

Ingram Library
State University of West Georgia
Annual Report 2001/02

I. Mission

The mission of Ingram Library is to provide a range of library services to State University of West Georgia students, faculty, administration and staff, and to the general West Georgia community. These services increasingly must be delivered at the point of need; whether in the building or off-campus, in person or electronically, with one-on-one reference assistance or in classroom instruction, whether through locally held collections or through traditional or electronic access to materials owned elsewhere. Such a mission demands that Ingram Library marshal and manage a score of resources that revolves around Library faculty and staff, Library services, and Library collections.

The mission of Ingram Library is in direct support of the educational, research and service mission of the University. Additionally, each department and division of the Library operates under a mission statement in support of the Library's mission. Those statements can be found at the Library's web-site:

<http://www.westga.edu/~library>.

II. Goals, Processes, Assessment

Goals. Ingram Library has developed goals in support of specific University goals as articulated in the "**Bread and Butter**" Goals. They are, generally, based on the articulation of goals of individual departments and divisions of the Library:

1. Provide, review, and improve research instruction and reference services to students (**B&B goals 1, 2.a, 3, 5**);
2. Support undergraduate and graduate curriculum and research by providing instruction in the scholarly communication process and in information literacy (**B&B goals 3**);
3. Develop strong collections in support of the academic programs of the University (**B&B goals 3, 7**);
4. Enhance access to Library resources (**B&B goals 3,5,6**); and
5. Act as effective and efficient stewards of University resources and funds (**B&B goals 1,3,5,6, 8,9**).

Processes. The provision of services and resources in support of Library goals are developed in a two-fold, loop process. As an integral part of the academic programs of the University, Library faculty and staff, through the liaison program with academic departments and through daily contact with faculty and students, receive feedback regarding service and resource requirements. Library faculty and staff also maintain active engagement in the library and information

profession: they monitor best practices, current and emerging trends, and contextual requirements of the University. Needs are gauged against available resources; services and resources are implemented/provided, and assessed through the feedback process. While implementation and evaluation of the services/resources is fairly systematic (see below), Ingram Library is seeking to develop a more formal, consistent process for enhancing the feedback process.

Assessment. Assessment and evaluation of Library resources and services are inherent in the processes noted above. Traditional qualitative and quantitative assessment practices in academic libraries are, however, undergoing considerable transformation. Ingram Library still records standard input and output measures (see *ACRL Statistics Questionnaire, 2000-01*, appended); these figures do not adequately measure electronic services or resources, or user satisfaction. Ingram Library, alone and in concert with other academic libraries, is working to develop more systematic assessment instruments to evaluate its progress toward achieving its goals. Actually goal 5 above is a partial articulation of this need.

III. Outcomes, Assessments, Results

1. Provide, review, and improve research instruction and reference service to students.

Traditional library reference and bibliographic instruction is provided through a fixed service point in the library, and through scheduled instruction sessions. The library records reference transactions through a mechanism based on ACRL (Association of College and Research Libraries) and ANSI standards. Each instruction session must be evaluated by students and their classroom instructor using a standard instrument. Results appear to be satisfactory, although there appears to be a need for electronic reference service – such a service is being investigated/designed.

2. Support undergraduate and graduate curriculum and research by providing instruction in the scholarly communication process and in information literacy

Instructional Services teaches an introductory, core-curriculum course designed to rectify that problem. It is evaluated through standard University assessment instruments; it also contains built-in pre- and post-test instruments to measure outcomes effectiveness. Based on student evaluations, and on outcomes measures, the content of the course is constantly under revision. Additionally, the increased demand for the course resulted in shifting resources and job duties so that additional faculty could be rotated into the teaching pool. In 1999, two sections were taught. By increasing the instructor pool, and by using electronic course management software, as many as fourteen sections are now taught each semester.

3. Develop strong collections in support of the academic programs of the University

Librarians are assigned liaison responsibilities to each academic department, to monitor collection needs. Librarians also monitor publishing trends for those disciplines. Collection development policies are developed for major programs, and accreditation standards are compared to collections. Both weeding and selection are based on these inputs. Assessment from faculty continually suggests that primary, research material is needed. While Ingram Library is unlikely to have funding to meet every expressed need for materials, assessment suggests that the academic strength of the collections is improving.

4. Enhance access to Library resources

Ingram Library, in support of University goals, has heavily invested in electronic resources and processes in an effort to increase and enhance access to its collections and services. Traditionally, simply usage counts have provided a measurement of effectiveness. Traditional circulation of library materials (following a national trend) continues to fall; interlibrary loan and periodical usage continues to grow. Usage of electronic materials has begun to outpace usage of paper objects, and many procedures (*e.g.*, ILL requests, purchase requests) have been moved entirely to electronic processes. Electronic access offers equal, enhanced services to non-traditional students and to off-campus programs.

5. Act as effective and efficient stewards of University resources and funds

Ingram Library seeks to implement best business practices in most of its operating procedures. Ingram Library has long applied usage/cost measurements to periodical purchases; it participates in several consortial purchasing arrangements to extend purchasing value; has implemented a fairly rigorous personnel evaluation measure. Assessment results indicate that the Library is both flexible and effective in reaching this goal.

IV. Example of Assessment Outcomes to Change/Improve a Process

This example illustrates the interpenetration of several Library processes, services, and assessment strategies. As noted above, traditional usage counts are both difficult to get and difficult to interpret in an increasingly electronic environment. Ingram Library was asked, as part of a benchmark study for a comparable institution to provide web-page usage figures. While our figures were much greater than peers, we realized that the information was too vague to provide a useful assessment of our collections or services. We therefore examined methods for obtaining more meaningful usage figures. Some were

available from vendors, some were available through consortial purchasing arrangements (*e.g.*, GALILEO). Some were developed in-house. So, for example, we know that our physical circulation of books has been decreasing, but we now know that from three separate periodical vendors, nearly 125,000 electronic journal articles and nearly 3000 electronic books were accessed by UWG Library patrons, figures heretofore not included in any usage figures collected. A measure of other vendors and resources are not yet available; we are devising methods of collecting such figures. Additionally, since many of these resources require separate search engines and techniques, the Library has devised electronic ways to re-concatenate those resources. Links to electronic resources are being included in the catalog; interfaces were developed that allow cross-database searching, and the content of library instruction has changed to familiarize students with simpler, more effective use of library materials. Library patrons – students or faculty – can more comprehensively access scholarly literature from fewer entry points and we concatenate more meaningful usage measures. Much remains to be done to consolidate data collection, but we anticipate meaningful usage measures that can be used in making a cost/usage analysis of different vendors and materials/access competing for scarce resources. Assessment of processes and services as part of achieving strategic goals is becoming an ongoing process at Ingram Library.

V. General Statement of Department Condition

The overall “health” of Ingram Library is good. It makes a strong contribution to fulfilling the mission of the State University of West Georgia. While additional funding for acquisitions and additional personnel would be welcome, adherence to the strategic plan allows the Library to maximize existing resources.

VI. Departmental Achievements

Traditional quantitative input/output measures are appended in the document *ACRL Statistics Questionnaire, 2000-01*.

VII. Staff Productivity

Library Faculty and staff published 3 articles, one book, and numerous data files/computer programs. They attended more than 15 state professional meetings, and made more than 15 presentations at state, regional, national and international professional meetings. They sit on numerous UWG, USG, regional, national and international professional committees.

ACRL STATISTICS QUESTIONNAIRE, 2000-01

Please do not leave any lines blank. If an exact figure is unavailable, use "-1" (that is, "U/A"). If the appropriate answer is zero or none, use "0." For non-university libraries, if a question is not applicable in your library, use "-2" (that is, "N/A"). University libraries should not use -2.

Definitions of the statistical categories used in this questionnaire can be found in *Library Statistics, ANSI/NISO Z39.7-1995*. (Bethesda, MD NISO Press, 1997.) See also <http://www.techstreet.com/cgi-bin/pdf/free/152592/z39-7.pdf>. However, *ANSI/NISO Z39.7-1995* does not address issues related to electronic resources. ARL (which created this form) has gradually modified the interpretation of the standard definitions to accommodate electronic resources based on conventions described in the *ARL Statistics Q&A* at <http://www.arl.org/stats/arlstat/arlstatqa.html>. These conventions have been established through discussions within the ARL Statistics and Measurement Committee and with the ARL Survey Coordinators who fill in these surveys on an annual basis.

Reporting Institution: **STATE UNIVERSITY OF WEST GEORGIA**

Library/Survey ID: **2249**

Report Prepared by (name): **CHARLA CAMPBELL**

Title: **ADMINISTRATIVE COORDINATOR, INGRAM LIBRARY**

Phone number **770-836-6492**

Secondary Contact person (if different):

Title:

Email:

Phone number:

HIGHEST DEGREE AWARDED BY YOUR INSTITUTION : **PHD**

PART I. BASIC LIBRARY STATISTICS

COLLECTIONS

Volumes in Library (See instruction Q1-4.)

- 1a. *Volumes held June 30, 2000.*
(Exclude microforms, uncataloged govt. docs., maps, a/v material.
Record figure reported last year or footnote adjusted figure on p. 4.) **360696**
2. *Volumes added during year -- Gross.* (See instruction Q2.)
(Exclude microforms, uncataloged govt. docs., maps, a/v material.) **14012**
- 2a. *Volumes withdrawn during year.*
(Exclude microforms, uncataloged govt. docs., maps, a/v material.) **3247**
3. *Volumes added during year -- Net.* (Subtract line 2a from line 2.) **10765**
1. *Volumes held June 30, 2001.* (Add line 1a to line 3.) **371511**
4. *Number of monographic volumes purchased.* (See instruction Q4.)
(Volumes for which expenditures are reported on line 16. Footnote if titles.) **2849**

Serials (See instruction Q5-7.)

5. Number of current serials, including periodicals, purchased. 1387
6. Number of current serials, including periodicals, received but not purchased (exchanges, gifts, deposits, etc.). (See instruction Q6.) -1 (U/A) **only total number of serials received is counted.**
7. Total number of serials received. (Add line 5 to line 6.) 1387

(ACRL Statistics Questionnaire 2000-01, page 2.)

Other Library Materials Total number of pieces held June 30, 2001

8. Microform units. (See instruction Q8.) 1080079
9. Government documents not counted elsewhere. (See instruction Q9.) 0
10. Computer files. (See instruction Q10.) 78
11. Manuscripts and archives (linear ft.). (See instruction Q11.) 315

Audiovisual materials

12. Cartographic. 19362
13. Graphic. 7361
14. Audio. 724
15. Film and Video. 1681

EXPENDITURES (See instruction Q16-27.) **Reported in American dollars**

Library Materials

16. Monographs. (Expenditures for volumes reported on line 4.) (See instruction Q16.) 178723
17. Current serials including periodicals. (See instruction Q17.) 205888
18. Other library materials (e.g., microforms, a/v, etc.). (See instruction Q18.) 50031
19. Miscellaneous. (All materials fund expenditures not included above.) 59458
(See instruction Q19.)
20. Total library materials (Add lines 16, 17, 18, 19.) 736901
21. **Contract binding** (See instruction Q21) 8026

Salaries and Wages (See instruction Q22-25.)

22. Professional staff. 726078
23. Support staff. 371720
24. Student assistants. (See instruction Q24-25.) 64335
25. Total salaries and wages. (Add lines 22, 23, 24.) 1111468

26. **Other operating expenditures** (See instruction Q26.) **242801**

27. **Total library expenditures** (Add lines 20, 21, 25, 26.) **2241196**

PERSONNEL (See instruction Q28-31. Round figures to nearest whole number.)

28. Professional staff, FTE. (See instruction Q28.) **15**

29. Support staff, FTE. **16**

30. Student assistants, FTE. (See instruction Q30.) **17**

31. Total FTE staff (Add lines 28, 29, 30.) **48**

INSTRUCTION (See instruction Q32-33.)

32. Number of library presentations to groups (See instruction Q32.) **105**
32a. Figure based on sampling? **NO**

33. Number of total participants in group presentations reported on line 32. **2188**
(See instruction Q33.)
33a. Figure based on sampling? **NO**

REFERENCE

34. Number of reference transactions. (See instruction Q34.) **32650**
34a. Figure based on sampling? **YES**

CIRCULATION (See instruction Q35-36.)

35. Number of initial circulations (excluding reserves). **-1 (U/A) not recorded as separate total**

36. Total circulations (initial and renewals, excluding reserves). **49193**

Figure for reserves no longer reported.

INTERLIBRARY LOANS (See instruction Q37-38.)

37. Total number of filled requests for materials **provided** to other libraries. **4037**

38. Total number of filled requests for materials **received** from other libraries or providers. **2273**

PH.D. DEGREES (See instruction Q39-40.)

39. Number of Ph.D.s awarded in FY2000-01. **0**

40. Number of fields in which Ph.D.s can be awarded. (See instruction Q40.) **1**

FACULTY (See instruction Q41.)

41. Number of full-time instructional faculty in FY2000-01. 15

ENROLLMENT – FALL 2001 (TOTALS) *(See instruction Q42-45; line numbers refer to IPEDS survey form.)*

42. Full-time students, undergraduate and graduate.
(Add line 8, columns 15 & 16, and line 14, columns 15 & 16). 6302

43. Part-time students, undergraduate and graduate.
(Add line 22, columns 15 & 16, and line 28, columns 15 & 16). 2728

44. Full-time graduate students. (Line 14, columns 15 & 16.) 317

45. Part-time graduate students. (Line 28, columns 15 & 16.) 1469

PART II. SUPPLEMENTARY STATISTICS

(See instructions for question guidelines.)

46. Computer Files (one-time/monographic purchase) -1 (U/A)

47. Electronic Serials (on-going/leases/subscriptions) -1 (U/A)

47a. Electronic indexes and reference tools (Optional) -1 (U/A)

47b. Electronic full text periodicals (Optional) -1 (U/A)

NOTE *When supplying optional data, figures for 47a and 47b should equal the figure reported in 47.*

48-49 Bibliographic Utilities, Networks, and Consortia

48. Library Expenditures -1 (U/A)

49. External Expenditures -1 (U/A)

50. Computer Hardware and Software -1 (U/A)

51. Document Delivery/Interlibrary Loan -1 (U/A)

ELECTRONIC ACCESS

52. Number of records of locally owned materials in local online catalog: -1 (U/A)

53. Percentage of cataloged library holdings represented by OPAC records: -1 (U/A) %

IN-HOUSE USE

54. Number of in-house uses of materials 16763
54a. Figure based on sampling? No

SERVICES HOURS AND STAFFED SERVICES POINTS

55. Number of staffed library service points 3

56. Number of weekly public service hours 85 reported figure is fall and spring semester hours. Summer hours are 81.5 per week

LOCAL CHARACTERISTICS or ATTRIBUTES

57. Basis of volume count is (See instruction Q46.) Physical

58. Government documents are included in count of Current Serials. Yes

59. Fringe benefits are included in expenditures for salaries and wages. No

60. Law Library statistics are included. We do not have a Law Library

61. Medical Library statistics are included. We do not have a Medical Library

62. Other main campus libraries included [list in "Footnotes" below].

63. Branch Campus Libraries. (See paragraph six of the General Instructions.)

Figures include branch CAMPUS libraries : We have only one campus

•If branch campus libraries are included, please specify which campuses in "Footnotes" below.

•If branch campus libraries are not included, please specify which campuses in "Footnotes" below.

PART III. TRENDS IN INFORMATION LITERACY

Academic Library Trends & Statistics Information Literacy Questions

Each year the ACRL survey includes a special section on important trends in academic libraries. Note that responses to these questions will be reported in aggregate form and answers from individual libraries will not be published.

Please report the following statistics

1. Total number of librarians at your institution, both full and part time. **15**
2. Total number of librarians who develop, deliver and/or assess instruction as part of their jobs or on a volunteer basis. **8**
3. Total number of library instruction sessions taught per academic or calendar year (including tours and orientations). **621**
4. Total number of library instruction **contact hours** (include partial hours) taught per academic or calendar year (credit and non-credit). Do not count credit hours. (See Trends section in Instructions): **251**
5. How many of those hours are credit-bearing? (e.g., for academic or graduation credit). **700**
6. Choose the one statement that best describes your use of the *Information Literacy Competency Standards for Higher Education*.

Answer categories ___ Aware of them, but not using / ___ Aware of them and using within some units/libraries within library system / ___ Aware of them and using within the library only / ___ Aware and using them within the library and outside of library in working with faculty or administration / ___ Not familiar with the Standards

Your response: Aware of them and using within some units/libraries within library system

7. How many departments/units/programs at your institution have a technology competency requirement? **Answer categories:** ___ More than half / ___ About half / ___ Less than half / ___ Only a few

Your response: About half

8. How many departments/units/programs at your institution have an information literacy requirement that includes **more than** the ability to use technology?

Answer categories: ___ More than half / ___ About half / ___ Less than half / ___ Only a few

Your response: Only a few

Please select the answer choice that accurately describes practice at your institution during the academic year 2001-2002.

Section A library (Answer categories: ___ YES ___ NO ___ DON'T KNOW)

The library has a written instructional mission statement: **Yes**

Library presentations are developed in collaboration with course instructor and are tailored to course objectives: **Yes**

Librarians teach an entire course that includes major segments of library use and Information literacy instruction (e.g. First Year Experience type courses or Research methods in a discipline.): **Yes**

Section B. Collaboration (Answer categories: ___ YES ___ NO ___ DON'T KNOW)

Librarians and faculty have developed information literacy instruction that is taught as an integral part of one or more courses:

No

The library has conducted faculty workshop(s) focused on information literacy:

No

There are rewards for faculty who develop and/or re-design curriculum to include concepts of information literacy

No

There is recognition for faculty who develop and/or re-design curriculum to include concepts of information literacy:

No

Thinking of your institution as a whole (Answer categories: More than half / About half / Less than half / Not sure if any collaboration exists)

Librarians and faculty construct assignments that require the development of information literacy abilities

Less than half

Faculty routinely build assessment of information literacy achievement into course grading considerations

Less than half

Faculty and librarians have collaboratively outlined key student information literacy learning outcomes.

Less than half

Section C. Administration/Resources (Answer categories: ___ YES ___ NO ___ DON'T KNOW)

The library has a classroom(s) specifically for library-related class instruction sessions.

Yes

Information literacy is integrated throughout the curriculum of one or more programs.

No

Information literacy learning outcomes are included in General Education Program goals and objectives.

No

Section D. Assessment (Answer categories: ___ YES ___ NO ___ DON'T KNOW)

Assessing information literacy is part of campus or departmental assessment of student learning.

No

Course syllabi include library-use activities that teach information literacy.

Yes

Which of the following methods are used to assess information literacy competency at your campus (check all that apply). *Answer categories:* ___pre/post test, ___content analysis of student work, ___focus groups, ___rubric assessment, ___faculty perception surveys, ___student perception surveys, ___alumni perception surveys, ___other please explain.

Your response selection(s):

Pre/Post Test

Content analysis of student work

Other:

credit course

The campus has developed a definition of information literacy.

No

Information literacy is evident in the campus documents, such as strategic plans.

No

Our institution has gathered evidence that students are information literate when they graduate.

No