

PROGRAM REVIEW



DULANY LIBRARY

WILLIAM WOODS UNIVERSITY

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1. Introduction.

Standards. This library follows the national standards listed below in its practices and policies, all of which are published by the Association of College and Research Libraries (www.ala.org/acrl/standards); major standards are identified in bold type:

- 1) *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline.* 2012
- 2) *Diversity Standards: Cultural Competency for Academic Librarians,* 2012
- 2) *Guideline for the Appointment, Promotion and Tenure of Academic Librarians,* 2010
- 3) ***Guidelines for Instruction Programs in Academic Libraries. 2011***
- 4) *Guidelines for Media Resources in Academic Libraries.* 2012
- 5) ***Information Literacy Competency Standards for Higher Education.* 2000**
- 6) *Information Literacy Standards for Teacher Education,* 2011
- 7) *Joint Statement on Faculty Status of College and University Librarians,* 2011
- 8) *Objectives for Information Literacy Instruction: A Model Statement for Academic Libraries.* 2001
- 9) *Psychology Information Literacy Standards.* 2010
- 10) *Research Competency Guidelines for Literatures in English,* 2007
- 11) *Standards for Distance Learning Library Services.* 2008
- 12) *Standards for Faculty Status for Academic Librarians,* 2011
- 13) ***Standards for Libraries in Higher Education. 2011***
- 14) *Statement on the Terminal Professional Degree for Academic Librarians,* 2011
- 15) ***Visual Literacy Competency Standards for Higher Education,* 2011**

In preparing this program review, the library has followed the 2011 edition of ***Standards for Libraries in Higher Education.***

“... [the standards] are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses.”¹

Definitions. The following definitions, as described in the *ACRL Task Force on Academic Library Outcomes Assessment Report*, are used in this program review:

Inputs are generally regarded as the raw materials of a library program—the money, space, collection, equipment, and staff, out of which a program can arise.

Outputs serve to quantify the work done, i.e., number of books circulated, number of reference questions answered.

Outcomes are the ways in which library users are changed as a result of their contact with the library’s resources and programs.

Principles and Performance Indicators. The current *Standards for Libraries in Higher Education* (ACRL, 2011) consist of the following principles:

1. **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes on continuous improvement.
2. **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
3. **Educational Role:** Libraries partners in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

¹ Association of College and Research Libraries. *Standards for Libraries in Higher Education.* Chicago: 2011. p.5.

4. **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
5. **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
6. **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
7. **Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.
8. **Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
9. **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

Comparison Group. A group of libraries at peer institutions in Missouri was selected for the purpose of comparisons. The selection was based on similar institutional mission, reputation, selectivity for admission, size of budget, and size of collection. The five institutions are generally regarded as competitors for undergraduate and graduate students in Missouri, the source of most of William Woods University's student population. The comparison group consists of the libraries at the following institutions:

Columbia College, Columbia, MO
Drury University, Springfield, MO
Stephens College, Columbia, MO
Westminster College, Fulton, MO
William Jewell College, Liberty, MO

In several categories of comparison, the libraries at additional independent institutions of higher education in Missouri have been used as a comparison group when the data was available and the comparison deemed appropriate.

2. Library Mission Statement

The staff of Dulany Library has a responsibility to provide the information resources, support services, and facilities necessary to help achieve the educational mission and purposes of William Woods University.

3. Library Goals

- Select, acquire, promote, and maintain information resources in support of the current and anticipated instructional and research needs of the university in a variety of formats and at different ability levels so that the varied needs of individuals and groups are served.
- Secure and preserve the Library's collections so that the institution's investment is maintained.
- Develop and promote Reference services and Information Literacy programs that develop students' abilities to understand, find, evaluate, and use information and initiate, sustain, and extend lifelong learning.
- Develop and promote cooperative and mutually beneficial relationships with other libraries on regional, state, and national levels, especially in the areas of reciprocal sharing of library resources and acquisition of electronic resources.
- Develop and promote a program of events that foster multicultural dialogue; promote people and cultural resources.
- Provide a trained, professionally supervised staff to guide collection development, information literacy, and the organization, preparation, and circulation of library materials.
- Provide adequate physical facilities and equipment to create an open, pleasant, intellectually stimulating learning environment for all library users.

4. Principle: Institutional Effectiveness

4.1. The library defines and measures outcomes in the context of institutional mission.

The library director is a member of the Academic Council and an ex-officio member of the Curriculum Committee.

Outputs. This participation provides a forum for the exchange of information regarding the development of new academic programs and courses. Such information can then be included in subsequent library budget requests and evaluated in terms of library policies and procedures.

Outcome. The Library Director and Reference Librarian also attend on-campus Academic Division meetings to promote library services and resources and to gather information on divisional resource needs. A recent example is the implementation of online courses in the Paralegal Program through Learning House and the library director's successful efforts to renegotiate a contract with Westlaw to provide online access to legal resources to students enrolled in online paralegal courses; previous access had been through individual usernames and passwords.

4.2. The library develops outcomes that are aligned with accreditation guidelines for academic programs.

Outputs. The library regularly contributes to reports for institutional accreditation as well as reports compiled by academic departments for specific accrediting agencies. Examples include Missouri Department of Elementary and Secondary Education for the Teacher Education Program (2011); Council on Social Work, Committee on Accreditation for the Social Work Program (2007); Commission on Accreditation of Athletic Training Education for the Athletic Training Program (2008).

4.3. The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.

Outputs. The library staff meets regularly and the agendas and minutes of these meetings, which include problems, decisions, outcomes, and improvements regarding library resources and services, are stored on a university server with access to faculty and staff. The library also submits a monthly report to the Academic Dean which identifies all library activity beyond the usual; these are also stored on the same university server.

4.4. The library develops outcomes that are aligned with academic program outcomes.

Outputs. The library contributes to academic program reviews by developing customized reports of library holdings in specific disciplines and sub-disciplines using OCLC's WorldCat Collection Analysis. These reports identify library resources within specific disciplines and sub-disciplines (ranges of Library of Congress classification numbers) by publication date and format. The results inform the library staff regarding the need for collection development enhancement in specific areas.

5. Principle: Professional Values.

5.1. The library protects each user's right to privacy and confidentiality.

Outcome. Based on a collective decision by members of MOBIUS, borrowing histories for library users are not maintained by any MOBIUS library. All WWU library staff, including student workers may reveal when an item is due to be returned but not who has it checked out.

5.2. The library resists all efforts to censor library materials.

Outcome. The library honors all requests for library materials that meet the WWU *Library Collection Development Policy* and attempts to acquire materials that represent a balanced view and/or both sides of an issue. The Library also subscribes to a database, *Points of View Reference Center*, a full-text database designed to provide students with a series of essays that present multiple sides of a current issue. The database provides more than 280 topics, each with an overview (objective background/description), point (argument), counterpoint (opposing argument), and *Critical Thinking Guide*. The library also creates a display of banned books during Banned Books Week.

5.3. The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.

Outcome. The library director regularly responds to faculty questions with regard to fair use of copyrighted material in the classroom. The Reference/Information Literacy Librarian regularly emphasizes proper citation practices in presentations to students and has developed a *Citation Guide* as one of the *Library Research Guides* available on the library web site http://libguides.williamwoods.edu/cite_something

5.4. The library supports academic integrity and deters plagiarism through policy and education.

Outcome. Plagiarism is a standard topic of all information literacy presentations by the library staff. The library emphasizes this with information on the library website and posters in the library.

5.5. The library engages in collaborations both on campus and across institutional boundaries.

Outputs. Many of the library staff members have served on ARTHUR and MOBIUS committees, including serving as chair. The library director has served on the boards of both MOBIUS and the Missouri Library Network Corporation. As chair of the MOBIUS Executive Committee, the library director completed many of the tasks required to establish MOBIUS as a not for profit corporation in 2009-10. Library staff members have also made presentations at state conferences and have attended both state and national conferences regularly.

6. Principle: Educational Role.

6.1. Library staff collaborate with faculty and other regarding ways to incorporate library collections and services into effective education experiences for students.

Outcome: The library staff works with faculty to engage students in completing assignments and conducting research using appropriate search strategies and ethical use of copyrighted information. The Reference/Information Literacy Librarian regularly makes presentations in classes and works with specific faculty to align presentations to specific assignments or projects.

6.2. Library personnel collaborate with faculty to embed information learning outcomes into curricula, courses, and assignments.

Outcome. For the first time, an online library module will be incorporated into the Connexions curriculum in Fall 2013. Other efforts to encourage faculty to incorporate information and visual literacy learning objectives into syllabi have met with limited success. This reluctance appears to exist for several reasons: 1) campus-wide implementation has not been adopted by Academic Council; 2) faculty are often reluctant to add learning objectives to a syllabi that seem very full already; 3) faculty do not perceive the need to be mission critical.

6.3. The library has the information technology infrastructure to keep current with advances in teaching and learning technologies.

Outcome. Students use the library for a variety of activities, all of which contribute to enhancing their college learning experience, as indicated in the July 2013 library user survey. See responses to questions 1 and 2 of the 2013 Library User Survey in Appendix 1. One of the most obvious reasons that students come to the library is to use the computers. The library now has thirty-six zero-client computers – thirty in the Reference Room and six in the EMC. These may be used to check email, research an assignment, etc. In addition, the library auditorium is equipped with a ceiling-mounted projector and network access; a new sound system and a high-definition retractable wall screen were installed in 2013, acquired through a grant from the McElwaine Foundation. This grant was a cooperative effort between the library and the WWU Development Office.

7. Principle: Discovery

7.1. The library organizes information for effective discovery and access.

Outputs. The Technical Services Librarian catalogs all new library acquisitions within one week of receipt. In 2013 the library adopted a new set of cataloging rules, *RDA: Resource Description and Access*, along with the Library of Congress and all libraries contributing cataloging data to OCLC and MOBIUS.

7.2. The library integrates library resource access into institutional web and other information portals.

Outcome. The library uses its pages on the institution's web site to provide a variety of information:

CATALOGS

- ARTHUR (WWU Catalog)
- MOBIUS (search other Missouri libraries)
- WorldCat (search worldwide)

DATABASES

- Databases A to Z
- Journal Finder
- Research Guides

ABOUT THE LIBRARY

- International Film Series
- Greenwood Cemetery Project
- Hours & Location
- New Materials
- Policies and Procedures
- Staff

LIBRARY SERVICES

- Ask A Librarian
- Citation Guide
- Faculty Resources
- Interlibrary Loan
- Off-Campus Access
- Renew Library Materials

Similar information with appropriate links is included in the institutions learning management system, OwlNet.

7.3. The library develops resource guides to provide guidance and multiple points of entry to information.

Outcome. In 2010, the library acquired a license to a web accessible product called LibGuides from Springshare. LibGuides allows the library to create customizable guides and pathfinders. The Reference/Information Literacy Librarian has developed general guides as well as guides for specific disciplines and academic programs. The general guide is located at <http://libguides.williamwoods.edu/home>. An example of a discipline specific guide is that for Athletic Training, Exercise Science, and Sports Management at <http://libguides.williamwoods.edu/content.php?pid=105212>. Currently, twenty-two separate guides are available using LibGuides and all are accessible on both the library web pages and OwlNet.

7.4. The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

Outcome. In October 2011, the library implemented Ebsco Discovery Service (EDS). After reviewing various discovery tools available, the library selected EDS to meet several challenges. We wanted a single point of entry for searching the many information resources that the library provides, we wanted to make underutilized resources more prominent and accessible, and we wanted to maximize the university's investment in the library. The library worked with University Relations to advertise the new service and has seen an increase in the number of searches conducted on all its information resources. EDS also provides a customizable interface that the library named Woods OneSearch.



Table 7.4.1. Outputs – Searches Using Woods OneSearch

	Sessions	Searches	PDF Full-text	HTML Full-text
2011*	6,812	145,462	7,940	5,399
2012	15,575	2,775,671	17,913	12,387
2013*	25,259	4,654,589	28,763	19,378

* Partial year

7.5. The library has technological infrastructure that supports changing modes of information and resource delivery.

Outcome. University Information Technology continues to make improvements to the campus network and its connection to the Internet. Bandwidth is sufficient for all library needs, both user and administrative. Wireless access is present on both levels of the library and the node on the main level is scheduled for an upgrade in summer 2013 at the library's request. The zero-client computers in the library have 30 inch monitors, first installed in 2011; these are very popular with students and faculty.

7.6. The library provides one-on-one assistance through multiple platforms to help users find information.

Outcome. The library provides one-on-one assistance in the library on demand and by appointment; via email, phone, OwlNet and the library's web page. Increasingly, students prefer self-service in many aspects of their lives, a trend seen in many areas of commerce, etc., which makes interaction between the library staff and students less common. As technology continues to improve smart phones and other similar devices, self-service will continue to increase.

8. Principle: Collections

8.1. The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

Outcome. The library assumes overall responsibility for the acquisition of information resources to support the undergraduate and graduate programs for use by students and faculty at William Woods University. However, collection development at WWU is very much curriculum-driven for the following reasons: the huge amount of information resources available in multiple formats; limited institutional financial resources available for library acquisitions; the availability of resources through resources sharing agreements, such as MOBIUS and OCLC's WorldCat. As a result, the Library focuses collection development efforts on faculty and student requests and staff selections from standard review journals. Any student or faculty member may request that the library acquire specific items at any time; such requests are satisfied 99% of the time. The library attempts to meet all faculty requests for materials and

encourages faculty participation in collection development. Printed order cards are available to submit requests for materials; requests can also be submitted via email, phone, or by sending a citation or publications catalog to a library staff member via campus mail. With easy access to multiple research library collections through MOBIUS and WorldCat, this strategy works quite effectively and allows the library to maximize its limited acquisitions funds.

Table 8.1.1. Inputs - Library Collection By Material Type, June 30, 2012

Printed volumes (includes bound periodicals, musical scores, e-books)	74,763
E-books	83,828
Microforms pieces	49,938
Computer files	409
Cartographic pieces	37
Graphic pieces	30
Audio pieces	507
Film/video pieces	<u>7,169</u>
TOTAL (pieces)	216,681

The Library subscribes to approximately 250 periodicals in print form, down from 400 in 2006, as well as to over 50,000 journals in electronic form that are accessible through Woods OneSearch. The library continues to evaluate journal subscriptions in printed form in order to reduce duplication in print and electronic formats. Many of the journals which remain in print form are either unavailable in electronic form or are more recreational in content.

8.2. The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

Table 8.2.1. Inputs - Items Added to the Library's Collection By Material Type

	Books	Microforms	Sound recordings	Video recordings	Other Non-print	E-books
2008	2,384	0	58	396	43	607
2009	1,416	0	18	338	37	1
2010	1,293	0	22	380	16	0
2011	930	0	10	834	22	516
2012	1,175	40,152*	8	608	6	72,038

* microform donation from Columbia College of the *Library of American Civilization*.

8.3. The library builds and ensures access to unique materials, including digital collections.

Outcome. Since 2006, the library has invested an increase of acquisition funds in electronic books. Some smaller collections have been purchased while the largest collection (about 75,000) is an annual subscription. All acquisitions of e-books have been made through the library's participation in various consortia, such as MLNC and MOBIUS. Use statistics indicate that e-books are becoming more popular with students, especially students in distance programs. It is anticipated that this trend will continue, although the "packaging" of e-books by vendors is somewhat in flux. One problem that currently exists is when a faculty member wants the library to acquire an electronic version of a work that is not part of a collection available through an aggregator. Most publishers restrict access to individual e-books by a username and password which prevents libraries from acquiring them and making them accessible to multiple users.

Table 8.3.1. Outputs - E-book Usage, FY 2012

680 unique books were accessed

15,037	pages were viewed
776	pages were printed
1,161	user sessions
37	chapter downloads
22	full title downloads

Comments from a user survey (See Appendix 1) sent to all faculty and students in May 2013 indicate that students like and want recreational fiction and movies in the campus library, items that the library began to acquire after a similar response in a library user survey conducted in 2006. The 2013 survey indicates, as did the 2006 survey, that some faculty and students are critical of the age (old) and size (small) of the collection, while others are quite satisfied. Such a divergent response may be the result of specific experiences rather than an actual evaluation of the library's collection. Faculty opinion of the library's resources tends to depend on how successful the library has been in acquiring resources in the faculty member's discipline. For example, the Equestrian Studies faculty is generally pleased with the library's resources in this area (an opinion supported by WorldCat collection analysis). The effort by faculty to make recommendations for library materials varies widely; some are simply not interested. When faculty members participate in library collection development, library resources are stronger in their respective disciplines; examples include equestrian studies and education.

The library continues to evaluate full-text journal databases by using use statistics and curriculum changes. With the implementation of Woods OneSearch, and the ability to refine a search, e.g., select only peer-reviewed journal articles, the use of electronic serials has increased.

Table 8.3.2. Inputs - Percent of Total Library Acquisitions for Electronic Serials (Databases)

Fiscal Year	Amount Spent on Electronic Serials	% of Acquisitions Budget
2008	\$50,838	34.8%
2009	\$52,381	34.8%
2010	\$75,153	52.5%
2011	\$80,483	49.8%
2012	\$90,579	48.4%

8.4. The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

Outcome. The library uses a proxy server, maintained by IT staff, to provide access to electronic resources, such as full-text journal databases and electronic books, to any WWU student, faculty or staff member with a valid WWU network username and password from anywhere in the world. These resources are available to faculty and students via the Internet on a 24/7 basis and are very popular, especially with graduate students who often prefer to complete assignments and conduct research from their homes during hours other than 8 to 5.

9. Principle: Space

9.1. The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

Outcome. The library web pages have undergone extensive revision over the years. However, control of the format and content of the library web pages are currently a collaborative effort between library and IT staff. A recent (summer 2013) administrative decision to use the WWU web pages for primarily marketing purposes and to use OwlNet as the primary entry point for library resources has caused a shift in thinking about how to present the library and its resources and services to the WWU and external communities. Whether or not these changes are successful from the library's perspective remains to be seen.

9.2. The library provides safe and secure physical and virtual environments conducive to study and research.

Outcome. In 2011, the library withdrew many of the paper legal resources from its law collection in the lower library after consulting with the faculty in the Paralegal Program. Most of these resources are available through the library's subscription to Westlaw. As a result, three small rooms became available and were converted to student study spaces. The library acquired three tables, two of which have rotating white boards in the center, and chairs for each of the rooms, as well as two upholstered easy chairs with attached side work areas. These spaces are very popular with the students. The library also designated the Periodical Room on the main level of the library as a quiet area, based on comments from students in the 2006 library user survey. This area was also furnished with new easy chairs, six carrels with power outlets for laptop use, and numerous beanbag chairs.



9.3. The library has the IT structure to provide reliable and robust virtual and physical environments needed for study and research.

Outcome. The library originally had computers in the Reference Room for use in conducting research only. In 2010, the library suggested that it become the primary location student computer use on campus. The library acquired large computer tables and chairs and UIT provided the hardware and technical support. All student use computers were replaced with zero-client technology in 2011. This decision has been quite popular with students since the library is centrally located on campus, easily accessible and open 87 hours per week during the academic year.



9.4. The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures and more.

Outcome. In 2004, the library began an International Film Series. The films are shown at 4 pm and 7 pm in the library auditorium on the first and second Wednesdays of each month, September through April, and are part of the university's LEAD program. See Appendix 2 for a list of films for 2013/14.

The library auditorium is also the site of many other LEAD events, programs and lectures, sponsored by student organizations, faculty members, and members from the local community. This fall the library auditorium will be the location of several events, to which community members are invited, as part of the local public library's *One Read*.

9.5. The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

Outcome. In about 2005, four round tables and chairs for collaborative learning were added to the Reference Room, replacing long tables located in this space since 1951. These tables are available for use by small groups, such as students in graduate and degree completion programs who meet in the library on evenings and weekends to work on group projects. This space is also used by WWU athletic teams for required study halls. The newest collaborative study spaces in the lower library containing tables with rotating white boards, as well as the tables and chairs in the history stacks, are all popular collaborative learning spaces within the library.

9.6. The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

Outcome. The library uses a portion of its annual budget to update the equipment and furnishings in the library. This effort has met with approval by both faculty and students as indicated by comments in the 2013 library user survey. In addition, the library has equipment, such as laptop computers, notebook computers, iPads, digital video and still cameras, projectors, screens, calculators, headphones, and Kindles available for loan to students and faculty. A portion of the library's budget is dedicated to keeping this equipment up-to-date and to acquiring new forms when necessary to improve the variety and currency of the resources available to students.

In 2012, the library submitted a grant to the WWU Student Finance Committee, requesting funds to acquire two metal benches. The grant was approved and benches were installed in front the library.



Table 9.6.1. Inputs - Percent of Total Library Expenditures for Furnishing/Equipment

Fiscal Year	Amount Spent Furnishings/Equipment	% of Total Library Budget (less salaries)
2008	\$14,647	6.5%

2009	\$25,902	11.5%
2010	\$3,955	2.0%
2011	\$9,772	4.5%
2012	\$15,798	7.5%

9.7. The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

Outcome. The environmental conditions within the library are an area of ongoing concern. In 2010, the water drainage problem around the exterior of the library building was successfully resolved and flooding and water damage to the print collections in the lower library has not occurred since the drainage work was done. As a result, the mold and musty smells have abated, especially in the history stacks. Several remaining environmental conditions have been discussed: 1) replacement of the fluorescent light fixtures on both main and lower levels; 2) replacement and reconfiguration of the steel shelving in the main stacks; 3) floor covering in the main stacks; 4) new easy chairs in the main stacks. No date has been set for these improvements, although the main stack area does appear as one of the areas least liked in the library in the 2013 library user survey. Additional weeding will need to be completed before the stacks can be replaced and reconfigured.

The library is open 87 hours per week during the academic year. Based upon student requests, the library remained open until 2 a.m. during finals week, spring semester 2013. This move was appreciated by many of the students who used the library during these hours. The library staff consists of only 5.75 FTE which makes it very difficult to cover the 87 hours per week when someone is sick or on maternity leave or to stay open longer during finals weeks.

9.8. The library's physical and virtual spaces are informed by consultation with users.

Outcome. The library regards itself as a student-centered operation and strives to respond to student-generated suggestions and needs. A library user survey was conducted in 2006 and many improvements were made to the library based on feedback received in that survey. This included requests for more study space, more popular fiction, more recreational DVDs, faster computers, longer hours, and a quiet place to study. The library implemented various improvements based on all these suggestions. The responses in the 2013 library user survey indicated some acknowledgement of these improvements and suggested others, such as improvements to the main stacks, more popular fiction and DVDs, improvements to wireless access. The latter two suggestions have been implemented this summer and the first in on the table. See Appendix 1.

10. Principle: Management/Administration

10.1. The library's mission statement and goals align with and advance those developed by the institution.

Outcome. The library's mission statement and goals reflect the university's educational mission. The library strives to be student-centered, technologically adept, fiscally responsible, and able to function effectively in a changing environment.

10.2. Library personnel participate in campus decision making needed for effective library management.

Outcome. All library personnel are eligible to serve on campus-wide committees. The Technical Service Librarian recently served on the Study Abroad Committee; the Reference/Information Literacy Librarian served on the Connexions Committee. All three librarians are regular faculty members and, as such, have served on faculty committees. The library director has served on the Faculty Personnel Committee, the Curriculum Committee and Academic Council, as well as various ad hoc committees over the years.. Such involvement allows the librarians to participate in any decisions these committees have the power to make.

10.3. The library allocates human and financial resources effectively and efficiently to advance the library's mission.

Outcome. The library has very little control over the number, classification, or salaries of the positions in the library. Some years, the library director is able to make recommendations on salary increases based on merit and has some voice in the promotion in faculty rank for librarians. There has been very little turnover in most library positions, but when there is an open position the library director is generally able to make a selection based on input from staff, faculty, and administration. Salaries are well below national levels.

10.4. The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

The library has had a fairly flat budget for the last five years, but has been able to make improvements by regularly evaluating use data and reallocating resources, and maximizes the library's consortial relationships. See Appendix 2 for the library's 2013/14 budget.

In the table below, William Woods University ranks second from the bottom of the institution's reporting with the exception of Park University and Columbia College which have large distance learning programs.

Table 10.4.1. Inputs - Library Expenditures per FTE Student - Peer comparison ²
Fall 2010

LIBRARY	Library Expenditures per Student	Student FTE	Carnegie Classification
Avila University	\$204.72	1,637	M
Central Methodist University	\$155.43	1,803	B
Columbia College	\$50.17	11,604	B
Drury University	\$258.03	4,139	M
Hannibal-LaGrange College	\$346.20	1,093	B
Missouri Valley College	N/A	1,507	B
Park University	\$65.62	9,376	M
Stephens College	\$302.70	1,106	B
Westminster College	N/A	1,014	B
William Jewell College	N/A	1,110	B
William Woods University	\$195.66	2,242	M

Table 10.4.2. Inputs - WWU Library Operating Budget as a Percent of Total Institutional Expenditures

Category	2008	2009	2010	2011
Total Expenditures ³	\$23,076,587	\$25,455,436	\$24,563,963	\$24,653,318

² National Center for Education Statistics. Library Statistics Program. nces.ed.gov/surveys/libraries/compare.

Library Budget (incl. salaries but not fringe benefits)	\$410,822	\$430,031	\$438,680	\$460,333
Library Budget as % of Total Expenditures	1.78%	1.69%	1.79%	1.89%

Table 10.4.3. Inputs - Comparison of Library Operating Budgets to Total Institutional Expenditures for Independent Four-Year Colleges in Missouri FY 2010

Institution	Institutional Expenses ⁴	Library Operating Budget ⁵	Library Budget as % of Institutional Expenses	Rank 2010	Rank 2005
Avila University	\$22,889,901	\$335,127	1.46%	10	17
Central Methodist University	\$21,446,582	\$280,245	1.31%	11	9
College of the Ozarks	\$45,714,846	N/A	N/A	N/A	18
Columbia College	\$44,361,504	\$582,169	1.31%	12	13
Culver-Stockton College	\$15,380,936	\$262,012	1.70%	9	10
Drury University	\$56,136,550	\$1,067,996	1.90%	4	16
Evangel University	\$32,126,064	\$613,165	1.91%	3	7
Fontbonne University	\$35,820,237	N/A	N/A	N/A	8
Hannibal LaGrange College	\$17,768,958	\$378,394	2.13%	2	11
Lindenwood University	\$89,402,187	\$818,309	0.92%	13	1
Maryville University	\$49,713,711	\$930,036	1.87%	5	5
Missouri Baptist University	\$23,193,765	\$433,997	1.87%	6	6
Missouri Valley College	\$15,581,400	N/A	N/A	N/A	3
Park University	\$68,206,549	\$615,231	0.90%	14	N/A
Rockhurst University	\$87,040,991	\$586,498	0.67%	15	2
Southwest Baptist University	\$33,610,487	\$1,259,546	3.75%	1	4
Stephens College	\$19,085,920	\$334,787	1.75%	8	14
Westminster College	\$23,615,510	N/A	N/A	N/A	15
William Jewell College	\$30,741,540	N/A	N/A	N/A	12
William Woods University	\$24,563,963	\$438,680	1.79%	7	19

Note that N/A is generally the result of libraries not reporting data for that year.

10.5. The library partners with multiple institutions for greater cost-effectiveness and to expand access to collections.

Outcome. Libraries are historically very effective at banding together to share resources and maximize the power of group purchasing. The library is a member of OCLC; AMIGOS (merged with the Missouri Library Network Corporation (MLNC) in 2011); MOBIUS. AMIGOS and MOBIUS memberships provide discounts in the acquisition of library furniture, library supplies, and database subscriptions.

With the effective use of computer technology, library consortia are able to share resources on a grand scale. The result is that both large and small consortium members have access to identical shared collections.

OCLC and MOBIUS provide resources sharing opportunities that are of great benefit to WWU students and faculty. OCLC's membership is all types of libraries worldwide while MOBIUS's membership is public and academic libraries in Missouri. The primary benefit of MOBIUS is a web-based catalog which

³ Missouri Department of Higher Education. MDHE Statistical Summary. *Table 94. Expenses by Functional and Natural Classification at Private Non-for-profit (Independent) Institutions FY 2011.* <http://www.dhe.mo.gov/data/statsum/>

⁴ Ibid.

⁵ National Center for Education Statistics. Library Statistics Program. nces.ed.gov/surveys/libraries/compare.

provides online direct patron borrowing of the approximately 23 million items owned by the 65 participating libraries. Any WWU student, faculty or staff member who has a WWU username and password and a device with an Internet connection can borrow materials through MOBIUS anytime from anywhere in the world. For example, graduate students enrolled in cohorts throughout the state may access the MOBIUS database from a computer at their office or home and initiate a request to borrow any items available for circulation from any participating MOBIUS library. A student can also request pickup of the items at his/her choice of location, such as the participating college or university library closest to his/her home. The student can track the status of the items online and usually obtain them within 48 hours. MOBIUS has a contract for statewide delivery of materials between participating libraries and the average delivery time falls within the 24-48 hour range an estimated 85% of the time.

If a WWU faculty member or student cannot find what he or she needs in the WWU Library or in a MOBIUS library, he or she has access to WorldCat, the world's most comprehensive bibliographic database. Updated at a rate of nearly one new record every 10 seconds, WorldCat contains more than 2 billion bibliographic items owned by more than 10,000 libraries around the world. Again, from the Library's web site, using a WWU username and password and authentication via the Library's proxy server, faculty and students can initiate online requests to borrow items from any participating OCLC member library in the world. These items are mailed to the WWU Library, and students may either pick them up on-campus or request that the Library staff mail them directly to the student's off-campus address.

Similarly, faculty and students have access to the texts of journal articles in a variety of ways. Many full-text databases are available via the Library's web site in electronic form. Articles can be downloaded and/or printed. Journal articles that are not available in electronic form but are owned by the WWU Library in print form can be photocopied in the Library. For off-campus faculty and students, the Library staff will photocopy and mail or fax journal articles to the requestor's home or office. Journal articles that are not available in electronic form from the Library's web site or in print form in the Library's collection can be requested from another library. An electronic request form is available on the Library's web site, and printed forms are available in the Library. The Library staff will also accept requests for journal articles via email and over the phone. Depending on the form in which the WWU Library receives the journal article from the holding library, the article will be mailed, faxed, or emailed to the requestor, or it can be picked up in the Library.

Table 10.5.1. Outputs - Library Resources Loaned To Other Libraries

LENDING to other libraries	2008	2009	2010	2011	2012
Returnables (Books, videos, etc.)	2,361	2,364	2,442	2,044	1,862
MOBIUS	2,012	1,980	2,026	1,636	1,501
WorldCat	349	384	416	408	461
Non-Returnables (Journal articles)	382	323	355	272	273
MOBIUS	113	85	103	82	85
WorldCat	269	238	252	190	188
Total Lending	2,743	2,687	2,797	2,316	2,135

Table 10.5.2. Outputs - Library Resources Borrowed From Other Libraries

BORROWING from other libraries	2008	2009	2010	2011	2012
Returnables (Books, videos, etc.)	800	796	757	771	590
MOBIUS	586	626	633	662	475
WorldCat	214	170	124	109	115
Non-Returnables (Journal articles)	376	448	331	234	209
MOBIUS	28	20	17	8	33

WorldCat	348	428	314	226	176
Total Borrowing	1,176	1,244	1,088	1,005	799
TOTAL LENDING/BORROWING RATIO	2.951	2.970	3.226	2.651	3.156
TOTAL CIRCULATION	11,680	11,489	11,051	11,615	10,591

Table 10.5.3. Outputs - Interlibrary Loans (Lending and Borrowing) as a Percent of Total Circulation By Fiscal Year

Fiscal Year	Total Circulation	Interlibrary Loans	ILL % of Total
2008	11,689	3,919	33.5%
2009	11,489	3,931	34.2%
2010	11,051	3,885	35.2%
2011	11,615	3,321	28.6%
2012	10,591	2,934	27.7%

Interlibrary loan activity remained remarkably constant until 2011, at which time the number of interlibrary loans began to decrease slightly for both 2011 and 2012. At the same time total circulation went up in 2011 but then decreased more than 1,000 in 2012. This decrease in total circulation in 2012 is likely due to the implementation of Woods OneSearch which makes access to full-text journal articles across all databases to which the library subscribes much easier. The library also increased the number of full-text databases at the same time. It would appear that students are using journal articles for research assignments more than books, most likely because of their currency and ease of use. Note that these statistics do not include the use of e-books.

10.6. The library plans based on data and outcomes assessment using a variety of methods both formal and informal.

Outcome. The library plans on an ongoing basis and planning and decision-making is documented in the minutes of library staff meeting and monthly reports to the Academic Dean. The documents are stored on a server in files that are accessible to WWU faculty and staff. The results of the library user surveys in 2006 and 2013 have been used to make changes based on specific requests and perceived needs of all library users and to plane for long-term improvement in library resources and services. Library planning has been included in university strategic plans in the past.

10.7. The library communicates assessment results to library stakeholders.

Outcome. The library communicates with faculty, staff, and students on a regular basis, such as quarterly *New Library Items*, which is emailed and posted on the library web site. Bookmarks for the International Film Series are created each year and placed in student mailboxes at the beginning of each fall semester. The library uses a variety of methods to communicate with stakeholders about library accomplishments or new services or resources, such as email, printed posters, and Facebook postings.

10.8. Library personnel model a culture of continuous improvement.

Outcome. The library manifests a management style that acknowledges mistakes instead of placing blame and moves forward to learn from mistakes and improve for the better. When accompanied by acknowledging successes, the result is a culture of continuous improvement.

11. Principle: Personnel

11.1. Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

Outcome. Only Columbia College and Park University have fewer library staff members per 1,000 students and both these institutions have large distance learning programs. Such a low number makes it difficult for library staff to develop adequate programs and respond to student and faculty demands.

Table 11.1.1. Inputs – Total Library Staff per 1,000 Students – Peer comparison ⁶
Fall 2010

LIBRARY	Library Staff per 1,000 Students	Student FTE	Carnegie Classification
Avila University	5.04	1,637	M
Central Methodist University	4.71	1,803	B
Columbia College	0.86	11,604	B
Drury University	4.35	4,139	M
Hannibal-LaGrange College	7.73	1,093	B
Missouri Valley College	10.12	1,507	B
Park University	1.22	9,376	M
Stephens College	8.71	1,106	B
Westminster College	N/A	1,014	B
William Jewell College	N/A	1,110	B
William Woods University	4.01	1,637	M

11.2. Library personnel have education and experience sufficient to their positions and the needs of the organization.

Table 11.2.1. Inputs - Current Library Staff
Fall 2013

Library Staff Member	Position	Educational Degree(s)	Year Employed WWU
Erlene Dudley	Library Director	B.S. University at Buffalo M.L.S. University of Washington	1993
Jill Mahoney	Reference/Information Literacy Librarian	B.S. Webster University M.A. Sociology M.A. University of Missouri-Columbia	2009
Katie Lawrence	Interlibrary Loan	B.A. William Woods University	2000
Missy Martin	Circulation Manager	B.S. Lincoln University B.S. William Woods University	1999
Cindy Crabtree	Circulation Clerk		2011
Tom Schultz	Technical Services Librarian	B.A. Lincoln University M.A. University of Missouri-Columbia M.A. University of Kansas	2001

⁶ Ibid.

11.3. Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.

Outcome. Library staff members have participated in more than 25 staff development opportunities in the past five years. These include attendance at national and state conferences, technical workshops, and online training.

Table 11.3.1. Inputs - Staff Development Events Attended By Fiscal Year

Fiscal Year	Event	Staff Member
2008	Missouri Digitization Conference MOBIUS Annual Conference Missouri Library Association Annual Conference MOBIUS Site Coordinator Training	Dudley Lawrence, Dudley, Schultz, Martin Dudley Schultz
2009	End-User Millennium Circulation Workshop MOBIUS Site Coordinator Training MOBIUS Annual Conference ALA Annual Conference (Chicago) Missouri Library Association Annual Conference Gale Resources Regional Training (Columbia) Association of College and Research Libraries Conference (Seattle) Innovative Interface Inc. Library Dir. Symposium (San Francisco)	Martin Martin Martin, Schultz, Dudley Dudley Dudley Martin, Schultz Dudley Dudley
2010	MOBIUS Annual Conference Missouri Library Association Annual Conference ALA Online Workshop on Implementing RDA ACRL Immersion Program in Information Literacy (Burlington) CIC Information Fluency in the Disciplines Workshop, New Orleans Workshop on Cataloging Music Scores (St. Louis)	Schultz, Dudley, Mahoney, Martin Schultz, Dudley, Mahoney Schultz Mahoney Dudley Schultz
2011	MOBIUS Annual Conference Missouri Library Association Annual Conference LITA Annual Form (St. Louis) MLNC Speaker Series: Rethinking Library Resources (Warrensburg) Missouri Digitization Expo (Columbia) Newspaper Archive Summit., Journalism Institute (Columbia)	Schultz, Mahoney, Lawrence, Martin Dudley, Mahoney Schultz Dudley Dudley Dudley
2012	MOBIUS Annual Conference	Schultz, Martin, Mahoney, Lawrence

11.4. Library personnel contribute to the knowledge base of the profession.

Table 11.4.1. Inputs - Staff Contributions to the Profession By Fiscal Year

Fiscal Year	Event	Staff Member
2008	MOBIUS Strategic Planning Retreat MOREnet Focus Group on Web Redesign	Dudley Dudley
2009	Missouri State Library Winter Institute MOBIUS Executive Committee, Chair MOBIUS Crossroads Task Force, Chair Innovative Interface Inc. Library Dir. Symposium (San Francisco) MOBIUS/MLNC Merger Task Force MOBIUS Collection Development Advisory Committee	Dudley Dudley Dudley Dudley Dudley Schultz
2010	MOBIUS Core Products Task Force Presented at MOBIUS Annual Conference, "The ENCORE Experience,"	Dudley Mahoney

	Presented at MOBIUS Annual Conference, General Session	Dudley
2011	Received Ronald G. Bohley Award from the Missouri Library Association MOBIUS Access Advisory Group	Dudley Martin
2012	ARTHUR Director Group, Chair	Dudley

11.5. Library personnel are professionally competent, diverse, and empowered.

Outcome. As part of the library's efforts to promote information literacy, the librarians present LEAD events throughout the year. LEAD events sponsored by the library staff also reflect cultural interests, e.g., Irish music, or support the multicultural element of the university's educational mission, such as the International Film Series. See Appendix 3 for a list of the films in the 2013 International Film Series.

Table 11.5.1. Outputs - Library LEAD Events and Class Sessions By Fiscal Year

Fiscal Year	No. of Library LEAD Events	No. of Reference Class Sessions
2008	43	14/180
2009	32	N/A
2010	39	11/227
2011	33	20/440
2012	32	13/300

12. Principle: External Relations

12.1. The library communicates with the campus community regularly.

Outcome. The library sponsors LEAD events; is included in the student handbook; publishes handouts; such as bookmarks; uses Owlnet and the library web pages to promote resources and services; has a Facebook page; uses email and other methods to publicize new products and services; makes presentation in classes, faculty assemblies, and faculty division meetings to promote information literacy.

12.2. Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

Outcome. The library works with University Relations whenever a press release is useful to publicize a library accomplishment or new library products and services. With a small library staff and a culture of continuous improvement, it is fairly easy to convey a consistent and positive message about the library's mission. The library staff does need to be aware of promoting a more friendly "face" when people enter the front door of the library and when responding to student and faculty at the circulation desk. A friendlier demeanor also needs to be adopted by the library's work study students.

13. Recommendations for Action.

1. Increase the amount of annual library operating expenditures to 4% of the institution's adjusted educational and general expenditures.
2. Develop and implement a schedule for the regular review of the library's holdings for disposal of outdated materials.
3. Develop a plan to use the library knowledge surveys for incoming first-year students to assess whether the library's information literacy program is effective by retesting at the end of sophomore year and again at graduation.
4. Develop checklists for library instruction to gather feedback from students and faculty.

5. Develop procedures for more effectively informing Graduate School adjunct faculty and students about the resources and services of the library with input from Graduate Council.
6. Continue to work with the WWU Strategic Planning Committee, University Administration and Academic Council to remodel/replace the library building as part of the University's strategic planning process.

Program Review Response
Completed by Academic Council

Program Library **Faculty** Dudley **Date** Oct 24 2013

1. Does the program support the mission of the University?

Yes.

2. Is this a primary program or secondary (does it depend on another major)?

Not applicable.

3. What outside review was done and what were those recommendations?

Outside review done by Cynthia Dudenhoffer, Director of Information Resources, Central Methodist University, Fayette, MO

Library Staff and Faculty Recommended Actions:

- A. Develop a more complete vision statement that includes specific ways that the library supports the academic mission of the college.
- B. Continue to evaluate library facilities to maximize user space and accommodate the library as a space for formal and informal learning activities. Work with the William Woods Strategic Planning Committees and University Administration to create a comprehensive facilities plan for the library building, in order to address outstanding issues with space and design.
- C. Create a comprehensive plan for the deselection and retention of library materials.
- D. Develop programs and activities that integrate the library more directly into the curriculum. Also, consider offering additional, non-academic programming that will reinforce the library's centrality to campus as a space for informal learning and collaboration, and other additional marketing activities to increase awareness.
- E. Design and implement a formal information literacy program, including assessment of student information literacy skills. Develop a course of action to incorporate the library more fully into the academic curriculum, such as; collaborating with faculty on developing discipline-specific information literacy competencies and embedding information literacy components in specific course syllabi, and/or creating a formalized plan of information literacy instruction. Develop checklists or some other form of feedback/assessment for library instruction and other services.
- F. Create a culture of assessment within the library, including assessment of instruction, student and staff interactions, educational impact, programming, etc. This can include both qualitative and quantitative data gathering. Share results of assessment measure with the campus community at large.

G. Demonstrate the library's impact on student learning, retention, and graduation rates, using assessment measures.

Administrative Recommendations:

- A. University Administration, Campus Facilities, and other relevant parties should develop a concrete plan to improve the physical spaces of the library.
- B. Develop a campus wide competency or curricular plan for formally integrating information literacy into the general education curriculum.
- C. Support a culture of assessment, in order to recognize the library's impact on student learning, retention, and graduation.
- D. Review and formalize the academic role of library faculty, including reviewing the tenure process for library faculty.
- E. Support the library financially by increasing the library budget to at least 2.5% of the overall operating budget and creating an additional instruction/reference librarian position.

4. What are the areas of strength?

The library's areas of strength include professional staff, a willingness to meet with faculty and the general knowledge and expertise of the staff members.

5. What are the areas of concern?

Areas of concern include facilities, and communication with students and adjuncts in the Graduate and Evening programs. There is not sufficient staff to cover 90 hours of operation during finals week. It was noted that the Wireless system in the library has recently been upgraded.

6. What are Academic Council's recommendations for action?

Continue program: _____ Revise Program: _____ Discontinue program: _____

(This determination will be made after report is edited.)

Recommendations for Action	Person Responsible
Library personnel continue information literacy initiatives at the division level and take materials to the Curriculum Committee for further support and direction	Dudley/Library staff

6. If recommendations impact the budget, prioritize below:

Recommendation #	High Priority	For Consideration	Low Priority

(See above)			
1.			
2.			
3.			

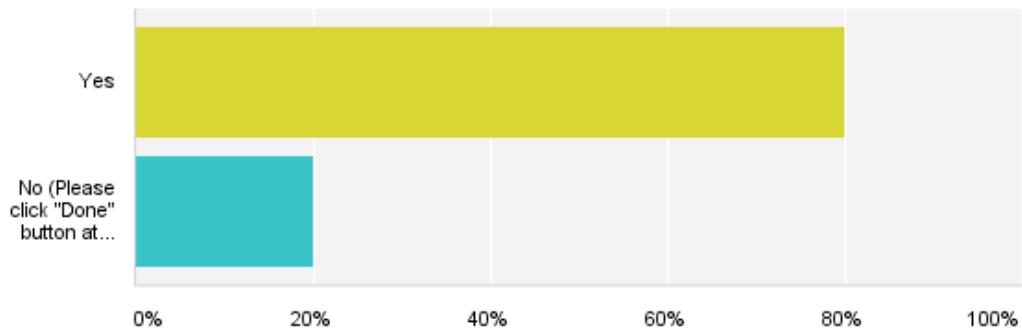
7. Additional comments:

2013 Survey of WWU Library Users

Sent via email to approximately 1300 faculty, staff and students

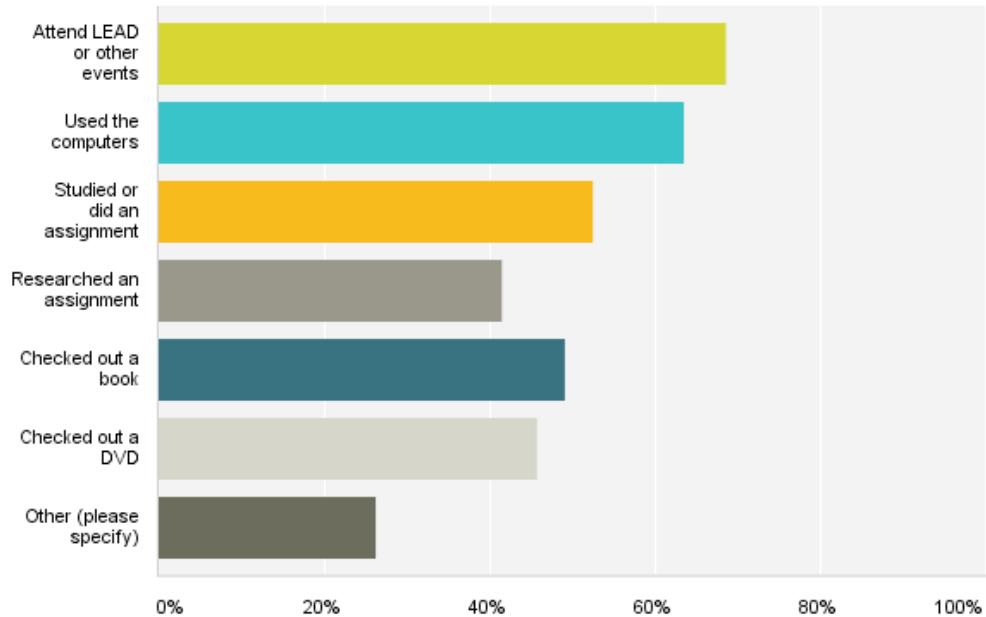
Q1 Did you use or visit the WWU Library during the 2012-2013 academic year?

Answered: 145 Skipped: 0



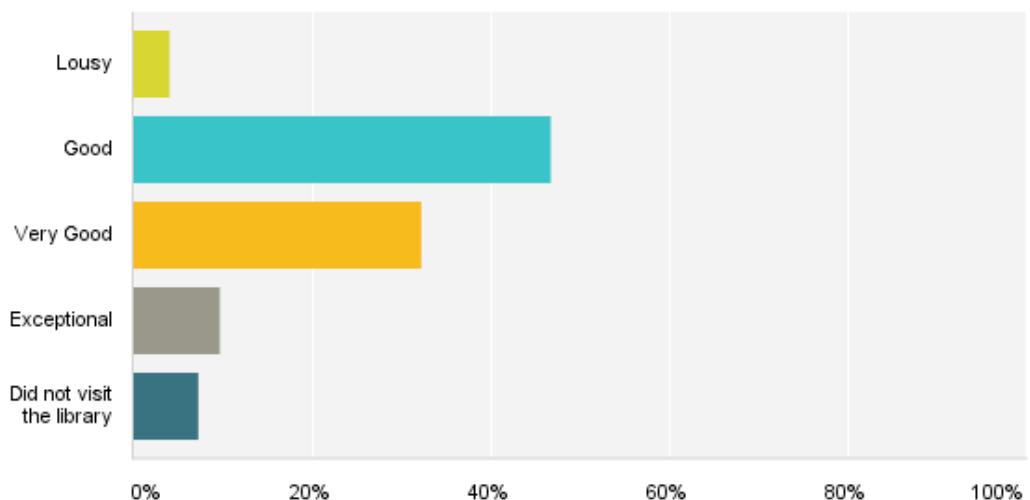
Q2 For what purpose did you use or visit the WWU library? (mark all that apply)

Answered: 118 Skipped: 27



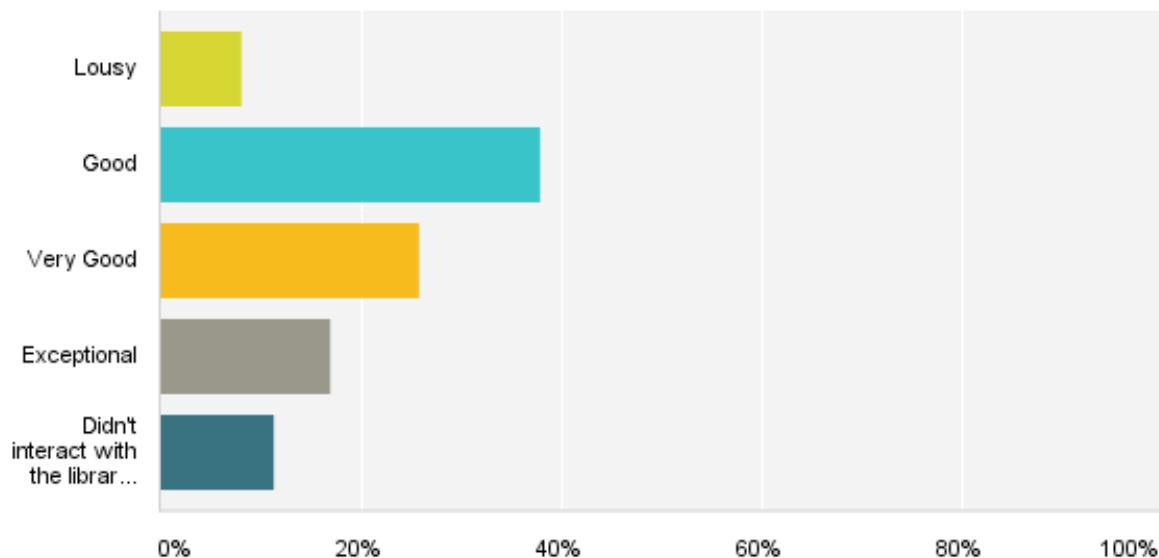
Q3 Please rate the appearance of the Library.

Answered: 124 Skipped: 21



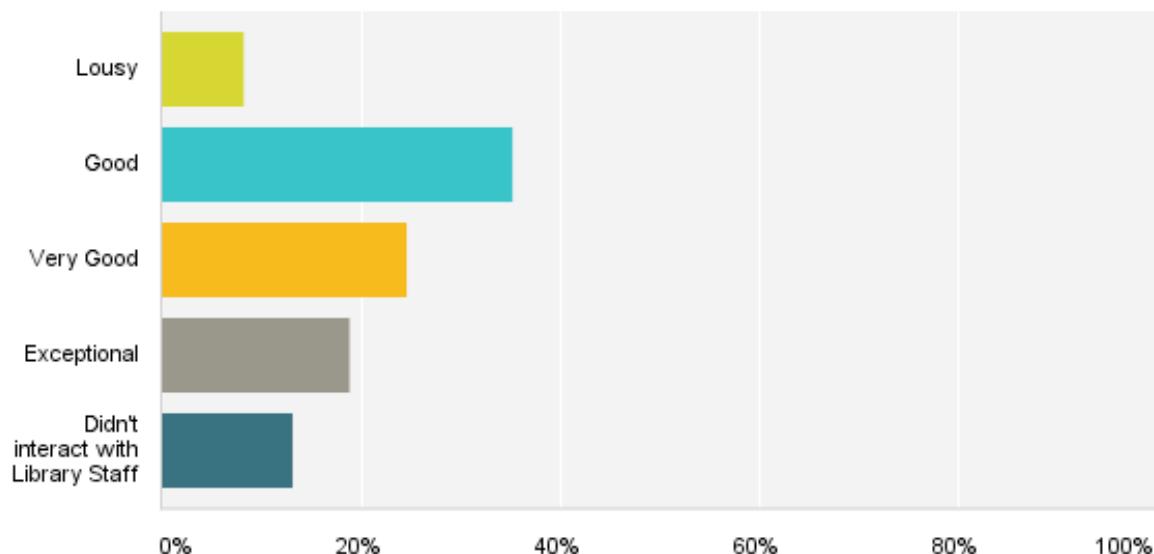
Q4 Please rate the friendliness of the Library Staff.

Answered: 124 Skipped: 21



Q5 Please rate the helpfulness of the Library Staff.

Answered: 122 Skipped: 23



What do you like best about the WWU Library?

- Answered: 83
- Skipped: 62

The downstairs reference/study rooms because they are so quiet and their the best for studying.

Having places to meet for group projects

Good selection of film but always welcome to improvements.

I like that there are plenty of places to study.

You can use the database

The staff and how willing they are to help whenever you need it.

printers and large screen

research resources

It's a quiet place where I can get a lot of work done, I am always able to focus.

on-line resources

How even if I ask stupid questions the staff is always willing to help and with a smile also.

I love the movie collection we have. Almost anything I want to watch, I can find on campus.

Lots of books I guess.

Friendly, and has an excellent, accessible collection of books and periodicals

There are always new arrivals.

All the computers

Depth of resources

That are open late.

That there were multiple places, upstairs and downstairs, where you could find a place free of distractions to get your work done.

I love how the basement smells like old books and has many different rooms to study in.

Call me an old-timer, but I like the use of books much more than computer screens. Thank goodness we still have books, magazines and other resources such as interlibrary loan to help us with teaching, curriculum and just plain old reading for entertainment and information.

The access to the computers.

I love the quiet section, I find it immensely helpful to have a place that I actually have to be quiet and get my work done.

The helpful guy with long hair that works in the little computer room. He really knows his stuff and helped me out numerous times.

There are multiple rooms

it's compact.

The different study rooms.

quick turnaround on requests

Quiet study rooms in the basement

I love the basement.

The secret, quiet rooms in the basement!

Being able to work on assignments in quiet, using the computers, printers, etc.

The printer

The staff is great and always helpful.

Large Selection

Nice people working there

All the quite places to study

Convenience

My favorite thing about our library is how accessible it is.

Its open for a relatively lengthy amount of time.

I love the set-up of the book stacks. I just love being down there with all the books and the smell and the atmosphere.

The DVD rental.

The movie rental DVD

the organization, the staff, and the basement

There are many places you can do homework without being interrupted.

It has a good collection of horse and ASL/interpreting/deafness related books, both of which are relevant to the school's population.

DVDs of movies and documentaries

Quiet atmosphere, some comfy chairs.

its always a quiet place for me to study

I like the availability of the library, you can work late if need be and it is a quiet workplace.

DVD options and the ability to search the data base

The quiet room.

I love the movie collection it allowed me to see movies and TV series that I would not have been able to afford to see. You should get lots of TV shows.

the computers

The computers are nice

The 'antique' building with modern resources

I love the quiet study space, and the computer availability.

"The Cave" The stack of books downstairs.

All the books.

The book stacks!

large computer monitors

I like that there are rooms downstairs for us to talk and work on projects.

Lilly Davis - what a helper, very useful when I couldn't figure things out

The hours

It is a good place to study

quiet and warm

some staff are very helpful. improvements and making the most of limited space and resources.

The late hours

I like all the resources that the library offers. They have extensive books on every subject and good hours. They also have a good selection of movies to rent.

I like that there is a designated quiet room.

If the library doesn't have it, a book, etc., can be obtained quickly through Mobius. The databases are exceptional.

Always a computer to use and rarely had any problems with the computers.

The computers and the staff.

The constant desire to improve and cater to student needs.

It's got a lot of materials. I'm always surprised how much we really have over a variety of topics.

The fact that I was able to request and borrow a item from mobius, that I never thought I could get was great. Great DVD selection of movies and TV shows to check out and watch at my leisure.

The staff

A lot of information available there.

Very well equipped with technology.

I can get help when I am there.

Wide selection of resources and easy access to them.

Availability

If you don't have something needed, you will find it.

What do you like least about the WWU Library?

- Answered: 80
- Skipped: 65

Nothing in particular but i the computers in the reference room don't have the reference room printer set as the default printer and that's frustrating.

Not enough fun time reading books

Tom Schultz makes me want to cry.

I do not like that it closes at 11pm, that is not very beneficial to me.

It doesn't stay open later

The building and the fact that all the books are downstairs and you have to lug them up the stairs. What if you're disabled and can't get up and down them?

none

hot

I do not like that the private studying areas in the basement, there are only a couple side areas.. I would appreciate more areas like that and better accessibility to outlets.

of books

Their limited resources.

I would like to have small quiet rooms that would only fit three or four people, instead of the one large room. Also, a better selection of popular fiction would be nice.

Absolutely terrible internet access. Of all the places on campus, the library should be #1 at being able to use wifi, but it is the absolute worst. That is why I have only been there once or twice this year because some people wanted to meet for an assignment. If it wasn't for group projects, I would never go to the library.

The downstairs is creepy.

Basement is dark and kind of smelly.

the noise the heater makes when it's on. Sounds like a loose bit of metal in there. Very distracting when in the Quiet Room. Otherwise, just thankful that our Library has a designated quiet room :)

That the book shelves are to close together.

I don't like the hours of the library. Some people need the printers before 8 am and can't do that because you aren't open, or some people prefer to study late and the library isn't open very late.

I wish it was open longer on weekends.

The library has improve tremendously over the years. It would be nice if the library auditorium got a face-lift making it more creature comfort user friendly.

Rooms cannot be reserved and it's creepy downstairs.

the hours. I wish they were open later, especially during finals. However I understand why the school wouldn't implement longer hours.

The scary downstairs.

The library hours, how it is dated (looks like it's out of the 60's) and how creepy the downstairs is.

stacks coukd be "friendlier."

That there is not a UIT person in the building with the same hours as the library is open.

Can't take in open containers.

When in the back room and print something you have to go find it on the printer in the front computer lab

The hours.

Lack of fiction books

That we can't bring any food or drinks down stairs, or even in comp lab. We are college students not kindergarteners
slow to no wireless

It's drab and needs a major make over. It does not help attract new students because of how drab it is.
music collection

None

Old, kind of musty smelling

N/A

This was my first interaction with the library. Cindy Crabtree was extremely rude and not helpful.

What I like least about the library is how scary the stacks are downstairs.

Wifi is bad

It's hard to find the information on what all the library offers if one doesn't know exactly where to look.

Some of the people came off rude when asked for help and did not help.

Some of the people were rude.

The study room by the auditorium doesn't get the best wifi.

Difficult to return DVDs before classes start

I wish the classics were easier to find and that there were more fiction books.

Not always enough computers or scanners available. Some lack of private space to study.

nothing really, it looks kind of old

N/A

There is only one printer it would be nice if there was one more upstairs and maybe one downstairs.

the not friendly staff

nothing

the lack of AC

The layout of the book stacks
The hole on the corner of the music room. Someone could fall there.

That sometimes I can't find what I'm looking for.

How hot it often is in there. (Been better then in the past though)

not a lot of space to study at desks. not enough computers.

The DVD movies (not the educational movies) selection is very limited.

I want more control of the temperature in the library for both summer and winter - esp. during the summer the heat was horrible

The lay out is a little funky, it can be hard to find what you're looking for.

not modern, get yelled at for silly things.

some are not very helpful. appearance needs a major overhaul.

The staff isn't very friendly and makes me feel awkward when I walk in..They just kind of look at you..

I wish they had a bigger fiction selection.

I do not like that it is not open for very long on Fridays and Saturdays.

Like many university libraries, the stacks can be kind of creepy.

Always way too hot in the main computer lab.

The appearance and the difficult to locate the topic you are looking for.

The temperature is usually very hot, making studying/working very uncomfortable and not productive. Also, the hours SUCK and printing should be free.

Needs updated children's book section.

It gets really bad Internet on personal computers

Stacks in a damp and unattractive basement.

The books may be kind of hidden downstairs.

The building shows its age, sometimes with a ferocious discomfort (when there is a period of climatic change outside). It frightens me thinking about how that affects books.

Staff sometimes do not notice me until I wait at the desk a while. Also the books are in the basement, which at night is a bit spooky.

It closes before 7pm on Fridays

Too many foreign articles and not enough current ones.

small collection

With relation to staff. Some are wonderful and friendly an others appear to be doing me a favor to check out a book.

Please provide your suggestions for improvement of the Library building, collection, or services.

• Answered: 65

The computers in the reference room should have the reference room printer set as the default printer.

Larger collection of popular reading books

More fiction books that are actually current. Comfy chairs.

Please be open later!

Not having to request the data base files sometimes and keeping the library open until 12:30

Build a new building instead of new sorority houses! That's an effort many of us could get behind.

none

very good overall.

they need more funding

GET BETTER WIFI. The library's is terrible.

They are doing a great job!

Maybe make the downstairs more welcoming with comfortable chairs and brighter/less creepy if possible.

Spread the shelves out, some people feel to closed in

Longer hours, other than just finals no printing costs New paint job, its kind of boring on the inside

Everything seems pretty great as it is.

See #7 Otherwise I think you people do a great job of staying on top of modern library services while maintaining traditional methods as well.

Renovate the inside to a more modern look and update the technology top to bottom.

I wish there were more books for students to read for fun. Also the basement is freaky and cramped and it really stinks because there is a lot of cool books down there but I can't find them because of how cramped the shelves are.

I would love if the university library was up to par with other universities. I would love if the rooms down stairs were redone so that groups could meet in privacy down stairs. I would love if I could actually study early before tests or late at night there since so many students cram all night before exams. And by having updated rooms downstairs more students would study in the library.

See 7. The main stack area is unpleasant to study in.

I personally think it would be awesome instead of having a work study student as the tech help in the reference room, a hired UIT staff member would sit in there with the same hours as the library because it's not the librarians duty to constantly fix the computers and printer problems.

Continue to build your collection.

Open extra long hours on finals weeks

Better hours. Especially around exams.

Get fiction books!

Get better, nicer, more helpful staff. Allow food or drink down stairs. Have the computer lab be a "no talking" room as well.

get better wireless

5/3/2013 4:48 PM

Level it and building a new one that is modern and embraces technology to it's fullest measure. As long as Fessler and/or the current president is around that will never happen so who are we kidding?

N/A

Have library staff who are more concerned with helping students and staff. You need to have "people persons" working at the front desk.

I do not have any suggestions.

Attempt to make the basement a little less creepy. Other than that it is seems to be doing fine.

Should get DVDs.

Should get more DVDs

I would suggest purchasing a few more recent popular fiction titles. It might increase usage of the library among students.

Comfortable chairs - More modern look

basement smells musty love the access to movies and popular fiction very appreciative of library willingness to purchase requested items

Individual study rooms?

I have none

I feel like a lot of things could be improved. I was never once greeted entering the library, not even with a smile. I think the environment of the library could be bettered by more friendliness.

Have workstudy student give acknowledgement when people walk in the building

You should try to get full series of TV shows. You should get more recent and popular fiction books.

just needs more.

the tables could be improved

Don't allow the entire baseball team to have study hall in the library- they don't do homework, take up computers and table space so that others do not want to study there (or can't)

I think it's as good as it's going to get without moving all the books out of the basement.

IT needs to step up.

I wish there was a better-easier way to see what physical content (books and dvds, etc) was new to the library.

the VHS room looks like its from the 80's...

Please stay open later on Friday nights.

I don't see much room for improvement. Maybe offering a scanner for students to use?

get more leisure books! :)

build a new one

Updated look and longer checkout period for electronics.

I think they should add more fictional books.

The library could be open for longer on Fridays and Saturdays.

Keep up with the latest plays.

We should NOT have to pay for printing. Tuition here is much higher than at most state schools and students at those universities don't have to pay for printing. Also, the hours of the library are GOD AWFUL. What kind of college library closes at 11pm and doesn't even open before the first classes of the day?! It's a little ridiculous. The library should be open at least an hour or two before classes start and should stay open later than 11pm and should CERTAINLY be open later on weekends, not closing earlier.

Let students use credit cards for fees

New building. :-)

Do not have any.

I would love to see more university-wide (rather than individual) electronic subscriptions to content that is truly interdisciplinary, e.g. Chronicle of Higher Education. A substantial renovation and expansion are of course dreams, but worth stating nonetheless.

Staff should greet people and ask if they can help when anyone walks up to the desk.

Make delivery or check out of materials available to off-campus students. rplatt@camdentonschools.org

MOBIUS should allow for interlibrary loan on audiobooks.

APPENDIX 2

William Woods University
Dulany Library
Budget FY13-14

LIBRARY ACQUISITIONS

BUDGETED

Print Subscriptions (print journals, newspapers)	\$25,300
Electronic Subscriptions (Woods OneSearch, journals, databases, e-books, indexes, etc.)	\$92,300
Print Monographs (Books, Annuals)	\$23,926
Videos (DVD, Blu-Ray)	\$15,000
Other (Audio, kits, etc.)	\$500
Equipment for Loan (laptops, calculators, projectors, iPads, etc)	\$5,000

LIBRARY OPERATIONS

BUDGETED

Postage	\$800
Duplicating	\$1,300
Binding (print journals)	\$4,333
Supplies (Culligan, detection tags, labels, book tape, etc.)	\$6,500
Memberships (MOBIUS, Amigos, etc.)	\$23,370
OCLC (cataloging, interlibrary loan)	\$4,500
Document Delivery Fees	\$200
Printing (posters, bookmarks, etc.)	\$220
Hospitality	\$300
Administrative Software (Lib Guides, Class Web, Collection Analysis)	\$2,800
Equipment, Staff	\$1,500
Furniture	\$6,500
Staff Professional Development	\$3,500

TOTAL

\$217,849

APPENDIX 3

William Woods University - Dulany Library

International Film Series 2012-2013



(Films are shown at 4 pm and 7 pm in the Library Auditorium)

Sept. 4	<u><i>The Lives of Others</i></u>	Germany	(138 min.)	2006
Sept. 11	<u><i>Footnote</i></u>	Israel	(106 min.)	2011
Oct. 2	<u><i>A Separation</i></u>	Iran	(123 min.)	2011
Oct. 9	<u><i>Alois Nebel</i></u>	Czech Republic	(84 min.)	2011
Nov. 6	<u><i>Where Do We Go Now?</i></u>	Lebanon	(110 min.)	2011
Nov. 13	<u><i>The Skin I Live In</i></u>	Spain	(117 min.)	2011
Dec. 4	<u><i>Waking Ned Devine</i></u>	Ireland	(91 min.)	1998
Jan. 15	<u><i>Beat the Drum</i></u>	South Africa	(114 min.)	2003
Jan. 22	<u><i>The Clay Bird</i></u>	Bangladesh	(107 min.)	2009
Feb. 5	<u><i>Animal Kingdom</i></u>	Australia	(113 min.)	2010
Feb. 12	<u><i>Mozart's Sister</i></u>	France	(120 min.)	2011
Mar. 5	<u><i>A Touch of Spice</i></u>	Greece	(75 min.)	2010
Mar. 12	<u><i>The Women on the 6th Floor</i></u>	France	(104 min.)	2010
Apr. 2	<u><i>Dating a Vampire</i></u>	Japan	(91 min.)	2006
Apr. 9	<u><i>Possible Loves</i></u>	Brazil	(105 min.)	2001

Administrative Program Review

Dulany Library William Woods University

Presented to

Sherry McCarthy, Ed.D.
Vice President and Dean of Academic Affairs
William Woods University
Fulton, MO

And

Erlene Dudley
Library Director, Dulany Library
William Woods University
Fulton, MO

August 28, 2013

Prepared by Program Review Consultant:

Cynthia Dudenhoffer
Director of Information Resources
Central Methodist University
Fayette, MO

Introduction

This report is a component of the administrative program review for Dulany Library, William Woods University, prepared by the external consultant, Cynthia Dudenhoffer, Director of Information Resources, Central Methodist University. The consultant visited the William Woods campus on August 12th, 2013.

In preparation for this review, the external consultant reviewed documents provided by Erlene Dudley, Library Director (*William Woods University, Dulany Library, Program Review Report, August 2013 and associated demographic and curricular information*).

1. Role of the Library in the Academic Mission of the Institution

The role of Dulany Library in the academic mission of William Woods University appears to be understood and accepted by the library staff, students, faculty, and administrators. All parties interviewed by the consultant understood the library's role within the campus structure and its support of students and faculty. However, the library's mission statement could be strengthened to greater reflect its relationship to the institutional mission, while possibly outlining specific goals. Goals were included in the program review, but should be available to the WWU campus community, most likely through the library's webpage.

2. Library Goals

The goals of Dulany Library adequately covers services and resources for the students and faculty population present at William Woods University. The goals are aligned with the 2011 ACRL *Standards for Libraries in Higher Education*. It is the feeling of the consultant that Dulany Library does an excellent job of serving students and faculty with the resources available; outcomes and outputs support this conclusion. Feedback from faculty and students was, for the most part, very positive. The subsequent portions of the review express the implementation of these goals, which are succinct, measurable, and admirable for an institution like Dulany Library.

3. Principles

The following principles are demonstrated through outputs and outcomes in the program review

- Institutional Effectiveness
- Professional Values
- Educational Role
- Discovery
- Collections
- Space

- Management/Administration
- Personnel
- External Relations

Specific points within each principle are outlined as follows, as based on interviews conducted during the campus emails, responses solicited from faculty by email, and campus surveys conducted by the library:

- Institutional Effectiveness – While library staff meet to discuss their impact on campus and make minutes, agendas, etc. available to the campus community, additional library marketing or outreach programs would likely improve the library's relationship with the rest of campus. Library staff expressed concern that they felt marginalized on campus and wished to meet as a staff more often than twice per semester. Faculty reported positive relationships with the library and felt the library served the institutional mission very well.
- Professional Values – The program review states that the library “deters plagiarism through policy and education”. However, there is no assessment being performed to see if this is the case. Library staff work to uphold the ideals of privacy and intellectual freedom for the WWU campus.
- Educational Role – The library's educational role needs to be more clearly defined within the curriculum on campus. Documentation of specific examples or engaging, assisting, and instructing students should be documented. The campus Academic Council should consider the importance of information fluency and to what level the library should be involved in supporting and enhancing curriculum. Assessment of existing programs, instruction, etc. needs to be conducted, be it anecdotal, formative, etc.
- Discovery – The resources devoted to discovery and access are adequate. Additions like Ebsco Discovery Service and Libguides are excellent resources to enhance library collections. The library should look at additional ways to market these services to students, and the library webpage could be a more effective portal for information discovery. Faculty reported that resources for information discovery were more than adequate for their classes and research.
- Collections – Faculty and students feel the collections, both print and digital, are adequate. Most were complementary about the access to resources available to them.
- Space – The physical spaces of Dulany Library are a challenge. The library building, especially the lower floor, has an odd, unfriendly design that necessitates the dividing of collections and access. Many of the spaces have exposed wiring, crumbling infrastructure and off-putting smells. Restroom facilities within and adjacent to the library are unpleasant. The main reference room has been upgraded and this change was viewed positively by the campus community, but the majority of physical spaces in the library desperately need to be refurbished. The furnishings themselves are comfortable and relatively new, thanks to a portion of the library budget being spent to upgrade them.

- g. Management/Administration – The library's mission statement and goals align with the overall institution. While the program review states that library faculty are involved in faculty committees and curriculum decisions, some library faculty felt that a greater awareness or involvement in educational departments would benefit library services. Attending division meetings, etc. might enhance the library's involvement. Library budgets have been flat for several years; increasing the library budget to **at least** 2.5% of the total campus expenditures should be a necessity. A formal plan for assessing library services and instruction should be implemented and supported by administration.
- h. Personnel – Library staffing levels are low for the FTE of William Woods University, especially in light of growing enrollment in distance learning programs. Instruction and other services would be greatly improved if an additional library faculty member could be added.
- i. External Relations – The library and campus community agree that the library, for the most part, exudes a consistent, friendly message for both resources and services. Library LEAD events are popular. The library staff should consider additional programming opportunities to reach out to students and to positively market to the campus community.

4. Reflection and Recommendations

It is clear from the comments the consultant received from the available members of the William Woods community, that the library and the library staff are respected on campus. However, in the current higher education environment, which requires greater accountability, accessibility, and affordability, it is critical that the library market itself effectively and develop the means to measure the effectiveness of its resources and services. Addressing issues outlined in the 2010 *Value of Academic Libraries Report*^j produced by ACRL would help strengthen the library's standing on campus. Based on this report, the campus visit, and interviews with the campus community, the following recommendations should be considered.

Library Staff and Faculty Recommended Actions:

- A. Develop a more complete vision statement that includes specific ways that the library supports the academic mission of the college.
- B. Continue to evaluate library facilities to maximize user space and accommodate the library as a space for formal and informal learning activities. Work with the William Woods Strategic Planning Committees and University Administration to create a comprehensive facilities plan for the library building, in order to address outstanding issues with space and design.
- C. Create a comprehensive plan for the deselection and retention of library materials.

- D. Develop programs and activities that integrate the library more directly into the curriculum. Also, consider offering additional, non-academic programming that will reinforce the library's centrality to campus as a space for informal learning and collaboration, and other additional marketing activities to increase awareness.
- E. Design and implement a formal information literacy program, including assessment of student information literacy skills. Develop a course of action to incorporate the library more fully into the academic curriculum, such as; collaborating with faculty on developing discipline-specific information literacy competencies and embedding information literacy components in specific course syllabi, and/or creating a formalized plan of information literacy instruction. Develop checklists or some other form of feedback/assessment for library instruction and other services.
- F. Create a culture of assessment within the library, including assessment of instruction, student and staff interactions, educational impact, programming, etc. This can include both qualitative and quantitative data gathering. Share results of assessment measure with the campus community at large.
- G. Demonstrate the library's impact on student learning, retention, and graduation rates, using assessment measures.

Administrative Recommendations:

- A. University Administration, Campus Facilities, and other relevant parties should develop a concrete plan to improve the physical spaces of the library.
- B. Develop a campus wide competency or curricular plan for formally integrating information literacy into the general education curriculum.
- C. Support a culture of assessment, in order to recognize the library's impact on student learning, retention, and graduation.
- D. Review and formalize the academic role of library faculty, including reviewing the tenure process for library faculty.
- E. Support the library financially by increasing the library budget to at least 2.5% of the overall operating budget and creating an additional instruction/reference librarian position.

¹ Oakleaf, Megan. *Value of Academic Libraries: A Comprehensive Research Review and Report*. (Chicago: ALA, 2010).

Library Staff Meeting MINUTES

Meeting date | time 9/12/2013 3:00 PM | Meeting location Library

Meeting called by	Erlene	Attendees Erlene Dudley, Cindy Crabtree, Katie Lawrence, Jill Mahoney, Missy Martin, Tom Schultz
Type of meeting	Staff meeting	
Note taker	Jill Mahoney	

Agenda topics

Time allotted | 1 hour | Agenda topic Discuss Library Program Review | Presenter All Staff

The library staff met to discuss the Library Program Review report prepared by Cynthia Dudenhoffer. The following aspects of the review were discussed:

- Cynthia recommended in 4c that a comprehensive plan for deselection and retention of library materials be created. Erlene pointed out there is such a plan and it can be found on the website as part of the Collection Development policy.
- Some Library staff stated in the Program Review they wish to meet as a staff more often than twice per semester. Erlene said if there is something we would like to meet about, just to let her know and she will call a meeting.
- Library staff expressed in Program Review they felt marginalized on campus and discussed that communication between teaching faculty and library staff is sometimes absent or inadequate. Communication is an ongoing process, especially when new people are hired in UIT or on the faculty. While it is easy to get frustrated, it is important to keep perspective and remember the library's service mission.
- It was recommended by Cynthia Dudenhoffer to design and develop a formal information literacy program. Library staff does not feel the current information literacy module being taken by Connections students is sufficient. Information Literacy should be embedded in the curriculum at multiple stages in a student's academic career. Erlene discussed her meeting with Academic Council and her plan to work with Elizabeth Wilson from the Social Work department and the Education Division.
- Cynthia Dudenhoffer recommended we increase the amount of marketing the library does by offering programming that will reinforce the library's centrality on campus as space for informal learning and collaboration. We discussed many possibilities for marketing the library:
 - Get the library added to the Orientation schedule. Provide an informal "hello," snacks, and possibly some type of gift bag with a flyer about library resources and services.
 - Provide coffee/snacks to students during finals week when library is open until 2am.
 - Halloween-show Halloween movie, costume contest, candy
 - Improving the physical space- Erlene will continue to work with Scott Gallagher on this.
 - Get wall coverings to brighten up the study rooms downstairs.
 - Divide up the academic departments between library faculty and market directly to them.
- We also discussed creating a Vision Statement and reviewing our goals as a department.