

## **Making Space for Student Learning;**

Library welcomes Center for Learning Excellence through careful deselection of ~20,000 government documents and bound journal volumes (with faculty agreement!); Picks up Center of Excellence designation for Women's Bureau materials in process  
[See Part II]

## **HU Students' Work Shines Online;**

Hollins Digital Commons grows to more than 500 items; Student papers, by Abby Sease and Tori West, recognized as top 10 most downloaded papers in their disciplines  
[See Part IV]

## **Granted the Opportunity to Share Resources;**

Library and Tina Salowey receive CIC grant to join the Consortium on Digital Resources for Teaching and Research; Will post online Salowey's educational photos of Greek grave stelai  
[See Part IV]

## **In the News!**

Roanoke Times writes about the Library Hike; National library program Outside the Lines features the hike in its publicity  
[See Part III]

## **Students Learn!**

Library completes its first-ever assessment of a Student Learning Outcome (SLO); Students are finding authoritative and appropriate sources  
[See Part I]

## **Making Do with Less;**

Unable to fill open staff position, library re-organizes staffing in Technical Services; Book cataloging times remain steady, but future sustainability in question  
[See Part II]

## **Delivering room for intellectual growth;**

Library responds to student study requests with whiteboards, study room privacy shades, and accessible outlets (and evening coffee!); Gate count increases for first time in 5 years  
[See Part III]

## **Opening up course textbooks;**

Library conducts successful pilot project to improve student access to texts and cut student costs with e-book acquisition; Sowell grant will enable library-supported growth in usage of open educational resources in coming years  
[See Part II]

## I. We taught students to critically engage in the discovery and use of information

We taught 94 classes, including sessions for all 13 first-year seminars (in seven of those seminars, we provided two or more sessions), that spanned a wide variety of resources and skills. In partnership with the teaching faculty, we helped students understand and gain the knowledge necessary to:

- Use the wide gamut of library-provided resources, including EBSCO, JSTOR, LexisNexis, the library catalog, and dozens of other resources
- Evaluate and select the most authoritative and appropriate sources for their research
- Understand and apply scholarly journal articles to their academic work
- Use primary sources from special collections, including the clothing collection, medieval manuscripts, photographs and scrapbooks from the university archives

*Thank you so much for providing research and library training for my students in Intro to GWS and Women and Social Movements. I appreciate your thoroughness and attention to the specific needs of each student.*  
*Professor LeeRay Costa*

**Students Learn!** We assessed a sampling of students from eight classes in which we offered instruction, to see whether they were able to select authoritative and appropriate materials for their research projects. We designed a rubric to evaluate completed work, conducted multiple surveys of the students, and interviewed the professor for each class. We found that about 80% of students used authoritative and appropriate sources after being provided research instruction. Faculty and librarians concurred in their judgment of student abilities in these areas, and students mostly expressed confidence in their abilities to recognize authoritative and appropriate sources, thanks in large part to participating in librarian-led instruction sessions. [See Appendix 1]

We debuted an online plagiarism tutorial module in Moodle, in partnership with Brent Stevens and the Writing Center, and the tutorial was used by at least four faculty members across at least three different academic divisions.

We re-evaluated and re-wrote our internal goals for library instruction for the first-year seminars, in a desire to make them more flexible and focused on higher-order concepts, and partially in response to a new guiding document from the Association of College & Research Libraries (“Framework for Information Literacy for Higher Education”). We found our goals were closely aligned with new course-wide goals developed by the FYS faculty, and have led to fruitful discussions with faculty about syllabi and assignments. [See Appendix 2]

## II. We connected faculty and students with resources that advance scholarship and creative work

**Making Space for Student Learning:** Part of our job in connecting faculty and students with valuable resources is to identify when materials are no longer useful to the community. The vast majority of our government documents collection had reached that stage (in the most recent year, fewer than 50 government documents checked out), and we were pleased to have the opportunity to create space for the Center for Learning Excellence, which has a similar mission to the library. While removing approximately 90% of our documents collection (and thousands of old journal volumes for which we have perpetual JSTOR access), in accordance with standards set for the disposition of materials from the Federal Depository Libraries Program, we also seized an opportunity to become a Center for Excellence in the Southeast for materials produced by the Women's Bureau of the Labor Department. These materials are closely aligned with curricular interests on campus.

**Opening up course textbooks:** Responding to the fast-rising cost of textbooks, which impede student retention rates and student learning, the library piloted a project in the spring of 2015 to identify course texts for which we could purchase unlimited online access. Although we can only have a limited impact with this approach (very few course texts are available for unlimited e-purchase), faculty and students expressed gratitude for these materials. We will extend these efforts further this year with the use of Sowell grant funds to increase awareness and encourage adoption of open access textbooks.

We began a major effort to grow our capacity to regularly assess and analyze the usefulness of our collections. We now have systematic measures in place to gather data on usage, measured through searches and full-text requests, of nearly all of our online databases, journals, books, and films. This will put us in a better position to make resource allocation decisions in coming years.

We were pleased to add the following new online resources in 2014-15.

- NYTimes.com site license, allowing for unlimited access to NYTimes.com for all HU community members who create an account
- Online access, on a pay-per-article basis, to *Nature* journals (paid for through cancellation of print subscription to *Nature*)
- Natural Sciences full-text collection from ProQuest, with thousands of full-text journals included (achieved through re-negotiation of ProQuest contract, in which we now have access to full text for the same price as we previously paid for only abstracts databases)
- A mobile app, downloaded more than 400 times, to enable library catalog and account access from smartphones and tablets

Library website usage continued to climb, reaching 43,871 visits last year (up 5% from 41,596 visits last year). Our community downloaded 59,276 items (e.g., articles, books, videos) from our various subscription databases.

*I LOVE, love, love, love what you have put on the Moodle page for the 302 class—the info for 19th and 20th century France is wonderful, and I can't thank you enough!!!!.*  
*Prof. Jean Fallon*

**Making Do with Less:** We continue to order nearly 3,000 new tangible materials (including books and films) for our collection each year, but without a full-time staff cataloger (this staff member

was shifted to Interlibrary Loan when we lost the staff position), we had to find new ways to get these materials to the shelves. We moved money in our budget to pay for outsourced processing, and we hoped two part-time catalogers (working a total of 20 hours/week) could keep up. The good news was our cataloging error rate was more than satisfactory, and we still could handle rush requests in a timely fashion. However, our arrival-to-shelf times are still running in the multiple months, the same as they were before this switch. We aren't satisfied with this amount of lag time, and may need to explore the outsourcing of cataloging work in the coming years. [See Appendix 1]

We checked out 15,196 items to the Hollins community; this number rebounded slightly from our low of 14,908 last year. In general, over the past 5 years, our checkout numbers have correlated fairly steadily with HU's student headcounts.

Our Interlibrary Loan borrowing numbers remained steady in 2014-15, as we fulfilled 1,477 borrowing request (virtually identical to the 1,483 fulfilled requests in 2013-14). We had thought that request numbers might rebound following a year in which we publicized limits on ILL (because of staffing changes), but they remained down significantly from long-term averages. Again, we expect that lower faculty and student headcounts play a large role in this.

### III. We strengthened the intellectual community

We offered a structured and inspired setting for students to work by holding Hollins Room write-ins for NaNoWriMo (National Novel Writing Month) in November, for first-year students on two occasions late in the fall semester, and for honor's thesis writers in the January short-term. The seven write-ins drew more than 60 attendees.

We engaged the campus community through a variety of events, including:

- the Valentine's Day event, Blind Date with a Book or Movie, in which we sent about 50 staff participants a book and/or film on the holiday
- daily featured library staff member profiles on my.hollins during National Library Week
- Monthly bookmobiles in Moody that showcase our collections to anybody eating lunch in Moody. We checked out more than 100 books and films from the bookmobile.

**In the News!:** Our first-ever library hike, brainstormed and created by Rebecca as a part of a national library initiative called Outside the Lines, encouraged HU community members to explore our new greenway trail in tandem with books we placed at four drop sites along the Carvins Cove trail. The Roanoke Times published a package on the front of its Virginia section highlighting the hike and Hollins. See Appendix 3.

*“Just to let you know I've gotten my first extra-credit report from a student in ENG 150, who did the hike to Carvins Cove with her mom, looking at books along the way--and hugely enjoyed it!”*

*Prof. Jeanne Larsen*

Library staff participated in the larger campus community in a number of ways, from participation on campus-wide committees to event attendance. Notable examples include:

- Our library staff team at the SHARE Olympiad received the spirit award.
- Rebecca joined the Middlemarch project planning team.
- We offered library introductions for faculty search candidates, to provide information and help recruit faculty to Hollins.
- Luke co-coordinated the faculty lunch programming.

**Delivering room for intellectual growth:** Fresh off a major first-floor reading room renovation in the spring of 2014, we continued our efforts to provide a variety of comfortable, inspiring study options for students. We asked for student feedback on our spaces in a variety of ways (on whiteboards, with surveys posted in study rooms, and through a survey conducted at Moody), and responded to common requests with additional whiteboards, study room privacy shades, and accessible outlets. We also achieved our long-time goal of having a coffee shop in the library, thanks to the generosity of Wyndham Robertson. Greenberry's opened in the spring semester, and we think its evening hours helped drive our first gate count increases in five years. See Appendix 1.

#### IV. We preserved and shared Hollins' legacy

We went through a lengthy, consensus-driven process in the fall of 2014 to create content submission guidelines for the Hollins Digital Commons. After discussions with the HDC Advisory Board and individual meetings with nearly two dozen faculty members, we created guidelines that passed through review in division meetings, in Academic Affairs Council, in the Faculty Executive Committee, and before the entire faculty, enabling us to begin recruiting for additional HDC content.

**HU Students' Work Stands Out Online:** In the Hollins Digital Commons' first full year of existence, two student papers earned recognition among the top 10 most downloaded papers in their field in the Digital Commons Network, which includes more than 400 colleges who use the repository software. Tori West's rhetorical analysis of President Barack Obama's inaugural addresses was at the top of the American Politics field, and Abby Sease's "Anxiety of the Unknown in Art: Xu Bing's A Book from the Sky," drew acclaim in the discipline of Asian Art & Architecture.

The Hollins Digital Commons grew from 182 items to more than 500 items in 2014-15, drawing more than 7,000 downloads from around the world. The theatre and playwriting programs deposited a significant number of photographs, newsletters and posters to the site, and we increased our number of faculty publications. From our archive, an assortment of Victorian Christmas and New Year's cards were added. Perhaps most notably, the archive of the Hollins Student Conference is now on the HDC, and the HDC will host all HSC content moving forward.

**Granted the Opportunity to Share Resources:** Luke and Tina Salowey succeeded in having Hollins accepted into the Consortium on Digital Resources for Teaching and Research, a new initiative of the Council of Independent Colleges. This consortium gives Hollins a strong support network of colleagues, access to workshops, and free use for two years of Shared Shelf, a resource enabling us to make Tina's valuable images in the field of classical studies accessible to our students and faculty, and to create a lasting archive of images for use by other classicists, art historians, artists and other interested scholars. We hope this will be the starting point for a long-lasting commitment to the curation of digital resources for the benefit of our students and faculty and the broader community of scholars.

Our special collections and university archive hosted ten class visits, including multiple visits from the J-Term class on Hollins history and social movements. The archive made those students' work, and the accompanying creation of the campus history tour, possible.

Beth completed the finding aid for our collection of Charles Lewis Cocke papers and added it to the Hollins Digital Commons, making this important collection of HU's founder easily findable and accessible. Beth also continues to build awareness of materials in our collections through social media postings, notably three posts to the statewide Virginia Heritage blog.

### **WRL Staff Publications/Presentations**

- Maryke and Susan presented, “Journals aren’t forever: Collaboratively managing journal cancellation projects,” at the 2014 Virginia Library Association Annual Conference.
- Rebecca presented “Programming Exclusively for University Staff: Blind Dates with Books & DVDs”, at the 2015 Big Talk, Small Libraries online conference.
- Maryke presented on self-assessment at the 2015 Mid-Atlantic Library Association meeting.

### **WRL Staff Professional Service**

- Rebecca served on the board of the Roanoke Valley Library Association.
- Rebecca served on the planning committee for The Innovative Library Classroom conference.
- Beth served on the Virginia Heritage Task Force Publicity Committee.
- Luke served on the Outreach Committee of VIVA, the Virtual Library of Virginia.