

1-1-2009

Library assessment report 2009/2010

Nelson Poynter Memorial Library.

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Recommended Citation

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2009/2010
Assessment Plan/Report
Nelson Poynter Memorial 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: We provide effective library research instruction.

Assessment 1:

- *Means of assessment and criteria for success:*

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

- *Summary of assessment data collected:*

411 students (286 CAS, 89 COB, 36 COE), from 20 classes, completed the Bibliographic Instruction Survey during the fall of 2009. 79% of the students reported learning about a specific type of library database or a new library service (57% mentioned a new database for retrieving books, articles, dissertations, statistics, RefWorks, or company and financial information). 13% of the students reported learning about a new library service (such as Interlibrary loan, full text books and articles) while 9% of the respondents mentioned learning both about a new database AND a new library service. 16% of the student respondents mentioned learning a new skill (such as a citation style, improved search strategies or techniques, or being able to find and identify scholarly resources). 3% of the respondents mentioned learning about library resources (such as specific library collections, the information commons, or where items are located), while 1% of students learned how to access digital library resources.

38% of the students responded that they would like to learn more about various library services and resources; the majority of these respondents had questions on more advanced search techniques (16%). 60% of the student respondents reported finding the library research session was Very Useful, 29% found it Useful

- *Use of results to improve services:*

While many students said that they needed to practice searching the databases before approaching the librarians with any further questions that they might have, comments from the students that rated their library instruction session as the *Least Useful* generally wanted more specific examples on advanced search techniques and how to become more efficient and effective with their searches. This information was shared with the instruction librarians for incorporation into future subject specific library research sessions.

In response to student interest in the mobile library (accessing library resources through their smart-phones) the library has begun marketing the electronic book collection, as well as how students can access other library services and resources on their phones.

Assessment 2:

- *Means of assessment and criteria for success:*

Students enrolled in LIS 2005: Library and Internet Research Skills were given a pretest/posttest to assess their learning throughout the course. The criterion for success is that 95% of the students will show improvement on the posttest.

- *Summary of assessment data collected:*

Of those students who completed both the pre-test and post-test in LIS 2005 during the fall 2009 class, 91% of the students showed improvement. Students averaged 22% improvement from the pre- to post-test, with a range from 0 to 40% improvement.

The students improved on all of the questions, except on the questions regarding plagiarism, paraphrasing, and when they needed to cite their source of information. While the majority of the students answered this correctly in the post test (83%), several students were still unsure about correct citation practices.

Only 1 student scored the same during the pre- and post test. This particular student achieved one of the best marks for the class and probably came to the class with a higher level of research skills than many of her colleagues. In contrast, some students improved their pre-to post-test results by as much as 40% and correspondingly improved their research skills and knowledge throughout the course.

- *Use of results to improve services:*

In response to the higher level of research instruction need by some students, two sections of LIS 2005 were taught to during the summer 2009/10 academic year to students with provisional admission to USFSP. As such, this class directly targets the incoming first year students with greatest need for developing proficient research skills.

As the ethical use of information, and knowing when and how to cite information are critical components to LIS 2005, the instructor librarians were concerned about this lack of improvement in the course post-test. In response, course instructors continue to emphasize the importance of in-text citation; clarify the difference between plagiarism, patchwriting, and paraphrasing; and discuss specifically when in-text citations are needed for the ethical use of information. An in-class paraphrasing writing activity was included during the summer classes. Additionally, marketing of library services will include how the library can support the teaching Faculty's fight against student plagiarism.

Objective 2: Provide unique research materials and academic support through the library's Special Collections and Archives.

Assessment 1:

- *Means of assessment and criteria for success:*

Surveys will be distributed to current students (fall 2009 Semester), faculty, and alumni of USF St. Petersburg Florida Studies Program and asked to rate their awareness and use of materials in the Poynter Library's Special Collections and Archives (SCA), their awareness and use of research assistance provided by SCA staff, and their awareness and use of other repositories when conducting primary source research. Surveys will indicate that at least 50% of students and alumni are aware of the SCA staff and collections. Among those who are aware, 70% of those participants will express satisfaction with the collections, staff assistance, and availability. At least 90% of faculty who have taught courses in the Florida Studies during the past three years will be aware of the SCA staff and collections and 90% of those participating will express satisfaction with the SCA staff, collections, and availability.

- *Summary of assessment data collected:*

79 respondents (students, faculty, and senior auditors) completed a survey assessment during the spring 2010 semester. Among these respondents, 70% were aware of the SCA staff and collections and 87% of those respondents were satisfied with staff's timely response to requests. Five of the 8 faculty currently teaching in the Florida Studies program responded to the survey, with all of the responding faculty expressing satisfaction with the staff's timely response for research assistance.

The most popular SCA services were: 1) Consultation regarding research for paper, 2) Discussions of sources available in Spec. Coll., 3) Discussions of sources available in other USF Libraries, 4) Discussions of sources available in the USFSP library, and 5) Assistance with scanning/copying. The least popular SCA services were 1) student interest in USFSP faculty research and 2) Graduate thesis research help.

Respondents overwhelmingly preferred to consult with the SCA librarian either in person either in Spec. Coll. Or at the library reference desk (26%). In addition to the SCA services and resources, Florida Studies students also consulted: 1) the USF Libraries Catalog, 2) their Professor or course Instructor, and 3) online finding aids/research guides.

To guide future planning of SCA services and resources, survey respondents stated that their highest priorities pertained to Florida Studies Information sources (including regional and local history), in-person appointments, and evening/ Saturday hours. Finally several comments asked that SCA build its literature collections with a particular focus on local Bay Area writers.

- *Use of results to improve services:*

The library has provided the SCA librarian with administrative assistance to improve responsiveness to patron requests. A strategic planning session has been organized to prioritize and guide library service and resource allocations better. Additionally, the SCA librarian is working with the Library Dean and Library Leadership Team to prioritize digitization projects for present collections and consider the merits of full or partial digitization for future

acquisitions as the Poynter Library moves towards a digital archive. This allows us to document our institutional legacy and to provide broader access to rare, fragile, or brittle materials through electronic access.

Assessment 2:

- *Means of assessment and criteria for success:*

SCA statistics from 2004/05 through 2008/2009 will reveal usage trends by students, faculty, and community patrons and the subject of information inquiries to inform SCA staff and library administration of important areas for further targeted collection development and outreach in attracting new research collections. Analysis of information requests will find that 75% of USF SP faculty and students were able to successfully locate appropriate resources at the Poynter Library SCA or were successfully directed to alternative repositories that contain suitable materials.

- *Summary of assessment data collected:*

Special Collections and Archives (SCA) at the Poynter Library has helped 1672 patrons locate information and conduct research during a five-year period from July 2004 through June 2009. Nearly 80% of these researchers (1337) required assistance or research support that exceeded the retrieval of materials for their review within the reading room. Each of these in-depth research requests required a minimum of fifteen minutes to fulfill, and they often took place during multiple visits and required numerous telephone calls and emails. The number of research requests has increased by 41% during this period. The majority of patrons (61.9%) have an affiliation with the University of South Florida System and nearly three-fourths (74.5%) have an affiliation with an institution of higher learning.

During the period under review, SCA staff failed to fulfill only 21 of the 1337 detailed research requests through the use of materials within SCA, the general library collection, electronic resources, or referrals to other venues. Thus, SCA staff members were able to provide some level of support, instruction, guidance, assistance, and professional consultation in an attempt to meet 1316 of the 1337 requests, a rate of 98.42% that exceeds the 75% postulated in the criteria for success. Only 2% of research requests were unable to be fulfilled, thus the SCA met this assessment's criteria for success.

Two important caveats must be considered by SCA staff in reviewing this data. Although SCA was able to locate materials in-house, electronically, or through referrals in 98.42% of the detailed research requests, we cannot verify that all information located or all referrals suggested were ultimately useful to the researcher as they continued their studies. Also, some of the 21 requests were unfulfilled because no such material was known to exist. For example, a staff member requested a photograph of someone formerly affiliated with USF St. Petersburg but a full review of archival photograph holdings failed to reveal an image of this person. In another case, a person sought original film footage from the dedication of the Sunshine Skyway Bridge created by WSUN-Channel 38, a television station that ceased operations by the early 1970s.

SCA Summary of Total Requests, Total Research Requests, and Method of Transaction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	Totals
Total Transactions	404	362	327	291	288	1672
Total Research Requests	325	287	257	238	230	1337
Research Request Transactions (%)	80.4%	79.3%	78.6%	81.8%	79.9%	80%

In-depth Requests by Institutional Affiliation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
University of South Florida (students/faculty/staff)	186 (57.2%)	171 (59.6%)	147 (57.2%)	138 (57.9%)	124 (53.9%)
USF affiliates (SAPL, FHC, Poynter Inst., USGS, etc.)	12 (3.7%)	2 (0.7%)	14 (5.4%)	8 (3.4%)	16 (6.9%)
Patrick Riordan Fellow (visiting Ph.D. spons by USF)	0	10 (3.5%)	0	0	0
Total USF-affiliated researchers	198 (60.9%)	183 (63.8%)	161 (62.6%)	146 (61.3%)	140 (60.8%)
Other academic researchers (Eckerd, UF, FSU, etc.)	47 (14.5%)	50 (17.4%)	40 (15.6%)	45 (18.9%)	15 (6.5%)
Government researchers, public museums	30 (9.2%)	17 (5.9%)	14 (5.5%)	29 (12.1%)	54 (23.5%)
Corporate, for-profit, and general public	50 (15.4%)	37 (12.9%)	42 (16.3%)	18 (7.6%)	21 (9.1%)
Total non-affiliated researchers	127 (39.1%)	104 (36.2%)	96 (37.4%)	92 (38.7%)	90 (39.2%)

In-depth Requests by Institutional Affiliation and Status

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
USF undergraduate students	30 (9.2%)	47 (16.4%)	56 (21.8%)	24 (10.1%)	25 (10.9%)
USF graduate students (History or FL Studies)	48 (14.8%)	49 (17.1%)	32 (12.5%)	29 (12.2%)	30 (13.0%)
USF graduate students (other disciplines)	51 (15.7%)	8 (2.8%)	5 (1.9%)	11 (4.6%)	8 (3.5%)
Patrick Riordan Fellow (visiting Ph.D. -- USF Tampa)	0	10 (3.5%)	0	0	0
Eckerd College students	22 (6.8%)	23 (8.0%)	11 (4.3%)	15 (6.3%)	11 (4.8%)
Undergraduates	5	0	1	3	0

(other than USF or Eckerd)	(1.5%)		(0.4%)	(1.3%)	
Graduate students (other than USF)	3 (0.9%)	7 (2.4%)	10 (3.8%)	10 (4.2%)	2 (0.9%)
SUBTOTAL: Students as researchers	159 (48.9%)	144 (50.2%)	115 (44.7%)	92 (38.7%)	76 (33.0%)
USF Faculty or staff (History or Florida Studies)	25 (7.7%)	31 (10.8%)	33 (12.9%)	27 (11.3%)	47 (20.4%)
Faculty or staff in Marine Science and Affiliates	8 (2.5%)	4 (1.4%)	3 (1.2%)	4 (1.7%)	1 (0.4%)
USFSP Administration	16 (4.9%)	12 (4.2%)	4 (1.6%)	14 (5.9%)	2 (0.9%)
Other USF faculty or staff (including Tampa campus)	10 (3.1%)	19 (6.6%)	10 (3.8%)	21 (8.8%)	11 (4.8%)
Other USF (includes Alumni and unclassified)	6 (1.8%)	2 (0.7%)	4 (1.6%)	10 (4.2%)	14 (6.1%)
Eckerd College Faculty/ staff	3 (0.9%)	2 (0.7%)	3 (1.2%)	2 (0.8%)	0
Faculty or staff (other academic inst.)	12 (3.7%)	18 (6.3%)	15 (5.8%)	15 (6.3%)	2 (0.9%)
SUBTOTAL: Faculty or Staff	80 (24.6%)	88 (30.7%)	72 (28.1%)	93 (39.1%)	77 (33.5%)
Florida Humanities Council (FHC)	3 (0.9%)	0	11 (4.3%)	2 (0.8%)	0
Society for Advancement of Poynter Library (SAPL)	1 (0.3%)	1 (0.3%)	0	2 (0.8%)	0
Poynter Institute of Media Studies	1 (0.3%)	0	3 (1.2%)	2 (0.8%)	2 (0.9%)
Heritage Village (Pinellas County Government)	18 (5.6%)	9 (3.1%)	12 (4.7%)	24 (10.1%)	40 (17.4%)
Public Libraries and Local, County, and State government	15 (4.7%)	8 (2.8%)	2 (0.8%)	5 (2.1%)	14 (6.1%)
Corporate and for-profit (including newspaper reporters)	6 (1.8%)	4 (1.4%)	7 (2.7%)	3 (1.3%)	2 (0.9%)
General Public / Unclassified	42 (12.9%)	33 (11.5%)	35 (13.5%)	15 (6.3%)	19 (8.2%)
SUBTOTAL: Affiliates or General Public	86 (26.5%)	55 (19.1%)	70 (27.2%)	53 (22.2%)	77 (33.5%)

In-Depth Requests by SCA Subject Area

	2008- 2009	2007- 2008	2006- 2007	2005- 2006	2004- 2005
Biographical, genealogical, or census information	88 (27.1%)	50 (17.4%)	47 (18.3%)	21 (8.8%)	48 (20.9%)

Photographic or cartographic research	38 (11.7%)	33 (11.6%)	31 (12.1%)	38 (16.0%)	23 (10.0%)
Local and regional history/Floridiana topics	220 (67.7%)	187 (65.2%)	181 (70.4%)	162 (68.1%)	175 (76.1%)
Journalism and media studies:	28 (8.6%)	23 (8.2%)	14 (5.4%)	14 (5.9%)	7 (3.0%)
Institutional history from USFSP archives	33 (10.2%)	22 (7.7%)	19 (7.4%)	29 (12.2%)	24 (10.4%)
U. S. Maritime Training Service base history	7 (2.2%)	6 (2.1%)	2 (0.8%)	8 (3.4%)	11 (4.8%)
General history/historiography (non-Florida)	25 (8.6%)	41 (14.3%)	23 (8.9%)	7 (2.9%)	6 (2.6%)
Other areas of the humanities (literature, etc.)	35 (10.8%)	31 (10.9%)	15 (5.8%)	12 (5.0%)	4 (1.7%)
Marine science and ichthyology	5 (1.5%)	4 (1.4%)	9 (3.5%)	8 (3.4%)	6 (2.6%)
Researching and writing tools and processes	17 (5.2%)	14 (4.9%)	12 (4.7%)	11 (4.6%)	21 (9.1%)
Professional consultation by colleagues	33 (10.2%)	21 (7.3%)	19 (7.4%)	17 (7.1%)	18 (7.8%)

In-Depth Requests by Type of Resource or Referral

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Books, serials, periodicals in SCA	151 (46.5%)	138 (48.1%)	148 (57.6%)	129 (54.2%)	130 (56.5%)
Manuscript collections in SCA (incl. oral history):	73 (22.5%)	95 (33.1%)	72 (28.0%)	98 (41.2%)	57 (24.8%)
USF St. Petersburg archival collections in SCA	41 (12.6%)	27 (9.4%)	23 (8.9%)	33 (13.9%)	22 (9.6%)
USF and SUS digital collections	178 (54.8%)	150 (52.3%)	125 (49.4%)	104 (43.7%)	113 (49.1%)
Referred patron to USF Tampa special collections	11 (3.4%)	20 (7.0%)	31 (12.1%)	15 (6.3%)	12 (5.2%)
Referred patron to St. Pete Museum of History	7 (2.2%)	16 (5.6%)	19 (7.4%)	13 (5.5%)	14 (6.1%)
Referred patron to Heritage Village	5 (1.5%)	21 (7.3%)	27 (10.5%)	21 (8.8%)	23 (10.0%)
Referred patron elsewhere (i.e. State Archives)	39 (12.0%)	45 (15.7%)	44 (17.1%)	15 (6.3%)	30 (13.0%)
No Further Info/Assistance could be offered	12 (3.7%)	3 (1.1%)	1 (0.4%)	0	05 (2.2%)

- *Use of results to improve services:*

Collection usage patterns reveal areas for revision in the departmental collection development and management policy, in particular the need to focus on local authors. While service remains a high priority in daily operations of SCA, the SCA librarians has worked with the Library Dean to expanded staffing support in the form of additional OPS non-student staff support. Additionally, the SCA librarian continues to communicate regularly with major stakeholders, so they can assist the library by conveying service priorities and resource limitations through their advising and consulting with students.

Objective 3: Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.

Assessment 1:

- *Means of assessment and criteria for success:*

Complete the Western Library Network (WLN) modified conspectus collection level ratings begun in 2008-2009 for all academic programs, and use collection level ratings to 1) identify disciplines and subject areas that require collection enhancement and development, and 2) strategically allocate library materials funds to improve collections in areas identified as needing collection development. Programs offering undergraduate majors will achieve collection level ratings of 3a, or will improve by one rating level where current collection levels are rated less than level 2. All programs offering undergraduate minors will achieve collection level ratings of 2b, or 2a where current collection levels are rated less than 2. All graduate level programs will achieve collection level ratings of 3b, or 3a where current collection levels are rated less than level 3.

- *Summary of assessment data collected:*

Conspectus identified current collection level ratings and collection level goals for all academic programs. Collection areas that were found to have improved include:

- Anthropology (undergraduate major and minor) rated 1b, improved to 2a;
- Psychology (undergraduate major and minor), rated 2a, improved to 2b;
- Visual and graphic arts (undergraduate major), rated 2a, improved to 2b.
- Education (undergraduate major and minor, graduate programs), rated 3a/3b, improved to 3b/3c, adequate for programs.

- *Use of results to improve services:*

The 2009-2010 monograph acquisitions budget was strategically allocated to improve target areas of the collection; specifically to increase the Anthropology, Psychology, and Visual and graphic arts monograph collections. A formal schedule for monographic purchases has been instituted to ensure that purchasing is distributed evenly throughout the fiscal year. To better coordinate the library's collection development activities, liaison librarians now have a regularly scheduled meeting to discuss issues. During the 2010/2011 academic year, an assessment of faculty attitudes towards the library's collection and the development process will be conducted.

11. Library (2009/2010)

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
2a. Provide the services and instructional opportunities required for using this information effectively.	Surveys will be distributed to students attending course-related library instruction sessions giving them the opportunity to comment on what they have learned in the session	In a written survey distributed to students following course-related library instruction sessions, 70% will say that they learned about a new database or a new library service during the session	411 students (286 CAS, 89 COB, 36 COE), from 20 classes, completed the Bibliographic Instruction Survey during the Fall of 2009. 79% of the students reported learning about a specific type of library database or a new library service. 60% of the student respondents reported finding the library research	Comments from the survey indicated areas for which students would like to have more information. This information will be shared with the instruction librarians for incorporation into future sessions.

			session as Very Useful, 29% found it Useful.	
2b. Provide the services and instructional opportunities required for using this information effectively.	Students enrolled in LIS 2005: Library and Internet Research Skills will be given a pretest/post test to assess their learning throughout the course.	95% of the students will show improvement on the post test	Of those students who completed both the pre-test and post-test in LIS 2005 during the Fall 2009 class, 91% of the students showed improvement. Students improved on all of the questions, except when they needed to cite paraphrased materials. While the majority of the students answered this correctly in the post test (83%), several students were still unsure about correct citation	Instructors will place even more emphasis on citation style and avoiding plagiarism.
4a. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.	Surveys will be distributed to current students (Fall 2009 Semester), faculty, and alumni of USF St. Petersburg Florida Studies Program. Survey participants will be asked to rate their awareness and use of materials in the Poynter Library's Special Collections and Archives (SCA), their awareness and use of research	The results of these surveys will indicate that at least 50% of students and alumni are aware of the SCA staff and collections. Among those who are aware, 70% of survey participants will express satisfaction with the collections, staff assistance, and availability. Also the results of the surveys will indicate that at least 90% of presently employed faculty who have taught courses in the Florida Studies MLA program during the past three	79 respondents (students, faculty, and senior auditors) completed a survey assessment during the Spring 2010 semester. Among these respondents, 70% were aware of the SCA staff and collections and 87% of those respondents were satisfied the with staff's timely response to requests. Five of the 8 faculty currently teaching in the Florida Studies program responded to the survey with all of the responding	Conduct a systematic review of the SCA Collection Development and Management Policy to assure that it accurately reflects current collection development SCA trends within budgetary parameters. Work with the Library Dean and Library Leadership Team to prioritize digitization projects for present collections and consider the merits of full or partial digitization for future acquisitions as the Poynter Library moves

	assistance provided by SCA staff, and their awareness and use of other repositories when conducting primary source research	years are aware of the SCA staff and collections and among those who are aware, 90% of participating Florida Studies faculty will express satisfaction with the SCA staff, collections, and availability	faculty expressing satisfaction with the staff's timely response for research assistance	towards a digital archive. This allows us to document our institutional legacy and to provide broader access to rare, fragile, or brittle materials through electronic access.
4b. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.	An evaluation of Special Collections and Archives (SCA) patron use statistics over 5 years starting in the 2004/05 academic year through to the 2008/2009 academic year will reveal usage trends by students, faculty, and community patrons and the subject of information inquiries (for example, local history, genealogy, marine science, USF SP archives, etc.). Such information will inform SCA staff and library administration of important areas for further targeted collection development and	Analysis of information requests will find that 75% of USF SP faculty and students were able to successfully locate appropriate resources at the Poynter Library SCA or were successfully directed to alternative repositories that contain suitable materials	The SCA at the Poynter Library has helped 1672 patrons locate information and conduct research during a five-year period from July 2004 through June 2009. This represents a 41% increase in research requests during this 5-year period. Nearly 80% of these researchers (1337) required assistance or research support that exceeded the retrieval of materials for their review within the reading room. Only 2% of research requests were unable to be fulfilled, thus the SCA met this assessment's criteria for success.	Work with the Library Dean to examine expanded staffing needs (through OPS students, OPS non-students, or additional staff) as the increasing number of requests make present service levels unsustainable. Communicate regularly with major stakeholders, so they can assist the library by conveying service priorities and resource limitations through their advising and consulting with students.

	outreach in attracting new research collections			
4c. Provide library collections that are adequate to support the academic programs and degrees offered at the University of South Florida St. Petersburg.	Working with library subject liaisons, complete the Western Library Network (WLN) modified conspectus collection level ratings begun in 2008-2009 for all academic programs, and use collection level ratings to 1) identify disciplines and subject areas that require collection enhancement and development, and 2) strategically allocate library materials funds to improve collections in areas identified as needing collection development	All programs offering undergraduate majors will achieve collection level ratings of 3a, or will improve by one rating level where current collection levels are rated less than level 2. All programs offering undergraduate minors will achieve collection level ratings of 2b, or 2a where current collection levels are rated less than 2. All graduate level programs will achieve collection level ratings of 3b, or 3a where current collection levels are rated less than level 3	Conspectus identified current collection level ratings and collection level goals for all academic programs. Collection areas that were found to have improved include: - Anthropology (undergraduate major and minor) rated 1b, improved to 2a; - Psychology (undergraduate major and minor), rated 2a, improved to 2b; - Visual and graphic arts (undergraduate major), rated 2a, improved to 2b. - Education (undergraduate major and minor, graduate programs), rated 3a/3b, improved to 3b/3c, adequate for programs.	Specific areas of the collection requiring continued improvement include: - Anthropology (undergraduate major and minor) will need continued acquisitions commitment to achieve rating of 3a; - Psychology (undergraduate major and minor), will need continued acquisitions commitment to achieve rating of 3a. - Visual and graphic arts (undergraduate major), will need continued acquisitions commitment to achieve rating of 3a.