

Seattle University

2015 Departmental Assessment Form: Part 1

Department: Library
Date: June 30, 2016
Name of Primary Respondent: John Popko, University Librarian

This form should reflect your department's planned FY16 responsibilities and resource levels.

Mission and Strategic Plan

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

The four goals of the Seattle University Strategic Plan are:

1. Strengthen our capacity to provide a high-quality and transformational education rooted in the Jesuit tradition.
2. Prepare our graduates to lead meaningful and successful professional lives.
3. Meet the challenges and opportunities of a changing educational and economic environment.
4. Realize an infrastructure that supports excellence and innovation in all facets of our education.

Please provide a **brief overview of how your department contributes** to the fulfillment of the mission and strategic goals of the university.

The library supports the mission and goals of the university through its three primary activities: 1) maintaining an attractive and technology-rich building that provides an exceptional learning environment for student research and collaboration; 2) providing a comprehensive array of programs and services that are responsive to student needs both onsite and through online learning programs; 3) managing access to a broad and deep range of knowledge and information resources in a variety of formats and delivery methods to address current and emerging programs and the curriculum .

Organizational Chart

Append an organizational chart. A single chart for the entire division is fine. *(Please see pg. 20)*

Key Activities

List your **department's key activities**. Limit to 3-6 functions. If they are relevant, add "management/supervision" and "other." The "other" category encompasses miscellaneous work like serving on committees and should not exceed 10% of your department's time.

Activity

1. Provide and maintain an attractive, accessible, supportive, and secure facility that enables active learning, quiet research, and group and individual work for all of the library's primary clients and that contributes to student success and faculty productivity.
2. Acquire and provide access to a broad and deep range of knowledge and information resources in a variety of formats that support student and faculty study, learning, scholarship, and research and that contribute to the larger academic mission of the university.
3. Offer a variety of programs and services, both general and personalized, that help primary clients make productive use of the facility, discover and make effective use of knowledge and information resources, and enable and empower their productivity and success.

Seattle University 2015 Departmental Assessment Form: Part 2

KEY ACTIVITY TEMPLATE

Fill out this template for each of your key activities. For some activities, you may need to answer these questions at a more granular level; consult with your Cabinet member for guidance. For instance, one activity may consist of a series of programs, and it may be more helpful to have information at the program level.

Primary Activity #1

Describe the activity.

Provide and maintain an attractive, accessible, supportive, and secure facility that enables active learning, quiet research, and group and individual work for all of the library's primary clients and that contributes to student success and faculty productivity.

Analysis of Impact

What is the goal or intended impact of this activity? In other words, what should happen as a result of your department's work in this area? Distinguish between direct and indirect impacts, e.g., a program may help individual students while also raising the visibility of the university as a whole.

The central goal of this activity is that the variety of learning spaces in the Library and Learning Commons support the diversity of student and faculty educational needs. Closely related to this is the goal that students and faculty perceive that the L&LC spaces contribute to their academic success and productivity, and that a high level of building use is sustained in proportion to the seasonal level of activity on campus. Going further, a series of related goals support and illustrate important components of these central impacts, including building access hours that support student and faculty needs, a high level of satisfaction with the condition of the facilities, that patrons are and feel safe, welcome, and respected in the L&LC, and that the building is configured to ensure accessibility for all patrons.

What evidence do you have that you are successful in achieving this impact? Provide the best information or evidence you are able to produce.

Building Usage Study: Winter Quarter, 2016

How does space in the Library and Learning Commons contribute to the educational success of the Seattle University community? In an effort to investigate this question, Library staff conducted a building usage study during the winter quarter of 2016. This study looked at space usage through two lenses: building occupancy and patron perceptions. Building occupancy was measured by counting individuals throughout most of the Library and Learning Commons at regular intervals. Perceptions of the importance patrons place on the various benefits of coming to the building were measured by questionnaire.

It is important to point out that no standards exist for ideal or expected occupancy rates in academic libraries. In many parts of the building, 100% occupancy would likely render a space too crowded and/or noisy for comfort and study. Consider, for example, a couch with the capacity to seat four individuals; that couch might well be considered “full” or at least no longer available with an occupancy rate of just 50% if sat upon by two strangers simultaneously. Standards for space occupancy could be gauged in a future study that surveyed and compared library patron perceptions of space occupancy with actual occupancy. But for now, interpretations of the occupancy rates found in this study should be contextualized by an understanding of the specific purposes and configurations of the diverse areas within the Library and Learning Commons where occupancy was measured.

The full report is available upon request. What follows is a brief summary of the results. Survey responses, in combination with the occupancy data collected, suggest that the building is highly valued and utilized as a contributor to student educational success. To begin with, 73% of survey respondents identified as “very important”, the Library and Learning Commons “as a place to study independently, but near other students”. 74% of students gave the same ranking to the Library and Learning Commons as “a space to study or work on projects in groups”. Both results parallel building occupancy findings, which show the overall occupancy rate for spaces clearly configured for individual study and group work to be among the highest in the building. For example, the overall average occupancy rate for the private study carrels was 57% - the highest overall average occupancy of all of the space categories, excepting group study rooms. But if you eliminate morning counts, morning being a consistently less busy time in the building, occupancy rates for the private study carrels rose considerably, ranging from 68% to 78% in the afternoons to as high as 81% during the evenings of week 11. As for group work, the group study rooms were occupied by at least one person an average of 66% of the time, and this total rose to 78% in the afternoons and 76% in the evenings, with the highest overall weekly occupancy rate occurring during week 9 at 71%. No area in the Library and Learning Commons was as heavily used as the group study rooms and private study carrels.

It is also noteworthy to point out that overall occupancy on the fourth and fifth floors, where three types of learning spaces were counted, including open study spaces, group study rooms, and private study carrels, was consistently high during in the afternoons and evenings, peaking at 67% during the

afternoons of week 11 on both floors, and 68% and 66% on the fourth and fifth floors respectively during the evenings of week 11.

Study results also suggest that students also place a great deal of importance on the Library and Learning Commons as a place to access technology. 93% of survey respondents ranked as “very important” the Library and Learning Commons as a place to access technology, including wifi, printing and computers. This finding is also supported by high occupancy rates in the computer areas, which averaged at 40% of capacity through the quarter, but were consistently much higher (ranging from 47% to 52%) during the afternoons, peaking at 52% during the afternoons and evenings of week 11.

Direct comparisons to 2011 findings from a similar internal building usage study based on occupancy counts cannot be made, because our study incorporated more Library and Learning Commons spaces including the Media Production Center and the Learning Commons Partner spaces. Nevertheless, it may be valuable to note that in both studies, the building’s overall occupancy rate peaked during week 11 of the quarter – at 29% in 2011, and 31% in 2016.

Full report available upon request.

LibQUAL+ 2012

LibQUAL+ is a market survey that measures patron perceptions of academic library service quality, administered by the Association of Research Libraries (ARL). It was last administered at Seattle University in 2012, and by virtue of being relatively recent, those results have been included in this report. In this survey, participants are asked to rate the quality of various library services. Five of these, grouped together as a category called “Library as Place”, relate specifically to the outcomes associated with this primary activity:

- Library space that inspires study and learning
- Quiet space for individual activities
- A comfortable and inviting location
- A getaway for study, learning, or research
- Community space for group learning and group study

Overall, the scores for all five show that the SU Library was perceived by its users to be above their minimum expectations of service quality, but not above their desired level of services quality – i.e. within the parameters defined by LibQUAL+ as “adequate” but not “superior”. Broken down by patron groups, these results were consistent for both undergraduate and graduate students, but not for faculty, who rated four of the five “Library as Place” categories as above their desired level of service quality, or “superior”. Only the statement, “a gateway for study, learning, or research” was rated as “adequate” but not “superior” by faculty.

The Library’s full LibQUAL+ 2012 report is available upon request.

Traffic Data

The Library uses electronic gate counters to track the number of individuals entering the building. We are including aggregate counts as supplemental evidence of the building's sustained and stable usage. Totals for the past four years are as follows:

- 11/12: 706,097
- 12/13: 638,240
- 13/14: 724,445
- 14/15: 702,372

Which goals of the strategic plan does this activity support, if any? Briefly explain.

Goal One Goal Two Goal Three Goal Four

Goal Four of Seattle University's Strategic Plan is to "Realize an infrastructure that supports excellence and innovation in all facets of our education." Correspondingly, this primary activity relates specifically to the Library and Learning Commons' physical and technology infrastructure and the contributions that these facilities make to academic success at SU.

What would happen if you stopped this activity?

The campus would be negatively impacted by the closure of the Library and Learning Commons facility.

Analysis of Cost

Please refer to your departmental financial report from the University Budget Office to allocate FTEs and funding across each activity. This will produce a summary page you can append to this report (a blank form follows).

Primary Activity #2

Describe the activity.

Acquire and provide access to a broad and deep range of knowledge and information resources in a variety of formats that support student and faculty study, learning, scholarship, and research and that contribute to the larger academic mission of the university.

Analysis of Impact

What is the goal or intended impact of this activity? In other words, what should happen as a result of your department's work in this area? Distinguish between direct and indirect impacts, e.g., a program may help individual students while also raising the visibility of the university as a whole.

Multiple processes and procedures support higher level activities to acquire and provide access to knowledge resources in support of academic scholarship, including budget allocation, selection of specific resources, acquisition and licensing of resources, cataloging and inter-institutional resource

sharing. These activities all share a two part goal, namely effective stewardship of the library Acquisitions & Access Fund and efficient internal, operational procedures. The broad reach of resource sharing both at the regional and national level fills the gap when the library is unable to purchase or license individual products on its own.

What evidence do you have that you are successful in achieving this impact? Provide the best information or evidence you are able to produce.

Assessing the effectiveness with which the library provides knowledge resources was addressed in previous assessment cycles in 2014-15. We have not yet taken those assessment projects to the next level to review and address the data. Moreover, our ability to gather additional, meaningful data has been severely affected due to the 2015 migration to a new integrated library system, ExLibris. Data used for previous assessment projects is not currently available in the same format or reporting mechanism. Library staff is working at honing skills in the new modules and analytics reporting that are the primary means to assessing selected activities as well as determining if we can merge data from the previous and current integrated library systems but we are not there yet.

Which goals of the strategic plan does this activity support, if any? Briefly explain.

Goal One Goal Two Goal Three Goal Four

The knowledge and information resources that the Library acquires and provides access to support goals one, two and three of the strategic plan. Access to key publications across the disciplines is essential to a high quality and transformational education rooted in the Jesuit tradition. The information literacy skills taught by librarians in our instruction program help prepare our graduates to lead meaningful and successful professional lives; and the Library's virtual presence, including online access to critical information sources and research assistance, help us to meet the challenges and opportunities of the changing educational and economic environment.

What would happen if you stopped this activity?

Many aspects of the curriculum, scholarship, teaching and learning would all be adversely impacted if appropriate knowledge resources were not available and accessible.

Analysis of Cost

Please refer to your departmental financial report from the University Budget Office to allocate FTEs and funding across each activity. This will produce a summary page you can append to this report (a blank form follows).

Primary Activity #3 :

Describe the activity.

Offer a variety of programs and services, both general and personalized, that help primary clients make productive use of the facility, discover and make effective use of knowledge and information resources, and enable and empower their productivity and success.

Additional description: This activity encompasses the range of public services offered at and by the Library and Learning Commons. These include: research and information services, circulation services, an instruction program, the liaison librarian program, interlibrary loans and resource sharing, library technology help, the media production center, and the help centers associated with the Learning Commons Partnership which include the Writing Center, Learning Assistance Programs, and the Math Lab.

Analysis of Impact

What is the goal or intended impact of this activity? In other words, what should happen as a result of your department's work in this area? Distinguish between direct and indirect impacts, e.g., a program may help individual students while also raising the visibility of the university as a whole.

Although the specific intended impacts of each of the programs and services encompassed by this primary activity vary somewhat, taken together, their broad aim is to enable students and faculty to find and make effective use of the L&LC resources and information. This entails equipping students with the information literacy skills necessary to become critical thinkers, lifelong learners, academically successful, and conscious, informed consumers and producers of information. It also entails ensuring that students and faculty are able to access the resources and information they need efficiently, both in-person and online, and that their academic endeavors are supported by the L&LC's technology infrastructure.

What evidence do you have that you are successful in achieving this impact? Provide the best information or evidence you are able to produce.

For the purposes of this report, we will focus on the following assessment projects.

1. Research Services Referral and Service Hours Assessment
2. Research Services survey
3. Instruction Program 2015 Assessment Project
4. Media Production Center usage statistics
5. LibQUAL+ 2012

1. Research Services Referral and Service Hours Assessment

In this assessment project, we analyzed our databases of service desk questions. Typically patron inquiries to staff at the library iDesks include requests for general information (e.g circulation loans, room or printer locations) or initial reference questions. For this assessment we chose to focus specifically on:

- a) Quality of Referrals - The performance of staff identifying and logging in the number of times that staff appropriately refers complex research questions to librarians. The data used

for this analysis is recorded in a Gimlet software program under specific tagging guidelines (e.g. “referral needed”) and is entered by the iDesk staff member at the point of the reference inquiry.

- b) Librarian availability - Whether our librarians are available at the time when students need a specific research referral. The tagging guidelines in the Gimlet software provide hour-by-hour timeslots for the staff member to check the hour of occurrence when the patron inquiry was received. This set of data points will suggest the hours when students need help, and we will compare the hours logged with the hours librarians are on-call. It is anticipated that this will help us determine if there are any potential gaps in service hours.

Findings:

- a) Quality of Referrals - For this second year of assessment, we used percentage of questions rather than raw data for our measurement. As in 2013-2014, the performance was “satisfactory.” Our assessment suggests that the staff is receiving appropriate training and is successful in appropriately referring research related questions to librarians.
 - b) We adjusted the rubric for the 2015 assessment to reflect a percentage rather than a raw number. We decided that the rubric of assigning raw numbers (requests for librarians occurring during weekend and evening hours) lacked context when compared to an average total number of inquiries made throughout an academic quarter. For example, in the second assessment question, of the total inquiries recorded during the quarter (1043) only 20 inquiries, or 1.91 % were logged as someone needing research help when no librarian was on-call. We decided this small percentage was “exemplary.” It is important to note that these student inquiries for assistance are not dismissed but rather are satisfied with a “next day referral to a librarian” or through online 24x7 Chat services. Our assessment suggests librarians’ schedules for evening and weekend hours do not need to be adjusted to provide students with research assistance during this time period. However, of these 20 questions, a significant percentage 40% were asked before 10am during the weekday mornings. In previous years from midterm to finals, research librarians were on call starting at 9:30am instead of 10:00am. This is a practice we might want to resume.
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2. Research Services Survey

Research Services provides immediate research assistance in person or by chat, email and phone to assist users with their specific information needs, information literacy competency and critical thinking skills. We implemented a survey to students during Fall 2015 to assess how they have used and benefited from using Research Services, why they might not have use these services, how they are aware of the service (including the survey itself!) and their preferred method of interaction (in-person, chat, etc.). Through random sampling, we inadvertently collected a disproportionately large number of Freshman and Sophomore respondents (54% and

30% respectively), but found that useful to gauge how our first and second year students are using our resources.

Findings:

1. Primary activities – Survey takers who reported using our services identified that the following skill areas had been improved as result of their interaction with Research Services:
 - a. 94% found improvements to their ability to ‘Find books, articles, and other information for my assignments.’ 75% found that they were able to ‘Search more effectively by identifying useful key concepts and search terms.’ 58% found that they were more likely to ‘Identify useful search tools such as article databases and credible websites.’
 - b. A smaller but not insignificant percentage (36%) found that they were able to ‘Evaluate information sources for credibility, authority, bias, and timeliness.’
 2. Referrals – An item of note was that of the survey takers who reported using our services, a vast majority (82%) had been referred to our services by members of the University faculty. This was nearly double all of the other categories combined.
 3. Preferred method of use – Given a choice for preferred method of use, survey takers also stated a strong preference to use Research Services in person (71%). Smaller, but not insignificant, numbers showed a growing interest in our online services, with 26% stating an interest in using our 24/7 chat service, and 25% using our website.
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3. Instruction Program 2015 Assessment Project

The Lemieux Library Faculty’s “2014-2015 Library Instruction Assessment Project” (full report available upon request) focused on the library instruction program’s student learning outcome, “Articulate a need for information and engage the research process creatively.” We created a survey instrument to be used in a variety of instruction sessions taught by librarians for students to describe their help-seeking behavior, their sense of themselves as able to articulate information needs and engage research creatively and how a specific library session might have positively impacted their learning. The 216 student responses from 14 classes were then compiled and analyzed. Many of the classes surveyed were first year or UCOR classes (Academic Writing Seminars, Inquiry Seminars, Creative Expressions) but also some early major classes (Communication, Fine Arts, English). It did not survey upper division courses. The majority of our analysis examined student responses to the three open-ended questions. Our observations and the questions raised by this project will inform future projects and next steps. Although the project was not a direct assessment of student learning, it provided interesting and provoking information for the library faculty group to discuss and consider in our future planning.

Selected Findings:

- ❑ *When asked “who do you ask for help?” 80% of students indicated the instructor (78% ask friends, 60% asked Google, 37.8% asked librarians). In an unrelated survey (described in the assessment project above), we asked students how they knew about Research Services and 82% had been referred by their instructor. Those separate finding suggested to us that we should be do much more outreach to faculty to strengthen our relationship to them as a conduit for assisting students and to help their own confidence in using (and showing students how to use) various research tools.*
 - ❑ *Although not surprising, this project confirmed the challenge students have with terminology around library resources, namely databases. We need to continue examining the priorities and needed resources to help students both understand and be able to communicate about various research tools.*
 - ❑ *Students report a high sense of confidence (32% “extremely confident”, 63% “confident”) for using the library and its resources after their library sessions which suggests our specialized sessions successfully support students in their specific assignments.*
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4. Media Production Center usage statistics

The Library built the Media Production Center to spread access to expensive and difficult to learn media creation tools and software to students across the campus. We can see the success of that effort in our high numbers of new visitors each quarter, the range of classes that bring students into the center, and in the audience and participant turnout in the exciting annual Seattle University Film Festival.

TOTAL MPC Lab Usage: AY 2013-2014

- 2,073 Lab visits by 465 unique users (22 Faculty: 58 visits, 32 staff: 130 visits, 411 students: 1885 visits)

TOTAL MPC Recording Studio Usage: AY 2014-2015

- 185 Studio uses by 537 users (37 Faculty, 111 staff, 389 students, 102 workshops, 378 hrs)

TOTAL MPC Screening Room Usage: AY 2014-2015

- 174 Screening Room uses by 557 unique users in 1,184 individual visits (24 faculty: 79 visits, 24 staff: 32 visits, 509 students: 1,073 visits, 21 classes, 81 workshops, 345 hrs)

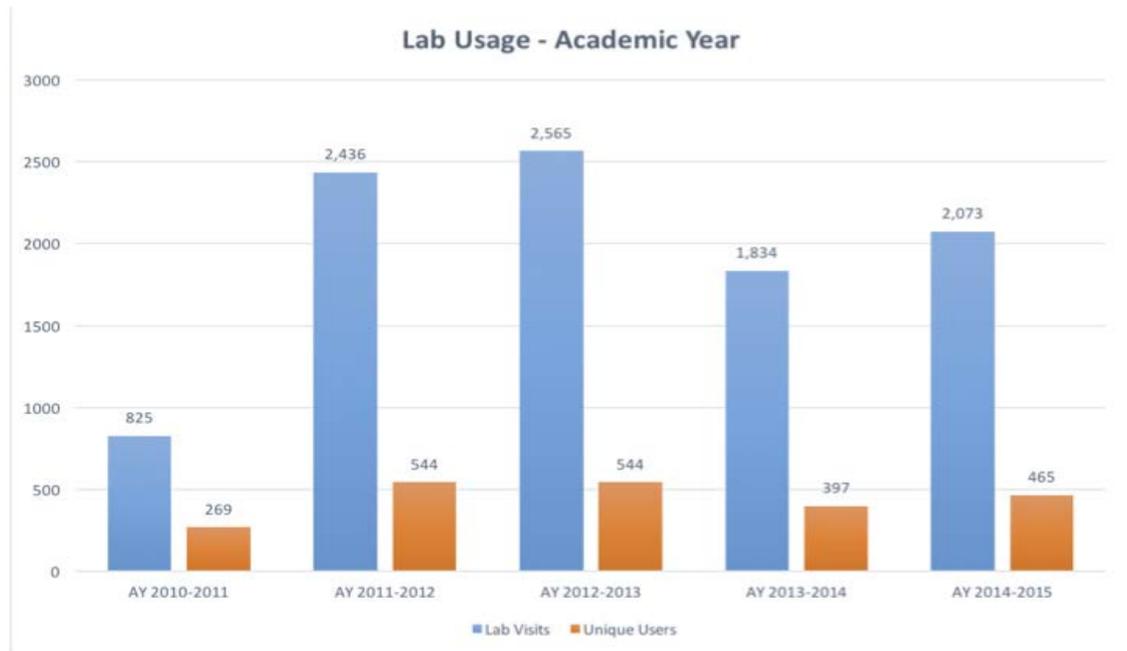
TOTAL MPC Equipment Check Out: AY 2014-2015

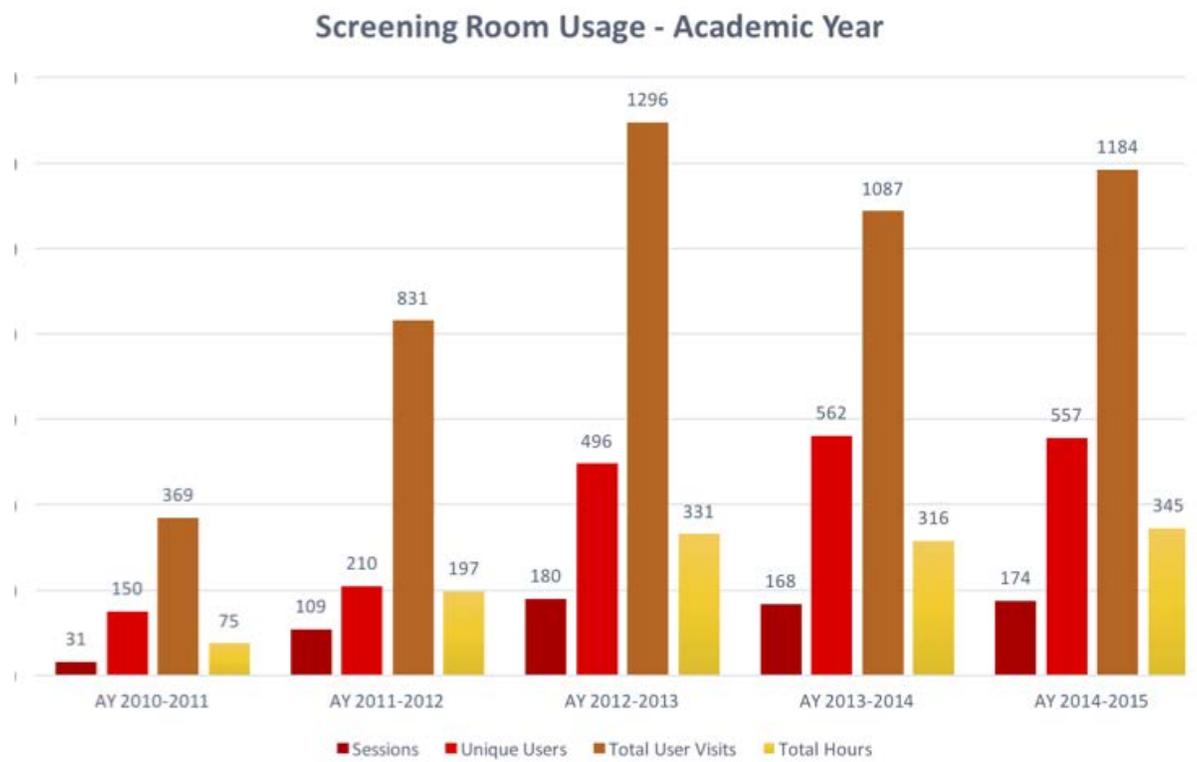
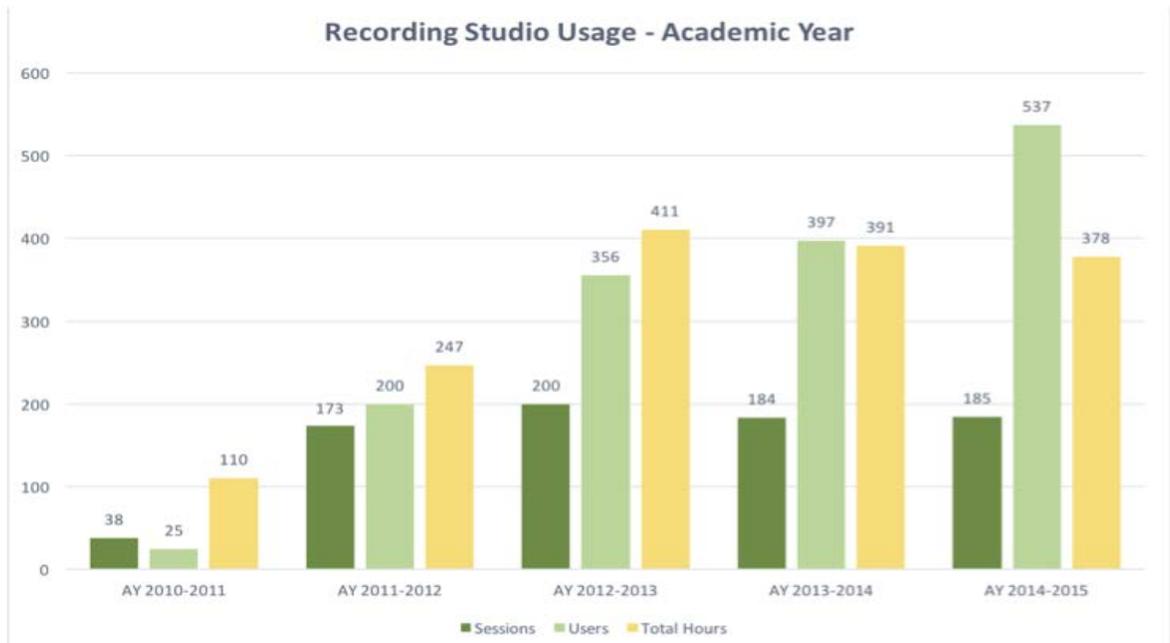
- 373 Equipment check outs (19 faculty, 83 staff, 271 student) by 152 unique users (9 Faculty, 18 staff, 125 students)

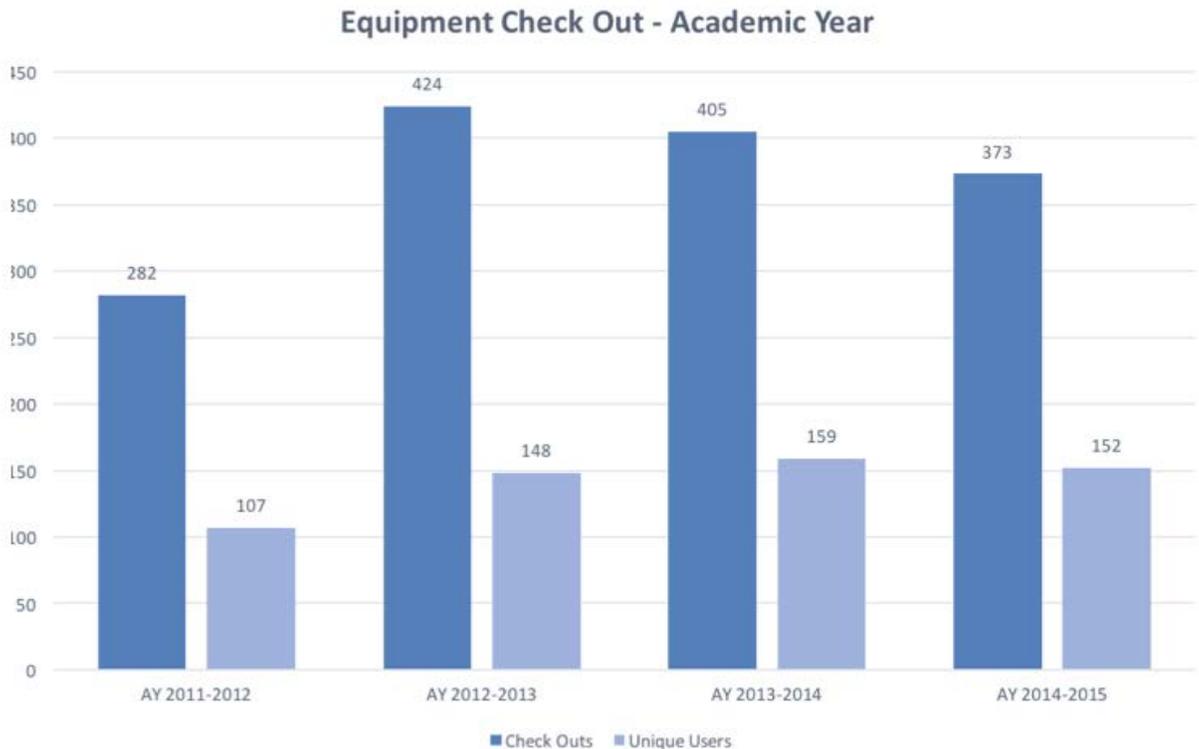
TOTAL MPC Training Workshops: AY 2014-2015

- 226 unique users completed 348 MPC Training Workshops in 144 Sessions & 217.25 hours (10 faculty, 11 staff, 205 students):
- 161 users, 42 sessions (1hr) - “Basic Video: Camera & Audio” (7 faculty, 4 staff, 150 students, 42 hrs)
- 3 users, 1 sessions (45 min) - “Basic Video: Camera ONLY” (3 students, .75 hrs)
- 5 users, 4 sessions (30 min) - “Basic Video: Field Audio ONLY” (1 staff, 4 students, 2 hrs)
- 10 users, 5 sessions (1 hr) - “Basic Audio Recording & Editing” (5 staff, 5 students, 5 hr)
- 37 users, 15 sessions (1 hr) - “Field Production-1 Training: Instruction” (2 faculty, 7 staff, 28 students, 15 hrs)
- 33 users, 23 sessions (2 hr) - “Field Production-2 Training: Camera & Audio” (3 faculty, 4 staff, 26 students, 46 hrs)
- 29 users, 20 sessions (3 hr) - “Field Production-3 Training: Lighting” (3 faculty, 2 staff, 24 students, 60 hrs)
- 11 users, 9 sessions (1.5 hr) - “Field Production-4 Additional Camera Equipment” (3 faculty, 1 staff, 7 students, 13.5 hrs)
- 12 user, 10 session (2 hr) - “DSLR Photography: Camera & Accessories” (1 faculty, 11 students, 20 hrs)
- 2 user, 2 session (1 hr) - “DSLR Photography: Lighting” (2 students, 2 hrs)
- 0 users, 0 sessions (2 hr) - “Studio & Control Room Training” (0 hrs)
- 2 users, 2 sessions (2 hr) - “Studio Backdrops & Lighting” (2 students, 4 hrs)
- 3 users, 2 sessions (1 hr) - “Studio Audio” (1 faculty, 2 students, 2 hrs)
- 30 users, 8 sessions (30 min) - “On-Camera Interview Techniques” (6 faculty, 24 student, 4.5 hrs)
- 1 users, 1 session (30 min) - “Writing for Sketch Comedy” (1 student, .5 hrs)

Comparative statistics over time:







5. LibQUAL+ 2012:

LibQUAL+ is a market survey that measures patron perceptions of academic library service quality, administered by the Association of Research Libraries (ARL). It was last administered at Seattle University in 2012, and by virtue of being relatively recent, those results have been included in this report. In this survey, participants are asked to rate the quality of various library services. Several of these, including nine questions grouped together as a category called “Affect of Service” related specifically to the outcomes associated with this primary activity:

Affect of Service

- Employees who instill confidence in users
- Giving users individual attention
- Employees who are consistently courteous
- Readiness to respond to users’ questions
- Employees who have the knowledge to answer user questions
- Employees who deal with users in a caring fashion
- Employees who understand the needs of their users
- Willingness to help users
- Dependability in handling users’ service problems

Overall, the scores for all nine questions show that the SU Library was perceived by its users to be above their minimum expectations of service quality, but not above their desired level of of services quality – i.e., within the parameters defined by LibQUAL+ as “adequate” but not “superior”. Broken down by patron groups, these results were consistent for both undergraduate and graduate students, as well as faculty.

The Library’s full LibQUAL+ 2012 report is available upon request.

Which goals of the strategic plan does this activity support, if any? Briefly explain.

Goal One Goal Two Goal Three Goal Four

This activity strongly supports the first three strategic plan goals. Specifically, our programs and services work to “foster an outstanding learning environment for our students in which teaching and scholarship enrich each other” (goal one), “maximize the lifelong professional success of our students and develop the intellectual curiosity and lifelong learning skills of our students” (goal two) and “develop hybrid and online academic programs and services that are commensurate with Seattle University’s Ignatian pedagogy” (goal three).

What would happen if you stopped this activity?

The Library and Learning Commons would cease to be a hub for a rich array of academic support services.

Analysis of Cost

Please refer to your departmental financial report from the University Budget Office to allocate FTEs and funding across each activity. This will produce a summary page you can append to this report (a blank form follows).

Seattle University 2015 Departmental Assessment Form: Part 3

Complete Part 3 after Part 2. Consult with your division's Vice President to ensure you are providing the information and level of detail he or she requires.

Analysis of Value

Given the relative cost (time and money) and impact of each activity, consider their return on investment. Using the information generated in Part 2, place your activities, programs, and services in the appropriate quadrant. Impact should relate to achievement of the mission and strategic plan. The analysis of value will ground your thinking about opportunities for change in the next section.

C o s t →	<i>High cost/low impact (HCLI)</i>	<i>High cost/high impact (HCHI)</i> Primary Activities: Facilities, Collections, Services; Management
	<i>Low cost/low impact (LCLI)</i>	<i>Low cost/high impact (LCHI)</i>

Opportunities for Change

*Describe the effect should your department have significantly **more resources** than it does now. What more could you do to support the mission and strategic goals of the university? (Define "significantly" at a level that makes sense for you. If you are looking for guidance, think 20% more budget or time than you have now.) Particularly focus on the high impact activities.*

Services, Building Access

Additional staffing in Public Services could allow us to improve our services in two ways. Currently, the limited number of staff positions contributes to gaps in service when staff are sick, on vacation, or focused on responsibilities away from service at the desk. Additionally, students regularly request an increase in library open hours, primarily for later weekday and some additional weekend hours. New full-time staff (one or more) would allow us to provide better coverage at key service points throughout

the week, especially during evenings and weekends, to extend public hours and services, and to improve security and service delivery.

To accomplish this, additional funding would be required to hire additional staff, or to support restructuring in the Circulation Department in the form of elevating one staff position to a higher MRR level with greater responsibility to train and manage student employees differently, for greater flexibility and operational efficiencies.

A new, less cumbersome mechanical gate for securing the library helix staircase at the point of the west entrance gate on the third floor could provide greater safety and security and programmatic flexibility, and support the possibility to open the entire second floor for 24/7 space, more computers and study rooms.

Several library services could be enhanced with subscription licenses to more sophisticated online tools that would facilitate such routine activities as scheduling of research consultations, booking study rooms, online reference help and FAQ services, and thereby increase staff and patron productivity. In-house development of these tools is not currently feasible, but many such products, designed specifically for libraries, are available on the market.

Knowledge Resources and Licensing in Support of the Curriculum

Additional funding for the library annual A & A budget would extend opportunities to purchase more knowledge resources in support of the curriculum. Initiatives for STEM courses and new graduate degrees in engineering suggest the need for additional subscription licensing and discipline specific ebook and ejournal collections. One product frequently requested by faculty and judged to be out of reach for the annual A & A budget is INSPEC (Institution of Engineering and Technology). This online database is regarded by professionals as an invaluable resource with 15 million abstracts and specialized indexing to quality research literature in physics and engineering. The new doctoral program in nursing will continue to demand additional license upgrades for access to more online content such as ClinicalKey that support medical and clinical fields. The GIS database, an expensive online database has been suggested for purchase in support of the graduate program in criminal justice. New, additional databases and e-journals are frequently requested by the Albers School of Business and an increase in funding would support the heavy demand for products in this field on both graduate and undergraduate levels. Also on the undergraduate level there is increasing demand for licensed products providing online access to primary source documents supporting the humanities. Commercial vendors such as Adams Matthews and Gale offer a range of collections relevant to aspects of our curriculum in international studies, creative writing, anthropology and more.

*Describe the effect should your department have significantly **fewer resources** than it does now. What would you choose to stop doing? How would this impact your ability to support the mission and strategic goals of the university? Particularly focus on the high cost/low impact activities. Are there are ways you can streamline your work?*

A reduction in the Library's overall budget means fewer knowledge resources and subscription licenses, less support in academic programming, and cuts to staffing of service points, building access, and technology infrastructure. The Library's contributions in support of the curriculum, scholarship, and teaching and learning would all be adversely impacted by a reduction in resources. For example:

- The academic goals of the university would be severely and negatively impacted if the library's annual A & A budget were insufficient to provide access to both basic and specialized knowledge resources supporting the entire curriculum. Insufficient increases in the annual A & A budget may not cover inflation costs and coping with a flat budget erodes buying power and forces cancellations of resources. The current collection of knowledge resources seeks to provide at least one subject specific database in direct support of each area of the curriculum. A reduction in funding might force decisions about cancelling resources that are unique to a program. Many graduate programs require more than one subject specific database or e-journal collections and a reduction in funding would force cancellation of valuable and needed resources for student scholarship.
- Staffing reductions would negatively impact services, programs and building hours. Our current staffing is currently at minimal levels to provide the hours and services to fulfill the academic mission of the university.
- Re-purposing and re-allocating physical library space in support of university initiatives has the potential to negatively impact the heavily used, popular student study spaces. In Part 2 of this report, a building usage study reflected that students assign high-value and make high-use of all library spaces. The students said that the library's spaces are highly valued and utilized as a contributor to student educational success.

*Setting aside resources, what creative thinking can you share regarding how your department can become **better and more effective**, increasing impact?*

- The Library is laying the groundwork for its newly formed Assessment Committee to develop a departmental assessment plan. The work of this committee will help us collect the evidence we need to better answer this question.

*Are there ways to **redesign** the department such that it could better fulfill its role?*

- With the renovation of the library building in 2010, library administration adopted an ongoing process of re-imaging and redesigning service points and staffing patterns to be more responsive and flexible to user needs. As we anticipate a new Provost and a new University Librarian we expect to continue re-designing services, programs and spaces in support of the university's academic and strategic directions.
- Some adjustments to the current organizational structure and reporting channels may be considered as the library prepares for its role in launching a new university initiative for the institutional repository.

*Are there different ways of working with **other departments** that could improve the performance of the university more broadly? Think about the departments that support you, those that you support, and those with similar work.*

- The Library and Learning Commons Partnership [LLCP] continually seeks to partner with various campus units to better understand how to collaborate and be responsive to the work and initiatives of the broader campus community. We value the opportunity to explore the

possibility of reuniting Disabilities Services with the current Tutoring Services now in the LLCP with a goal of enhancing the proximity of these valued academic student services.

- A stronger partnership with the Department of Public Safety would be key to increasing building access and extended hours to the campus community. A more visible and responsive cadre of public safety officers in the building at designated times would help improve student safety as well as confidence in the library building as a safe, secure environment.
- Increased resources provided through OIT could benefit the instructional and lab computing in the library by speeding up the cycles of the Computer Refresh Program.
- In planning for the new institutional repository, new partnerships are envisioned with the Office of Research Services and Sponsored Projects [ORSSP] and bring together faculty and liaison librarians to create a digital portal that will highlight the best of the university's scholarship, grants and data.

Other Information

Please provide any other information that is of value to understanding the work of this department. VPs may also choose to add questions their departments are required to answer.

Organizational Chart:

