

## Assessment Summary

2002/03

### 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.

### Administrative Objectives:

1. Poynter Library will provide user services and instructional opportunities to support and enrich the education and community outreach missions of USF SP.
2. Poynter Library will provide print, media, and (in association with the USF Library System) electronic collections that support the curriculum of USF SP.
3. Poynter Library will provide appropriate technologies and services to support library research and classroom instruction.

### Assessment Activities Supporting Objective 1:

In a follow-up to a 2001/02 faculty assessment of the library's bibliographic instruction program, students participating in 18 classroom presentations were queried about the effectiveness of the session attended. 79% of these students had not previously experienced a bibliographic instruction presentation and 74% of those responded "Agreed" or "Strongly Agreed" that they had learned new ways to locate information. The value of these classroom presentations thus seems to be affirmed. However, the results of the survey did not point clearly to desirable improvements in the program. Student responses also validated the usefulness of print bibliographies and handouts, but only 34% of students appeared to be interested in a for-credit web-based tutorial, so plans for such a tutorial were abandoned.

With the cooperation of several faculty members, students were also queried about the effectiveness of the library's reference service. Students in eight classes were requested to ask a reference librarian a question and report on their experience. Although a clear majority of students found the reference librarians and the recommended sources helpful, a troubling minority reported unsatisfactory experiences. Reference librarians responded by developing performance standards for reference librarians. They also decided to expand 'quick tip' sheets to expedite service at busy times and to share interesting or difficult reference questions to enhance their skills. They also proposed a redesign of the reference desk and an examination of reference statistics to determine when additional assistance would be valuable.

### Assessment Activities Supporting Objective 2:

Twenty-eight new faculty members were surveyed during the spring and fall semesters and asked to respond to questions about the library's current collections. The small number of responses (6) made it difficult to draw conclusions based on their responses, although, not surprisingly, the library's teaching resources were consistently rated stronger than research sources.

In addition, YBP's "Academic Core 1000 Titles" and *Choice's* "Best of the Best" lists were searched and compared with existing library holdings. The collection development librarian determined that interdisciplinary titles were a problem area and would increase her attention to such new publications. Also, the library dean, previously the collection development librarian, will present a session to the librarians on enhancing collection development skills and liaison work.

### Assessment Activities Supporting Objective 3:

Library technologies were assessed in two ways. Through a web survey on library computers, patrons were queried about their interest in new technology services. Based on their responses, a wireless LAN within the building, laptop computers for check-out, and additional applications on library computers were planned for and implemented. In the second assessment, faculty members were asked about their needs for classroom and check-out equipment to support their teaching needs. Somewhat surprisingly, traditional overhead projectors proved to be a major concern and 15 units were replaced with new equipment. Twelve faculty members (out of 19 responses) suggested adding more computer projectors to replace difficult-to-see monitors. Funds were available to purchase only one projector, although a budget proposal to address the long-term classroom technology needs of new faculty and curriculum areas based on this survey data was submitted to campus administration.