS's that we have are in poor quality
 - Used the computers
 - One student has a list of books that she wants to read and when she finishes one, she just looks up the next one in the catalog, finds it on the 3rd floor, and then borrows it.
 - Come to do research, find articles, write papers
 - Do everything school related here at the library
 - Read newspapers – thought section was in a great location, she liked the comfy chairs and settled in to study, but when wanted a break for a couple minutes would read the newspapers because they were right there
 - None of the students had ever used the microfiche.
 - None of the students had ever used the print periodical collection – 1 student didn't know about the print collection
 - 3 participants said that they sometimes used the reference collection
 - Map collection – had not been used by any of the participants but they also had never needed any maps

4. What kinds of activities would you like to do in the library? What kind of space/furniture/or layout would you need to do this?
- Arts and crafts section – were they could lay out their work, like a graphics studio or if working on a poster for class that they could lay out their work and use paper and scissors
 - Gaming? None of the focus group were gamers and wouldn't be interested in a gaming night at the library, but 2 students had friends that played online games and thought that they might be interested
 - Very much liked the idea of signing up for a list of books and movies, that they would be notified when the items came in – one student said she “would never stop reading”
 - Music in the library → sounded cool, but only if it was only on a couple specific days so that they “would know when to not come” (doesn't sound like that much of a ringing endorsement)
 - Would like a 15 minute free parking space for dropping off book donations
 - Interestingly none of the students had parking passes
 -

(Demographics of Participants: 3 women, 2 men; 4 students, one community member (SAPL?) 1 freshman, 2 sophomores, 1 junior; Majors: Graphic Arts, Environmental Science, Criminology, Journalism)

- *Use of results to improve services:*

Whiteboards were added to all study rooms. Book displays now have notices inviting patrons to check out the material. The library's new multi-purpose area will provide student space that could be used to lay out graphics material for class projects. Another “Science Café” has been scheduled in February 2009. A temporary display to focus on our blue recycling containers was done to raise awareness of recycling efforts within the library. Publicizing services and activities to students remains an on-going problem, although the large monitor by the library staircase has helped a great deal.

Objective 3: We support student learning by providing and supporting classroom technologies.

Assessment I:

- *Means of assessment and criteria for success:*

The goal of this survey was to assess the information technology resources and equipment utilized by students at USF St. Petersburg in order to plan effectively the technology services and resources provided and to guide the online communication formats used by the library staff to disseminate library information. The survey, based on and adapted from a survey conducted by the University Systems of Georgia, was administered for 3 months spanning the end of the 2008 summer semester and the beginning of fall semester. The survey would automatically pop up when students logged onto library computers through NetID. (Such log-ons are limited to university students and faculty.) 60 students opened the survey and 39 completed it. Criteria for

success were to obtain useful information about what devices and software that students used and about their experiences with library and USFSP computing options.

- *Summary of assessment data collected:*

The first survey question asked students about their use of technology hardware, whether for school or personal use:

- 16% of the respondents reported using either a Mac desktop or laptop computer for school or personal work, while 84% of the respondents report using either a Windows desktop or laptop computer.
- 76% of the respondents have a digital audio device, 41% use a portable audio player, 22% use a PDA, and 25% use a Smartphone.
- 80% had a digital camera, 69% used a scanner, and 43% used digital video players.
- The majority of students (85%) use an external drive as their memory source.

The second question asked students about the types of software applications they used for coursework, campus activities, personal use, and work.

- Students are very familiar with the general suite of Microsoft Office products. 99% of the students use word processing software such as Microsoft Word, 89% use spreadsheet software such as Microsoft Excel, 91% use presentation software such as Microsoft PowerPoint, 51% of respondents use database software such as Microsoft Access, and 54% use publishing software such as Microsoft Publisher.
- Despite Blackboard being a required component of all USF SP courses now, only 84% of the students report using Blackboard for their classes or campus activities.
- Graphic software, such as Photoshop is used by only 12% of the respondents for their coursework or their campus activities.
- 38% of the students report using statistical analysis software such as SPSS or SAS for their coursework or their campus activities.
- 7% use project management software for their coursework or their campus activities
- 99% of the students use Internet Explorer, but 60% also the respondents also use the Firefox web browser

The third question asked the students to rate their expertise as a user of technology:

- 84% described themselves as being either intermediate or advanced in technology for their educational work involving studying and other classroom activities,
- 72% described themselves as being intermediate or advanced expertise for their research,
- 90% thought that their expertise levels were intermediate or advanced for their personal lives, and
- 85% rated their technology use for entertainment as being intermediate or advanced.

The fourth question asked students where they used campus technology services and how they connected to online web services at USF SP:

- 54% of the students indicate that they often or very often use the Poynter Library Computers.

- 15% of the responded indicated that they often or very often use the Academic computing lab in Bayboro Hall,
- 15% of the students report that they use the Academic Success Center Computers,
- 8% of respondents said that they often or very often use the Business computer lab.
- Wireless network access was used at some point by 72% of the respondents.

The fifth question asked students where and how they connected to online web services:

- 70% reported using high speed cable on the USF SP campus, while 31% reported regularly using the campus wireless network.
- High speed cable was the most common mode of connection at the students' home (51%) and at their work (64%).

The final survey question asked students whether their thought that the library has ample power connections for laptop use:

- 41% said that the library had sufficient power connections throughout the building, while 40% said that they did not need power for their laptop or other technological hardware.
- *Use of results to improve services:*

Since this survey was conducted, the library created a bistro laptop area and power has been augmented in the area that floor receptacles are most used. Given this result and the further augmentation of power down on the first floor, we have implemented additional safety precautions by securing receptacles located in the floor. This means we can easily convert users to safer power areas and mitigate risk of injury due to cabling on the floor.

Students report that they have access to high-bandwidth connection (high speed cable or wireless connections) at school, home, and work. As a result, staff and librarians know that the students have great capacity to use and watch high bandwidth content on the Nelson Poynter Library website such as the USF SP Distance Education Courses and the streaming media provided through the USF Libraries databases. This information will be useful as we plan future enhancements to distance learning and to our reference services. When funding is available we will be able to add additional multi-media research databases.

While, 31% of the students regularly use wireless connection at the campus, 72% of the students use a wireless connection at some point during their academic career at the USF SP campus. This provides incentives for adding additional wireless support in areas of the library that have weak wireless signals. We have had requests for additional wireless capacity in the library group study rooms and this feature will be enhanced as soon as funding is available.

Students were least confident regarding their technology use for research purposes when compared to how they rated their technological knowledge regarding classroom, personal, and entertainment technology. In addition, the largest category was students that rated themselves as

possessing intermediate technological expertise in all categories. As such, the students recognize that they need some research training provided by the librarians— such as provided through the LIS 2005 course, in 1-hour bibliographic instruction sessions, and at the reference desk. In addition, as many of the students rate themselves as intermediate, perhaps they might be interested in more advanced information technology training.

Several libraries have sponsored a YouTube or picture diary contest of some sort, and several librarians have discussed whether we should instigate such a contest here at the Nelson Poynter Library by having the students document their campus life, research process, or some such idea. This survey results illustrate that the majority of students have access to either digital cameras or videos and are familiar with this technology. Thus, potentially many different students would be able to participate in such a contest.

Assessment 2:

- *Means of assessment and criteria for success:*

In response to the lack of Blackboard support at USFSP, Media Services' Instructional/Multimedia Developer and the librarian Head of Public Services completed an online course targeted at Blackboard trainers. A QuestionPro survey was distributed in advance of the initial training sessions to identify topics of particular concern. A second QuestionPro survey was implemented to assess the effectiveness of their initial faculty training sessions. It was hoped that 80% of respondents would find the training session helpful.

- *Summary of assessment data collected:*

In the original survey, 19 faculty members completed the survey. 47% had never used Blackboard except to submit class grades. 29.4% considered themselves to be basic users about to upload course materials. It was clear that training sessions were badly needed. Following the training, only 8 faculty members completed the follow-up survey. Of those responding, 50% of faculty found the training session to be helpful and 37.5% found it to be partially helpful. 87.5% would like to attend future training sessions. Creating tests and surveys was the most frequent need for future training (31.25%), while basic course building and communication (25% each) were also mentioned.

- *Use of results to improve services:*

In addition to the survey, additional comments and observations have led to the following improvements in the training process:

- Reduced workshop enrollment sizes: Initial training sessions were too large—22 participants attended the first session. With such a large group the levels of expertise of the participants were too varied making it extremely difficult to find a medium ground for training. Enrollment for future instruction sections were closed after 10 participants had enrolled.
- To make the sessions truly relevant, it became obvious that many attendees have unique and varied problems. The workshops work well for communicating

general capabilities available in Blackboard but, in many cases individual sessions were needed to walk an instructor through the learning process. To address this, the library Bb trainers distribute their business card at each workshop and encourage appointments for individual instruction. This process has resulted in more than 20 individual sessions to date.

- The trainers continue to market their services to the faculty, particularly after major changes to Blackboard such as the new version that was implemented in January.

11. Library (2008/2009)

Mission:

Nelson Poynter Memorial Library supports the mission and goals of USF SP in three ways: In cooperation with the USF Library System, we provide print, media, and electronic information resources required for teaching, learning, and research. We provide the services and instructional opportunities required for using this information effectively. We support student learning by providing and maintaining classroom technologies and online learning.

Goal(s):

1. Provide faculty and students with the effective Library Services and Resources to support their coursework and research at the University of South Florida St. Petersburg.
2. Provide the services and instructional opportunities required for using this information effectively.
3. Implement and support information and instructional technologies that facilitate effective and continued student and faculty learning.
4. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.

Unit Goals Must be Mapped to Division Goals

Objectives	Means of Assessment	Criteria for Success	Findings	Use of Results
1a. Provide faculty and students with the effective Library Services and Resources to support their coursework and research at the University of South Florida St. Petersburg.	A USF SP faculty library satisfaction survey was created as a means to measure broadly faculty use and satisfaction with the services and resources available at the Nelson Poynter Memorial Library.	At least 80% of the responding faculty would report being satisfied or very satisfied with the various library services and resources provided through the Nelson Poynter Library.	Responding faculty were consistently satisfied or very satisfied with the library's print resources (87%), electronic resources (93%), media resources (87%), and archival resources (100%). Among the faculty that used various library services, the faculty respondents rated themselves as being satisfied or very satisfied circulation (100%), ILL	Several responding faculty were unaware of various services provided by the library such as literature searches and promotion assistance. In response, librarians will continue to speak to faculty and market these services at their disposal. Additionally we will revive the faculty eNewsletter, Poynter's Pointers, to raise awareness of the library

			(100%), course reserve service (100%), reference (100%), book purchase requests (84%), collection assessment services (100%), blackboard training (87%), and library research instruction for students (100%)	services and resources.
1b. Provide faculty and students with the effective Library Services and Resources to support their coursework and research at the University of South Florida St. Petersburg.	A USF SP student library satisfaction survey was distributed to broadly measure student use and satisfaction with the services and resources available at the Nelson Poynter Memorial Library.	At least 80% of the responding students would report being satisfied or very satisfied with the various library services and resources provided through the Nelson Poynter Library.	Responding students were consistently satisfied or very satisfied with the library's print resources (94%), electronic resources (95%), and media resources (82%). Student respondents rated themselves as being satisfied or very satisfied with the reference help (98%), ILL (90%), course reserve service (93%), wireless network (91%), library computer commons (95%), and library as a social environment (98%). The four consistent comments were for: 1) longer library hours 2) issues with the current printing system –3) improved wireless coverage and 4) that the library was too cold.	Library hours were extended during the Fall and Spring exam periods. The Nelson Poynter library is currently in the process of expanding wireless coverage in the library. Money from the Florida Center for Library Automation will be used to add 2 wireless access points in the library.

<p>1c. Provide faculty and students with the effective Library Services and Resources to support their coursework and research at the University of South Florida St. Petersburg.</p>	<p>An open-ended survey asking library users their perceptions regarding which Circulation services were the most useful, which services policy or procedure review, and what additional new services should be considered, was distributed to individuals who approached the Circulation Desk.</p>	<p>The Circulation department will learn whether library users are aware of the variety of Circulation services and what services need better promotion among the USFSP faculty and students. New policies, procedures, or services suggested by survey participants will be considered for their feasibility and as a means to continually provide improved customer service.</p>	<p>While the majority of the comments were positive, several comments asked for “smiles” and “happier customer service.” Some respondents asked for “new” services that the library already provides such as interlibrary loan, the media collection, and distance learning support. Respondents also asked for changes in library policies such as providing free food, free printing, longer library hours, longer borrowing periods, and ending library fines.</p>	<p>Circulation staff discussed appropriate public service styles and re-emphasized the importance of providing friendly customer service. Library marketing of Circulation Services to both students and faculty was expanded through brochures, washroom newsletters, and signage. Changes in borrowing policies were made to extend the loan period for study rooms, library hours were extended during the exam periods, and librarians were updated on recent policy changes regarding the return of media borrowed from other USF libraries</p>
<p>2a. Provide the services and instructional opportunities required for using this information effectively</p>	<p>In several courses across the CAS, COB, and COE, students with a library or research project were asked to assess the quality of their library reference interaction.</p>	<p>At least 80% of the responding students will report positive experiences with their contact with a reference librarian</p>	<p>85% of the responding students found the reference librarians approachable and helpful. 99% of the student respondents considered the reference librarians’ resource or informational response to be useful or very useful. Despite the students’ positive interactions with the reference librarians, a distinct cohort of survey</p>	<p>The research assistance links were moved to a more prominent location on the USF SP library webpage. The history library liaison has contacted the Western Civilization course professor and recommended enhanced library instruction.</p>

			<p>participants preferred using online resources from a remote location. Several of these students reported an inability to find online reference assistance. Additionally, the survey comments revealed that students in the Western Civilization class expressed a lack of library research skills</p>	
<p>3a. Implement and support information and instructional technologies that facilitate effective and continued student and faculty learning.</p>	<p>An online pop-up survey was distributed to USFSP students through the Poynter library computer commons to assess the information technology resources and equipment utilized by students at USFSP in order to effectively plan the technology services and resources provided and to guide the online communication formats used by the library staff to disseminate library information.</p>	<p>The library will learn whether students require additional wireless or electrical capacity in the Nelson Poynter Library and the proportion of students with access to high speed network works either at school, home or work.</p>	<p>Access: 54% of students responded that they often used the Poynter Library Computer Commons, 70% reported using high speed cable on the USFSP campus, while 31% reported regularly using the campus wireless network. Only 41% of respondents said that the library had sufficient power connections throughout the building. Hardware: 16% of students had a Mac computer while the other 84% of students used window's desktop or laptop computer. 80% of student respondents had a digital camera, 72% had a digital audio device, 41% a portable audio player, 22% had a PDA and 25% had a</p>	<p>The library created a bistro laptop area to augment library power connections for laptop computers. Knowing that the majority of students have access to high-bandwidth connections at school, home, or work, is useful information to plan enhancements to distance learning and online reference support. When funding is available we will add additional multi-media research databases. The library has requested additional wireless capacity for library group study rooms and this feature will be enhanced as soon as funding is available.</p>

			<p>Smartphone. The majority of students (85%) had an external drive as their memory source. Software: Students were very familiar with the Microsoft Office suite, 84% used Blackboard for their classes, graphic software was used by 12% of students, 38% used statistical analysis software (SPSS or SAS) for their coursework, and 7% used project management software for their coursework</p>	
<p>3b. Implement and support information and instructional technologies that facilitate effective and continued student and faculty learning.</p>	<p>Two online surveys were distributed to USFSP faculty and staff. The first survey asked for Blackboard Training suggestions to identify topics of particular concern. A post training survey was implemented to assess the effectiveness of the initial Blackboard training sessions.</p>	<p>At least 80% of the post training survey participants will find the Blackboard training helpful.</p>	<p>50% of the survey respondents found the training sessions helpful and 38% found it to be partially helpful. 88 % of participants would like to attend future training sessions.</p>	<p>1) Reduced workshop enrollment size. Initial training sessions were too large (22 participants), and the expertise of participants were too varied. Enrollment for future instruction sections were closed after 10 participants enrolled. 2) It quickly became evident that many attendees had unique and varied problems. Workshops were successful for communicating general Blackboard capabilities, but individual training sessions were needed to walk an instructor through the learning</p>

				process. As a result, more than 20 individual training sessions have occurred to date. 3) The trainers continue to market their services to the faculty, particularly after major changes to Blackboard
4a. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.	Conduct a collection analysis of the USF St. Petersburg Library monograph collection using data from the OCLC Collection Assessment module. This data compared to national standards using the American Association of College and Research Libraries (ACRL) quantitative Formula A for colleges, and with the newer, less quantitative June 2004 Standards.	The USF St. Petersburg library monograph collection will meet the number of volumes called for in both version of the ACRL Standards	With approximately 232,231 monographs, the USF St. Petersburg library monographic collections exceed the number of volumes called for in Formula A, based on the number of FTE faculty and students, undergraduate and graduate majors and minors, with an "A" rating. Using the 2004 ACRL Standards, the USF St. Petersburg Library collection holds approximately 84 books per FTE, using combined total student and faculty FTE	Although the library collections are sufficient overall, areas of concern were highlighted by the assessment. Using the 2004 ACRL Standards, the ratio of materials expenditures per FTE faculty and student have dropped, as have the ratio of books acquired per FTE faculty and student. This study will be used to establish a baseline data for future year comparisons
4b. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St.	This collection analysis uses data from the OCLC Collection Assessment module, combined with a modified Western Library Network (WLN) conspectus	This collection analysis will identify specific subject areas for targeted collection development based on LC call number ranges and corresponding USF graduate and undergraduate programs.	Analysis of monographic holdings by discipline, as well as the assessment of interdisciplinary programs such as Environmental Science & Policy, finds that while most programs are well supported by appropriate collection	In response to the results of the conspectus assessment of monographs supporting specific USFSP programs, the library has set goals to target collection growth in areas where monographic coverage is low. This assessment will be used to target outcome-based

Petersburg.	method. Analysis focuses on monographic collections, within LC call number ranges that correspond to specific academic programs at USFSP, as represented by graduate and undergraduate programs.		levels, specific areas of the collection need improvement. For example, both the anthropology and psychology programs have fewer books than recommended for undergraduate programs offering upper and lower level coursework	assessments in future years
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