



ACADEMIC AND STUDENT SUPPORT UNIT OUTCOMES ASSESSMENT REPORT

Reporting Unit: **Wyndham Robertson Library**

Reporting Cycle: **2013-14**

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ADDITIONAL STAFF:

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Lee Rose, *Acquisitions Coordinator & Assistant to the University Librarian*
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Lilla Thompson, *Cataloging Coordinator*
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INSTITUTIONAL MISSION:

Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and cocurricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society. The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas. Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, *Levavi Oculos*, calls us to leadership and service in accord with the Hollins values and traditions.

UNIT MISSION: "The Wyndham Robertson Library enriches the intellectual life of the University through the integration of resources and services to foster the discovery and effective use of information."
(Revised 2004)

OUTCOMES:

1. Members of the Hollins community will engage in library events that inspire academic curiosity.
2. Hollins alumnae will have access to library resources after graduation, helping to achieve the university's commitment to a life of learning and growth.
3. Students will receive timely and appropriate instruction in the use of library resources to enhance their learning and success in academic courses.



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Outcome 1:

Members of the Hollins community will engage in library events that inspire academic curiosity.

Assessment Measures:

A description of at least two ways this outcome is assessed is provided below:

- Number of books given to students in connection with library Beanstalk readings.
- Attendance at key events held in connection with the Beanstalk fund (two readings and one “poemathon” in 2013-14).
- Informal qualitative feedback from students attending library events, gathered by library staff.

Assessment Timeline:

A description of what assessment activities occur and when, as well as individuals responsible, is provided below:

The assessment took place during the events, and was conducted by the University Librarian and Outreach Librarian.

Assessment Results:

A brief summary of assessment results, analysis of results, and key findings is provided below:

We distributed 50 free books for each of our three readers, and found we could have given away even more if we had a larger budget. One of our readers, poet Kyle Dargan, specifically thanked the library both at his reading and on Twitter for this effort – he said he had never seen a library do this in advance of one of his readings. More than 60 community members, including students, faculty and staff, attended each of the readings (more than double the number of attendees at our Beanstalk reading in December 2012). 30 students participated in the Poemathon, which gave attendees the opportunity to create poetry on the spot and talk informally with our published poets.

Use of Assessment Results for Improvement*

A summary of how the unit used the information gathered from assessment activities to make program improvements is provided below:

We have decided to continue giving out books in advance of readings to generate enthusiasm about the events. The decision has also been made to hold a participatory event every year, in addition to the readings, to get students actively involved with the visiting authors. We received such positive feedback about one type of poetry included at the Poemathon, called erasure poetry, that we also included it in our lineup of spring festival events. In addition, the coordinator of the Hollins creative writing summer camp adopted elements from the Poemathon to include in her summer camp for high school students.

Supporting Documents:

Attached Word document, “Beanstalks_readings_events_2013-14,” listing events and dates.



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Outcome 2:

Hollins alumnae will have access to library resources after graduation, helping to achieve the university's commitment to a life of learning and growth.

Assessment Measures:

A description of at least two ways this outcome is assessed is provided below:

- Number of resources made available to alumnae.
- Number of alumnae who sign up for access to online resources.
- Usage of materials by alumnae.
- Qualitative feedback from alumnae on the usefulness and relevance of the service.

Assessment Timeline:

A description of what assessment activities occur and when, as well as individuals responsible, is provided below:

The number of resources available, the number of alumnae who have signed up, and the data on material usage, will be counted at the end of the fiscal year. Once materials have been accessible for a few months, we will conduct a survey of alumnae who have signed up for access. We will also ask for informal feedback when possible.

Assessment Results:

A brief summary of assessment results, analysis of results, and key findings is provided below:

We made two online resources available, JSTOR and Project MUSE. We had 37 alumnae sign up to use these resources; we registered 35 sessions, 34 searches, and 33 full-text document requests in JSTOR over the final three months of 2013-14. We are pleased to see that the numbers were highest for June, showing an upward trend in usage. We surveyed the dozen earliest adopters, but the only responses came from two alumnae who had not yet been able to access the resources, so that did not provide useful information.

Use of Assessment Results for Improvement*

A summary of how the unit used the information gathered from assessment activities to make program improvements is provided below:

The increase in available subscription resources from zero to two gave alumnae access to content from hundreds of scholarly and literary journals they could not access previously. Because we only had a couple dozen alumnae respond in the first couple months they could sign up, we held two workshops for alumnae at Reunion to potentially encourage others to sign up for access. We also designed a new alumnae brochure to emphasize these new online resources and their value. In an article about the library appearing in the summer Hollins magazine (sent to alumnae), we included information about signing up for database access. We have decided to try again to gather qualitative feedback from alumnae on the usefulness of the service, but we are not yet sure what form that will take.



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Outcome 3:

(Outcomes are intended effects of the activities facilitated by the units.)

Students will receive timely and appropriate instruction in the use of library resources to enhance their learning and success in academic courses

Assessment Measures:

A description of at least two ways this outcome is assessed is provided below:

- Number of instruction sessions taught
- Informal feedback from faculty about the effectiveness of library instruction
- Assessment of student surveys completed following library instruction sessions. Students will be asked to complete a brief survey about library instruction session.

Assessment Timeline:

A description of what assessment activities occur and when, as well as individuals responsible, is provided below:

Librarian-faculty conversations about effectiveness are ongoing, and take place throughout the year. Students will complete surveys immediately following library instruction sessions in the fall of 2013. The number of instruction sessions will be counted at the end of the academic year.

Assessment Results:

A brief summary of assessment results, analysis of results, and key findings is provided below:

- We taught 91 instruction sessions in 2013-14, a drop from the previous year's 103. This is the lowest number we have taught in the last five years (the previous four years ranged from 96 to 103), and we will monitor this number closely to make sure the decline is not a trend.
- Librarians continue to receive regular invitations to collaborate with faculty to design and present library instruction sessions within courses, indicating to us faculty value the library's input. Faculty's high regard for library collaboration is also shown by the invitation our instruction coordinator received to participate in monthly meetings of faculty who are teaching First Year Seminars.
- In each of our four student survey categories (clarity of session objectives; usefulness of the session; ease of understanding; and willingness to contact a librarian for help), more than 95% of students responded they agreed or strongly agreed with the statement.

Use of Assessment Results for Improvement*

A summary of how the unit used the information gathered from assessment activities to make program improvements is provided below:

The assessment results confirmed our impressions that students and faculty are pleased with the instruction we offer, and we did not make any changes based on the feedback we received. However, the self-reported satisfaction levels do not show actual student learning, so we decided to develop a tool to assess student learning outcomes, to be addressed in our 2014-15 outcomes assessment report.

Supporting Documents:

Attached Excel spreadsheet, "2013FallInstructionAssessmentReport," showing student survey responses.