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Summer 2005

# University Library Annual Report FY2004-2005

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# Halle Library Annual Review Report for the Fiscal Year July 1, 2004 to June 30, 2005

University Librarian: Rachel Cheng

Associate University Librarian: Scott Muir

## Mission

*The Eastern Michigan University Library provides a welcoming environment that promotes teaching, learning and research. We connect our users with information when and where needed and we serve as a valuable resource for the greater community.*

After formulating this new mission statement at the fall 2004 library retreat, we discussed how best to achieve our mission, taking into account current realities and our visions for the future. Numerous brainstorming sessions resulted in an extensive list of goals directed at exploiting our strengths and overcoming our weaknesses. Voting by library faculty and staff pared the list down to the following six visions that we believed would most improve the quality of our resources, services, and staff and thus the satisfaction of our users.

## Vision Statements

- We have a well-engaged library staff through active and effective communication, staff development, and cross-training.
- All staff are trained and motivated to provide top-notch customer service.
- We have an intuitive Web site and gateway to facilitate access to all library services and resources.
- We have a curriculum-based collection and an information literacy program through active faculty liaison relationships.
- We offer effective customer service on all three levels of the library and off campus.
- We see a facility that is clean, comfortable, aesthetically beautiful, and free of functional problems.

The staff then worked in small groups to identify initiatives that would contribute towards achieving each of these visions. The following seven were selected and the progress made on each during 2004/2005 will be addressed in this report:

- An interactive Intranet will be developed to chronicle, manage and facilitate library communication and documentation (**Action Plan A**).
- We will offer basic and consistent Voyager training from a central source for all library staff (**Action Plan B**).
- We will utilize MetaLib to deliver a personalized Mylibrary portal and federated searching (**Action Plan C**).
- With an active faculty liaison program, we will develop an optimum collection and an effective information literacy program (**Action Plan D**).
- We will develop training modules for online and off-line distribution (**Action Plan E**).
- We will utilize virtual reference service to expand our reference coverage both within the building and online. In addition, we will investigate the demand for a roving reference librarian on the 2<sup>nd</sup> and 3<sup>rd</sup> floors (**Action Plan G**).
- We will maximize the number of group study rooms available to students (**Action Plan F**).

## Strategic Planning

The library's 2004-2006 strategic plan was developed with library faculty input combined with documented needs and requests gathered from our users throughout 2004/2005. Since the library's two strategic initiatives cut across academic departmental needs and divisional lines, we talked with all the affected parties before writing up the initiatives. Drafts were sent to the library faculty, the Art and Biology Departments, ICT, and Marketing and Communications for further input and comments. The two proposed strategic initiatives are provided in Appendix 1.

## Organization and Staffing

Under the direction of the University Librarian and Associate University Librarian, the library is organized into the following service units/teams:

User Services	Technical Services	Others
Information / Reference Services	Collection Development	library Administration
Information Literacy / Instruction	Acquisitions	Assessment
University Archives and Special Collections	Cataloging	Network Services
Periodicals/Government Documents		Systems
Map library		LOEX (Clearinghouse of library Instruction)
Client Services		
Material Access / Circulation		
Electronic Reserves Services		
Interlibrary Loan/Document Delivery		
Distance Education Services		
Media Services		
Media/Video Production		
Welcome Center		

During 2004/2005, there were 19 tenure-track faculty in the library. We also had eight lecturers serving in a variety of functional areas, including Information Services, Distance Education, Cataloging and LOEX. In 2004, we experienced seven retirements and one death among the library faculty. We were authorized to replace five of these positions and during 2004/2005, search committees worked on hiring an education librarian, a first year experience librarian, a science librarian, a collection development librarian, and a systems librarian. The new hires will start effective fall 2005.

In addition to the two administrators and 27 librarians, the library also employed six professional technical staff, three facilities maintenance staff, and 30.5 clerical (library assistant) positions during 2004/2005.

The library depends heavily on the work performed by our student employees who are especially critical to circulation and stacks maintenance operations. During 2004/2005, we employed 64 student assistants (seven of them were work-study). We have held discussions with the University's Admission Director about the possibility of offering summer positions in the library to newly admitted students. Research shows that students who are offered summer employment by a university have a higher probability of choosing to attend that university over its competitors.

## **New Staff 2004/2005**

Associate University Librarian: Scott Muir.

Business Librarian: Kate Pittsley.

Lecturer (Virtual Reference): Rikhei Harris.

Lecturer (Education): Susann DeVries.

Lecturer (Science): Paula Storm.

Library Assistant (Materials Access): Toni Deas.

Library Assistant (Acquisitions): Carrie Phillips.

Database Applications and Content Coordinator (Network Services): Wei (Kevin) Lee.

## **Core Services**

- Purchase or acquire access to information resources that support the learning, teaching and research needs of the Eastern Michigan University communities.
- Teach EMU students the information literacy skills necessary to access, retrieve and evaluate information needed not only for educational coursework but also for lifelong learning.
- Create a physical and virtual environment that optimizes access to and use of resources, services and facilities for our diverse range of clients.

## **Information Resources**

The library's collections must be sufficient to support the teaching, learning and research mission of the university. Because undergraduate students represent more than 70% of the university community, the library recognizes that its primary obligation is to provide resources that support the undergraduate curricula. Librarians and teaching faculty share in the development of all collections, including formulating policies governing resource selection, cancellation, preservation and withdrawal. During 2004/2005, we revised our overall collection development policy (see Appendix 2) and our gift collection policy (see Appendix 3) and developed a textbook policy (see Appendix 4).

For fiscal year 2004/2005, 53% of our acquisitions budget went to journals and databases and 23% to books. Approximately 48% of these expenditures were for print resources and 43% for electronic resources (the remaining monies were spent on other formats).

Library resources must be cataloged and organized in easy and accessible arrangements if they are to be of use to our patrons. Following national bibliographic standards, all our materials are cataloged using the MARC standard for bibliographic and holdings data. Authority control provides our clients with the controlled vocabularies necessary to search the online catalog by author, title, or subject.

Books and journals in paper format are shelved either in open stacks, with books arranged by call number and journals arranged alphabetically by title, or stored in the automated retrieval collection (ARC). Audio and visual materials are assigned sequential (accession) numbers that have a prefix to indicate format and are shelved in closed stacks or in the ARC. Items can be retrieved from the ARC in less than ten minutes, and a special interface with the online catalog gives patrons the ability to request needed materials and have them waiting at the Materials Access desk for pick-up. Guidelines on which materials are stored in the ARC were revised during 2004/2005. The new policy is provided in Appendix 5.

## **Statistics**

Information Resources (Holdings) see Appendix 6.

Information Resources (Expenditures) see Appendix 7.

Information Resources (Usage) see Appendix 8.

## Assessment Projects

*Determine whether library collections meet the needs of our users.*

Tool: Library survey of graduate students Winter 2005.

Results: When asked to indicate all the reasons they come to the library in person, 70% of the 64 graduate students' report that their primary purpose is to find/use books and/or journals. When asked how often they use specific resources to identify the books or journals needed for their course work and/or research projects, 92% of the respondents use the online databases and 72% use the online catalog. Although librarians are seldom consulted for this purpose, it might be surmised that by the time they reach the graduate level, students have become more comfortable finding and navigating these resources and using them effectively without librarian mediation. Consequently, the importance of the work done by the library's Cataloging and Network/Systems staff to ensure and improve upon the accuracy, availability, and ease of use of our online catalog and databases cannot be overemphasized.

23% of the graduate student respondents consider books to be more important than other types of resources in their subject areas (Chart 1). 42% report that books are very important, 30% somewhat important, and 5% not very important. In their evaluation of the breadth and depth of the library's book collections, 20% report that our monographs meet their study/research needs to a great extent, 47% to a moderate extent, 25% to a limited extent, and 5% not at all (Chart 2). 33% find it very easy to search for books in the online catalog and 62% find it somewhat easy. The library provides access to over 20,000 electronic books primarily through Netlibrary; slightly more than 20% of respondents have used our ebooks and the majority report being satisfied with the ease of accessing them from on- and off-campus, printing capabilities, and viewer display quality. However 8 (42%) of the 19 respondents who have checked out ebooks are dissatisfied with the six hour loan period. When asked to indicate their format preference for books, 56% of respondents prefer paper, 25% prefer electronic, and 19% express no preference. Criticisms of the book collections range from the specific – the library has inadequate collections in construction management, historic preservation, and music education to the general – the library should purchase current editions of textbooks (our policy is to not purchase textbooks) and additional copies of frequently checked out books; our books are too old; and our books are “not up to par with most doctoral granting institutions.”

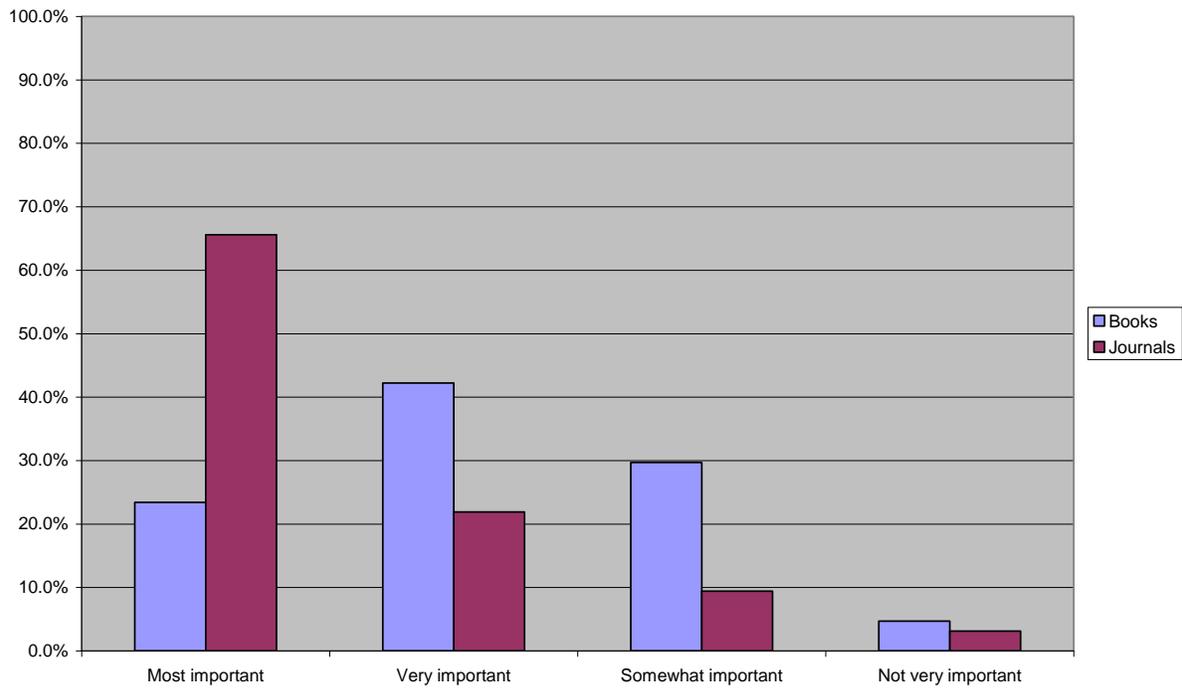
Over 65% of respondents believe that journals are the most important resource in their field and 22% consider journals to be very important (Chart 1); these percentages are significant when compared to their opinions of books. In their evaluation of our journal collections, the students' responses concerning quality mirror their assessment of the book collections (Chart 2). 42% of the respondents find it very easy to search for journals in WebVoyager; 43% find it somewhat easy; and 15% find it difficult. While only 58% of respondents have used journals in paper, 91% have used electronic journals. Approximately 34% have used the microform journal collections. 72% prefer electronic journals, 12% prefer paper, and 16% have no preference. Most of the comments about our journal collections reflected this preference for electronic journals with the consensus being “the more electronic full-text journals the better!” As of 2005, it became library policy to prefer digital over other formats for journals.

Graduate students were also asked about their use of and satisfaction with other types of print and/or electronic resources. 73% of the respondents have used reference materials in paper format with 89% being very satisfied or satisfied; 87% have used such resources in electronic format with an 87% approval rating. The overwhelming majority of respondents report that they rely on electronic indexes and databases to identify books and journals for their studies, so we would expect usage of such resources to be much higher than their print counterparts. In fact, only 6 students out of 63 report that they do not use electronic indexes/databases compared to 25 students who do not use the paper versions of these resources. However, while 92% of those students using the paper indexes are very satisfied or satisfied, only 77% of those using the electronic versions are similarly satisfied. Electronic course reserves have been accessed by slightly over 53% of the respondents (compared to 37% using paper course reserves) with 97% being satisfied or very satisfied with the collection. Other collections (theses and dissertations, government documents, maps, archives, audiovisual materials) are seldom used by the graduate students who responded to this survey. Typically 60% to 70% of the respondents report not using or being unaware of these collections.

**Chart 1**

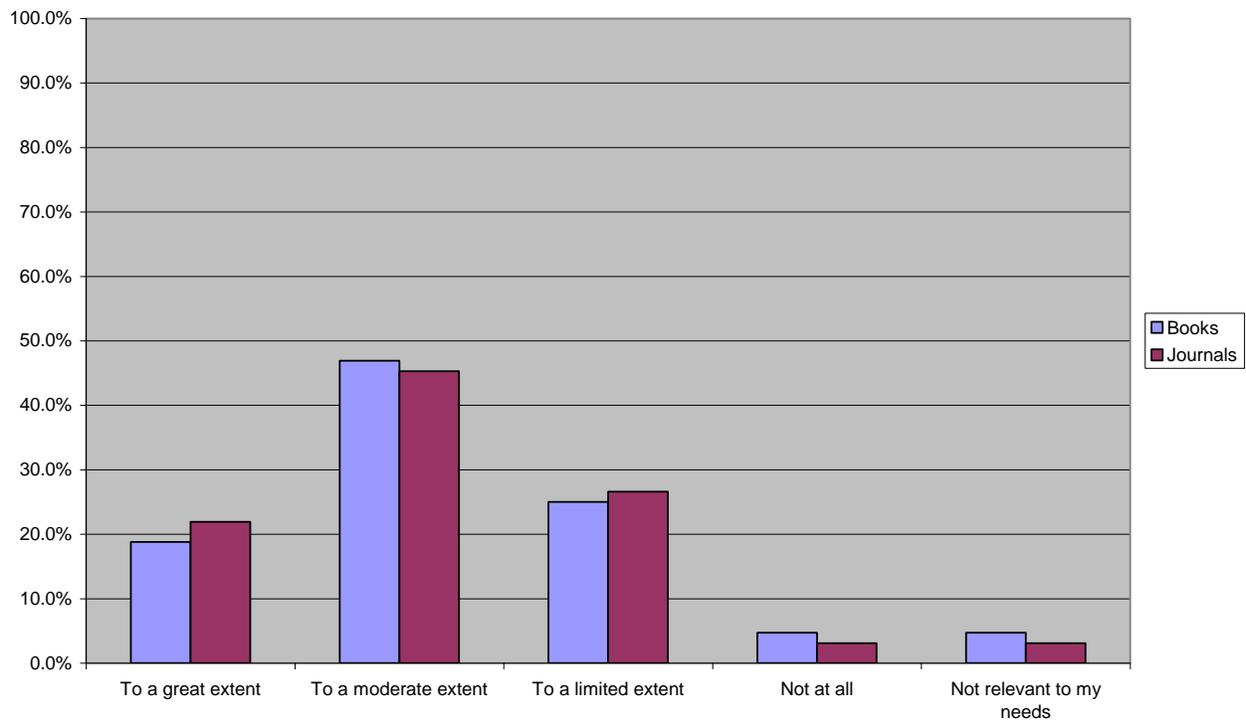
Source: 2005 Graduate Student Survey

**Compared to Other Resources, How Important/Relevant are Books and Journals to Your Field of Study?**



**Chart 2**

**To What Extent Do EMU Library Book and Journal Collections Meet Your Study/Research Needs?**



*Determine whether our journal collections are in line with national standards and with our peers' collections.*

Tool: Ulrich's Serials Analysis System (available from Bowker, North America's leading provider of bibliographic information).

Results: We compared all the serial titles (including electronic) to which we provide access with those held by libraries that like us have uploaded their serial data to this system. Ulrich's defines a core collection of approximately 50,000 active serial titles representing academic and scholarly journals and major consumer and trade publications. Academic institutions are categorized based on FTE numbers of 10,000 to 19,999 (Group A) or over 20,000 (Group B). Because EMU has approximately 17,340 FTE (but with a total enrollment approaching 24,000) it is difficult to make accurate comparisons within either of these ranges. Libraries in Group A provide access to a total of 16,029 core titles, of which we provide access to 7,204. This represents a match rate of only 45%, which is particularly disappointing because many of the institutions in this group likely have far fewer total students enrolled. Libraries in Group B provide access to 20,002 core titles overall while we provide access to only 7,765 of them for a match rate of 39%. 13,586 titles are held by libraries in both groups and of that subset we provide access to 6,927, which represents a 51% match rate. Of the 286 titles we are reviewing for cancellation for 2005/2006, 192 are held by libraries in both FTE groups.

*Determine whether our monograph allocations are in line with the needs of academic departments.*

Tool: Monograph collection usage statistics report (see Appendix 9). With a declining acquisitions budget and escalating serial costs, we need to be more cognizant of the collection usage preferences of our patrons in order to achieve the maximum cost/benefit ratio when allocating monies. By tracking how many books are purchased for each academic program/major and how often the books are used, we can determine if monograph funds need to be reallocated. This new report tool utilizes our acquisition fund names, which in many cases closely approximate the academic departments. Each academic department is paired with one or more of these subject funds; in some cases library of Congress class letters and numbers are incorporated to provide the level of specificity necessary to identify certain programs/majors.

Results: Monograph allocations for 2005/2006 will be revised to reflect changing usage patterns.

*Determine whether our journal allocations are in line with the needs of academic departments.*

Tool: Journal Usage Database. During summer and fall 2004, statistics were collected for both the in-house usage of print journals and the electronic usage of journals from selected vendors. One to four academic departments were assigned to each journal based on its subject matter. The Excel data was converted to a dynamic SQL database which can be edited, expanded and updated to reflect each title's pricing, usage, subscription status, librarians' notes, and academic department feedback.

Results: We can now identify high and low journal usage by discipline, compute cost per usage, and determine whether users prefer print or electronic format. The statistics were distributed to the respective academic departments and were heavily factored into cancellation decisions. The response from the departments indicated that our librarians did an excellent job of communicating information throughout the process.

*Determine whether allocations for our indexes and databases are in line with the needs of academic departments.*

Tool: Indexes/Databases usage statistics report. In summer 2004, we created a simple tracking system to log usage statistics from the library's web site every time a user initiates a search to a particular index or database (see Appendix 10). Detailed statistics that track user activity within a particular index or database must be obtained from the vendor if it provides such data. Because so many of the databases are cross-disciplinary, we have not yet established correlations with academic departments.

Results: In progress.

## **Services in Support of Information Resources**

### **Collection Development**

#### **Core Services**

- Work with librarians and teaching faculty to develop and maintain collections to meet the curricular needs of the university's academic programs.
- Negotiate licenses for electronic resources.
- Promote inter-library resource sharing arrangements.
- Develop and maintain collection development policies.

#### **Goals and Objectives for 2004/2005**

1. Develop an enhanced budget allocation formula.
  - ✓ Status: Completed. The formula for 2005/2006 will factor in collection usage. Acquisition and circulation of monograph titles are being tracked on an annual basis and this data was used to adjust subject funds upward or downward (by no more than \$1000 initially) based on the percentage of books in that subject area that had never circulated within five years of purchase.
2. Conduct, in conjunction with the academic departments, a project to identify journal titles that are no longer needed to support the curriculum.
  - ✓ Status: Completed. 240 titles worth \$59,000 were cancelled for the 2004 subscription year.
3. Institute a one-format journal policy to reduce costs (preferred format is digital).
  - ✓ Status: Completed. With input from the academic departments, the library cancelled 170 print journals that were available electronically for a savings of \$62,703 per year.
4. Identify academic areas where there is inadequate journal collection support.
  - Status: In progress. 12 new titles totaling \$5,199 annually in subscription costs were added.

#### **Significant trends, opportunities and challenges**

- Funding for library collections has remained flat since 2002/2003.
- The inflation rate for our journals and electronic databases has been in the range of 7-8% a year, which translates into an annual reduction in purchasing power of \$150,000 to \$200,000.
- We have for the most part reduced our current journal subscriptions to a single format and in the future we will be forced to cancel titles based on their usage.
- We will be buying fewer books, reducing our standing orders, and canceling low usage indexes and databases.
- Since 2000, EMU has added hundreds of new courses and many new programs without adding additional collection support. On average, the library needs to spend an additional \$2,600 per course just to purchase the books required. For seven new undergraduate courses, the library owned 54% of the books and 79% of the journals identified as necessary. For eight new graduate courses, the library owned 55% of the books and 53% of the core journals required.
- We are now spending nearly 20% of the acquisitions budget on electronic resources that were nonexistent only 15 years ago.

#### **Goals and Objectives for 2005/2006**

1. Conduct a project to identify low usage journals and with input from the academic departments, determine which titles can be cancelled.

#### **Liaison Team (collection development responsibilities)**

##### **Core Services**

- Inform academic department liaisons of any new services, major purchases, changes in subscriptions, etc.
- Encourage faculty to participate in the collection development process.
- Evaluate and make purchase requests for library resources.
- Maintain a balanced collection by regularly checking usage reports and conferring with the liaisons
- Keep collection development policies in line with new academic department courses or policies.

## **Goals and Objectives for 2004/2005**

### **Other Notable Activities/Accomplishments 2004/2005**

#### **Significant trends, opportunities and challenges**

## **Goals and Objectives for 2005/2006**

### **Technical Services (Acquisitions, Cataloging and Processing)**

#### **Core Services**

- Order, receive and pay for materials in all formats.
- Process gift materials.
- Catalog materials in all formats.
- Provide metadata for online resources.
- Maintain bibliographic, holdings and item records in the ILS system.
- Perform authority control to ensure accuracy of searchable headings in the ILS system.
- Prepare materials for the collections (call number labels, security strips, etc.).

#### **Goals and Objectives for 2004/2005**

1. Reduce backlogs in the Book Preparation Unit.
  - Status: In progress. Reduced but not eliminated backlogs.
2. Automate additional acquisition and cataloging functions with our book vendor.
  - Status: In progress. Successfully tested use of embedded order records and batch exporting of bibliographic records.
3. Convert print reference books to electronic format.
  - Status: In progress. ? publications converted.
4. Develop new procedures for identifying “notable collections” in the online catalog.
  - ✓ Status: Completed.
5. Automate process for running cataloging reports.
  - ✓ Status: Completed.
6. Evaluate process of collecting statistics by Cataloging staff.
  - ✓ Status: Completed.

#### **Other Notable Activities/Accomplishments 2004/2005**

- Staff processed and cataloged an unprecedented number of very large (and some very significant) gift collections.
- Staff participated in first time inventory of the circulating library of Congress book collection on the 3<sup>rd</sup> floor. For books with A-L call numbers, 340 call number problems were corrected in the online catalog and 173 books were relabeled.

#### **Significant trends, opportunities and challenges**

- New products on the market now make it cost effective to outsource some acquisition and cataloging functions. We have already purchased some of these products and as they are integrated into the workflow, we should experience faster turnaround times from ordering a book to having it on the shelves. Use of such products also has a significant impact on staff who will need to be retrained to perform other duties.
- Cataloging staff have had to absorb additional responsibilities because of staff reductions.

#### **Goals and Objectives for 2005/2006**

1. Complete the conversion to the Prompcat service which will enable the library to obtain shelf-ready books.
2. Replace or upgrade staff and student workstations in order to run the latest version of our ILS system.
3. Develop a workflow process for handling electronic theses and dissertations.

## **Periodicals/Government Documents Unit**

### **Core Services**

- Check-in new periodicals and documents.
- Maintain the physical collections and the URL links to electronic titles in the online catalog.
- Assist patrons in locating resources and using microform equipment.

### **Goals and Objectives for 2004/2005**

1. Assist in collection of usage data for online journals from vendors.  
✓ Status: Completed. Downloaded data from 14 vendors.
2. Assume total responsibility for maintaining URL links in the online catalog for the majority of the library's online journal packages.  
○ Status: In progress.
3. Simplify directions and revamp workflow for processing the UMI fiche donation.  
✓ Status: Completed.
4. Reduce the number of government documents received.  
✓ Status: Completed. Major deselection for the following agencies: General Accounting Office, Interior Department, NASA, and Congress.

### **Significant trends, opportunities and challenges**

- Because of the shift from paper to electronic government documents, the library assistant in that unit was moved to Cataloging to assist its staff (in addition to performing her documents' responsibilities).
- The one format journal policy (with electronic being the preferred format) will have a tremendous impact on the type of work that the Periodicals staff will be doing in the future.
- The Government Printing Office will be changing the way in which libraries select the documents they want to receive.

### **Goals and Objectives for 2005/2006**

1. Code periodical holdings records in the online catalog to reflect subscription status.
2. Develop a process and timeline for converting serial holdings records to the MARC 21 format.
3. Examine the cost effectiveness of continuing to purchase bibliographic records from Marcive for federal documents.
4. Clean-up government document shipping list records (incomplete bibliographic records) in the online catalog.

### **Assessment Projects**

*Regularly survey each of our user groups regarding the quality of Periodicals/Government Documents services.*

Tool: Library survey of graduate students Winter 2005.

Results: The organization, reshelving, and ARC retrieval of the paper journal collection received satisfactory ratings as did service issues (ease of access, printing, and display) relating to electronic journals. However, 65% of the respondents are very dissatisfied or dissatisfied with the handling of search requests for missing journals. Approximately 40% of the respondents have sought help at the Periodicals/Government Documents desk and that staff receives positive ratings from 95% of those students.

### **Interlibrary Loan/Document Delivery**

#### **Core Services**

- Borrow materials from other libraries for EMU students, faculty and staff. This service is offered at no charge to those patrons.
- Lend books and journals from our collection to other libraries upon request. This service is free to reciprocal partners (generally Michigan libraries); other libraries are charged.

### Goals and Objectives for 2004/2005

1. Implement the ILLiad borrowing module.
  - ✓ Status: Completed (brought online August 2004).
2. Convert from MiLE to MeL delivery for interlibrary loan materials.
  - ✓ Status: Completed.
3. Upgrade Ariel PC and software.
  - Status: On hold (budget request for new equipment turned down).

### Other Notable Activities/Accomplishments 2004/2005

- For the second year, the ILLiad "Most Requested Journals" report was used to make Elsevier Science Direct selection decisions; eight heavily-requested journals will be licensed for 2005/2006. Information on frequently borrowed non-Elsevier titles was forwarded to Collection Development for further evaluation.

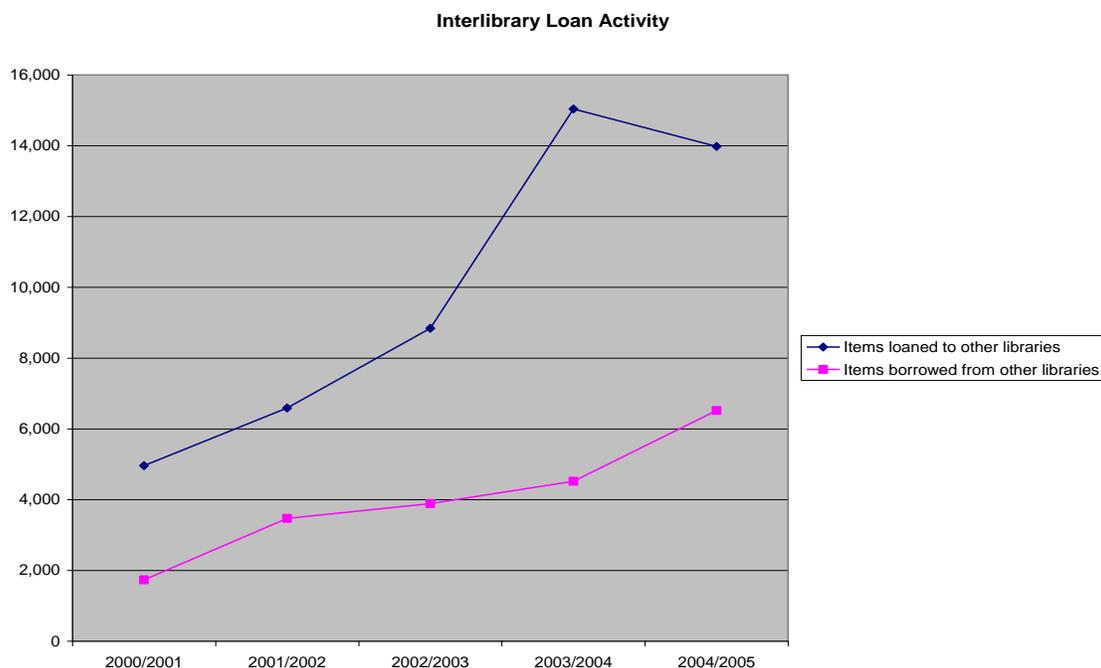
### Significant trends, opportunities and challenges

- Payment of copyright royalties, estimated at \$40,000 per year will be a significant financial challenge. Copyright fees will also need to be factored into the "buy versus borrow" selection process for journals.
- Participation in the MeL catalog will have as yet unknown implications for our interlibrary loan operation.
- We may need to consider charging other libraries higher fees for borrowing materials and/or departing LVIS (Libraries Very Interested in Sharing), a no charge resource sharing consortia where we are net lenders. On the borrowing side, we may have to consider charging EMU customers for some borrowing services, giving them the option to cancel the request if they do not wish to pay.
- For the past several years, the library has been carrying out an active program of purchasing rather than borrowing books when purchase seems advantageous based on certain criteria. These books are rush-ordered and rush-cataloged for the patron. We buy more than 100 books a year in lieu of borrowing.

### Goals and Objectives for 2005/2006

1. Complete project to catch up on copyright royalty obligations incurred during 2004/2005.
2. Implement electronic article delivery.

### Statistics



## Assessment Projects

*Analyze the success rate for borrowing materials as a quality indicator of the ILL operation.*

Tool: ILLiad reports.

Results: During 2004/2005, we successfully borrowed requested items from other libraries approximately 75% of the time. About 20% of the time, we informed the requestor that the material was actually available in our own collection. Statistics prove that very rarely are we unable to satisfy the requests we receive.

*Analyze the number of ILL requests as a quality indicator of the ILL operation.*

Tool: ILLiad reports.

Results: Borrowing transactions increased by 57% between April 2004 and April 2005. This can be attributed to three factors (two the result of library enhancements): new EMU graduate programs; implementation of the new ILLiad system, and the introduction of openURL linking from SFX to ILLiad (a seamless interface allowing patrons to easily request journal articles through interlibrary loan).

*Regularly survey each of our user groups regarding the quality of the ILL operation.*

Tool: Library survey of graduate students in winter 2005.

Results: Although the 2003 LibQUAL survey had given us the impression that most of our patrons did not utilize interlibrary loan/document delivery services, the new survey indicates that slightly over half of the graduate student respondents have used the service. Approximately 66% report being very satisfied or satisfied, while the 34% who are dissatisfied complain primarily about slow delivery times and short borrowing periods. Interestingly, several respondents praise the delivery speed, but one of them does point out that it had "improved dramatically in recent weeks." Other students suggest increasing the five item limit for requests and providing the option to renew materials. There also appears to be some confusion among distance education students on whether to contact the interlibrary loan department or the distance education librarian to receive service.

## Materials Access

### Core Services

- Circulation of library materials.
- Management of the print course reserve collection.
- Shelving of materials and stacks maintenance.
- Responsibility for opening and closing building.

### Goals and Objectives for 2004/2005

1. Conduct a first time inventory of the circulating Library of Congress book collection on the 3<sup>rd</sup> floor.
  - ✓ Status: Completed for A-L call numbers. For this project, Circulation staff utilized reports with scannable barcodes to search for more than 80,500 titles. Over 1,100 books were found in the ARC that should have been on the shelves and approximately 2,500 books were designated as missing. As a result this extensive work, our users should be getting more accurate information from the online catalog and should find it easier to locate books on the shelves.
2. Reorganize Children's Literature collection,
  - ✓ Status: Completed. This project involved shifting more than 37,000 books and adjusting all the shelves. The appearance of the collection was greatly improved.
3. Work with units outside the library to ensure that students do not encounter problems using the new ID cards to check out books.
  - ✓ Status: Problems resolved.
4. Remove all Social Security numbers from patron circulation records in our ILS system.
  - Status: In progress (more than 125,000 SSNs were deleted).

### Other Notable Activities/Accomplishments 2004/2005

- Staff performed extensive stacks maintenance of the Library of Congress collection, which included removing books from the top shelves to improve access and shifting books to create more space in crowded areas.
- Staff retrieved more than 1,000 books written by EMU authors and organized them into a special collection in the Faculty Publication Alcove.

### **Significant trends, opportunities and challenges**

- The higher level of work being done by one of the CS-04 staff needs to be assessed for possible “discretionary wage adjustment” per current contract.
- Staff have had to absorb Information Services responsibilities because of staff reductions.

### **Goals and Objectives for 2005/2006**

1. Continue the inventory of the 3<sup>rd</sup> floor book collection for call numbers M-Z.
2. Complete book shifting projects and put new call number signs on shelves.
3. Complete cleanup of patron circulation records in our ILS, which involves deleting remaining Social Security numbers (approximately 2,000) to protect privacy, combining duplicate records (880) and correcting errors (21,641).
4. Develop an online search form for missing books that will expedite the process for both clients and staff.
5. Work with units outside library to ensure that faculty and staff do not encounter problems using the new ID cards to check out books.
6. Conduct an inventory (audit) of materials in the ARC (summer 2006).
7. Conduct inventories of the video and audio collections.
8. Revise guidelines for handling media materials in response to theft concerns.
9. Streamline building closing procedures in conjunction with Client Services.

### **Assessment Projects**

*Regularly survey each of our user groups regarding the quality of Materials Access services.*

Tool: Library survey of graduate students in winter 2005.

Results: 80% of respondents have received help at the Circulation/Reserves desk and these students report being very satisfied or satisfied with responsiveness (90%), courtesy (86%) and knowledge (78%) of the staff. Questions were also asked about specific service issues relating to our book collections in paper format, including layout and organization, reshelving, ARC retrieval, loan periods, and searches for missing books. The majority of respondents are satisfied or very satisfied in every category except the handling of search requests for missing books. Of the 26 students who have used this service, 16 (61%) report being either dissatisfied or very dissatisfied. We are now in the process of implementing changes to improve this situation (as explained above).

### **University Archives**

#### **Core Services**

- Collect, organize, describe and preserve records of historical value to EMU.
- Aggressively pursue the transfer of administrative, departmental, faculty, and staff records to ensure that the history of the university is properly archived.
- Provide reference services to researchers.
- Encourage use of the collection by members of the university and the community at large.

#### **Goals and Objectives for 2004/2005**

1. Prepare honors theses for digital repository web site.
  - ✓ Status: Completed (2003/2004 and 2004/2005 theses)?

#### **Other Notable Activities/Accomplishments 2004/2005**

- Hundreds of photographs were scanned in support of research and departmental projects on campus.
- Approximately 2000 photographs have been scanned into a database that will eventually be available on the Archives web site.

### **Significant trends, opportunities and challenges**

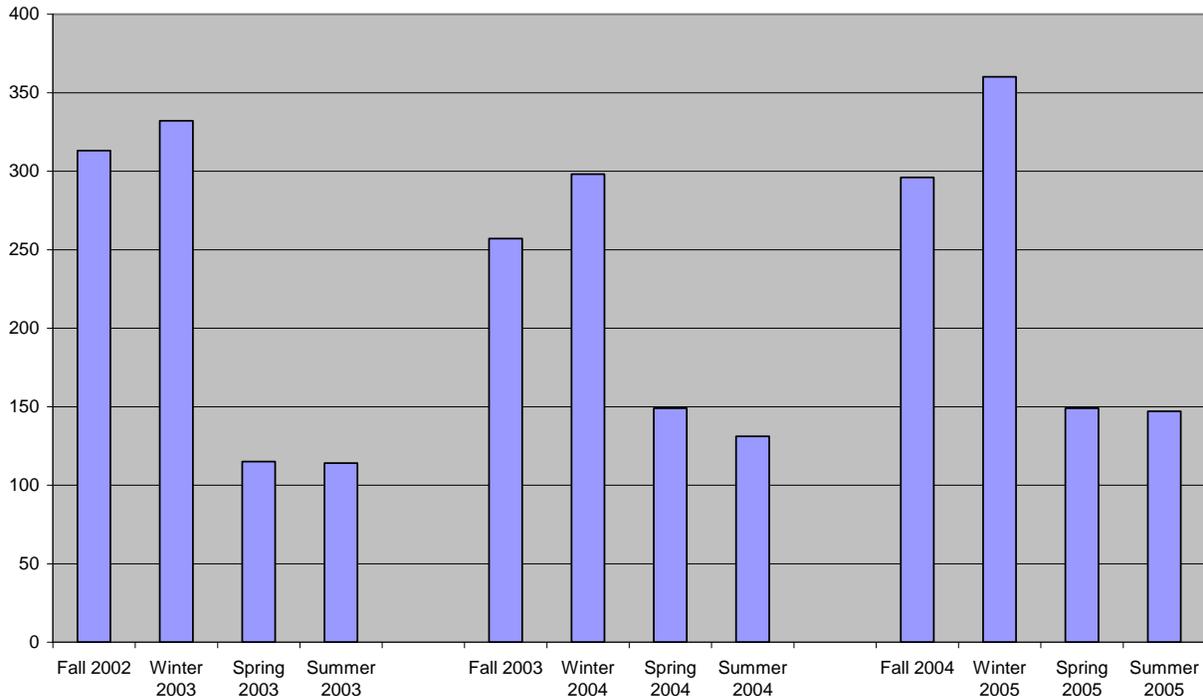
- Archives is critically short of storage space.
- The library assistant will be retiring within two years and will be very difficult to replace because of her knowledge of the university and local communities.
- The archivist may retire in 2007/2008.

## Goals and Objectives for 2005/2006

1. Expand the Archives web site.
2. Conduct fund raising with the Friends of EMU library.

## Statistics

University Archives Resource Inquiries by Academic Year  
(includes walk-ins, telephone, email, and mail)



## Assessment

### Information Literacy

Librarians teach information skills to students in formal instruction classes to support course objectives and in “on demand” situations (face-to-face, telephone, email, and virtual reference interactions) as the need arises.

The Information/Reference Desk is staffed by librarians seven days a week for all semesters (including intersessions) providing one-on-one assistance to patrons on how to use library resources. During the fall and winter semesters, reference librarians are available 81 hours per week. In-depth research assistance by appointment to individuals or groups beyond the confines of the reference desk is also available.

Basic information skills are taught in several 100 level courses. Library instruction is a required part of ENGL 121 and librarians typically teach this component for one-third of the 121 sections (faculty are not obligated to work with a librarian). It is crucial that these new students are introduced to the library and its resources in such a way that they feel welcome here and are comfortable enough to continue using the library as they progress in their academic careers. Most real “research” instruction occurs at the 300/400 and graduate class levels and is usually taught by the subject specialist librarian for the academic department. Librarians, particularly those teaching advanced information skills to upper level classes, hold individual consultation sessions with students to work on specific research problems. Librarians also create online tutorials and subject guides to assist patrons who are doing independent research or who are accessing our resources and services remotely.

Given the Internet’s ubiquity, we need to better educate our students on the distinction between free, but often inaccurate, web resources and the more scholarly, research-oriented materials provided by the library. With

LibQUAL and the Graduate Student Survey both indicating that students rely heavily on Internet search engines, as opposed to the library's web site to find information, it is essential that we educate students about the scholarly materials that should be used for academic studies.

An anti-plagiarism service "TurnItIn.com was purchased by ICT in 2004 and the library is responsible for administration and instruction. This software was strongly desired by Student Judicial Services, Faculty Council, and the Academic Deans. Its presence on college campuses does raise some interesting educational issues. Although some of our faculty have welcomed the service, others, particularly in the First-Year Writing Program, do not like this approach and find it incompatible with their teaching methods.

## **Services in Support of Information Literacy**

### **Information Services Team**

#### **Core Services**

- Provide information assistance at the Information/Reference Desk and also by telephone, email and virtual reference.
- Provide individual consultations by appointment.

Note: The librarians working in University Archives and the Map library also provide reference/research assistance to their clients.

#### **Goals and Objectives for 2004/2005**

1. Increase the availability of virtual reference (**Action Plan G**).
  - ✓ Status: Completed. Policies and procedures were instituted and all reference librarians are now scheduled for virtual reference hours.
2. Evaluate weekend Information/Reference Desk coverage.
  - ✓ Status: Completed. The number of shifts was reduced based on a statistical analysis of the type of questions asked and the length of time spent answering them.
3. Evaluate the need for reference services on the 2<sup>nd</sup> and 3<sup>rd</sup> floors (**Action Plan G**).
  - ✓ Status: Completed. Roving reference service was provided on the upper floors from 6 to 9 p.m. Monday through Thursday during the winter 2005 semester. Based on the statistics gathered, it was not deemed necessary to offer the service.

#### **Other Notable Activities/Accomplishments 2004/2005**

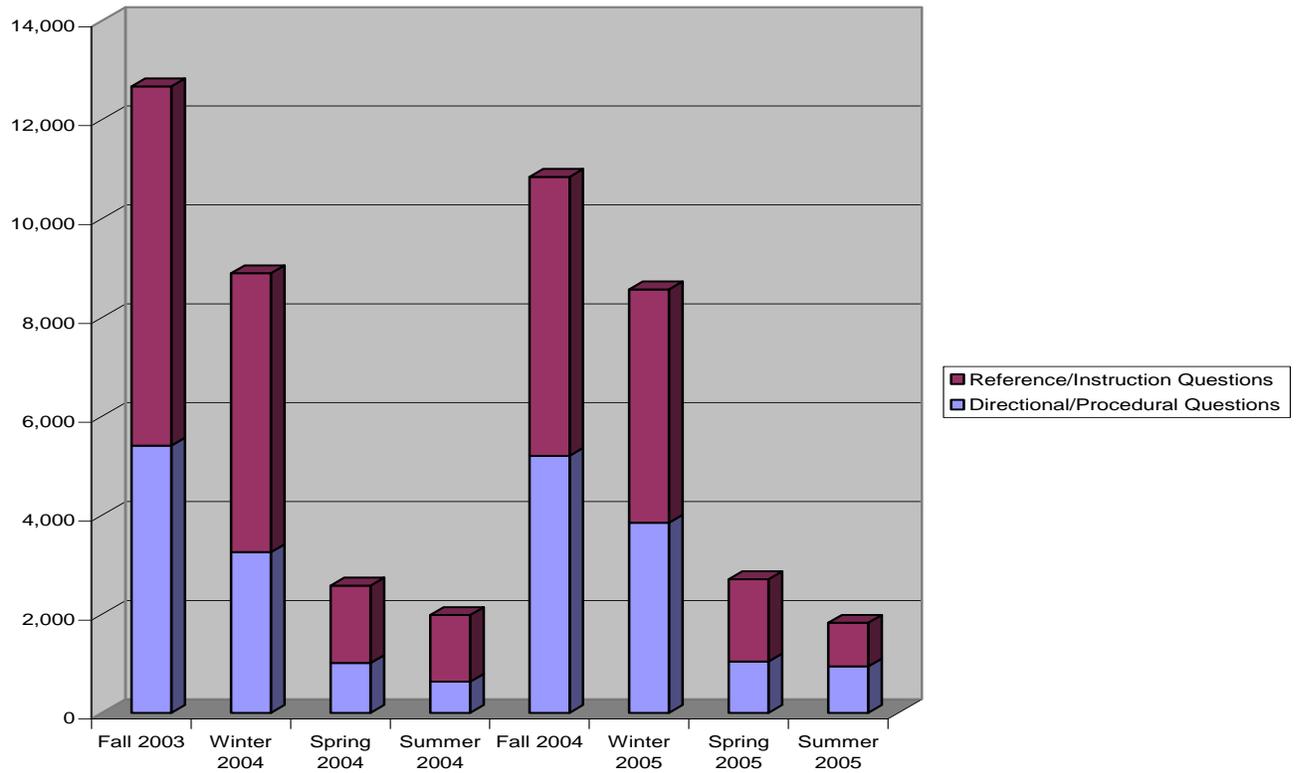
- Staff developed a formal, written script for the voice mail message system, which included various ways patrons can receive research assistance.
- Subject specialists developed Caxton research guides for their disciplines.
- Four lecturers were trained for reference desk responsibilities.

#### **Goals and Objectives for 2005/2006**

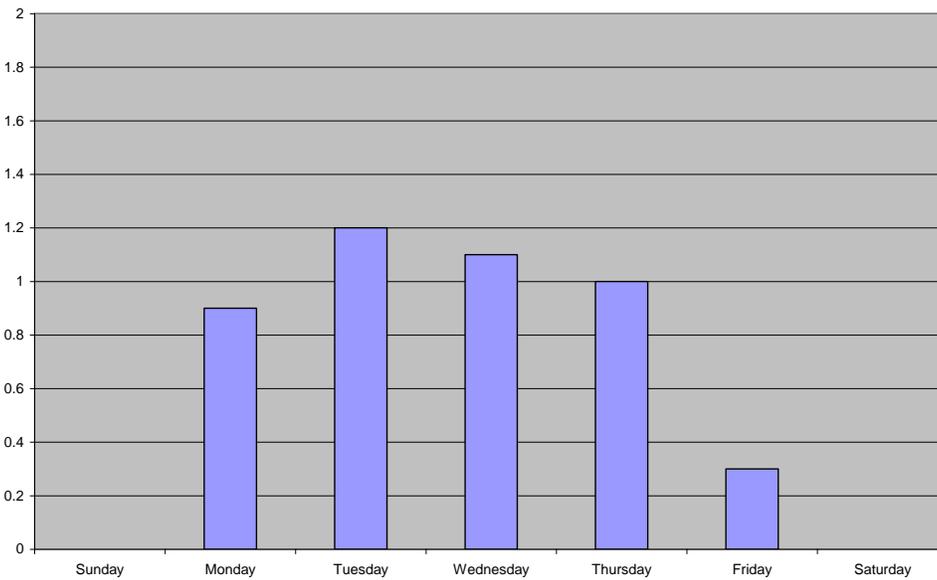
1. Clarify the philosophy of the reference services provided for various patron groups.
2. Automate the process of scheduling coverage for the Information Services/Reference Desk.
3. Reinstate in-service workshops.
4. Review the policies for virtual reference.
5. Conduct an inventory of the Reference Collection using handheld scanners.

# Statistics

**Information Services/Reference Desk Transactions by Academic Year**



**Average Number of VRL Sessions by Day of Week for Academic Year 2004/2005**



## **Assessment Projects**

*Develop systematic tools to consistently measure user satisfaction with reference services.*

Status: In progress.

*Regularly survey each of our user groups regarding the quality of our customer service.*

Tools: Library survey of graduate students in winter 2005.

Results: More than 80% of the respondents have received assistance at the main Information Services/Reference desk and 92% are impressed with the responsiveness of this staff, 94% with their courtesy, and 90% with their knowledge. In comments about their experiences with library staff, several respondents also single out the reference librarians for praise. When asked what types of instruction they find to be the most useful, the majority of the graduate students (56%) selected assistance from librarians at the reference desk. The survey also asked whether the number and hours of the service desks are adequate for graduate student needs, which was pertinent because we had been discussing whether to expand reference service to the third floor. 92% of the respondents feel that the library has enough service points and 89% are satisfied with the hours of service provided by the desks. This finding was also corroborated by the statistics gathered during roving reference service project.

## **Instruction Team**

### **Core Services**

- Provide direct instruction to students.
- Assist teaching faculty with library instruction.
- Create online instruction materials.
- Conduct library tours.

### **Goals and Objectives for 2004/2005**

1. Create and fill position of First Year Experience Librarian.
  - ✓ Status: Completed. Position filled starting with 2004/2005 academic year. The library's outreach to new students on campus has improved.
2. Promote the library's role in student learning outcomes by creating a new position to establish and run an Information Literacy Program.
  - Status: In progress. Position was approved with job search underway winter 2006.
3. Increase involvement in general education reform.
  - ✓ Status: Completed. Three librarians were elected to General Education Implementation Committees (Faculty and Staff Development, Writing Intensive, and Course Vetting).

### **Other Notable Activities/Accomplishments 2004/2005**

- Task Force was established to explore and develop instruction initiatives.

### **Significant trends, opportunities and challenges**

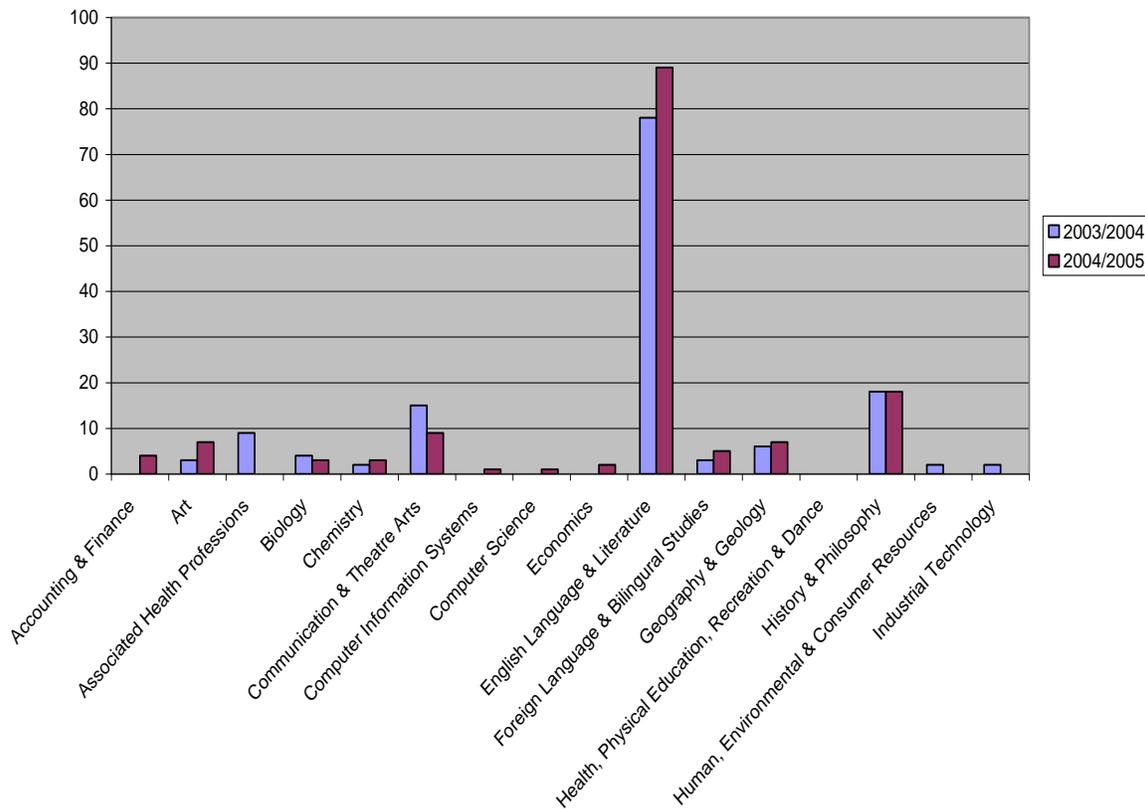
- Electronic resources are increasing and change frequently in scope and interface, necessitating continuous revision of instruction programs and outreach to library users to keep them informed.
- Many students beginning their studies at EMU are unequipped to use the Halle library, but with only 16 librarians providing instruction, it is impossible to meet the more extensive needs of these students.
- As more classes are offered online or at remote locations, it becomes more challenging to determine the needs of students we never have contact with.
- The Instruction Team is not a structured unit or department within the library. Rather, it is a very loose team of librarians who do some form of instruction. Even though there is a team leader, the position carries no authority and the librarians function independently. As a result, it has been difficult to set explicit instruction goals and objectives.

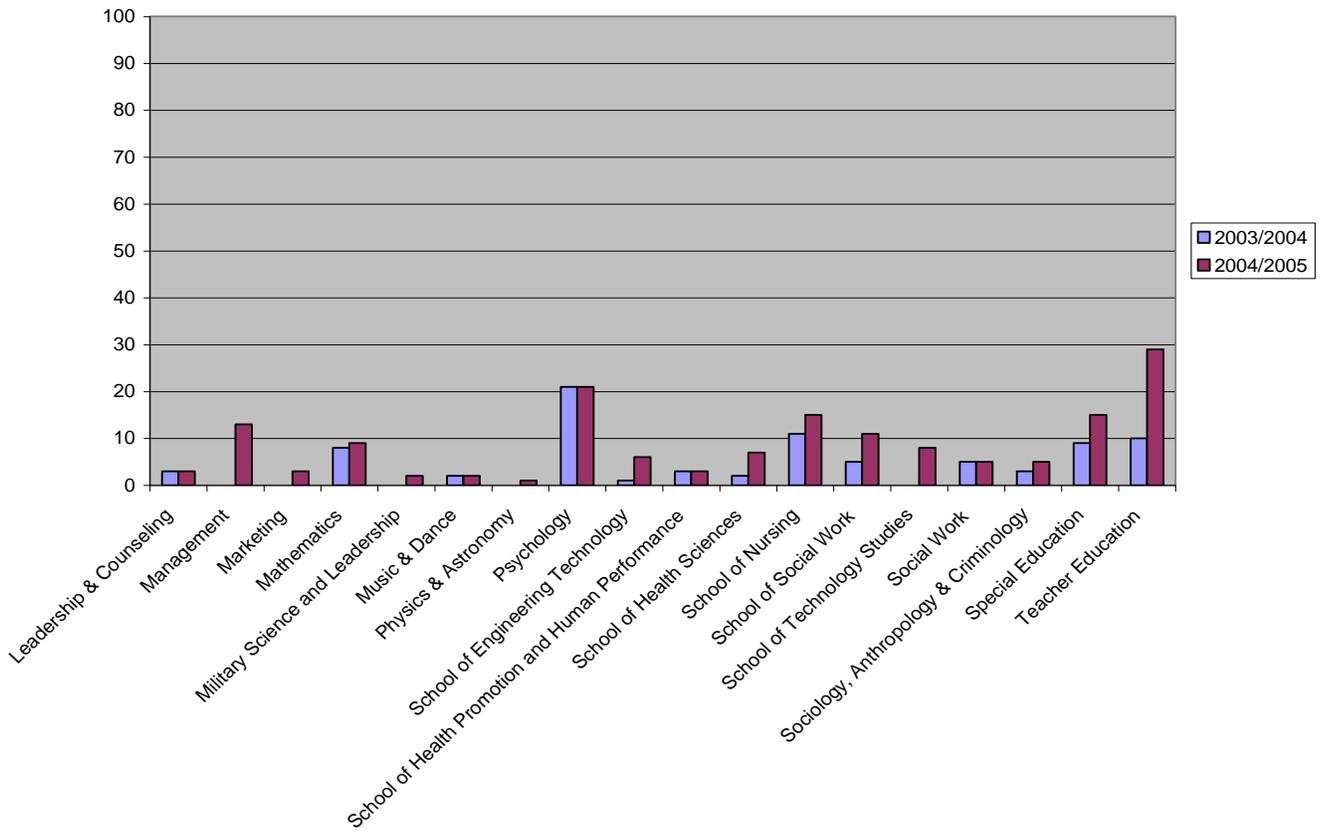
### Goals and Objectives for 2005/2006

1. Encourage more teaching faculty to give extra credit to their students for taking library tours.
2. Encourage more ENG121 faculty to utilize librarians in teaching the library component of that course.
3. Encourage more faculty teaching the high enrollment 200 level Children's Literature course to utilize instruction librarians in their classrooms. (These students need higher level research skills than they obtained in ENG121 to complete their assignments and as a result our reference librarians must provide a substantial amount of one-to-one assistance, which could be handled much more effectively and efficiently in a classroom setting).
4. Encourage faculty teaching the new writing intensive courses to incorporate a research instruction component into their syllabi.

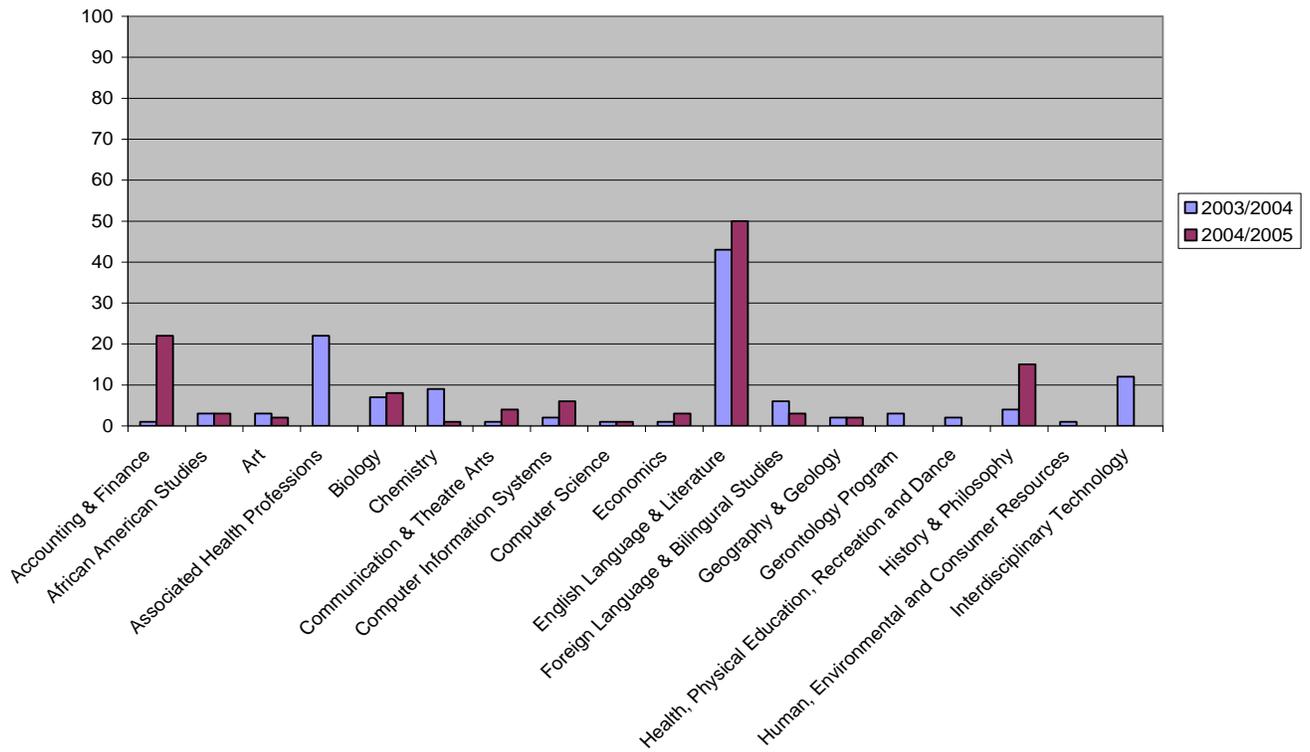
### Statistics

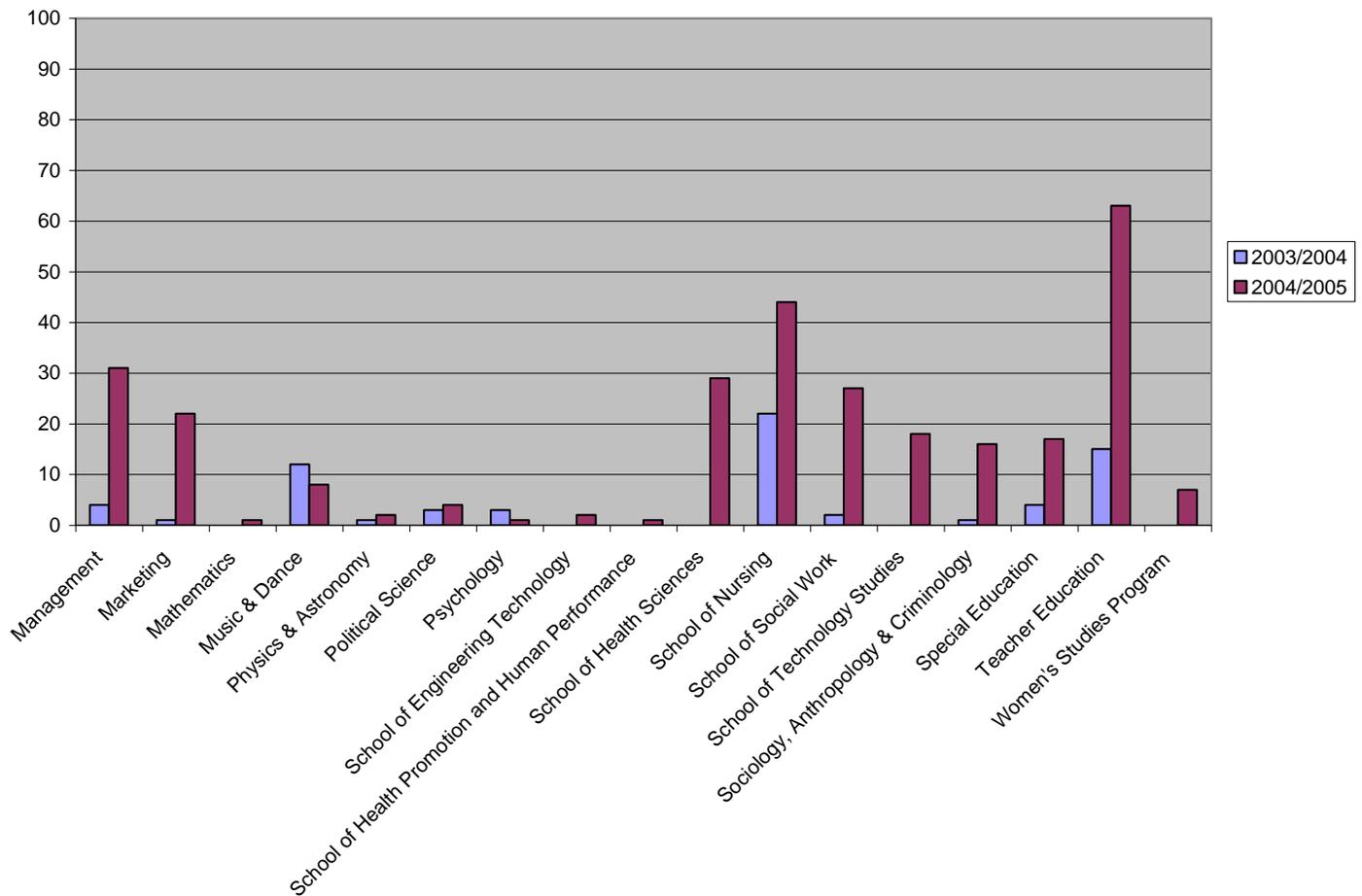
Group Instruction Sessions by Academic Department





**Individual Instruction Consultations by Academic Department**





## Assessment Projects

*Develop a process of peer review for librarians delivering instruction.*

*Measure and evaluate the impact of library instruction on student learning outcomes*

Tool: Analyze the quality of student research papers written before and after library instruction sessions. An AQIP Action Plan (see Appendix 11) was submitted in March 2005 proposing that the library work with a first-year writing program such as ENGL 121 and a writing intensive course in the major such as HIST 300. We would design and implement a continuous assessment model for library instruction that will eventually encompass all academic areas. The first-year writing program is a perfect platform for measuring learning outcomes of basic library information literacy instruction while the history course is an ideal starting point for improving discipline specific, focused library instruction.

Results: Although the library's AQIP Plan was not selected by the university, we will continue to develop such a project.

*Regularly survey each of our user groups regarding the quality of library instruction.*

Tool: Library survey of graduate students in winter 2005.

Results: 62% of the respondents report that they have attended at least one instruction session on how to use our resources and services. When asked what types of instruction they find to be the most useful, (Chart 3), 56% of the students selected assistance from librarians at the reference desk. Course-integrated instruction given by librarians during class time, remote access to a librarian, and online help/tutorials were each selected by approximately 40% of the respondents. Printed guides/information sheets are judged to be the least useful among the nine choices offered.

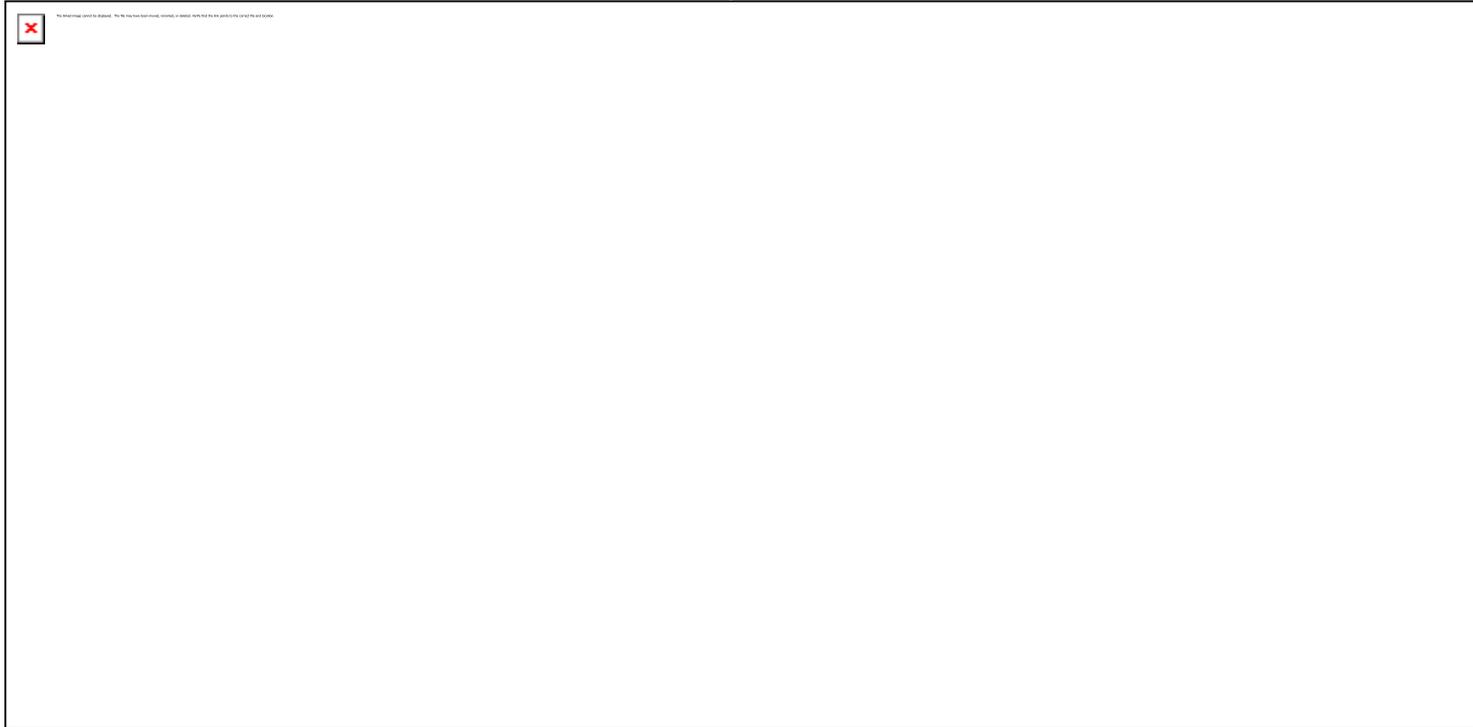
Tool: 2004 YFCY (Your First College Year) Survey conducted winter semester 2004.

Results: Compared with when they entered the University only 10.6% of EMU students believe that they developed “much stronger” library research skills during their freshman year. Although our rating is slightly better than the 8.5% average for other public universities, we definitely need to devote more staff and resources to instruction.

### Chart 3

Source: 2005 Graduate Student Survey

#### Usefulness of Instruction Methods According to Respondents Who Have (Yes) and Have Not (No) Attended Instruction Sessions on library Resources/Services



## **Media/Video Production**

### **Core Services**

- Work with faculty to produce instructional materials for courses and grant-related projects.
- Educate faculty, students and staff about video production and use on campus.
- Oversee the video studio.

### **Goals and Objectives for 2004/2005**

1. Develop instructional tools for the web that demonstrate information-gathering strategies to assist students and faculty in their use of library resources (**Action Plan E**).
  - ✓ Completed: Created three flash movies: "How to Locate Music Recordings," "How to Locate Videos and DVD's," and "Basic Article Search."
2. Promote better faculty use of technology in instruction (in conjunction with University Technology Advisory Committee).
  - ✓ Completed: Created informational video on "How Students Use Technology."
3. Produce more tutorials on how to use the online public catalog.
  - ✓ Completed: Created four flash movie: "Controlling Playback," "Basic Search," "Finding Shelved Items," and "Items in Storage."

### **Significant trends, opportunities and challenges**

- Increased use of Internet for distribution of video and audio media will require upgrading hardware and software.
- Increasing demands for information literacy materials and assistance on other projects may require additional staffing in the studio.

### **Goals and Objectives for 2005/2006**

1. Continue work on Information Literacy modules with special emphasis on creating a CD for distribution to students and faculty.
2. Create a library Orientation video.
3. Add additional material to the "How Students Use Technology" video.
4. Increase expertise in flash movie production and DVD authoring.
5. Increase publicity about video production services to the campus community.
6. Increase involvement in University and library fundraising campaigns.
7. Increase involvement in grant-related projects and faculty development efforts.

## **Distance Education**

### **Core Services**

- Provide reference service via telephone, email, chat (VRL).
- Provide information resources via fax, US mail, and UPS.
- Provide in-person instruction at the regional centers.
- Publish Distance Learning Newsletter.
- Maintain Distance Education Web Site.

### **Goals and Objectives for 2004/2005**

1. Maintain 24 hour turn-around for all email, fax and UPS delivery requests.
  - ✓ Status: Completed.
2. Increase online resources to facilitate student self-sufficiency.
  - ✓ Status: Completed. Six new online tutorials were authored.

### **Significant trends, opportunities and challenges**

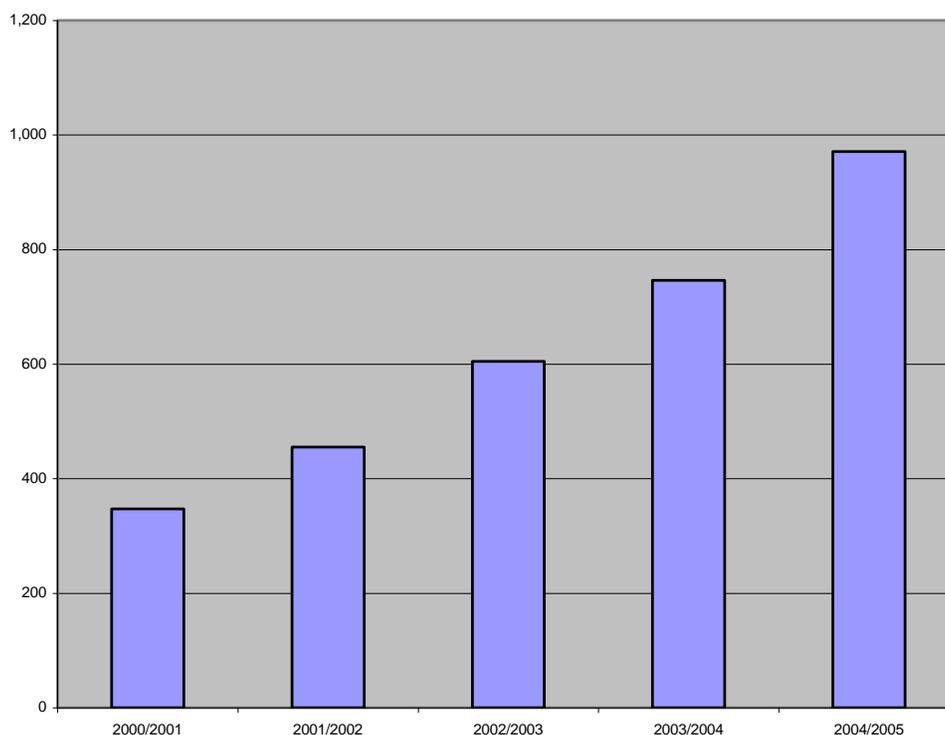
- The librarian is currently performing too many administrative tasks that could be performed by library assistants or students.
- Distance learners at the regional centers need more information services.

- Slow mail service continues to be a significant barrier in getting materials to faculty and students in a timely fashion.

## Goals and Objectives for 2005/2006

### Statistics

Requests for Library Materials by Distance Education Students



### Assessment Projects

*Regularly survey each of our user groups regarding the quality of distance education service.*

Tool: Survey for Distance Education Students (conducted annually since fall 2000 by DE librarian).

Results: Over 75% of the 40 students responding to the 2004/2005 survey have used the Distance Librarian's web site and find it useful. Many of the students indicated that they rely on the FAQ section of the web site to obtain information; as a result, that section receives continual updating. A new online tutorial "Developing a Search Strategy" was also created in 2005 as a result of survey feedback. Some of the positive comments about the library's distance education service were "the librarian always responds by the next business day," "I am impressed with how well communication is delivered to distance learning students," and "Writing the Research Paper' tutorial is excellent. I have been away from school for some time and needed a refresher course."

Tool: Library survey of graduate students in winter 2005.

Results: 10% of the respondents identified themselves as distance education students and the DE librarian was singled out by several of them for the quality of her service. There does appear to be some confusion among these students on whether to contact the interlibrary loan department or the distance education librarian to receive service.

## **Environment (Facilities, Equipment and Technology)**

The past few years have seen a dramatic transition in exactly what constitutes a library. We have evolved from being primarily a physical entity, which required our users to come to a building for their information needs, to a virtual entity offering many of our resources and services online, unrestricted by physical boundaries. Chart 4 shows the number of times the library's web site was accessed over a six month period; in terms of hits, our homepage is consistently in EMU's top ten list.

In spite of this sea change, the library is one of the most highly trafficked buildings on campus, typically receiving about 5000 visitors a day during the fall and winter semesters (Chart 5). The 218,000 square foot building offers 2,250 seats for patrons, over 500 computers in labs and public areas, 1,500 network ports, and wireless access.

The Information Commons Lab, coupled with the library's public computers on the 2<sup>nd</sup> and 3<sup>rd</sup> floors, provides dedicated access to the online catalog and approximately 180 electronic indexes and databases. Student assistants, supervised by a Graduate Assistant, staff the Lab for 106 hours per week with double coverage for 24 of the 106 hours. The lab assistants respond to over 1000 computer-related questions and requests for help every month.

In 2004, door assist buttons were installed on the 2<sup>nd</sup> and 3<sup>rd</sup> floors for patrons who use wheelchairs. In response to suggestions from the library's participation in the national LibQUAL survey, more visible and uniform signage was placed throughout the library. Thanks to a one-time strategic funding grant of \$20,000 awarded to the library, a Faculty Publication Alcove was established during 2004/2005 to showcase EMU faculty publications.

We continually seek to enhance the use of the building's physical space and to promote the library as the university's intellectual and social commons. In this respect, we are cognizant of the need to provide an environment conducive to study and research. During 2004/2005, we received 12 Suggestion Box complaints about noise levels in the building; we do have a cell phone use policy and have added two quiet study areas. In response to concerns about the problems caused by unsupervised children in the library, we also formulated a policy to deal with this issue (see Appendix 12).

88% of Eastern's freshmen responding to the 2004 YFCY Survey report being either satisfied or very satisfied with library facilities and services. This rating was nearly 10% higher than the ratings received by other public university libraries.

### **Chart 4**

Library Web Site (www.emich.edu/halle) Statistics for 2004/2005

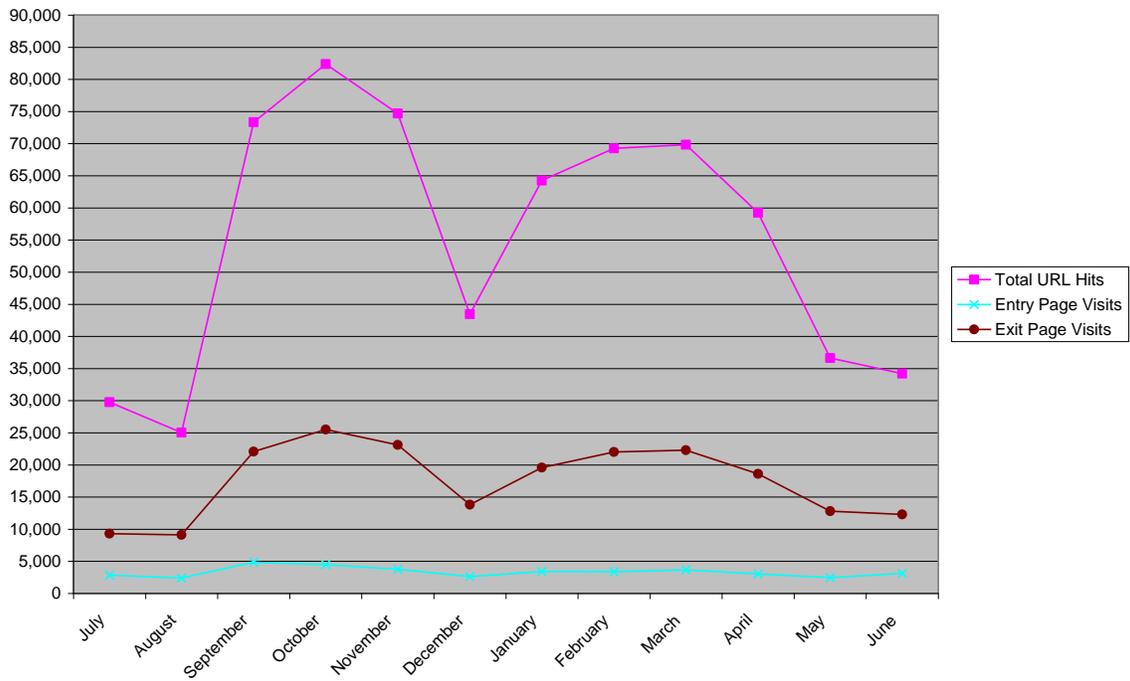
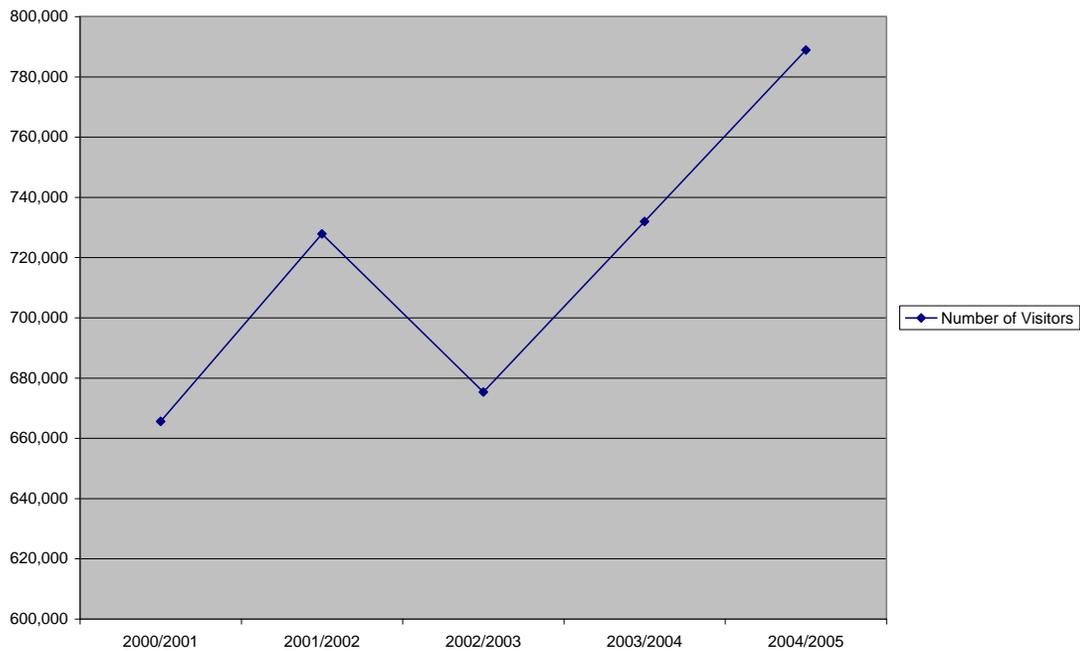


Chart 5

Halle Library Gate Count



Selected Events and Activities 2004/2005

First Week Music Fest, held during the first week of the fall and winter terms, featured live music by EMU faculty and students in the library lobby.

For International Week, November 15-19, 2004, the library had two displays and also offered visitors the opportunity to have their names written in Arabic (which was very popular).

The library hosted a reception for tenured and promoted faculty on November 18, 2004.

For Martin Luther King Day on January 11, 2005, the library had displays in the lobby and a drop-in video viewing area in the Welcome Center.

The library hosted the Michigan Academy Annual Conference on March 4-5, 2005.

The library hosted a Friends of EMU library reception to celebrate Professor Alethea Helbig's generous book donations to the library on April 10, 2005.

The library hosted the Academic Program Review Roundtables which were held from April through July 2005.

## **Services in Support of Facilities, Equipment and Technology**

### **Client Services**

#### **Core Services**

- Handle student billing and fines collection.
- Manage photocopy and related services.
- Oversee student employment and orientation.
- Perform room scheduling and other building services.

#### **Goals and Objectives for 2004/2005**

1. Organize paper billing records for the previous four years. (Patron history was erased from our ILS system to protect patron privacy necessitating the use of paper records to track old fines and fees).  
✓ Status: Completed.
2. Introduce credit card payment services.  
✓ Status: Completed (averaged 15-20 transactions per week during 2004/2005).
3. Streamline procedures for thesis drop off/pick up.  
✓ Status: Completed.
4. Streamline procedures for reserving faculty study rooms.  
✓ Status: Completed.

#### **Other Notable Activities/Accomplishments 2004/2005**

- Faculty and staff were trained on how to use the new web-based audio/visual equipment request form.
- A dime counter/roller was installed which frees up three hours of staff time per week.
- New procedures were implemented in conjunction with Media Services for handling copy machine problems and maintenance.
- Business and Finance has agreed that any revenue collected from library fines in excess of \$40,000 will be returned to the library. In the past, all this money went into the University's General Fund.

#### **Significant trends, opportunities and challenges**

- As building usage has increased (up 10% for 2004/2005), security issues need more attention.
- Staff have had to absorb Information Services responsibilities because of staff reductions.

#### **Goals and Objectives for 2005/2006**

1. Bridge communication difficulties arising from staff working different shifts.

2. Maximize the number of rooms reserved (with at least 9 of 13 rooms booked part of the day at peak times).
3. Process billing for lost and overdue books within two days of receiving the information from Materials Access.
4. Keep display areas filled.
5. Work with Materials Access to streamline building opening and closing procedures.
6. Cross-train Client Services and Materials Access staff in elementary office procedures.

### **Assessment Projects**

*Regularly survey each of our user groups regarding the quality of Client Services' operations.*

Tool: Library survey of graduate students in winter 2005.

Results: 75% of the respondents have had interactions with Client Services; 83% of them were very satisfied or satisfied with staff responsiveness and courtesy and 81% with the knowledge displayed by staff. This was a substantial improvement over the 2003 LibQUAL ratings. Questions were also asked about specific facility and equipment matters that are managed by Client Services. Graduate students report the most satisfaction with building signage, lighting, and temperature and air quality, while public photocopiers are considered less than satisfactory by 26% of the respondents.

Tool: Suggestion box comments.

Results: In response to complaints from students, Client Services has reduced the number of announcements made about closing times.

## **Task Force on Group Study Rooms (Action Plan F)**

Goal: Maximize the number of study rooms available to our students within the building in a cost effective manner.

✓ Status: Completed

Results:

1. University Archives vacated 307C and the room reverted to a GSR.
2. Copy Stand Service relocated, vacating room 215 which was converted to a GSR.
3. Furniture stored for catering was removed from 312G and the room was converted to a GSR.
4. Holman Learning Center agreed to use G09 for meetings instead of 205A, which was returned to service as a GSR.
5. A temporary divider was installed in 208A, creating two group study areas.
6. Two study rooms were redesigned to each accommodate six individual quiet study spaces.

## **Media Services**

### **Core Services**

- Repair audiovisual equipment in the library and other campus departments.
- Distribute audiovisual equipment and media throughout campus.
- Maintain the ARC and copy machines.
- Digitize audiovisual resources.
- Handle some building and equipment requests and problems.

### **Goals and Objectives for 2004/2005**

1. Conduct inventory of audiovisual equipment in the library and in campus departments.  
✓ Status: Completed. There are approximately 200 items in the library and 500 in other campus buildings. 60 pieces of old and unused equipment were surplus.
2. Work with campus departments on their audiovisual equipment upgrades.  
✓ Status: Completed.
3. Perform onsite maintenance of ARC cranes in cooperation with vendor HK Systems.  
✓ Status: Completed (500 hour maintenance project).
4. Receive training on the ARC controller software.  
✓ Status: Completed (including a mock setup of the ARC crane controller).
5. Develop an online form for faculty and staff to use when ordering audiovisual equipment.  
✓ Status: Completed. Usage and borrowing data for equipment and videos can now be tracked more quickly and effectively. By not having to print the multi-part paper forms, the library is also saving \$250 a year.
6. Consolidate non-library materials in the ARC to provide better inventory management of storage bin use and availability.
  - Status: In progress.

### **Significant trends, opportunities and challenges**

- The ARC system needs upgrading at a projected cost of \$250,000 for the software and \$1,450,000 for the installation of two new cranes.
- The shift from paper-based information to electronic information is reducing the need for self-serve copy machines. This is causing a revenue loss to the library's operations because there is less photocopying and increasing costs for printer maintenance, paper and toner. During 2004/2005, the seven public computers used approximately 40,000 sheets of paper and four toner cartridges per week, costing the university over \$10,000 a year to support unlimited free printing. A pay-for-print model, with built-in consideration for a limited amount of free printing, would alleviate waste and trivial printing and reduce the repair and maintenance costs associated with this overburdened equipment.
- With more distance learning classes offered, the library needs to explore various web-conferencing options so instructors and students can interact from non-traditional locations.

- There will be increased pressure to deliver digital media on demand to our users regardless of their location. This will require upgrading the infrastructure to make it H323 compliant, achieving maximum network speed (1000 mps), and purchasing specialized workstations (approximately \$5000 each).

### **Goals and Objectives for 2005/2006**

1. Develop an online request form for audiovisual equipment repair.
2. Acquire larger and better storage units for on-site digital media.
3. Complete the consolidation of materials in the ARC to provide better inventory management.

### **Statistics**

#### Repair Services

- 1,000 pieces of audiovisual equipment repaired.

#### Support Services

- 100 events at the Convocation Center, Pease Auditorium and University House supported.
- 16 copy machines (producing about 450,000 copies annually) maintained.
- 50 sets of language CDs produced.
- ARC system (making approximately 960 cycles and 1000 picks a week) managed.

#### Distribution Services

- 3000 pieces of audiovisual equipment delivered to other departments on campus.

### **Assessment Projects**

*Following the consolidation of materials in the ARC, review its performance for improvements in equipment utilization and materials storage.*

*Monitor the delivery and repair of audiovisual equipment for potential changes due to the installation of the new media carts in teaching classrooms around campus. Revise services levels as needed.*

### **Network Services**

#### Core Services

- Support and maintain the library's computer network and servers, electronic classrooms, and public and staff computers.
- Support the library's web environment by creating and managing local databases to facilitate internal communication and data collection and dissemination.

### **Goals and Objectives for 2004/2005**

1. Install Microsoft Office Suite on all Information Commons' computers.
  - ✓ Status: Completed. An immediate increase in usage was noticed for the 32 computers available on the 2nd and 3<sup>rd</sup> floors.
2. Develop a new inspection and reporting system to handle the high failure rates of Information Commons' computers and printers.
  - ✓ Status: Completed. The new process has greatly increased the number of computers available to clients and has improved communications among consulting, maintenance, and administrative staff.
3. Develop an online form for faculty and staff to use when ordering audiovisual equipment (in conjunction with Media Services).
  - ✓ Completed.
4. Develop an Intranet for the library in conjunction with the Digital Library/Information Systems Librarian. (**Action Plan A**).

- ✓ Status: In progress. Drupal, an open-source solution content management system (CMS), was selected as the engine for the Intranet.

### **Other Notable Activities/Accomplishments 2004/2005**

- 15 Sony Vaio computers were removed from the Information Commons' clusters and replaced with trickle down Compaq computers.
- 25 new computers were installed in room 110 (requests for this room now usually exceed its availability).
- The Journals Usage Database was created.

### **Significant trends, opportunities and challenges**

- Computers in many parts of the library are past their serviceable lifetime. Because of the older operating systems, problems with security and login are an increasing concern. Teaching labs regularly receive negative comments from faculty about computer failures and the inability to run newer versions of common software. Replacement equipment is badly needed; 116 lab computers are more than 6 years old and 24 are over 4 years old.
- Costs associated with printing are rapidly increasing with the move to electronic resources. Including printers in the University's refresh cycle should be considered.
- Some of the library's older servers will need to be replaced in the near future.

### **Goals and Objectives for 2005/2006**

1. Streamline the process and improve the response time for reporting and resolving computer problems.
2. Set up replacement computers in the labs and Information Commons.
3. Set up refresh computers for faculty and staff.
4. Develop the library's Intranet

### **Assessment Projects**

*Regularly survey each of our user groups regarding the quality of Network Services operations.*

Tool: Library survey of graduate students in winter 2005.

Results: Approximately 80% of the respondents use the computer workstations in the library and 70% use the printers; nearly one-third of these students are dissatisfied or very dissatisfied with this equipment. We also received 34 Suggestion Box complaints during 2004/2005 about our computers and printers. Replacing outdated equipment is a top priority, but funding has been a consistent problem. We are currently developing a plan to purchase new computers for the 2005/2006 fiscal year.

### **Information Technology Committee**

#### **Goals and Objectives 2004/2005**

1. Increase disk space on the Electronic Reserves server to enable faculty to place more materials on reserve.
  - ✓ Status: Completed.
2. Establish procedures to provide access to library databases for students who are continuing with studies at EMU but who are not officially registered for classes.
  - ✓ Status: Completed.
3. Implement meta-searching (MetaLib) across the library's databases (**Action Plan C**).
  - Status: In progress.

### **Voyager Management Committee**

#### **Goals and Objectives for 2004/2005**

1. Institute project to remove Social Security Numbers from ILS (Voyager) database to improve patron security
  - Status: In progress. Materials Access staff removed more than 125,000 SSNs.
2. Implement process to purge patron history information from Voyager database to protect patron privacy
  - ✓ Status: Completed.
3. Improve process to provide up-to-the-minute data recovery for Voyager database.

- ✓ Status: Completed.
- 4. Upgrade Voyager database.
  - ✓ Status: Completed (December 2004). System enhancements included improvements to the circulation module and to patron security.
- 5. Develop basic and consistent Voyager training for library staff (**Action Plan B**)
  - Status: On hold until Systems Librarian hired starting fall 2005.

## **Library Assessment**

### **Core Services**

1. Coordinate the library's assessment and evaluation activities.
2. Identify areas, functions and tasks within the library where performance and service could be enhanced with management information data.
3. Produce special analyses as required for accreditation, maintenance of ARL membership, peer studies, etc.
4. Monitor and update the data gathering, statistics profile, and assessment measures used by the library.
5. Produce statistical reports and data analyses for all library units.
6. Upon request from internal or external sources, compile and submit routine library measures according to established standards.
7. Assist library committees with their analyses and evaluations of library services and collections.
8. Provide library administration with data for decision making by conducting and analyzing surveys and focus groups.

### **Goals and Objectives for 2004/2005**

1. Coordinate library Program Review process and write the narrative report.
  - ✓ Status: Completed.
2. Develop annual report templates for library units:
  - Status: In progress.
3. Conduct data census:
  - Status: In progress
4. Collect and analyze 2003/2004 usage statistics for paper and electronic journals
  - ✓ Status: Completed (see section on Assessment of Information Resources for more information).
5. Design and conduct Graduate Student Survey.
  - ✓ Status: Completed. Designed a survey about library collections and services for graduate students and it was conducted online during March and April 2005. An article detailing the results was distributed to various university administrators and teaching faculty and is also available online.
6. Collect and analyze 2000-2004 monograph usage statistics
  - ✓ Status: Completed (see section on Assessment of Information Resources for more information).

### **Other Notable Activities/Accomplishments 2004/2005**

- A variety of Access queries and reports (that featured scannable barcodes) were designed to support inventories of the library's 3<sup>rd</sup> floor circulating book collection, the 1<sup>st</sup> floor reference collection, and the 2<sup>nd</sup> floor children's literature collection
- Two AQIP Action Plan Proposals, written in collaboration with the University Librarian, were submitted to Academic Affairs
- To assist librarians in assigning desk coverage, detailed graphs were designed showing the types and numbers of questions asked at the main information services desk during fall 2004 and winter 2005.

### **Goals and Objectives for 2005/2006**

1. Refine annual report templates for library units.
2. Continue data census project.

3. Collect and analyze 2004/2005 usage statistics for paper and electronic journals.
4. Design and conduct Faculty Survey.
5. Collect and analyze 2005 monograph usage statistics.

## Appendix 1

Division of Academic Affairs  
Administrative Unit/College

November 18, 2004  
Date

Digital Images Collections for Instructions  
Title of Initiative

\_\_\_\_\_  
Priority Rank

\_\_\_\_\_  
Signature of Vice President

## PROPOSED STRATEGIC INITIATIVE

### 1. Description of Strategic Initiative

The Digital Images Collections for Instruction initiative outlined in this proposal involves the collaboration of Art and Biology Department, University Library, Archives, Art and Marketing to install a Digital Images Collections Management System. Commercial software purchased from Luna Insight will be installed on an existing Sun servers. Art history images and slides from Biology Department and a subscription to the ArtStor Image Collection will be provided through the Luna Insight Client interfaces for use in the classroom and remotely via the Internet. Later phases of the project will involve digitization of local image collections in libraries, University Archives and the current photographic images from the University Marketing.

### 2. Strategic University Direction(s) Supported by Proposed Initiative

The initiative supports Strategic University Directions 1, 2, 3, 4, 5, 6.

### 3. Divisional Goal(s) Supported by Initiative

The initiative supports Academic affairs Divisional Goal 1, 2, 4b, 4f, 5, 6, 7.

### 4. Other Supporting Information

To date digital initiatives from the Library has primarily focused on the delivery of digital journals, databases and the services required to locate, manage, and deliver this content to students and faculty on or off campus, and increasingly to locations within and outside of the United States. However many valuable resources within the Library, Archives and academic departments remain unavailable to remote users.

Within the library, and in many academic departments are valuable resources in print, photographic slides, and other formats that cannot be accessed from computer networks and may become obsolete due to deterioration of original copies. One example is the decline of 35mm photography in favor of digital photography and video technologies.

With funding from the strategic plan, the library hope to add **Digital Collection Management Services** to support the ongoing development of the digital library and to provide tools and resources in support of online and traditional education with initial focus in Art and Biology Departments.

Luna Insight is used by many universities and major art museums for the management, delivery, and presentation of image databases. Yale and Brown Universities, the National Gallery of Art, the Museum of Modern Art has selected Luna for the delivery of their collections. Luna Insight will be supported by the ARTstor project, a major emerging art image initiative of the Andrew Mellon Foundation. This will allow subscription to image content through the Luna interface, similar to our current subscription to JSTOR journal content.

Storage and retrieval of images through a web interface, or a more powerful Java client that allows faculty to organize collections of images that may be annotated, linked with other resources and presented to students on campus or remotely. Both clients are platform independent which is critical since most Art and Design departments use Macintosh computers.

Luna also supports exporting collections or groups of images to PowerPoint or to HTML web pages. This permits faculty to bundle images along with descriptive information for use at conferences, remote sites lacking Internet access, linking to WebCT, Online CSU courses, or to distribute on CD-ROM to students. Images may be exported in a range of resolutions in order to balance image quality versus speed of delivery.

The installation of a centralized Images Collection management system maximizes efficiencies and minimizes duplication of efforts and resources in the following ways:

**Hardware:** It provides one high-performance, server platform for hosting digital collections, and reduces the overall cost of the project.

**Commercial Digital Collections:** The purchase of high-quality digital collections from Saskia to support the two Art History textbooks provides an immediate resource for use within the Art and Design curricula. These collections are licensed for a one-time purchase fee with no annual maintenance after the initial cost. Copyright is granted, eliminating any liabilities associated with use of these image collections. No staff time or digital scanning equipment is required to build these collections. All installation and configuration, including the loading of descriptive metadata for each image is included in the Luna Apex license. The 4,000 plus Saskia images provides for ready-to-use content that would be costly to digitize from local slide collections, and even more problematic to obtain copyright clearance.

**Training:** Use of the Luna software involves training in two main areas.

1. Collection building. Building Luna collections for local projects requires loading images and (optionally) metadata after the scanning or purchase of image content. This training is provided for within the Luna Apex license.
2. Faculty Training. The Saskia & ArtStor images provide a central collection that may be shared by the Art and other design related programs. Collaboration among faculty will result in increased information transfer. Projects created from the Luna image collections (Web sites, PowerPoint presentations, Annotated multimedia image sets) may be shared between departments and campuses.

## **A Shared Digital Library.**

Additional synergies involve access to a growing digital image library, accessed through a common interface. A common directory of all available collections will be available to users from various academic department. Additionally, collections do not have to be built locally. The Luna collection directory will list locally built collections (residing on the local Luna servers), collections built by international universities and art museums, and commercial collections such as the ArtStor Image Database. This provides immediate access to a rapidly growing digital library of public-domain resources at no cost to the universities, while preserving a common interface.

## **5. Strategies for Pursuing Initiative**

The strategic plan involves the cooperation of Art, Biology, the Library, Archives, University Marketing and ICT. Community initiatives such as tie-ins with local art museums are anticipated

The initial project will be divided into three areas:

- A. Application software from Luna Insight will be purchased and installed on an existing Sun servers in the Library. This will includes funding for software with training and installation services provided by Luna for the application software and the migration of existing image collections in Art and/or Biology department.
- B. As part of the strategic initiatives, image databases licensed with full copyright clearance would be licensed from ArtStor. We also have the option to purchase images from Saskia's image collections, selected by Art History faculty from the chosen textbooks used by the faculty.
- C. Additional local images collections from Biology, University Archives and Marketing can be identified, digitized and added to the system to support a wider range of programs. Other applications include the digitization and preservation of student art projects. Students may also use Luna collections as digital portfolios.

## **5. Outcome Measures**

- Art Faculty support the project, and has selected the digital image collections that correspond to their course and textbook requirements.
- Installation and configuration of the application software under the Luna Apex license ensures a stable, proven platform to build and deliver digital collections, and contracting with Luna to build the local Saskia image collections and a subscription to ArtStor guarantees that content will be available for use in the classroom.
- Detail usage report from Luna software will give us the ability to measure and analyze usage patterns of the collections.

## **6. Projected Semester Credit Hour Production**

The initiatives will provide better curriculum support on and off campus, encourage students to take a greater course load, and attract more students to choose EMU's courses.

## RESOURCES

7. Projected Expenditures to Support Initiative  
 Year one: \$93,000  
 Year two: \$26,500  
 Year three: \$26,500
  
8. Expected Income to Support Initiative  
 None.
  
9. Alternative Sources of Income if New Funds are Not Available  
 None.
  
10. Additional Space Needed to Support Initiative  
 None.

## IMPACT IF NOT IMPLEMENTED

### 11. Effect on University and Administrative Unit/College if Initiative is Not Pursued

### Summary of Resources

(in today's dollars for all years)

#### EXPENSES

	Year 1	Year 2	Year 3
ArtStor one-time Archive Capital Fee	\$17,000		
ArtStor Images Collection Subscription	\$8,500	\$8,500	\$8,500
Luna Apex Package - Software	\$45,000		
Luna Annual Maintenance (2 yrs)		\$18,000	\$18,000
Migrate existing Art or Biology images to Luna	\$20,000		
Faculty training and conference	\$3,000		
Saskia Art History Images ( <b>optional</b> )	<b>\$20,000</b>	<b>\$20,000</b>	
Total:	\$93,000	\$26,500	\$26,500

## SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	\$93,000	\$26,500	\$26,500
Reallocation from Within the Administrative Unit			
Grants/Contracts			
Fundraising			
Total Funds from All Sources	\$93,000	\$26,500	\$26,500

Division of Academic Affairs  
Administrative Unit/College

November 22, 2004  
Date

Strengthen Library Collection to support Technology Ph.D. program  
Title of Initiative

\_\_\_\_\_  
Priority Rank

\_\_\_\_\_  
Signature of Vice President

## **PROPOSED STRATEGIC INITIATIVE**

### **1. Description of Strategic Initiative**

A good library is essential in supporting the university's strategic goal to be recognized for its strong undergraduate program and research opportunities. It is also essential for the recruitment of excellent faculty, retention of students, and improvement of institutional effectiveness. The university has continued to add new courses, undergraduate, masters and doctoral programs without adjusting library's collection budget to reflect the needs for collection support. While we can stretch and modify library's collection budget to find ways to support new undergraduate courses and programs, it is next to impossible to provide adequate collection support for new graduate programs, doctoral programs in particular, without additional funding.

With the implementation of Ph.D. program in Technology, additional collection budget to add subject or discipline specific databases, journals, and books is necessary for the Library to meet the needs of the high level of research required of these students and faculty.

### **2. Strategic University Direction(s) Supported by Proposed Initiative**

The initiative supports Strategic University Directions 1, 2, 3, 4, 5, 6.

### **3. Divisional Goal(s) Supported by Initiative**

The initiative supports Academic affairs Divisional Goal 1, 2, 4b, 4f, 5, 6, 7.

### **4. Other Supporting Information**

The Library's ability to add the necessary sources to the collection is hampered by following:

#### **a. Inadequate library collection budget**

Library collections budget for the year 2002/2003 was \$2.203 million, compared with \$3.298 million, the average collection budget of our 19 peer institutions;. The collection

budget is used for the purchase of books, periodicals, indexes and databases. This is especially important when new programs are added in the university.

**b. The impact of database pricing based on number of FTE students count or concurrent users licenses.**

Many publishers base their pricing for online publications on FTE student count. An institution with a large FTE therefore has to pay more to access those databases. However, some publishers are basing their prices on number of concurrent users or expected users. For example, the Compendex database is \$17,500 for up to 500 users, \$34,100 for up to 2000 users. (See database chart on page 4). With higher FTE student count or more users need to search these databases, the cost will rise.

**c. Impact of an ever-expanding universe of newly developed resources.**

Our buying power has been impacted not only by inflation, but also by expansion of the universe of published print and electronic materials we need to acquire. We are now spending nearly 20% of the annual library materials budget on electronic resources that barely existed until the 1990s. Examples that we now need to acquire because of new programs are the INSPEC database, \$18, 135 (unlimited user count per year), as well as the Compendex database mentioned above.

**D. Impact of the number of new courses and programs added to the curriculum and new PhD programs**

During the last couple of years, EMU has added hundreds of new courses and many new programs without adding collection support. We sampled bibliographies recently submitted to the library for support of new courses. For eight new graduate courses, the library owned 55% of books and 53% of journal titles. For seven new undergraduate courses, the library owned 54% of books and 79% of journal titles. On average, the library needed to spend additional \$2,600/per course to acquire books for a new course.

The cost of adding periodicals can be substantial: the average price of a U.S. journal is now \$282, and of course this is an ongoing commitment. The cumulative effect of adding new courses without additional library funding has substantially reduced the library's ability to support the curriculum.

Collection support for a new PhD program does not end after a few start-up years. The Education doctoral program had a provision to add \$20,000/per year to the library collection budget for 5 years. However, these are NOT base budget increase and library's commitments to periodicals, databases, books and other resources to support Education doctoral program continue.

In the final program proposal, there was a five year base budget increase of \$20,000/year for library collection to support the new Clinical Psychology PhD program. However, we don't have proof that the \$20,000 annual increase to support Clinical Psychology PhD program was implemented as designed, ie. added to the base budget. We had added \$4,649 for new journals, and \$14,500 for the PsycARTICLES database, with very little ability to purchase additional monographs at the moment. Journal and databases will need continuous support and will be subject to annual increases attributed to inflation or to enhanced content. If indeed the \$20,000 is not added to base budget, we may have no choice but to cancel the subscription to some psychology journals and PsycArticles.

There is no long term provision to ensure both the initial and ongoing collection support for the new Ph.D. in Technology Program is supported. Based on our analysis and consultation with the director of Technology Ph.D. program, we estimate that, the Library will need at least \$25,000 annual base budget increase over five years as well as an additional \$20,000 one time support for books in order to support this program.

## 12. Strategies for Pursuing Initiative

- Continue to participate in nation wide library survey to benchmark and measure EMU's library services and collections usages.
- We have initiated systematic and ongoing discussions with individual academic departments to review current monograph collections and our subscriptions to journals, indexes, and databases in their respective disciplines. Working together, we will establish and continue to monitor library core collection and the usage to reflect the changing needs of the departments.
- We will continue to actively build library consortium alliances to negotiate for the lowest possible prices for our collections.
- We will actively work with academic departments to ensure that proper library collection support is taken into consideration when budgets are established for new courses and programs.
- We will maintain an infrastructure to systematically collect usage statistics. With good usage statistics, we will work with academic departments to continuously modify our collection to reflect the need as well as the real usage pattern of library resources.
- We will continue to maintain a journal usage database to track both print and electronic journal usage. This kind of data will help us determine if we should adjust our pace of format conversion from print to electronic resources. We will also be able to calculate whether the use of a journal justifies the cost of subscription and long-term binding and storage costs, or if we simply need to request the occasional article.
- We will continue to maintain statistics databases to help us identify the total number of recent monographs purchased, total number of items checked out in each subject area, and the number of items that have never been circulated for each subject area. This data will enable us to make informed decisions on reallocating our collection budget, and to confirm which subject areas are of greatest interest to our users.
- We will conduct on-going user surveys to measure the change in library collections usage.

## 13. Outcome Measures

**To ensure that the library collections reflect the needs and usage patterns of our users, we will systematically collect and analyze usage statistics. We will also conduct systematic user surveys to establish whether library collections meet the needs of our users.**

## 14. Projected Semester Credit Hour Production

The initiatives will provide better curriculum support, encourage students to take a greater course load, and attract more students to choose EMU's courses.

## **RESOURCES**

### **15. Projected Expenditures to Support Initiative**

Year One: \$45,000  
Year Two: \$25,000  
Year Three: \$25,000  
Year Four: \$25,000  
Year Five: \$25,000

### **16. Expected Income to Support Initiative**

Addition to General Fund base.

### **17. Alternative Sources of Income if New Funds are Not Available**

The libraries of several of our peer institutions have been receiving funding from sources beyond the regular general fund allocation. Here are some examples:

- The library of Southwest Texas State University is currently receiving \$145,000 per year for five years “from a non-library account to enhance new PhD programs and one BA program.”
- The library of the University of Nevada at Las Vegas receives “\$200,000 each year from endowments and \$200,000 from the Library’s share of University research overhead funds” for library materials in addition to their state appropriation of \$3.3 million for materials.
- The University of North Texas and others assesses each student a library fee, with the revenues being made available to the university library.
- Cal State University - Sacramento receives \$120,000 from State’s lottery revenue. There are a number of electronic databases that are paid for centrally on behalf of all the CSU campuses Libraries by the CSU Chancellor's Office.

### **18. Additional Space Needed to Support Initiative**

None.

## **IMPACT IF NOT IMPLEMENTED**

### **19. Effect on University and Administrative Unit/College if Initiative is Not Pursued**

Without additional collection budget increase, the Library simply won't be able to support the curriculum of Technology Ph. D. program.

**Summary of Resources**  
(in today's dollars for all years)

**EXPENSES**

	Year 1	Year 2	Year 3
Library Collections base budget increase for 5 years	\$25,000	\$25,000	\$25,000
One time collection budget increase	\$20,000		
Total Costs	\$45,000	\$25,000	\$25,000

**SOURCES OF FUNDING FOR THE INITIATIVE**

	Year 1	Year 2	Year 3
University	\$45,000	\$25,000	\$25,000
Reallocation from Within the Administrative Unit			
Grants/Contracts			
Fundraising			
Total Funds from All Sources	\$45,000	\$25,000	\$25,000

## Appendix 2

### Collection Development Policy Essentials

#### *Introduction*

The mission of the library's collection development program is to provide the resources necessary to meet the curricular needs of the educational programs offered by Eastern Michigan University and the informational needs of the University's students, faculty, and staff. Materials in all formats are selected and acquired in consultation with the teaching faculty. The collection development program is supplemented by gaining access to materials owned by other libraries through interlibrary loan.

The first priority for collection development is the acquisition of materials that support Eastern Michigan University's curriculum, particularly undergraduate programs and high-enrollment graduate programs. The second priority is the acquisition of finding tools such as indexes and abstracts, preferably in electronic format, which point the researcher to texts owned or subscribed by the library already, or may be borrowed from other libraries.

The library adheres to the American Library Association's policy statement on intellectual freedom, the library Bill of Rights. It defends the library's right to shelve and circulate materials representing all points of view to all people regardless of race, religion, age, national origin, or social and political views.

The library also supports the assertion that intellectual property and copyright arrangements must protect the public's right to fair use along with the creator's right to fair compensation.

#### *II. Funding*

Target expenditures for the total acquisitions budget are developed by the library to ensure balanced growth of the collections. In providing for collection growth, the inflation rates of book and periodical prices are reflected in the allocations. Every consideration will be taken to ensure equity in the expenditure of funds for library materials in the various subject disciplines. Among the quantifiable variables to be considered are number of subject majors, class levels of students, average price of materials (monographs and serials), assessed quality of the collection in each subject area, collection usage statistics, and interlibrary loan borrowing statistics.

#### *III. Collections*

##### **Monographs**

Monographs are selected to cover, as broadly as possible, all fields relating to the curriculum of the University, while also supplying deeper coverage in those fields where advanced degrees are offered. Monographs are added to the collection based on the following criteria: positive reviews in renowned review sources; author's and publisher's reputations; format; language (English is preferred in most cases); cost; recommendations by faculty and students; local interest; the quality and extent of the existing collection on the subject; and whether the edition has been revised or is merely a reprint.

A collection of books published for preschool through high school levels is maintained to support the education curriculum. This collection includes fiction, nonfiction and picture books.

In most disciplines, the library does not purchase textbooks; however, textbooks that are requested by a faculty member or received as gifts and that meet selection criteria will be added to the collection.

The library acquires fiction to support the University's curriculum and does not aspire to provide such a collection for leisure reading.

The library normally purchases only one copy of a title but exceptions may be made for archival purposes or to meet high demand.

Electronic format is preferred for most indexes, abstracts and reference materials.

### **Serials**

Serial subscriptions for the library are selected to cover, as broadly as possible, all fields relating to the undergraduate curriculum of the University. Serials representing a greater depth of coverage are chosen to cover the master's programs while those titles with the most in-depth coverage are acquired for the doctoral programs. In addition to the scholarly publications which support the curriculum, it is the policy of the library to maintain a collection of general interest journals and selected professional library journals.

New periodical and newspaper titles are considered for purchase once per year based on suggestions compiled by the Collection Development Team. These suggestions include titles recommended by the teaching faculty, titles indexed in the major indices available at the library, and titles frequently requested through interlibrary loan by more than one patron. The final decision is made through a review by the librarians on the Collection Development Team.

Electronic format is now the preferred format for most periodical literature.

### **Dissertations and Theses**

Dissertations and theses will be supplied through interlibrary loan if available free of charge. If only available at cost, the library will consider purchase if the request is made through an academic department. Otherwise, the patron will be directed to the commercial site from which theses and dissertations can be purchased.

### **Maps**

Depository maps and non-depository maps covering all geographic and subject areas are collected.

### **Music Scores**

Music scores are collected selectively. The library collects scores needed to support the music curriculum and, to a lesser extent, scores needed for the general cultural and recreational needs of University students and faculty.

### **Multi-media Materials**

The collection of audio materials aims to include all standard repertory items for the genres taught in music courses. Subject coverage is multidisciplinary. Audio materials, except in rare cases when LPs and/or audiocassettes are purchased, are obtained in CD format. In general, the library collects opera, theater, and ballet in video rather than CD format.

DVDs and videocassettes are purchased to support the curriculum, but technological format and preview rights must also be considered. Slides, films, filmstrips, and videodiscs are not currently collected.

### **Archives and Special Collections**

The primary collecting scope of the University Archives is the official records of the University, as well as records created by the University's faculty and staff, student organizations, and alumni when those papers bear directly on the University or contain other historical value which might reasonably benefit teaching or research. The collections are received through transfer or [donation](#).

Special Collections houses materials which require preservation because of their unique nature. This collection is also non-circulating and only accessible to those with serious scholarly intent.

### **EMU Publications**

The library purchases two copies of each monograph authored by University faculty and staff. One copy goes to the main collection and the other to Archives.

## Appendix 3

### Gift Policies

#### University library Gift Policy

The University library welcomes donations. In addition to books and journals, the library also accepts donations of other formats, such as videos and compact discs. Donated items which do not fit the scope and focus of the [EMU library's Collection Development Policy](#) are not added to the collection. Upon acceptance, all donations become the property of the University library, and the library will make the final decision as to the disposition of donated materials.

The donor will receive acknowledgements from the Acquisitions Librarian and from the EMU Foundation. IRS regulations do not allow an institution receiving a gift in kind to assign a monetary value for tax purposes, the donors are responsible for any estimations used for tax deductions.

#### University Archives Gift Policy

The University Archives welcomes gifts which will increase the capability of the collection to [support the teaching and research needs of the university community](#). Gifts will be accepted with the understanding that they then become the property of the Archives, and decisions concerning retention, cataloging, and location will be made by the Archivist. Gifts may be accepted with conditions as to their disposition, use or locations. All such conditions will be set forth in the Deed of Gift document signed by the donor and the Archivist. By law, the Archives cannot appraise gifts for income tax purposes. Donors will be directed to recognized appraisers, their attorneys, and the latest IRS rulings and regulations if estimates or appraisals are desired. Notices of acknowledgment and appreciation are sent to donors covering the amount and type of material received.

## Appendix 4

### Class Textbooks and the Library

#### *Textbooks and Laboratory Manuals Library Collection Policy*

Textbooks and laboratory manuals required for courses are not purchased by the EMU Library. Funds are limited, and the purchase of textbooks may preclude the purchase of other important library materials. Exceptions may be made for textbooks that provide the only or best coverage of a subject, or when the work itself is of a seminal, historical, or other significant nature.

NOTE: The EMU Library does not currently receive notification of which books will be used as textbooks in university classes.

#### *Interlibrary Loan Policy*

The EMU library does not borrow from other libraries (interlibrary loan) the textbooks that are required for classes offered at Eastern Michigan University. Interlibrary loan only allows you to keep a book for two weeks, which does not provide sufficient time to study a text you will need for an entire semester.

#### *Class Reserves*

Faculty may request that books owned by the library, personal copies of faculty-owned textbooks, or other materials, be placed on Reserve at the Circulation Desk. The library does not *automatically* place textbooks on Reserve - [a faculty member must make the request](#). To see the print material your professor has asked be put on Reserve, visit [Print Course Reserves](#) page.

#### *Buying Used and New Books*

You will find below some sources to facilitate your pursuit of new and used textbooks:

##### **University-Area Bookstores**

- Barnes & Noble Campus Bookstore  
<http://emich.bkstore.com/>  
McKenny Union  
(734)487-1000
- Campus Book and Supply  
1078 N Huron River Dr, Ypsilanti, MI 48197  
(734) 485-2369
- Mike's Book Store  
901 Washtenaw Rd, Ypsilanti, MI 48197  
(734) 487-8700
- Ned's Bookstore  
707 W Cross St, Ypsilanti, MI 48197  
(734) 483-6400

[Faculty can submit their course booklists to the above stores by visiting <http://www.emutextbooks.com/>]

##### **Bookswap (EMU Student Government)**

[Bookswap](#) is a place for students to buy and sell their books without the cost of dealing with a bookstore. Sellers list their books on Bookswap with a specific asking price, and buyers can search for these books by ISBN, author, or title. The advantage of matching sellers directly with buyers is that bookstores don't

take a cut; the seller will receive exactly how much he or she asks for, and the buyer doesn't have to expect significant markups on the price.

Note that Bookswap does not actually process payments or handle the transaction of the books; it merely matches sellers with buyers. Beyond that, it is up to the buyer and seller to determine how the book will be paid for and where the swap will take place. The EMU Student Government receives no money from this transaction; they provide this website purely as a service to its students.

**Discount Web Sites Suggested to the Library by Faculty [Note: The Library does not endorse these sites]**

- [Addall Used & Out-of-Print Books](#)
- [Addall In-Print Books](#)
- [Textbooks.com](#)
- [Direct Textbook](#)
- [Half - Textbooks](#)
- [All Discount Books](#)
- [BooksAMillion](#)
- [BookFinder](#)
- [Abebooks](#)

## Appendix 5

### Automated Retrieval Collection (ARC) Policy

In general, items stored in the Automated Retrieval Collection (ARC) are older and less used or fragile or prone to theft. The ARC also enables storage of items to free up space in the open stacks.

Items located in the ARC:

- Books older than 10 years.
- Periodicals older than 10 years.
- Computer books older than 5 years.
- Books with CD's or other media.
- Bibliography and library Science books.
- Books that may be prone to theft.
- Videotapes, DVD's, and other videodiscs.
- Small, non-picture, art books.

Items not stored in the ARC:

- Books newer than 10 years.
- Periodicals newer than 10 years.
- Music scores.
- Most art books and history books.
- Computer books newer than 5 years.
- Older books that are deemed classics in a field.
- CDs, audiocassettes, reference books, microforms and reserve items.
- Government documents and videos.
- Maps.

Exceptions to the above guidelines:

library subject specialists are given some discretion whether to keep items on the open stacks or in the ARC. For example:

- Newsweek magazines newer than 20 years and Chemistry periodicals newer than 20 years are kept on open shelving based on class and research usage.
- Oversize CD's and CD sets are kept in the ARC since they contain a mixture of print and media materials.
- Book sets are kept together, either on open shelves or in the ARC to avoid splitting up the sets, for instance Bibliography and library Science book sets are kept on open shelving.

## Appendix 6

<b>Information Resources (Holdings)</b>		<b>2000/2001</b>	<b>2001/2002</b>	<b>2002/2003</b>	<b>2003/2004</b>	<b>2004/2005</b>
<b>Volumes Held</b>	<b>Format</b>					
Books/Classed Serials	Print	559,484	577,836	594,913	611,996	627,597
Government Documents	Print	248,214	237,107	218,885	195,855	163,639
Bound Periodicals	Print	133,011	137,391	141,676	145,292	148,424
Total (Volumes)	Print	<b>940,709</b>	<b>952,334</b>	<b>955,474</b>	<b>953,143</b>	<b>939,660</b>
<b>Monograph Titles Purchased</b>	Print	13,888	12,510	12,696	11,117	10,735
<b>Current Serials Purchased (estimated)</b>	Print	2,700	2,700	2,550	2,300	2,000
(estimated)	Microform	300	250	200	180	160
(estimated direct subscriptions (per title cost is available))	Electronic	600	650	750	900	900
Total (Serials Purchased)		<b>3,600</b>	<b>3,600</b>	<b>3,500</b>	<b>3,380</b>	<b>3,060</b>
<b>Current Serials Received (estimated free or not direct subscription)</b>	Print	200	500	700	800	1,000
(estimated full-text titles in vendor packages for which the library pays some fee for access (per title cost not available))	Electronic	5,000	6,000	7,000	8,000	9,000
Total (Serials Received)		<b>5,200</b>	<b>6,500</b>	<b>7,700</b>	<b>8,800</b>	<b>10,000</b>
Total (All Serials)		<b>8,800</b>	<b>10,100</b>	<b>11,200</b>	<b>12,180</b>	<b>13,060</b>
<b>Volumes/Items Held</b>						
<b>Indexes and Databases</b>	Electronic	<b>93</b>	<b>111</b>	<b>129</b>	<b>150</b>	<b>186</b>
<b>Maps</b>	Print	<b>52,791</b>	<b>53,833</b>	<b>54,384</b>	<b>54,849</b>	<b>55,230</b>
<b>Microforms</b>	Microfiche	874,488	878,506	880,835	884,995	889,408
	Microfilm	33,645	33,686	33,686	33,686	33,708
	Microcard	61,188	61,188	61,188	61,188	61,188
Total (Microforms)		<b>969,468</b>	<b>973,380</b>	<b>975,709</b>	<b>979,869</b>	<b>984,304</b>
<b>Audio Items</b>	CDs	3,199	3,083	3,388	3,819	4,097
	Audiocassettes	350	350	350	350	350
	LPs	1,300	1,300	1,300	1,300	1,300
Total (Audio Items)		<b>4,857</b>	<b>5,003</b>	<b>5,034</b>	<b>5,469</b>	<b>5,747</b>
<b>Video Items</b>	Videocassettes	3,510	6,403	6,818	7,338	7,639
	DVD	9	32	88	225	551
	Videodiscs	81	86	86	86	86
Total (Video Items)		<b>6,017</b>	<b>6,521</b>	<b>6,992</b>	<b>7,649</b>	<b>8,276</b>
Total (Audiovisual Items)		<b>10,874</b>	<b>11,524</b>	<b>12,026</b>	<b>13,118</b>	<b>14,023</b>
<b>Archives (Linear Feet)</b>		<b>4,266</b>	<b>4,980</b>	<b>5,554</b>	<b>6,000</b>	<b>4,210</b>

## Appendix 7

<b>Information Resources (Expenditures)</b>	<b>Format</b>	<b>2004/2005</b>
<b>Monographs</b>	Print	\$505,000
	Electronic	\$22,368
	Total	\$527,368
<b>Current Journal Subscriptions</b>	Print	\$624,000
	Microform	\$40,047
	Electronic	\$550,597
	Total	\$1,214,644
<b>Indexes and Databases</b>	Print	\$75,358
	Electronic	\$460,000
	Total	\$535,358
<b>Audio Items</b>	CDs	\$2,950
<b>Video Items</b>	Videocassettes	\$14,000
	DVDs	\$14,065
	Total AV	\$31,015
<b>Other library Materials</b>		\$90,915
<b>Binding</b>		\$32,814
<b>Total Acquisitions Expenditures</b>		<b>\$2,432,114</b>

## Appendix 8

<b>Information Resources (Usage)</b>		<b>2000/2001</b>	<b>2001/2002</b>	<b>2002/2003</b>	<b>2003/2004</b>	<b>2004/2005</b>
<b>Items Circulated</b>	Books	95,657	95,074	89,581	86,579	79,688
	Audio	1,054	2,028	2,191	3,059	2,903
	Visual	1,656	1,477	2,368	2,755	3,306
	<b>Totals</b>	<b>98,367</b>	<b>98,579</b>	<b>94,140</b>	<b>92,393</b>	<b>85,897</b>
<b>Items Used In-house</b>	Maps	1,008	976	1,065	1,541	1,266
	Periodicals (Print)				28,607	36,103
	Periodicals (Microforms)				3,494	4,934
<b>Items Used Online</b>	Books (vendor provided hits)	536	4,669	8,920	18,382	17,893
	Indexes/Databases (Hits)					308,192
	Periodicals (vendor provided statistics of full-text downloads for 2,526 titles in 2003/2004 and 4377 titles in 2004/2005)				71,072	141,010
<b>Course Reserves</b>	Print	8,038	9,427	10,039	8,085	7,184
	Electronic (Hits)		15,216	57,244	198,553	291,115
	<b>Totals</b>	<b>8,038</b>	<b>24,643</b>	<b>67,283</b>	<b>206,638</b>	<b>298,299</b>

## Appendix 9

### Halle library LC Collection Acquisition and Circulation Information by Academic Department 2000-2004

Department	Titles Purchased	Total Circulations	Total Renewals	Unique Circulations	% of Titles Never Circulated
Accounting and Finance	1,372	2,979	1,851	881	35.79%
African American Studies	1,469	2,608	822	895	39.07%
Art	1,684	2,440	978	936	44.42%
Biology	1,517	1,628	785	716	52.80%
Chemistry	426	612	356	227	46.71%
Communication and Theater Arts	1,179	1,693	749	610	48.26%
Computer Information Systems	1,331	5,246	5,049	1,034	22.31%
Computer Science	1,331	5,246	5,049	1,034	22.31%
Economics	1,874	2,219	1,739	865	53.84%
Engineering Technology	1,070	1,449	858	589	44.95%
English Language and Literature	6,218	7,092	3,469	2,993	51.87%
Foreign Languages and Bilingual Studies	791	543	211	289	63.46%
Health Promotion and Human Performance	863	1,785	764	588	31.87%
Health Sciences	2,424	3,539	1,755	1,382	42.99%
History and Philosophy	8,730	10,694	4,562	4,685	46.33%
Management	2,694	5,149	3,230	1,654	38.60%
Marketing and Law	2,273	4,087	2,392	1,338	41.14%
Mathematics	1,206	1,402	1,217	500	58.54%
Military Science	301	254	85	135	55.15%
Music & Dance	768	996	347	390	49.22%
Nursing	1,145	1,665	1,015	671	41.40%
Physics and Astronomy	2,767	1,965	866	967	65.05%
Political Science	2,478	2,177	930	1,087	56.13%
Psychology	2,629	5,162	2,309	1,714	34.80%
Social Work	396	479	242	214	45.96%
Sociology, Criminology, Anthropology	4,675	7,761	3,332	2,762	40.92%
Special Education	259	559	313	200	22.78%
Teacher Education	4,332	7,212	4,728	2,723	37.14%
Technology Studies	4,764	7,380	4,053	2,681	43.72%
Women's Studies	1,369	2,093	978	826	39.66%

## Appendix 10

### 2004/2005 Statistics and Prices for Indexes and Databases

Database	Server hits	2005 Price	\$ per hit
ABI/INFORM Global	14,762	\$40,870	2.77
ACM (Assn for Computing Machinery) Digital library	1,007	\$5,283	5.25
AgeLine	969	Free	
AGRICOLA	635	Free	
America: History and Life	3,153	\$6,785	2.15
American Journey Online	1,842	\$3,786	2.06
AncestryPlus	3,848	Free-MeL	
Anthropological Index Online	956	Free	
Applied Science & Technology Abstracts	1,268	\$811	0.64
Aquatic Sciences and Fisheries Abstracts	508	\$3,550	6.99
Art Index Retrospective	745	\$285	0.38
Art Index/Abstracts	855	\$878	1.03
ARTbibliographies Modern	581	\$3,776	6.50
ArticleFirst	5,165	Free-MeL	
Arts & Humanities Citation Index	1,801	Pay-per-search	
arXiv.org	463	Free	
Associations Unlimited	656	\$3,356	5.12
BasicBIOSIS	3,567	Pay-per-search	
Bibliography of the History of Art (BHA)	264	\$3,360	12.73
Biography Index	845	\$441	0.52
Biological & Agricultural Index	1,341	\$626	0.47
Biology Digest	1,128	Pay-per-search	
BioOne	2,210	\$10,667	4.83
Blackwell Synergy	646	\$55,000	85.14
Book Review Digest	1,255	\$406	0.32

Book Review Index Online	970	\$2,210	2.28
Books in Print (via Bowker)	1,033	\$2,918	2.82
Chemistry Journals (ACS)	1,388	\$36,234	26.11
CINAHL (via ProQuest)	4,507	\$18,851	4.18
CINAHL (via FirstSearch)	5,868	Free-MeL	
CiteSeer (aka Researchindex)	349	Free	
Clase and Periodica	292	Free-MeL	
Cochrane library	1,344	\$792	0.59
College Catalogs	661	\$783	1.18
Columbia Earthscape	605	\$625	1.03
Computer & Information Systems Abstracts	412	\$3,586	8.70
Computer Abstracts International	287	\$3,263	11.37
Computer Database	629	Free-MeL	
Conference Board Research Database	691		
Consumers Index	370	Pay-per-search	
Contemporary Women s Issues	1,062	\$3,244	3.05
CQ Researcher	1,410	\$3,000	2.13
CQ Weekly	769	\$1,019	1.33
Criminal Justice Abstracts	1,228	\$2,446	1.99
Criminology: SAGE Full-Text Collection	1,706	\$4,760	2.79
Department of Energy (DOE) Information Bridge	378	Free	
Detroit News (1999- ), Lansing State Journal (1999- ) & Grand Rapids Press (2002- )	426	Free-MeL	
Dissertation Abstracts	1,378	Pay-per-search	
Dun & Bradstreet Key Business Ratios	876	\$3,377	3.86
Eastern Michigan University Theses and Dissertations	1,476	Free (inhouse)	
EconLit	873	Pay-per-search	
Education Abstracts	4,617	\$778	0.17

Electronic Collections Online (ECO)	2,104	Free-MeL	
elibrary Elementary (K-6)	976	Free-MeL	
Emerald Fulltext eJournals	718	\$9,399	13.09
Engineering, Computing, and Mathematics eJournals	320	Free	
ERIC	27,201	Free-MeL	
Essay and General Literature Index (via FirstSearch)	593	\$305	0.51
Expanded Academic ASAP	851	Free-MeL	
Factiva (Formerly Dow Jones Interactive)	2,841	\$26,460	9.31
Facts.com	1,482	\$4,535	3.06
FactSearch	1,341	Pay-per-search	
GenderWatch	1,248	\$1,902	1.52
General BusinessFile ASAP	1,387	Free-MeL	
General Reference Center Gold	1,294	Free-MeL	
General Science Abstracts	1,142	\$684	0.60
GEOBASE	645	Pay-per-search	
GPO Monthly Catalog	334	Free-MeL	
Grove Dictionary of Art	452	\$1,223	2.71
Grove Dictionary of Music and Musicians, Opera, Jazz	698	\$521	0.75
HarpWeek (Harper s Weekly 1857-1912)	400	\$500	1.25
Health & Wellness Resource Center	3,313	Free-MeL	
Highwire library of the Sciences and Medicine	860	Free	
Historic Documents Online (CQ)	439	\$150	0.34
Historical Abstracts	1,621	\$6,785	4.19
History Cooperative	828	Free	
History E-Book Project	773	\$624	0.81
History Resource Center: US (Gale)	816	\$3,605	4.42
Humanities Abstracts	1,401	\$813	0.58
Index to Legal Periodicals	419	\$577	1.38

InformeDesign	275	Free	
InfoTrac Custom Full-Text Newspapers	1,581	Free-MeL	
InfoTrac Junior Edition	695	Free-MeL	
InfoTrac OneFile	10,454	Free-MeL	
InfoTrac Professional Collection	1,925	Free-MeL	
InfoTrac Student Edition	1,472	Free-MeL	
IngentaConnect	237	Free-MeL	
Investext (included with General BusinessFile ASAP)	263	Free-MeL	
Issues & Controversies @ FACTS.com	704	\$1,241	1.76
JSTOR	19,617	\$22,875	1.17
Kids InfoBits	465	Free-MeL	
Kluwer (Springer) Online	650	\$8,140	12.52
Kraus Curriculum Development library Online	447	\$1,850	4.14
LearnATest	822	Free-MeL	
LegalTrac	785	Free-MeL	
LexisNexis Academic	11,483	\$35,046	3.05
LexisNexis Congressional	1,393	\$11,213	8.05
library Literature	821	\$441	0.54
Linguistics & Language Behavior Abstracts	1,560	\$2,256	1.45
Literature Online (LION)	2,362	\$22,974	9.73
Literature Resource Center	2,763	\$12,496	4.52
MathSciNet	412	\$5,949	14.44
Media Review Digest	420	Pay-per-search	
MEDLINE (via FirstSearch)	5,211	Free-MeL	
Mental Measurements Yearbook	925	\$1,417	1.53
Michigan Authors and Illustrators	315	Free-MeL	
MLA Bibliography	4,088	\$7,133	1.74
Music Index Online	601		0.00

National Criminal Justice Reference Service (NCJRS) Abstracts Database	358		0.00
National Journal Group s Policy Central	368	\$2,970	8.07
netlibrary (eBooks)	864	Free-MeL	
New York Times	1,983		0.00
New York Times Backfile	1,103	\$23,713	21.50
Nineteenth Century Masterfile (Poole's)	540	\$1,995	3.69
Nursing Journals Full-Text (via Pro-Quest)	3,158		0.00
OAlster	359	Free	
Opposing ViewPoints Resource Center	829	\$2,757	3.33
Ornithological Worldwide Literature (OWL)	250	Free	
OT Search	428	\$795	1.86
OTDBASE	587	\$320	0.55
Oxford English Dictionary Online	981	\$4,544	4.63
PAIS Archive	306	Pay-per-search	
PAIS International	486	Pay-per-search	
PapersFirst	248	Free-MeL	
Physical Education Index	693	\$1,069	1.54
Physics Journals (APA)	380	\$2,361	6.21
ProceedingsFirst	168	Free-MeL	
Project Muse	1,297	\$10,260	7.91
Prokaryotes	292		0.00
PsycARTICLES	6,195	\$14,236	2.30
PsycINFO	18,802	\$15,019	0.80
PubMed Central	939	Free	
Readers Guide Abstracts	334	\$655	1.96
Readers Guide Retrospective	262	\$374	1.43
RECAL Bibliographic Database	301	\$123	0.41
Reference USA (Info USA)	1,149	\$6,750	5.87

RILM Abstracts of Music Literature	446	\$2,915	6.54
Safari (Information Technology Books Online)	525	\$6,247	11.90
Science Citation Index Expanded	1,093	comes w/Web Sci	
ScienceDirect (Elsevier)	2,283	\$283,734	124.28
Scirus (Science web sites and journal articles)	982	Free	
Short Story Index	347	\$594	1.71
SIRS Discoverer (K-9)	345	Free-MeL	
SMEALSearch	535	Free	
Social Sciences Abstracts	2,738	\$813	0.30
Social Sciences Citation Index	1,425	comes w/Web Sci	
Social Services Abstracts	1,303	comes w/Sociol Ab	
Social Work Abstracts	2,142	\$2,017	0.94
Sociological Abstracts	1,853	\$5,621	3.03
SPIN (Searchable Physics Information Notices)	274	Free	
SPORT Discus	858	\$2,579	3.01
THOMAS - U.S. Congress on the Internet	437	Free	
Times Literary Supplement Centenary Archive	330	\$469	1.42
TOXNET (Toxicology Data Network)	343	Free	
Ulrich s Periodicals Directory	1,008	\$2,750	2.73
Union List of Periodicals	241	Free-MeL	
Wall Street Journal (via Factiva)	1,349	comes w/Factiva	
Wall Street Transcript Archives	537	\$2,440	4.54
Web of Science	3,160	\$46,212	14.62
What do I read next?	385	Free-MeL	
Who s Who on the Web	378	\$1,251	3.31
Wiley Interscience eJournals	571	\$70,237	123.01
Wilson Business Abstracts	946	\$771	0.82

Wilson Select Plus	23,943	Free-MeL
World Almanacs	418	Free-MeL
Worldcat	6,784	Free-MeL

## Appendix 11

<b>Action Project Worksheet</b> Eastern Michigan University, Michigan	<i>Challenging</i>	u	u	u	u	u	<i>Easy</i>
	<i>Simple</i>	u	u	u	u	u	<i>Complex</i>
	<i>High Payoff</i>	u	u	u	u	u	<i>Low</i>
<b>Action Project idea # :</b> Measure the effectiveness of the library's information literacy instruction program in order to improve and reflect the needs and requirements of academic disciplines.							
<b>AQIP Criterion to which this primarily relates:</b> Understanding Students' and Other Stakeholders' Needs (p) Helping Students Learn Measuring Effectiveness Building Collaborative Relationships Valuing People							
<b>Briefly describe what you would like this Project to accomplish.</b> <p>The goal of this project is to improve the effectiveness of the library's information literacy program by measuring the quality of student research papers written before and after library instruction sessions. Working with a first-year writing program such as ENGL 121 and a writing intensive course in the major such as HIST 300, we will design and implement a continuous assessment model for library instruction that will eventually encompass all academic areas. The first-year writing program is a perfect platform to measure learning outcomes of basic library information literacy instruction while the history course is an ideal starting point for improving discipline specific, focused library instruction.</p> <p>Based on the results of these two pilot projects, the library will undertake improvements to its instruction program that lend themselves to measureable results. As the new instruction model is perfected, it will be expanded and tailored to meet the needs of other academic subjects. Establishing an ongoing assessment process will also enable the library to identify and monitor the changing skills and needs of EMU students.</p>							
<b>Where did the idea or stimulus for this Action Project originate?</b> <p>Survey results indicate that many students bypass library portals and primarily rely on Internet search engines to find whatever information they need. As a result, the opportunity to teach students how to locate scholarly information effectively and efficiently is lost. The drop in attendance of scheduled, open, and general library workshops across institutions is a direct result of this phenomenon.</p> <p>The library collects quantitative statistics on the library's information literacy program so that the number of library instruction sessions in individual colleges or departments can be tracked and compared over time. However, we lack the qualitative means necessary to measure the impact of library instruction on learning outcomes. Without such information, it is very difficult to determine how to improve and expand our instruction program.</p>							
<b>Which specific needs of your students or other external stakeholders would be better met if you accomplished this Project? How?</b> <p>Because the library's collections and services are so central to the learning, teaching, and research mission of this university, it is imperative that we take steps to remedy the lack of qualitative evidence and to improve the perception of the need for effective information research. It is not acceptable to continue spending millions of dollars on library collections and thousands of hours on library instruction without the capability to measure and thus improve student learning outcomes that are specifically related to library resources and services.</p>							
<b>How would doing this Project allow you to better meet your employees' needs? Which, specifically?</b> <p>Liaison librarians work closely with faculty in their subject areas to incorporate library instruction into the curriculum. However, because we lack qualitative data on learning outcomes, we must rely on personal relationships with faculty, anecdotal evidence, and past practices to build the library's information literacy program. The pilot projects with the English and History Departments will provide us with the qualitative and measurable data we need to modify, improve and then expand the library's instruction program across all disciplines.</p>							

**How would accomplishing this Project change or affect your institution's culture?**

By engaging academic departments in our assessment and improvement of library instruction and by taking advantage of every opportunity to communicate and publicize these efforts, we believe that the library will not only demonstrate progress in meeting the learning, teaching and research needs of our users but will also establish lasting and collaborative relationships with the university community.

**What leadership and employee enthusiasm and support is there for doing this Project now?**

The library's new director came from an institution with an assessment culture. She has infused our library with the importance of continuous assessment and improvement and has appointed an assessment librarian to demonstrate her commitment. Library employees are just beginning to see the results of some of our projects. In addition, the disappointing LibQUAL results now serve as a real catalyst for improvement among library staff.

## Appendix 12

### Children in the Halle Library Policy

This Library is oriented toward the students, faculty and staff at EMU, along with adult members of the Ypsilanti area. We cannot guarantee the safety or protection of unescorted children in the building.

Parents and Teachers Please Note: All children under the age of 17 must be accompanied by an adult while in the facilities of the Halle Library. The limited exception to this rule is children under the age of 17 who are currently affiliated with an EMU Program as reflected in University records. Unescorted children will be required to rejoin their parents. If a parent (or guardian) cannot be located, the University's Department of Public Safety will be contacted.

Access to, or use of, the Internet by minor children is solely the responsibility of the parent or legal guardian. Unlike many public libraries, computer users at the EMU Library do not access the Internet through a filter. While some local city and county policies may require public libraries to provide filtered Internet access to minors, EMU libraries do not use filtering software because this is a university library and does not offer services to children.

All users of the facilities of the Halle Library computer labs are expected to follow the EMU Acceptable Use Policy. [http://www.emich.edu/web\\_standards\\_guide/acceptable\\_use\\_policy.html](http://www.emich.edu/web_standards_guide/acceptable_use_policy.html)