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Executive Summary

- Trinity’s Expanding Horizon Quality Enhancement Plan (mandated by SACS for reaccreditation) has been a successful venture of Coates Library and Trinity University in the past decade. Assessment data show that the program has produced positive results in student research. The QEP project has changed the faculty teaching culture, encouraged innovative use of technology and teaching, and driven use of library resources.
- Coates Library acquired a significant archives collection in 2011-12: the papers of Claude and ZerNona Black. The Blacks were significant civil rights leaders from the middle of the 20th century until Rev. Black’s death in 2009. The acquisition will be an important teaching and research asset for years to come, while also affirming Trinity’s relationships with the African-American community in San Antonio.
- The library continues to push the envelope in digital collections and services. Among the efforts:
 - Increased emphasis on using social media to communicate with students
 - Conducted usability studies to confirm that patrons can easily navigate through web-based library resources, and to evaluate which resources have the best return on investment.
 - Implementation of Patron-Driven acquisitions to provide “just in time” access to e-books
 - Upgrades to the Interlibrary Loan system and the Millennium library management system (forthcoming Dec. 2012), which foster greater ease of use and seamless discovery and delivery of content to end-users
 - Increasing focus on building digital collections that are unique to Trinity: the Digital Commons, the historical photographs collection, the digital versions of student publications (Mirage and Trinitonian), and ultimately, the Claude and ZerNona Black papers.
 - Leadership in the Open Access movement, promoting web-based access to faculty scholarship—and journals--through the Digital Commons. Librarians are now collaborating with the Coordinator of Research Program and the Associate VP for Research to make available data sets, and will assume an active role in developing grant-required data management plans (DMPs) for data curation.
 - These efforts put Coates Library into a position where we can support courses that feature some type of blended learning; increasingly, students can discover the resources they need from any computer or mobile device. While the physical library does not offer 24/7/365 access, —a significant portion of the library’s full-text resources are, in fact, accessible 24/7—from anywhere in the world. Students studying on campus, in an off-campus apartment, working from home over

break, and during study abroad all have access to Trinity's electronic resources through the internet.

Cornerstone of High Impact Practice: The Expanding Horizons Quality

Enhancement Plan

[Trinity's Quality Enhancement Plan](#) to integrate information literacy development across the curriculum began its fifth year this fall. While some predict that long-term curricular programs such as the QEP will wane in popularity or relevance during the life of its programming, so far, this has not been true of the Information Literacy QEP. Each year, more faculty are involved in campus workshops and the new/revised course grants program (see below). Each year, librarians and teaching faculty members continue collaborations that integrate valuable learning opportunities into Trinity classrooms that focus on students' location, evaluation, selection, and ethical use of information in their research papers and projects.

Growing the project with faculty incentives

The new/revised [course grant program](#) is the cornerstone of Trinity's QEP. Each semester, faculty members from across disciplines apply for these incentive grants, based on their integration of information literacy learning outcomes into their goals for a new course or for the substantive revision of former courses. Since 2008, more than 130 courses have been created or revised and faculty members from 25 campus departments have participated in the program. The 2011-2012 academic year saw the greatest number of grants awarded to 35 to faculty members from 16 different departments.

Impact on learning and teaching

Participants have been enthusiastic about the results of this increased emphasis on information literacy development and student research. In reflecting on the impact of integrating

information literacy learning outcomes into a new course, a faculty member writes, “I see an improvement in students’ selection of topics, because they’re better informed about their research options.” Another participant adds that “students absolutely had fun doing this research...The experience expanded their notions of what research is and introduced them to the variety of information sources available.” Beyond the impact on students’ work, one faculty member writes that “the biggest impact of participating in the information literacy program is the benefit of thinking through the structure of my course with someone else. Since the course is an upper division course with mostly majors, my library liaison and Jeremy Donald really helped me think about what aspects of IL would be most useful for this group of students.” Another grant recipient added that students “...clearly learned how to search the literature more effectively to find papers that were both interesting to them and incorporated elements of what we were discussing in class. Additionally, they learned a great deal about the nominal hierarchy of journals as the papers they found towards the end of the semester were generally better papers than those at the beginning. From a pedagogy standpoint, the information literacy assignment also helped students maintain an interest in the lecture material.” These sentiments are echoed throughout the reflections and assessment offered by participating faculty, and those who have participated since the beginning of the QEP continue to see positive results from the integration of information literacy development into their course objectives. The QEP has enhanced instruction—and student learning—in significant ways.

Faculty members receiving a course grant also participate in a symposium (either during the semester or at the end of the academic year) to discuss their experiences as they integrated information literacy assignments and activities into their courses. Based on this symposium, other faculty may learn about ideal strategies or activities that might be appropriate for their own courses. Some of the challenges that teachers and students faced are also discussed, allowing participants to consider solutions and alternative teaching and learning strategies to be integrated into future course planning.

Fostering a faculty culture of effective teaching

One of the library's activities designed to facilitate the QEP is the May Information Literacy Workshop for faculty members. During the Workshop, participants develop a deeper understanding of the QEP's information literacy learning goals (these are: *Understand, Access, Evaluate, Use Ethically,* and *Create*) and consider various methods for integrating and assessing information literacy learning across a variety of courses. Facilitated by the library's Information Literacy Coordinator Benjamin Harris, Information Literacy Librarian Anne Jumonville, and Faculty Technology Liaison Jeremy Donald, the Workshop was initially offered during a time at Trinity when faculty members rarely gathered to discuss teaching and learning in this way. Since 2008, 146 faculty members from 25 departments have participated in the May Workshop and enthusiasm continues for this event. Since then, this workshop model has been adopted and adapted to encourage greater communication and collaboration between faculty regarding other topics and projects. (The programming of the new Collaborative for Learning and Teaching is in part an outgrowth of the QEP workshops.)

Increasing demand for library faculty consultation

The library's information literacy instruction program is an integral component in supporting the efforts of faculty and students as they develop their research methods and strategies and as they find the information they need for their scholarly endeavors, and beyond. The program has two primary components: library instruction sessions and student research appointments. While library faculty members expected that library instruction sessions might decline during the QEP (due to the integration of information literacy learning as part of course assignments), these sessions have increased at a steady 5% rate each year since the QEP began. During 2011-2012, librarians taught a total of 217

instruction sessions.¹ Twenty-eight percent of those instruction sessions were for first-year courses (first-year seminar, writing workshop, etc.), 47% for other lower-division courses, 19% for upper-division courses, 4% for senior/capstone, and 2% for graduate-level courses.

In addition to instruction sessions associated with a particular course, librarians offer individual research appointments (often lasting from 30 minutes to an hour) to supplement classroom instruction and to offer support for students in classes that did not receive an information literacy session. These appointments allow students and librarians an opportunity to work together to explore research strategies and sources or to help students begin or continue their research projects. During the 2011-2012 academic year, library faculty conducted 192 research appointments with students seeking assistance for classes in 17 departments. Each year, this number grows, and the benefits of these one-on-one teaching and learning sessions is clear to students, their faculty members, and the library faculty.

Assessment and feedback

[Assessment](#) is a key component of the QEP. Initial assessment efforts to determine the need for information literacy development among students and to determine a “baseline” for future assessment were conducted early in the QEP process. Since then, an assessment of first-year writing and research was completed at the midpoint of the QEP’s first five years of programming. Out of 14 assessable objectives, students scored higher on 13 of these objectives when compared to a study completed prior to the beginning of the Information Literacy QEP program. A similar assessment of

¹ Coates Library falls within the top quartile of instruction sessions offered within the Oberlin Group. Of the 21 peer/aspirant peer institutions (see appendix) we use for comparison, the median number of group instruction sessions was 126 in 2010-11, compared to Trinity’s 241 for the same year. The number of students we reach also exceeds the 75th quartile. In 2010-11 we counted 3659 students who participated in a library-hosted information literacy session. That compares with a median of 2015; the 75th quartile is 2676.

senior-level research is planned for 2013. Aside from anecdotal support, these types of assessments show that the efforts of faculty members and librarians have and will continue to improve students' research abilities and their use of information as part of their coursework.

Looking ahead: FY 2013 and beyond

As the fifth year of the QEP begins, librarians associated with the QEP and members of the Information Literacy Committee will work to provide additional assessments of the activities of the QEP program in preparation for the fifth-year review report for SACS. We are in our third year of collecting documentation from 20 students that show their activities and development as researchers over the course of their Trinity career. These portfolios will be assessed to provide the Information Literacy Committee with a snapshot of student learning extended over time. Further, library faculty will provide a report that seeks to aggregate results and reporting from the QEP course grant program and will also provide a summary report of the co-curricular activities designed to enhance information literacy development outside of the classroom during the QEP's first five years. Others are working on a separate report that will offer an analysis of the success and continued viability of the Information Literacy QEP program during its second five-year term.

The 2012-2013 academic year will also see the fifth annual [Undergraduate Student Research Awards](#) presented in March 2013. Initiated as a result of the Information Literacy QEP, this awards program allows faculty an opportunity to nominate students for distinction in their use of information sources and the enhancement of their research process as they work on assigned projects. Winning projects are included in Trinity's [Digital Commons](#) (hosted by the library). Each year, the Information Literacy Committee and the library faculty are pleased to see the high-caliber of work achieved by our Trinity students.

A national reputation—and national impact

As the library's information literacy program at Trinity has developed over the last 10 years, and as we look forward to the next five years, we anticipate that these programs will strengthen and become more integral to the curriculum. Student and faculty needs will change, and the technologies and resources that our community uses in an effort to find and utilize the best information available will change as well. We look forward to continuing our efforts, to facing new challenges, and insuring that the information literacy program continues to be a model for our peers.

The Trinity University QEP has brought critical acclaim. In June, University Librarian Diane Graves was invited to give a talk at Occidental College (attended by academic libraries from the greater Los Angeles area) about Trinity's Expanding Horizons QEP. In late August, Trinity was contacted about sending a librarian and a teaching faculty member in Modern Languages to speak at a Mellon Foundation-funded workshop on information literacy in February 2013. Meanwhile, following an invited presentation they gave last June, two library faculty members have been working with area high schools to think about ways to help teachers and librarians construct assignments that will do a better job of preparing entering first-years for college level research.

One of the requirements SACS made for QEP projects was that they be assessable, and that ideally, they would become a transformative program that could be shared with other institutions as a model, and that it would be folded into the fabric of the college culture and programs. The Expanding Horizons QEP at Trinity meets or exceeds the expectations set by SACS—and the institution has grown stronger because of it.

Trinity and San Antonio: the Claude and ZerNona Black Papers

A landmark accomplishment for 2011-12 for Special Collections and Archives was the negotiation, acquisition, and receipt of the Claude and ZerNona Black Papers. This significant collection

came to Trinity as a result of efforts by President Dennis Ahlburg, University Librarian Diane Graves, Associate Professor of History Carey Latimore, and Archives Coordinator Amy Roberson. The personal papers of the Reverend Claude William Black, Jr. and his wife, ZerNona Stewart Black, document their civil rights, community activism, and Baptist ministry activities, predominantly from the 1940s through 2008, in San Antonio, TX. Reverend Black's service in municipal government as a city councilman from 1973-1978 is also represented in the collection. The materials include: photographs, slides, audiovisual and audio recordings, agenda daybooks, scrapbooks, Mt. Zion First Baptist Church organizational documents, correspondence, memorabilia, community publications, awards, sermons, and personal writings. Donna Morales Guerra was hired as Project Archivist for the collection and will serve a 3-year appointment at Trinity University. After the surveying, appraising, integrated pest management and cleaning was accomplished, the collection arrived to Special Collections and Archives in June 2012. The collection should be available to researchers in October 2012.

Student assistants and research interns will support processing and digitization efforts and will be trained in handling, description practices, and digitization by the Project Archivist. An overhead digital photography station will be acquired in September 2012 to assist in the digitization of the collection materials. A selection of digitized items will be made available through our [Digital Collections space](#) (hosted by ContentDM) starting in FY13. Outreach (newsletter and journal articles, Trinity University and Special Collections blogging once per month) will be ongoing throughout the year.

An article is scheduled to appear in the November/December issue of the national journal of the Society of American Archivists, *American Archivist*. The Project Archivist is planning a panel session at the Society of Southwest Archivists in May 2013 to focus on African American collections in the Southwest United States, which will feature the Claude and ZerNona Black Papers. FY13 will also see preview exhibits of the collection including a display in Special Collections and Archives planned for September 2012 through November 2012. A lobby exhibit is also planned to support the annual Trinity University Martin Luther King Day activities in January 2013, and Black History Month, February 2013.

The Special Collections Librarian and the Project Archivist will work with faculty to facilitate student and curriculum engagement as part of Special Collections' overall outreach efforts.

The academic library in the new millennium

Library as a place

Elizabeth Huth Coates Library continues to be a center of campus life. As the Center for Science and Innovation is under construction, departments such as Chemistry and Biology are using spaces in the library to offer tutoring, study groups and holding faculty office hours in Java City. The redesign of space to create the Collaborative for Learning and Teaching has drawn teaching faculty into the library for workshops, one-on-one consultations, and meetings. "Gate count" for 2011-12 was 288,561; the typical week has over 8600 visitors to the library, which puts us right at the median for the Oberlin Group.

The fascinating trend (and one reported at academic libraries from the size of Trinity to University of Texas' libraries) is the decline in use of print material, particularly by students. General circulation has declined 17% since 2001, from 107,156 in the academic year 2001-02 to 88,976 in 2011-12². In-house use of materials (this would include print reference, print journals, print documents, and browsed books *not circulated*) plummeted 88% over the same period, from 65,976 in 2001-02 to 8,547 in 2011-12. This is not to suggest that students and faculty are no longer using journals, reference books, or government

² *General circulation* includes books, media, reserves and circulation of equipment, such as laptops. More revealing is the decline in *book* circulation, which dropped 14% in the 2001-02 to 2011-12 decade. During that period, the precipitous drop was in student use of books and print material. For that same period, circulation by students dropped 40%, from 37,907 to 22,929 items circulated. This is the digital generation, and they show it by their use of materials. Our overall student circulation figures are again close to the median for the 21 college subset of the Oberlin Group; our faculty exceed the 75th percentile. While our student and faculty population are higher, our curriculum (strong emphasis on business; strengths in journal-dependent programs in the STEM fields) would suggest that journal use would far outpace monograph use for study and research.

documents, but rather to highlight the dramatic shift from print to web-based access for most content in those categories, particularly among student users. During that same time, use of electronic resources (full-text reference and journal content, electronic books) increased dramatically.^{3 4}

2011-2012 marked a shift toward a more robust and intentional use of social media in the Library. A small group of librarians and a student employee revitalized the Library's social media presence and analyzed student and community engagement with our tools, primarily Twitter and Facebook. Initial findings were presented at the Southwest Regional EDUCAUSE Conference in February 2012.

Two of our newer members of the library faculty participated in a University Communications-initiated committee to draft campus-wide guidelines and best practices for social media use within the Trinity community, which were posted to Trinity's website in Summer 2012. One of the participants is also an active member of the PrISM (Professional Interest in Social Media) group hosted at the University of Texas Health Sciences Center, where higher-education professionals gather to discuss social media use in colleges and universities in the San Antonio area. As higher-education institutions nationally continue

³ This conforms to the findings of Dr. Diane Saphire in her analysis of student technology use as reported in the CSEQ surveys from 2009 and 2011: Trinity students report more frequent use of computers for preparing reports, visual information displays, statistical analysis, multimedia presentations, and in information literacy applications than our reference institutions in that same survey.

⁴ To support Dr. Saphire's findings, we evaluate use of e-resources over time. This is a bit like comparing apples and oranges: the number of resources has increased, as has the sophistication of counting mechanisms. Still, consider that in 2001-02, we logged 150,095 "end-user online searches" (i.e. searches that we could count in our online resources), compared to the following numbers for 2011-12: 294,230 full-text downloads; 491,338 searches in e-resources; and 62,240 searches in our One Search service (searches across most e-databases, including the online catalog). Further, there were 16,673 searches in ArtStor, an image database. Even if we assume that the downloads were a result of the various searches, that means there were 570,251 searches in 2011-12, a 379% increase. And some of the data are still coming in from publishers; those numbers should increase in the coming months.

to explore social media, Coates Library intends to stay relevant, up-to-date, and engaging to our most-important user group: our students.

Data-driven decision making

Although there have been several individuals in the library who work with usage statistics, we have never before had a focused group to bring all the pieces together. To help with these efforts, we implemented an ongoing working group responsible for coordinating the monitoring, gathering, and analyzing of electronic resources usage statistics, and to recommend direction/projects. After reviewing our current “statistical landscape” we decided to work on these projects for the year: identify low-use, high cost databases by reviewing multiple years’ worth of data, analyze the Wiley “big deal”, and implement a tool (called SwetsWise Selection Support) for analyzing subscription data that will cut down on the laborious task of gathering data from each publisher.

In Spring 2012, the Library's Web Team conducted two usability studies to examine our students' library website behaviors. We are using the results collected to inform changes in the Library's ERM (electronic resources management system, which includes the "[A-Z Databases" list](#)) and our library instruction, as well as to further study students' research behaviors. The Web Team seeks meaningful, user-centric improvements to our website, and we are wary of making changes for change's sake. The Library will implement changes based on user needs and anticipated needs, and will continue to seek opportunities to critically examine our current systems, language, and user interfaces.

The results of the three projects resulted in adding/cancelling databases that were more in line with campus needs, as well as cancelling multiple high cost journal subscriptions in favor of a pay-per use model, thereby saving money.

Electronic Resource Management system (ERM)

This year we also began the implementation of the Electronic Resource Management System, or ERM. This system will be instrumental in improving management of electronic resources. We have implemented the public-facing side of the ERM that replaces a homegrown, flat system. We have integrated the public ERM based on student feedback received during the usability testing we did over the summer.

Discovery System

We implemented EBSCO's Discovery layer to give our students a "Google-like" experience in discovering the library's resources. Patrons can search across most of our resources from a single search interface. Next year we plan on customizing One Search to zero-in on our patrons needs.

FY 2013 will be a systems- and data-focused year. We will implement Sierra, our new catalog system, as well as new modules that will help with reporting functions (Reporter, and Decision Center). Further, we will review how our catalog, Encore, One Search, and LinkSource work together (or not) and make any necessary changes. We will finish the implementation of the ERM and integrate the system into our daily workflow. We will also continue our efforts in gathering and analyzing statistics so we can make sound content selection decisions. We will be implementing two other data gathering and analyzing tools and evaluate them to find the right tool for our needs.

Patron Driven Acquisitions, streaming media, resource sharing: technology helps deliver services in new or better ways

In 2011-12, the library fully embraced the concept of patron-driven acquisitions, or PDA. In this model, e-books are findable via the online catalog, but Trinity only "buys" or pays for them after they have been browsed for a set period of time or number of times, or they have been fully downloaded. As publishing models continue to change, PDA is a way to use collections funds for materials that are definitely needed "just in time," as opposed to the old "just in case" model. (For an example of an e-book made available this way, click [here](#).)

We continue to track high use in the video collection, and anticipate that will not change in the future. While DVD is still a viable format, we are moving into the leasing or purchase of streaming

video, and within a very few years we will no longer acquire video in the DVD format. Faculty are using music for instructional purposes much less than video, but the same trends hold for the format shift from CDs to streaming audio. Trinity continues to invest more heavily on media-based content than other Oberlin Group schools, and our use data support that decision. We exceed the 75th percentile in expenditures on audiovisual content (this includes streaming media, such as audio and visual files).

Earlier this year we launched a new public interface for interlibrary loan (ILL) requests through [ILLiad](#), our ILL software. The new webpage is appealing and easier to use than the previous webpage. Although the public won't be interested in the behind-the-scenes changes (which involved upgrading to the newest version of our interlibrary loan software, having an onsite visit from an ILLiad expert who helped us clean up and fine-tune our ILLiad instance, and becoming an early adopter of Article Exchange, a new way to deliver and receive articles), the increased efficiencies in the operation are resulting in faster service to our users, especially electronic article delivery.

Honoring donors digitally

In winter, working with designers in the Communications office, we developed and implemented a digital bookplate that now makes donor information for qualifying donations visible online via the library catalog. We used this type of virtual bookplate with such significant new acquisitions as the H.L. Mencken Collection, bequeathed by former Trinity faculty member [William Breit](#), and more than eight hundred books on art and artists donated from the personal library of Trinity board of trustees member [James Dicke](#).

New services for emerging trends in research and publishing

Digital Commons

This year we implemented Trinity's first hosted journal, [Tipiti](#). This has been a successful collaboration between the library and the [Society for the Anthropology of Lowland South America \(SALSA\)](#), the publisher of the journal. The library provided an important and emerging service for a journal struggling with staffing, platform, and workflow issues. *Tipiti* went from being a completely closed access (subscription only print journal) to a semi open-access work available to a global audience. The usage statistics have been quite high.

Next year we will work on gathering more faculty publications and creating faculty pages, an individual web presence for Trinity faculty that lists all of their works, citations, and interests.

Data Curation

In 2012, Coates library faculty began to assume a role in basic data management consultation services and investigating more comprehensive data curation services. First, in consultation with Trinity's Coordinator of Research Programs, we created [a libguide](#) to host data management plan (DMP) information to assist researchers who are required to create a DMP for grant funding. Over the coming year we plan to market this service to faculty.

Over the summer a team of librarians assembled to investigate and plan possible data curation services for faculty researchers, such as the creation of a data repository or providing consultations to faculty regarding the organization and preservation of their data. The team has assembled a focus group of faculty who have previously submitted DMPs for National Science Foundation grants. After looking through their submitted DMPs, the team asked them targeted questions regarding what they need regarding data curation services. Based on the results of this qualitative information, librarians will design a larger survey to reach out to Trinity faculty and beyond. We envision in the future that we may be able to provide not only support regarding writing DMPs, educating faculty on data management best practices, but also providing a central location within our institutional repository for faculty to deposit data as grant requirements and faculty desire dictate.

Appendix

*There are 80 institutions in the [Oberlin Group](#). All institutions share their data. To help us understand Trinity's standings with our Fact Book peers, we have selected 21 institutions from the overall group of 80 and use them for our comparisons. **The 21 institutions include:*

Amherst College	Mt Holyoke College
Bowdoin College	Oberlin College
Bryn Mawr College	Pomona College
Bucknell University	Reed College
Carleton College	Smith College
College of Wooster	St. Olaf College
Colorado College	Swarthmore College
Davidson College	Washington & Lee
Grinnell College	Wellesley College
Kenyon College	Williams College
Middlebury College	