Program Review
Van Wagenen Library

2005-2006

Program Review: Definition and purpose

Library program review is a systematic process for continuous improvement at the Van Wagenen Library. It is a process to be undertaken by the Director of the Library and the librarians.

The process will include input from librarians, Library staff, faculty, students, and other personnel within the College.

Purpose

The purpose of the review is to assess and evaluate the Library to ensure its relevance to the purpose of the College and its success in achieving its goals. The review process will serve as a tool for continuous improvement and may impact the program budget, staffing, and so forth.

Program Review Plan

The review process is an opportunity to support librarians in identifying strengths and weaknesses within the program and to compare the program's stated goals with real outcomes. It will provide an opportunity for the librarians to identify effective services and programs, document shortcomings, support planning and delivery of services, and influence budgetary decisions.

The review process is intended to be a process whereby the Library completes a self-study (review instrument). The self-study is an introspective process for the Director of the Library and the librarians to look at themselves and their effectiveness and the operation of the Library.

The process will involve answering questions included in the Review Process Instrument, providing pertinent documents, and verifying that specific materials are available for review. The responses to the questions and the submitted documents must represent the effectiveness, relevance, currency, and community need for the program.

I.   Library Purpose
II.   Library Resources
III.   Library Services
IV.   Student Learning Outcomes
V.   Summary

I.	Library Purpose

I.A.	Statement of Purpose

I.A.1.	State the purpose of the Library

The purpose of the Library is contained in the Mission, Vision, and Values statement. [Appendix 1]

Van Wagenen Library Mission:

"We will serve the information needs of the SUNY Cobleskill campus and community by providing relevant information sources, guiding and challenging intellectual growth, and teaching research skills for life."

I.A.2.	Where is this information published?

The mission is published on the Library's home page at www.cobleskill.edu/Library. Select "About the Library/Overview". The entire document, including vision and values, is available for review by any interested party.

I.A.3.	How does the Library's stated purpose support the College mission?

The Library's stated purpose supports the College mission by helping to focus our efforts on the needs of the SUNY Cobleskill community. In particular, our emphasis on building information literacy skills is a necessary part of the College's commitment to providing "superior educational experiences."

I.A.4.	How were the Library's mission, vision, and values developed?

In 1999, the staff held several meetings to discuss our mission. In August of 1999, we asked Wayne Morris, then Director of the Wellness Center, to facilitate our discussions at an off campus retreat. All Library staff participated in the development of the mission. The statement was further refined in 2004 as a result of participation in the Continuous Assessment, Continuous Improvement Workshops sponsored by NY3R's. The Continuous Assessment, Continuous Improvement Workshops effort was inspired by the LibQUAL survey of user satisfaction that was administered in Spring 2003.

The Library's vision and values were developed at the time of the revision of the Library's mission statement. The entire full-time staff of the Library contributed in the development of the mission, vision, and values.

I.B.	Library Planning and Evaluation

I.B.1.	Describe the Library planning process

The Library planning process happens in a number of ways. Planning is done largely by means of bi-monthly meetings of all full-time librarians and the Library Director. Support staff contribute through their supervisors. Once or twice a year, or when necessary, meetings are scheduled that include all Library staff. Planning is done with student needs and input in mind. Student input is garnered on a daily basis by interaction with students in the Library and on a continuing basis by use of surveys and comment cards.

Data gathering contributes to the planning process. We routinely gather data which will describe to us and our constituents how we are doing. We collect circulation statistics, gate counts, acquisitions data, periodical usage, ILL statistics, and several other measures. More recently we have added unique users and database usage statistics. These data inform our decisions regarding how to allocate materials budgets, how to deploy staff, and which hours we operate. They also provide information to use in advocating for the needs of the Library.

Library planning is also interwoven with the College planning process. The Library regularly submits initiatives to the campus Strategic Plan. These indicate what the Library intends to do to contribute to the success of the Plan. The College's Strategic Plan is thoroughly revised on a yearly basis and the Library actively participates in the review process. Also, as staffing allows, librarians serve on the College's Strategic Planning Committee so as to have a clear voice in determining the path of the College. At the present time, a librarian serves as chair of the Strategic Planning Committee.

As part of the Continuous Assessment, Continuous Improvement (CACI) workshops, the Library staff worked in groups to map the various parts of the Library system. Among other things, this helped to identify potential obstacles to achieving our stated mission, evaluate existing processes, and develop new ways of assessing our performance. These factors greatly influence Library planning.

I.B.2.   Describe how librarians work with instructional faculty to develop services to meet student and instructional needs

The librarians work with classroom faculty in a number of ways in developing and refining Library services to students and meeting instructional needs. Informally, librarians interact daily with classroom faculty in the Library, hallways, dining areas, etc. These encounters provide many good opportunities for collaboration. In a somewhat more formal setting, librarians also attend regular faculty meetings which are held at the beginning of each semester and at the end of the Spring semester. Librarians are active members of various governance committees. Librarians are assigned duties as liaisons to specific academic divisions for the purpose of dialogue with instructors about student and instructional needs, including collection development. This liaison relationship provides the opening for one on one instruction for faculty and to promote Library services to faculty.

I.B.3.   Does the Library conduct systematic evaluations to insure that they are meeting the needs of users and supporting the programs and purpose of the institution?

Yes, measures are in place to document the level of activity in various service areas as well as user satisfaction with them. Data collection with regard to these efforts is an on-going process. For example, one set of data tells us how many people are in the building at a given time and what they are doing. Further, comment cards let us know what users think of our services.

I.B.3.a.   Describe how user satisfaction is determined

Person to person feedback between the Library patrons and the Library staff is the primary vehicle used to determine user satisfaction. Other methods used to determine user satisfaction include comment cards [Appendix 2], supplemental reference statistics [Appendix 3], large scale survey efforts such as LibQUAL [Appendix 4], and campus wide student satisfaction surveys. The Library held focus groups in 2000, using an outside facilitator [Appendix 5]. While the Library staff gained insight into users' opinions, we were unable to increase the hours or add to the collection at that time. However, changes are being implemented as funding becomes available. One change implemented from the focus group input was to adjust Saturday hours from 9:00 am - 1:00 pm to 11:00 am - 3:00 pm.

I.B.4.   How do the College's curricula affect the planning and prioritization of Library resources?

The Library mission indicates that the Library "will serve the information needs of the SUNY Cobleskill campus and community by providing relevant information sources …." By constantly focusing on this, the Library maintains a sharp awareness of the curricula offered at SUNY Cobleskill.

The Library Director is kept informed about new programs and new class offerings through the course approval process and through regular meetings with the Deans, Vice President for Academic Affairs, and President's Staff. The course approval process, in particular, typically entails follow-up meetings with appropriate faculty and review of the collection to determine the needs of faculty and students. Part of the formal curriculum approval includes consultation with the Director to discuss the resource needs of the proposed course. While courses for which there are insufficient Library resources may still get approved, Library staff will be aware of shortcomings and can allocate acquisitions dollars accordingly when they are available. In addition to the Director's involvement in this process, a librarian usually serves on the College's Curriculum Committee as another way of keeping the Library informed of curricular developments.

The liaison relationships of the Library faculty also contribute to the planning and prioritization of Library resources. Each librarian attends division meetings to share news from the Library and to keep current with program development and curricular activities in the academic areas. Faculty route materials requests through their Library liaison.

I.B.4.a.   Division/department areas

In 1997, the campus established the General Education Task Force in an attempt to assess the general education competency of our students. A 3-point scale was developed. Each course was then reviewed by faculty to determine the skill level for each criterion for each course. Students were then asked to evaluate their courses using the same scale. Library research was included, but the heading used was *Research*, so many faculty interpreted this to be applied research rather than information research. As a result, the faculty reported a very high level of research for nearly all courses, although based on reference desk interactions with students, librarians doubted the accuracy of that assessment. This assessment was not repeated.

For many years, the Library offered a 1 credit information literacy course. The one or two sections could serve only a small number of students, although Library staff understood the broader need. As the course did not meet program requirements for any College degrees, the course was dropped and later replaced by a 1 credit add-on for the Introduction to Early Childhood course which was required for all students in the Early Childhood division. After several years and three different instructors, it became apparent that this was not an effective means of ensuring students' information literacy. In 1996 the Library lost a full-time librarian line and could no longer teach the Early Childhood module. When the Library indicated to the Early Childhood Division that the course would be dropped, the response was to continue the course with an Early Childhood faculty member teaching it. To their credit, the faculty in Early Childhood recognized the need for information literacy. Two years later, the module was abandoned as a requirement for Early Childhood students because it was not meeting the need. The need for information literacy instruction remained.

In an attempt to address the need for information literacy, the Library staff worked with Early Childhood faculty to develop a faculty handbook for information literacy instruction. This is a guide for faculty to use in their courses to enhance students' information literacy skills within the context of course work. Additional faculty handbooks were created in Agriculture and Natural Resources and Culinary Arts (http://www.cobleskill.edu/Library/pages/guides/faculty/InfoLit-Culinary.pdf), as well as a revised edition for Early Childhood (http://www.cobleskill.edu/Library/pages/guides/faculty/InfoLit-ECHD.pdf).

The information literacy instruction program has followed the train-the-trainer model for a number of years, which should make the Faculty Information Literacy Handbooks a valuable tool for faculty. However, no evaluation has been done at this time. In November 2003, an inquiry was sent to the Early Childhood Faculty asking for feedback on the Early Childhood Faculty Handbook. No responses were received which suggests that the Handbook is not widely used.

I.B.5.   What are the measures used to quantify Library use?

A number of measures are used to quantify Library use:

• Circulation – Data is derived from the Library's automated system and is available for a wide range of time periods from hourly, daily, weekly, monthly, and annually. Statistics for interlibrary loan are gathered from OCLC reports and manually counted by centralized interlibrary loan personnel. [Appendix 6]

• Reference Desk Information Contacts – Data is recorded manually by the librarian responding to the query and is compiled on a weekly, monthly, semesterly, and annual basis. [Appendix 7]

• Group Instruction/Orientation – Data on the number of classes offered and the number of attendees per class is recorded on a daily basis. [Appendix 8]

• Electronic Subscription Use – Usage statistics of each database and electronic journal are collected weekly from the EZproxy log files. [Appendices 9d, 9j] The log files also enable analysis of database use by department. [Appendix 10] Database usage statistics are also provided by the database vendors, although each reports data in a slightly different way.

• Headcount – The number of individuals coming into the Library is recorded automatically at the security gate. In addition, the reference librarian on duty does a physical count of people on the main floor of the Library at specified times throughout the day. Together, these provide a relatively accurate picture of the numbers of people actually in the Library. [Appendix 11]

Librarians are beginning to gather additional data to quantify use of the Library. In the Fall of 2005, a periodical use study was initiated to determine use of the Library's print subscriptions. Statistics showing print journal use are gathered monthly. Included in the study are all periodical titles, newspapers, and microforms. The study covers the dates from September 2005 to May 2006. This study is conducted by having student assistants count all periodicals returned to the shelves whenever re-shelving is necessary. Also counted are periodicals that are incorrectly shelved when the student re-shelves it properly.

I.B.6.   How are the results of the evaluation used? What changes have been
             made as a result of assessment?

Evaluation has resulted in the expansion of Library hours to meet student needs and the increase in parts of the collection and staffing levels to meet higher demands at certain times of the day/week/semester. For example, as statistics indicated that Library usage dropped off dramatically after 8:30 pm, the decision was made to close the main Library at 9:00 pm and keep only the Library Café open until 12 midnight during Fall 2005. In addition, for several years now, the Library has remained open until 6:00 pm two evenings per week in the summer to accommodate summer school students whose classes begin at 6:00 pm.

As a result of complaints by students about the Library hours in the Fall 2005 semester, it was decided to return to the 10 pm closing time starting with the Spring 2006 semester. The Café will remain open until midnight throughout the academic semester.

A plan to move towards an information commons model is a direct response to user needs. This effort requires additional computing resources and new microform equipment but resources for this need are unavailable at present. Other steps toward the information commons model include a change in configuration of the reference desk and turning the meeting room into the Café and keeping it open until midnight. We also moved the Juvenile collection downstairs for better use of available space and provide a more inviting environment. This was accomplished in the Fall of 2005.

Although Library staff have identified some specific areas of need for students, lack of campus support has limited what can be accomplished. For example, there is a demand for circulating laptops, but no support on campus to replace the aging laptops currently in circulation. Students want open access computing in the Library, but no budget is provided– the Library received re-cycled PC's for the reference area rather than new machines with up-to-date capabilities. Students would like longer hours, but staff/resource limitations have prevented any increase.

Results of the periodicals use study will be used to determine use by title, subject area, and format. We will be able to determine usage of the collection by individual title or subject area. Determining the amount of use will aid us in determining which titles or subject areas of the collection need more resources, more promotion, or cancellation. This will enable us to streamline the collection to meet the needs of our patrons. We will be able to acquire additional titles in heavily used areas, and promote under used areas of the collection. There are a number of titles that could be cancelled, freeing up resources and space for needed titles.

Circulation data is used to monitor and track usage patterns across our user base. This includes use by department and patron status. The data shows a steady decline in circulation of Library materials over the past ten years. In addition to shift toward more electronic resources, a lack of new Library materials may have contributed to this decline. [Appendices 6, 12]

Reference statistics, such as questions asked, often result in the purchase of additional material in both the Reference and Circulating collections. Data can reveal strengths and weaknesses of subscription databases in answering students' research needs. Data revealed the need to upgrade the networked printer recently.

Group instruction/orientation data reports areas where instruction librarians are most active. This data could be used in the future to illuminate areas where the Instruction Coordinator may contact a particular professor for collaboration on behalf of our students.

Data regarding electronic subscription use, such as analysis of EZproxy log files, gives a better understanding of what electronic resources are being used and to what extent. Analysis also indicates the amount of use of each individual database to determine which databases are used heavily or underused. Further analysis shows the number of unique users and whether they access the databases from in house or remotely. Data for the Fall 2005 semester is shown:

Electronic Database Use Fall 2005	
Unique usage (includes faculty/staff)	1206
Unique student usage	1104
Unique remote only student use (no in-house use)	706
Unique in-house student use	398
In-house (also accessed remotely)	301
In-house (no remote use)	97

This evaluation has resulted in the reconfiguration of how these resources are presented on the Library web page. Data on unique users gives an overall picture of how many students are using the databases. Data analysis has also resulted in the cancellation of some databases and the purchase of others. For example, the electronic database Mergent was cancelled due to lack of use.

II.	Program Resources

II.A.	Librarians and Support Staff

II.A.1.	Librarians (Professional Staff)

II.A.1.a.	What are the educational requirements for professional staff at the Van Wagenen Library?

The Van Wagenen Library requires that all librarians hold a master's degree in Library science, or its equivalent, from a school accredited by the American Library Association.

> Statement on the Terminal Professional Degree for Academic Librarians
>
> (Approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975. Reaffirmed by the ACRL Board of Directors, June, 2001.)
>
> The master's degree in Library science from a Library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians.

II.A.1.b.	Describe Library faculty involvement in professional development activities.

All librarians participate in various professional development activities. Meetings of the following local, regional, and national organizations have been attended by one or more SUNY Cobleskill librarians during the past two years: SUNYAUG, SUNYLA, NYSHEI annual meeting, OCLC annual meeting. Workshops and training have been attended on Aleph, Content DM, digitization, ILLIAD, and other topics. [Appendix 13]

II.A.1.c.	Are there unmet professional development needs among librarians? If so, list those areas of need and the individual librarians concerned.

The Library does not have money for professional development. Union professional development money is available as is the campus professional development fund which is limited to $500 per person per year. Library professional staff take advantage of these funding sources, but requests must be made far ahead and there is no guarantee of support. Generally speaking, Librarians travel to meetings and professional activities at their own expense. Depending on their level of involvement, personal cost can be considerable. Librarians, as well as other faculty are in a catch-22 situation – professional development and involvement are required for reappointment and promotion, but there is inadequate institutional support.

II.A.1.d.	To what extent are Library administrators and professional staff involved in academic activities and institutional planning?

Librarians are involved in academic activities and institutional planning in several ways. The most visible academic activity is the provision of reference service to faculty, staff,

and students. Librarians also team-teach with classroom instructors to help connect information literacy and research skills with the regular curriculum. This occurs on an almost daily basis during the semester. Team-teaching and other activities are aided by the librarians' liaison relationships. Each librarian works as liaison to a particular academic area. An outgrowth of this arrangement has been the development of several customized faculty handbooks for integrating information literacy skills into curricular areas.

The librarians also serve on many faculty governance committees. At this time, the Library is actively represented on the following committees: Strategic Planning; Academic Personnel Policies; Curriculum; Academic Policies; Technology; Assessment; Quality of Student Life; Middle States Periodic Review; Chancellor's Awards for Excellence in Teaching, Librarianship, and Distinguished Professorships; and Cobleskill Creed.

Beyond normal committee work, librarians are also very involved with campus task forces and working groups that are formed to deal with urgent needs. Of particular note is the recently convened Information Literacy Task Force. Chaired by the Van Wagenen Library's Reference and Instruction Coordinator, this task force is charged with educating the campus about information literacy and devising plans for the integration of information literacy into every curriculum. Other task forces librarians have been involved with include the Retention Task Force, 15 Week Inclusive Task Force, and the Academic Calendar Task Force.

II.A.2.   Support Staff

Library support staff includes 4 CSEA employees who have passed civil service exams in order to hold their positions. These positions require extensive knowledge and/or experience in one or more aspects of Library function. These Library Clerks work in Circulation and Interlibrary Loan, Technical Services, and Cataloging and Serials and Acquisitions. The Library Secretary holds a civil service secretary line.

II.B.   Library Administration

II.B.1.   How is the Library organized administratively?

The Library reports to the Vice President for Academic Affairs. The Director regularly meets with the Deans and the VP and participates in Academic Council which includes the group of Deans, Directors, and Department Chairs within Academic Affairs. Within the Library currently, there are four librarians who each report to the Director. Each librarian heads one or more Library departments: Reference and Instruction, Interlibrary Loan and Circulation, Serials and Systems, and Cataloging and Technical Services. Those librarians oversee their respective departments and represent them in regular librarian meetings. Due to the shortage of professional staff, the Acquisitions department is presently being headed by the Library Director in addition to her regular duties. Bi-weekly librarians meetings are held with the Director. Librarians work with Library clerical staff to ensure dissemination of information at all levels.

II.B.2.　　　　Job responsibilities of the Director

The Library Director provides strong leadership for the Library, creates and manages the Library budget, creates plans for the Library, participates in SUNY Library organizations as appropriate (e.g. SUNYConnect Advisory Council, SUNY Council of Library Directors), coordinates liaison relationships with academic divisions, works with the larger campus community on behalf of the Library, advocates for Library needs (budget, staff, equipment), evaluates personnel, and participates in Library functional areas such as reference, acquisitions, and automation management
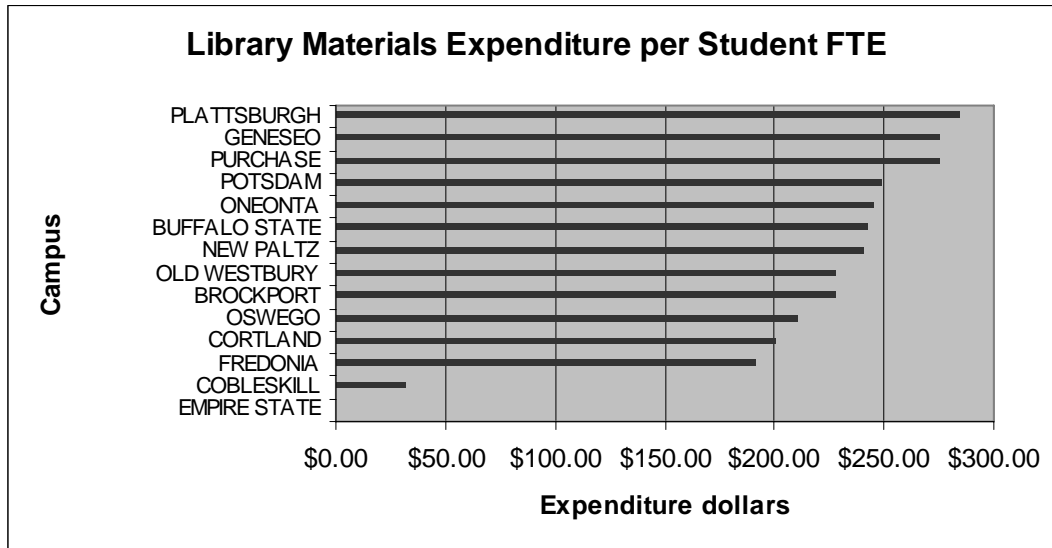
II.C.　　　　Financial Resources

II.C.1.　　　　Indicate the Library budget in recent years

The Library materials budget has suffered in recent years. [Appendix 14] However, in 2004-05 and 2005-06 the Vice President for Academic Affairs allocated $50,000 in additional funds to support acquisitions. Due to the high cost of periodicals and databases, few monographs were purchased over the past 5 years. With the addition of one-time money, monographs have again been added to the collection.

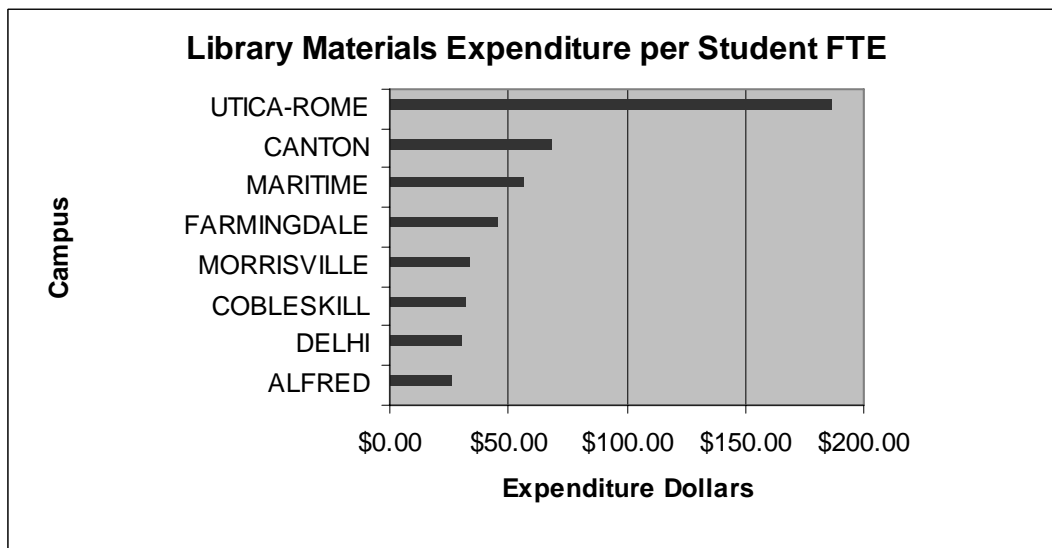|	2004-05		2003-04		2002-03		2001-02	
	$	%	$	%	$	%	$	%
Print	$60,445.83	66%	$32,881.35	61%	$29,668.53	51%	$27,594.85	48%
Microform	$234.74	0%	$220.01	0%	$3,075.28	5%	$8,749.04	15%
AV	$5,941.73	7%			$125.52	0%		
OCLC	$6,407.80	7%	$6,470.49	12%	$8,391.72	14%	$7,740.37	14%
Electronic	$19,001.93	21%	$14,130.57	26%	$16,747.04	29%	$13,064.52	23%
Total	$92,032.03	101%	$53,702.42	100%	$58,008.09	100%	$57,148.78	100%

II.C.2.   How do Library expenditures compare to those of similar institutions in New York?

The following table illustrates our comparison with other four-year colleges in New York. This data is from 2004.

Library Materials Expenditure per Student FTE

Campus (top to bottom): PLATTSBURGH, GENESEO, PURCHASE, POTSDAM, ONEONTA, BUFFALO STATE, NEW PALTZ, OLD WESTBURY, BROCKPORT, OSWEGO, CORTLAND, FREDONIA, COBLESKILL, EMPIRE STATE

Expenditure dollars: $0.00, $50.00, $100.00, $150.00, $200.00, $250.00, $300.00

SUNY Cobleskill, now a 4-year college, compares poorly with other SUNY 4-year institutions in terms of materials budget.

The following table illustrates our comparison with other technology colleges in New York. This data is from 2004.

Library Materials Expenditure per Student FTE

Campus (top to bottom): UTICA-ROME, CANTON, MARITIME, FARMINGDALE, MORRISVILLE, COBLESKILL, DELHI, ALFRED

Expenditure Dollars: $0.00, $50.00, $100.00, $150.00, $200.00

Until recently, SUNY Cobleskill was considered a technical college. Even in this category, Cobleskill does not compare well to other members of the group in terms of materials budget.

II.C.3.   Describe the support given to the Library by the campus' Information Technology Services (ITS) department.

The Library is strongly dependent on the campus ITS department. Because ITS reports to a different Vice President, the Vice President for Administration, Library needs may not always be viewed as a priority for the department. For example, ITS would not get involved with EZproxy because they didn't think we needed it. The result is that the Library has had responsibility for installing and maintaining the EZproxy application.

Two A/V technicians who used to report to the Director of the Library now report to ITS. Both are very conscientious about checking Library circulating equipment and performing minor repairs. This is appreciated especially by circulation staff who face the demand for equipment.

Library staff, especially librarians, are very technically competent and sometimes are restricted by ITS rules and regulations. Their default regarding technology in the Library is to restrict. It is necessary to contact ITS to change computer and printer preferences, clear print queues, etc. This causes some frustration among librarians.

The Library staff chose to install Aleph client software (GUI) because of the time frame (ITS is slow to respond to technology related problems in Library) and in order to ensure Library control of the application. Special permission was required for ITS to allow this.

Public access reference computers are provided through campus technology fee money as is a public access printer. In order for staff to have PC's of the level required for the SUNY Aleph application, a one-time allocation was made from technology fee money (at the insistence of the Vice President of Academic Affairs) to purchase staff PC's.

The Library regularly requests funds for circulating equipment and computer upgrades from technology fee money and SCAP money but little support is given, although this equipment would directly benefit all students.

II.D.   Library Collections

II.D.1.   Enrollment of College

Total enrollment as of Fall 2005: 2498 students

II.D.2.   Relate the total Library collection size to ACRL suggested points of comparison

> The Library is encouraged to choose its own peer group for the purpose of comparisons. Peer groups may already be identified for benchmarking purposes

by the institution. If not, a peer group could be identified using criteria such as the institution's mission, reputation, selectivity for admission, size of budget, size of endowment, expenditure for Library support, and/or size of collection. Once a peer group has been determined, "points of comparison" can be made to compare the strength of the Library with its peers. (Approved by the ACRL Board of Directors, June 2004)

II.D.2.a.   Suggested points of comparison: Input measures

The following tables show two points of comparison. The ratio of collection size to student FTE and the ratio of volumes added to student FTE. The first table shows the points of comparison between the SUNY technical colleges. The second table shows the points of comparison between the SUNY four-year colleges.

2004	Technical Colleges			
	FTE students	FTE library staff	Collection size to student FTE	Volumes added to total FTE
UTICA-ROME	1684	15	163.0	0.7
MARITIME	1491	8.35	69.2	1.7
COBLESKILL	**2499**	**11.65**	**44.1**	**0.3**
FARMINGDALE	4500	20	45.6	0.3
MORRISVILLE	3193	12.68	40.4	0.7
DELHI	2437	8.75	29.1	0.6
CANTON	2236	7.76	33.5	1.2
ALFRED	3579	11	40.1	0.9

2004	Four-Year Colleges			
	FTE students	FTE library staff	Collection size to student FTE	Volumes added to total FTE
PLATTSBURGH	5393	45.35	306.5	1.3
CORTLAND	6672	54.8	192.0	3.8
GENESEO	5384	44	278.8	2.2
ONEONTA	5680	43	313.7	5.4
POTSDAM	4327	29.9	289.6	1.5
PURCHASE	3801	26	165.1	2.8
BROCKPORT	7174	45.5	389.6	2.5
BUFFALO STATE	9056	56.5	173.4	2.6
OLD WESTBURY	2900	17.99	204.5	0.7
NEW PALTZ	6536	40.2	258.7	8.5
OSWEGO	7265	44.6	355.8	2.8
FREDONIA	5418	32	290.7	2.9
COBLESKILL	**2499**	**11.65**	**44.1**	**0.3**
EMPIRE STATE	5198	0		

II.D.2.b.   Suggested points of comparison: Output measures

The following tables show three points of comparison. The ratio of circulation (excluding reserves) to student FTE, ratio of interlibrary loan requests to student FTE, and the ratio of Library staff to student FTE. The first table shows the points of comparison between the SUNY technical colleges. The second table shows the points of comparison between the SUNY four-year colleges.

2004	Technical Colleges				
	FTE students	FTE Library staff	Students per staff member	Circulation to student FTE	Interlibrary Loan requests to student FTE
UTICA-ROME	1684	15	112.3	3.6	0.7
MARITIME	1491	8.35	178.6	4.4	0.03
COBLESKILL	**2499**	**11.65**	**214.5**	**5.7**	**0.44**
FARMINGDALE	4500	20	225.0	2.1	0.04
MORRISVILLE	3193	12.68	251.8	2.2	0.18
DELHI	2437	8.75	278.5	3.8	0.07
CANTON	2236	7.76	288.1	2.7	0.3
ALFRED	3579	11	325.4	1.9	0.06

2004	Four-Year Colleges				
	FTE students	FTE Library staff	Students per staff member	Circulation to student FTE	Interlibrary Loan requests to student FTE
PLATTSBURGH	5393	45.35	118.9	6.9	0.95
CORTLAND	6672	54.8	121.8	7.5	0.77
GENESEO	5384	44	122.4	26.6	3.5
ONEONTA	5680	43	132.1	8.7	0.33
POTSDAM	4327	29.9	144.7	15.4	1.4
PURCHASE	3801	26	146.2	10.2	0.33
BROCKPORT	7174	45.5	157.7	9.3	0.55
BUFFALO STATE	9056	56.5	160.3	5.5	0.16
OLD WESTBURY	2900	17.99	161.2	2.9	0.33
NEW PALTZ	6536	40.2	162.6	12.3	0.67
OSWEGO	7265	44.6	162.9	11	0.77
FREDONIA	5418	32	169.3	8.6	1
COBLESKILL	**2499**	**11.65**	**214.5**	**5.7**	**0.44**
EMPIRE STATE	5198	0			

Data for all points of comparison (both input and output measures) is from the tables in the appendix. [Appendices 15a, 15b]

II.D.3.   How do librarians and teaching faculty share in the development of the collections?

Librarians and faculty share in the development of the collections in a number of ways. They meet daily with faculty on an informal basis to discuss classes, assignments, and student needs and attend faculty department meetings to become aware of their needs.

II.D.4.   Is there a policy which establishes priorities and describes the participation of the faculty?

The Library's collection development policy guides librarian and teaching faculty involvement in collection development. [Appendix 16]

II.D.5.   Are procedures in place for the preservation, replacement or removal of deteriorating materials in the collection? What is the age of the monograph collection?

The Van Wagenen Library weeding policy can be found in the collection development policy. This policy sets forth the guidelines for the withdrawal of both print and non-print materials.

II.D.5.a.   Age of monograph collection

Collection Analysis		12/15/2005
Number of records		51848
Imprint	Monographs	Percent
pre-1950	3178	6%
1950-1959	4446	9%
1960-69	18306	35%
1970-79	12969	25%
1980-89	7550	15%
1990-99	4309	8%
2000-	1090	2%
Total	51848	100%

The median age of our collection falls in the early 1970's. 75% of the collection was published before 1980.

II.D.6.   In planning and budgeting, are priorities for acquiring materials and establishing resources determined with the needs of the users in mind?

The planning/budgeting process involves input from all full-time librarians. Decisions are made collectively and with the needs of the faculty and students in mind based on input from faculty, analysis of enrollment trends, student requests, and circulation statistics.

All reference staff participate in collection development to help ensure that user needs are reflected in acquisition recommendations. Involvement of librarians in academic divisions also allows for direct input on needs of academic areas.

II.D.7.   How are collections of print and non-print materials organized?

As mandated by ACRL standards, the Library collection is organized following nationally approved standards and conventions. For example, materials are classified by subject, using the Library of Congress classification system, and are cataloged according to AACR2 and the MARC standard for bibliographic records.

The Van Wagenen Library uses an integrated model which results in all types of material being shelved together. That is, audiotapes and videos are shelved with books. Exceptions to this are the extensive LP record collection which is shelved separately, the Reference collection, and the Juvenile collection. The Juvenile collection also has its own classification system to facilitate the needs of the Early Childhood students.

II.D.8.   How is technology incorporated into the Library services?

Access to the SUNY Cobleskill Library Catalog is freely available on the internet with no need of a Library card number. Other Internet resources are located and evaluated by all librarians. Links to these references are added to the Library's web page on the student and faculty resources pages.

The most recent technological resources all involve the Internet/World Wide Web. A large number of databases are used on an everyday basis. Examples include Science Direct, EBSCOHost MasterFILE Select, several Gale databases, WorldCat, FirstSearch, Lexis-Nexis, NISC Biblioline, Hoover's, and ACM. The Library also subscribes to a number of electronic journals and several NetLibrary book collections, in addition to the SUNY collection.

Use of the Internet in a more direct sense is now a daily reality for students, faculty, and librarians in the Library. Electronic resources are used routinely and the Library maintains a web site as the stepping stone to all kinds of Internet resources.

Interlibrary loan services have been greatly enhanced through the incorporation of interlibrary loan management software, ILLiad, and two electronic document delivery applications, Ariel and Odyssey. Students now have the ability to request, track, and manage their interlibrary loan materials through a secure, online account. The use of this technology has benefited the user in the following ways: ILLiad streamlines the request process by importing the item record over to the user's request form for submission, article requests are posted electronically to the user account, electronic transmission between libraries has reduced turnaround time for many requests to a matter of hours as opposed to several days, and renewal requests, status updates, and notification are all handled electronically.

The Library maintains a wide assortment of circulating equipment for student and faculty use. Among these resources are laptop computers, digital/35mm cameras, digital/VHS camcorders, CD burners, DVD players, portable tape recorders and digital, slide and overhead projectors. Many of these items are heavily used for class assignments and personal projects.

In-house A/V equipment is just as varied and is used to support a wide array of formats from digital video to vinyl LP's. Recent acquisitions have included several DVD players and a public scanner. Plans are underway to find funding for a microfilm/fiche scanning station that will allow users better access to this often used portion of our collection.

The Library uses the EZproxy service to allow access to all subscription online resources. EZproxy allows access to all SUNY Cobleskill students, faculty, and staff to all paid electronic subscriptions from on campus as well as remotely. The service also provides statistical use by analysis of the extensive EZproxy log files. These log files provide statistical information that includes total database and electronic journal use, total unique users, in house and remote usage, and use by department.

In addition to simply providing these technological resources, the Library incorporates them in its Library instruction on a routine basis.

II.D.8.a.   What electronic resources are available to faculty and students?

The SUNY Cobleskill Library subscribes to many online databases and electronic journals. Many of our databases and electronic journals are funded through the EmpireLink Project of the New York State Library through an LSTA grant from the Federal Institute of Museum and Library Services and through SUNY Connect. The Library also has subscriptions to a number of databases and electronic journals that are specific to various departments in the College. These databases are purchased by the Library. [Appendix 17]

II.E.   Facilities

II.E.1.   Describe the physical facilities of the Library

The building was designed for 85,000 volumes on three floors and was first occupied in 1973. By the late 1990's, the entire lower level had been turned over to the Center for Academic Support and Excellence. All Library collections were removed from that space. In Fall 2005, the Library reclaimed a portion of the lower level. The space was renovated and the entire Juvenile collection was moved from the third floor to this area. Another change in the use of Library space occurred in Spring 2004 with the opening of the Library Café. The little used meeting room/classroom located just off the lobby was refurnished and vending machines brought in to establish a food-friendly area in the Library. Network ports were also installed to facilitate laptop use.

II.E.1.a.　　　Is our size adequate?

At present, the Library has adequate space for growth of the main collection. The primary challenges we face with regard to physical facilities are configuration of space and infrastructure. A good example of a configuration issue can be found on the main floor of the Library in the periodicals area. Many of the bound periodicals currently housed in this area receive light enough use that they could be safely moved to a storage area on the lower level thus freeing up prime space. Unfortunately, the storage space is too small to hold these materials using standard shelving.

The installation of compact (movable) shelving would easily triple the available space for material storage. The space that would be freed up through a reconfiguration of the storage and periodicals areas could then be used to help implement an "information commons." That is to say: expand the Library's technology-related services and equipment; provide more areas for group work, specifically with regard to technology; increase the level of tech support available at the Library; and, make available a technology-enhanced instructional space within the Library.

The campus community, especially the students, has expressed a strong desire for these changes. However, the space is not available for this endeavor nor is the infrastructure. The Library has a distinct lack of readily accessible electrical outlets and network ports. Any move toward an information commons model will require a significant improvement in infrastructure. Another area of the Library that is hampered by configuration and infrastructure difficulties is archives and special collections. Shelf space for these valuable materials is inadequate for our current needs let alone allowing for future growth. In all of these examples, the sticking point is money. The funds are simply not available to address any of these issues.

A further challenge presented by our physical layout is that there is no longer a classroom space to deliver Library instruction. Previously, two spaces had been designated but one is now part of the Center for Academic Support and Excellence (CASE) and the other is the Library Café. In most academic libraries, an instruction space exists near the reference area. This is something our librarians would like to see developed. Having an instruction space would help both librarians who deliver group instruction (currently in the reference area and with 3 of the 7 research computers) as well as classroom faculty who often bring their students to the Library. A dedicated space for instruction may develop as a high campus priority as we move to more embedded information literacy skills and the information commons model discussed above.

III.   Services

III.A.   Types of Library Services

III.A.1.   Discuss the types and varieties of services provided by the Library

The Library provides a wide variety of services. Some are instructional services. These include point-of-use instruction on how to use everything in the Library from the index in the hard copy of a book to the photocopying machine, from a computer mouse to a specialized search engine on the Internet, and hundreds of other things.

Instructional services include giving personal assistance to individual students on how to conduct Library research. They also include group classes.

Equipment services are provided by two ITS technicians. These include identifying equipment for purchase, inventory, maintenance, and repair. The Library offers group and individual viewing in designated areas.

Circulation service includes distributing books, A/V materials and equipment, and reserve materials by using the Library's automated circulation system. Some items are limited to faculty or Library staff use. Some items are circulated outside of SUNY Cobleskill via interlibrary loan.

Circulating equipment consists of, among other things, laptops, digital/35mm cameras, digital and VHS camcorders, CD burners, projectors, portable tape recorders, and slide projectors.

Interlibrary loan services include electronic document delivery of articles, email notification of arrivals and overdue materials, and the procurement of books and other materials not retained within our collection.

The majority of information pertaining to circulation and interlibrary loan procedures and policies are readily available through the Library's web page where they can be read or printed out. An instructional handout was created to assist patrons in accessing their online Library account information and is available at the circulation desk. An online faculty reserve request form has also been posted to our web page which gives faculty the option of submitting their reserve requests electronically or in hard copy. These resources are updated as policy or procedural change dictates.

All of the Library's paid subscription databases and electronic journals are accessed through EZproxy. This enables use of our paid subscriptions by all students, faculty, and staff from on campus or remotely. All users must log into proxied services.

EZproxy creates usage logs each time a proxied database or electronic journal is accessed. User information is viewable in the log files. Analysis of the log files for statistical purposes is possible. (see I.B.5. - Electronic Subscription Use)

III.B.   Hours of Operation

III.B.1.   What are the hours of operation?

While classes are in session, the Library's hours are:

Monday - Thursday	8:00 am	- 10:00 pm
Friday	8:00 am	- 5:00 pm
Saturday	11:00 am	- 3:00 pm
Sunday	2:00 pm	- 10:00 pm

Reference services are provided throughout the day with some hours being covered on an "on call" basis. The Library Café is open until midnight every night during the academic session. Hours of operation during breaks and intercession are subject to change and are announced as appropriate.

III.B.2.   Who has input into the decisions concerning Library hours?

Student input is given primary consideration but all stakeholders have a say in determining Library hours. The needs of the academic programs and the level of resources available also contribute to the decision making process. Saturday hours were changed after focus group input in 2000 and hours for the Library were extended in Spring 2006 due to student feedback.

III.C.   Librarian/Faculty Cooperation

III.C.1.   Do librarians and classroom faculty work cooperatively in assisting students to use resource materials effectively? Describe

Librarians and classroom faculty have a long history of collaborating in order to help students use appropriate Library materials. Over the last few years (beginning in 1998), we have moved to the train-the-trainer model in which the Instruction Librarian works with classroom faculty in a variety of ways:

• Creation or revision of assignments

• Teaching to the assignment in the classroom

• One-on-one discussion/instruction for both colleagues and students

• Handouts created to describe (and reinforce) the discussion of the research process

• Conference prior to classroom collaboration

• Librarians contact instructors when students are having difficulty completing the work as assigned (intervention)

• Librarians notify classroom faculty when a new reference book is added to the collection and sometimes give instruction on "how the book works"

In addition, customized faculty handbooks for integrating information literacy skills into the curriculum have been developed for different academic areas. At present, handbooks are in place for the Early Childhood (including one revision) and Agriculture and Natural Resources divisions and for the Culinary Arts program. [Available on the Library website. See page 5 for url's] All of the handbooks were cooperative efforts between Library and classroom faculty. New handbooks, and revisions of the current ones, will be created in the near future.

IV.   Student Learning Outcomes

IV.A.   Types of Instruction

IV.A.1.   Describe the types of instruction available in the Library for students and
             faculty

The Library offers group information literacy instruction both in the Library and in the classroom given by the Instruction Librarian, or by another librarian as assigned. Instruction in the Library can include a tour, an orientation to the various Library services, instruction in the use of specific paper reference sources, instruction in the use of A/V media and equipment, and instruction in the use of electronic and/or online sources and services. Library instruction is also available one-on-one at the point-of-use on an informal basis and over the telephone concerning how to use any item or service available through the Library. Instruction also takes place during a reference session between a librarian and one or more students or faculty members.

The Instruction Librarian gives individual time to instructors as they request classroom collaboration. This helps to make each individual more aware of Library resources in his/her area of expertise.

Librarians discuss the assignment to be given and team-teach to the assignment. The instructor selects which Library and instructional handouts will be distributed to the class. The librarian suggests some resources that should be required to answer the assignment. Some faculty, though not many, deliver some rudimentary instruction prior to the librarian joining them in the classroom (or their coming into the Library).

In Fall 2005, a new method of instruction was requested by a classroom instructor. Instruction was given to a class early in the semester consisting of foundation material. Later in the semester, the same class was given instruction providing the next step in their information literacy skills.

IV.B.   Learning Outcomes and Skill Standards Documentation

IV.B.1.   Detail how learning outcomes and skill standards are documented

Starting with the Fall 2005 semester, students receiving instruction sessions, with the agreement of the classroom instructor, were given a one page assignment to complete. [Appendix 18] This assignment was designed to assess whether the students are doing what they were instructed to do, whether they are following instructions, whether they are making use of the tools recommended to them, and whether using those tools resulted in a better product. The Instruction Librarian understood that students would be held accountable and that the assignment would be returned by classroom instructor and then assessed by the librarian.

As of completion of the Fall 2005 semester, 122 assignments (of possible 605) have been returned. Though most students did not follow instructions they all did have something to say about the process. The assignments were scored very liberally; very few students followed directions and almost no one could "describe" and "discuss" as instructed. They were given credit for at least naming the tools that had been recommended or required of them.

The point spread has been reported to each of the classroom faculty members and is as follows:

One page assignment grade distribution

Grade	Zero	20	40	60	80	100
Number of Students	2	7	21	28	33	31

The Zero grades reflect the assignment as turned in to classroom faculty, the content was the same, and the formatting was slightly different; plagiarism was assumed.

Anecdotal evidence from classroom instructors seems to reflect that the findings reported by the instruction librarian closely mirrors their own findings.

The assessment tool is being utilized again in the Spring 2006 semester.

V.   Summary

Overall Summary Questions:

Looking at all areas, is the Library adequate to meet the needs of SUNY Cobleskill students? In what ways does the Library excel? What are the problem areas?

Staff

Our people are our biggest asset. Librarians and support staff alike are well qualified and dedicated to service. Unfortunately, there aren't always enough of them. Due to a shortage of librarians, the Library Director has been forced to handle the Acquisitions department in addition to her regular duties for some time now. This greatly limits her time for fundraising, long-term planning, and other high-level management activities. Such activities are essential to the Library as the College transitions to a four-year operation. The addition of one full-time librarian would remove this burden from the Director as well as giving us more flexibility with regard to reference and instruction services. The Library also faces some staffing difficulties with regard to work study students. As funds are not available to independently hire adequate numbers of part-time employees, Library operations such as circulation are largely dependent on work study students to function. The current mechanism for assigning work study students frequently results in the Library being assigned students that can't handle the level of detail and responsibility involved in Library work. The Library continues to work with campus administration to change this situation.

Administration

The administrative structure of the Library works well. Departments are organized in a logical fashion and are generally well run. The only problem in this area is, as mentioned in the preceding section, the Library Director having to do double duty as Acquisitions Librarian.

Collections

As illustrated in earlier sections (II.C. and II.D.), the Van Wagenen Library does not compare favorably to the libraries at similar SUNY schools when it comes to collections. Relatively speaking, our collection is small and our acquisitions rate is low. Combined with the fact that 75% of our monograph collection was published before 1980, a discouraging picture develops. These deficiencies are largely due to many years of continuously cutting the Library's budget. While the past couple of years have been improved through the addition of one-time monies, this is not a sustainable budget model. Additional acquisitions funding needs to be committed to the Library on a long-term basis along with regular increases to cover rising costs.

<u>Facilities</u>

As discussed in a previous section (II.E.1.a.), the Library currently has adequate space for growth of the main collection. The primary challenges we face with regard to facilities are configuration of space and infrastructure, both of which could be improved if the funding was available to do so. There is also a lack of consistent support from the campus for maintenance and repair of the building. The Library is a heavily used facility and is a highly visible part of the campus yet we are often left without custodial services. This neglect shows and results in a negative view of the Library and of the College as a whole.

<u>Services</u>

The status of service areas such as reference, cataloging, and interlibrary loan is largely positive. Reference librarians are available throughout the Library's operating day and provide high-quality service to all users. The Cataloging department maintains a steady flow of materials with minimal backlogs and is proactive in making record enhancements and monitoring overall quality. Interlibrary Loan uses the latest technologies to improve efficiency and make the service more user-friendly. The Instruction and Circulation departments are doing well but could use some improvements. Specifically, instruction services need to expand and incorporate a more rigorous level of assessment. Additional and updated equipment needs to be offered for circulation, pursuant to funding availability. Another service worth noting is the Library Café. The Café has proven to be very popular, especially since we started keeping it open until midnight. However, user feedback tells us that some environmental modifications might be needed—more comfortable furniture, a more lively paint color, and so forth.

<u>Student Outcomes</u>

While the anecdotal evidence is generally positive, documentation of student learning as a result of Library instruction sessions is very limited. Assessment in this area has only just begun and needs to be refined and expanded. The importance of assessment of student outcomes was reinforced by our most recent Middle States accreditation review.