

Indiana State University

2005 - 2006 Administrative Annual Report

Library

Year in Review

Achievements

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-07 year that will contribute to this effort? (Please list in priority order and limit to no more than 8.)

1. Outreach to campus (highlights below) A. Increased use of the library This past year the library experienced a 15% increase in patrons entering the library and a 23% increase in the number of items checked out. B. Library Newsletter: This electronic newsletter, produced within the reference/instruction department, is designed to alert the faculty to new resources, services, and personnel within the library. The liaison librarians customize a portion of the newsletter to apply directly to the resource needs of the faculty in the departments they represent. C. Individual faculty publication reception The reference/instruction department implemented small awards receptions for faculty in honor of the year's publications. These events are hosted by the liaison librarian responsible for working with the specific faculty member's departments in order to fulfill research and resource needs. During the 05/06 academic year, the department hosted five receptions honoring the work of faculty members Angelo DiSalvo, Carmen Montañez, Keith Byerman, Brad Balch, and David DelColetti and the faculty members involved with the theater department's award winning production of the ISU student authored play, "Leavesakes." D. Instruction sessions Instruction sessions were offered to both ISU students and faculty and outside groups. 306 sessions were taught to 7316 attendees. More than 321 hours were spent in teaching these sessions. E. Fall Extravaganza In September, the library welcomed the university community and educated participants on our services and collections. 4,559 people attended, almost half the student body. F. Film festivals, discussion groups, book discussions o The (Re)making of Fear (a showing of original movies and their subsequent remakes) o When News was NEWS: Edward R. Murrow o Town and Gown Lecture Series: Global Warming o Jewish Literature Discussion (sponsored by a grant from the American Library Association) Not only did the library have campus outreach, but we also had programs and projects that included the community. 2. Community Outreach A. Human Right's Day, April 13, 2006 For the university's designated "Human Rights Day," the library hosted 220 seventh graders for a day of programs about poverty, in particular the migrant experience. Students saw documentaries about the dust bowl, the Great Depression, and migrant workers, and then heard a powerful talk by Francisco Jimenez, author of "The Circuit," his autobiography, which all the seventh-graders had previously read. The day finished with a performance of the video/drama "La Causa" which riveted the group. B. Disability Awareness Month (March) The library partnered with city government & Blumberg Center in unveiling handicapped accessible voting machines, mounting a display of disability-related items, showing the film "Warm Springs," and presenting a discussion with Dr. Don Rogers from ISU. ISU President Lloyd Benjamin, Terre Haute Mayor Kevin Burke, Vigo County Clerk Pat Mansard, & the Will Center Director Danny Beemer were some of the prestigious university and community leaders involved in the activities. C. Computer instruction at Westminster Village The library finished a second year of computer instruction for residents of Westminster Village given by library personnel and provided them with weekly training sessions in their facility, along with visits to the library at the end of the semester. D. This Old Book,

April 3, 2006 More than 100 community members visited the library for “This Old Book,” which was similar to the Antiques Road Show. Three professional appraisers donated their time and the library provided instruction on using the Web to find book values, and how to perform minor book repair. One book brought by a visitor was valued at \$25,000. E. High School researchers visit Special Collections hosted a research group of high school students from Ohio interested in researching the Debs collection. 3. Reconfiguration of the reference/instruction area A new reference desk was purchased using funds donated by Hildegard E. Pang. Along with the improved look and functionality of the desk, the new desk was located in a more prominent area. Also the “reference” sign was replaced with a large neon question mark. All of these changes resulted in more students and faculty using reference services. Since the move to the center of the first floor, reference questions have steadily increased by an average of one third each month (see below for a three month comparison). Jan 2005 = 857 Jan 2006 = 1161 (+35%) Feb 2005 = 1151 Feb 2006 = 1641 (+43%) Mar 2005 = 1111 Mar 2006 = 1363 (+23%) 4. The library implemented e-mail notification for circulation notices to all ISU faculty, staff, and students. Patrons now receive a courtesy notification via e-mail a few days prior to the due date of materials they have checked out. Patrons are notified more quickly and it saves the library staff time and money. 4. The library implemented e-mail notification for circulation notices to all ISU faculty, staff, and students. Patrons now receive a courtesy notification via e-mail a few days prior to the due date of materials they have checked out. Patrons are notified more quickly and it saves the library staff time and money. 5. Wabash Valley Vision and Voices: •won the 2006 Indiana Libraries Federation Collaboration Award. Each year the Indiana Library Federation, the state’s library organization, selects one example of collaborative programming to be honored. We were pleased that the WV3 project was the winner for 2006. In January 2005 there were 188 ‘hits’ to the Visions web page. By March 2006 that number had jumped to 280,621. •received the LSTA Mini-Digitization grant of \$18,000 for “O Miner’s Awake: Indiana Coal Miners, Their Families and Their Communities.” •established Regional/Community History Days: March 18, 2006 Knox County Public Library; April 29, 2006 Clabber Girl; June 24, 2006 Sullivan County Public Library 6. Article delivery The library implemented electronic delivery of interlibrary loan (ILL) articles. Patrons are now able to electronically access requested articles. This saves the patron time and the library staff time and money (saves paper). 7. Rapid Cataloging Unit -“FastCat” At this time approximately 90% of the monographic cataloging for the library is being handled as “fast cataloging” for materials that need a minimal amount of cataloging. 8. Technology upgrades The library installed new servers, made a major upgrade to Voyager (the library’s integrated catalog system), and made upgrades to all 80 public computers.

Enrollment

What steps did you take this year to aid ISU in overcoming enrollment challenges?

The library has done a significant amount of outreach to area high school students. Many public school educators turn to our collections and services both formally and informally in order to expose students to the wealth of resources we have available here at ISU. In addition, the librarians who teach research instruction classes for high school students do an excellent job of promoting ISU by offering hands on research instruction and computer experience. Additionally, we offered instruction sessions to Terre Haute South students on location at their school library. Our education librarian held sessions dealing with research at the university level. The education liaison librarian is also quite active with outreach to younger public school students. For example, the library has participated in the College Mentors for Kids program and the DeVaney Kindergarten ISU field trip and has continued to maintain its teaching materials and children and young adults’ resource collection, which is open and available for check out to area residents. The library has also implemented a notification process for all enrolled ISU students, assigning them a “personal librarian,” determined by their declared major. Those who were undeclared were divided up among

all of the reference librarians. The library takes a proactive approach to its outreach to students by continually offering research assistance, open workshops, and individualized instruction to all new and existing students.

Action Steps

Do you have any further progress you would like to report?

Update on Wabash Valley Visions & Voices: Wabash Valley Visions & Voices (WV3): A Digital Memory Project for West Central Indiana went into production early in August 2004 and established a presence on the web (visions.indstate.edu). The project was publicly unveiled on October 19, 2005, with a ribbon-cutting ceremony and an exhibit arena that allowed project participants to highlight their contributions. Using the digitization and metadata standards adopted by the Indiana Digital Library Group, the "Visions Project" is an ongoing, collaborative enterprise involving the region's libraries, archives, museums, historical societies, community groups, and area residents. The project is dedicated to the documentation and the preservation of the region's history and cultural heritage. It provides free access to its digital collections via the internet and promotes remembrance and lifelong learning for all Hoosiers. At present the digital collections contain more than 24,000 searchable images of artifacts, drawings, manuscripts, photographs, texts, yearbooks, and audio/video files that relate to life in eight Indiana counties. The project continues to welcome new partners as it expands throughout the region. In 2005 WV3 joined the Indiana Humanities Council's smartDESKTOP Initiative as a Resource Connection for K-12 teachers and students. Wabash Valley Visions & Voices served as the "Featured Resource Partner" in spring 2006. At present 977 metadata records for WV3 digital assets are available in the Resource Connection. Wabash Valley Visions & Voices received the Indiana Library Federation's 2006 Collaboration Award. In order to facilitate public contributions to the "Visions Project," WV3 co-sponsors Regional and Community History Days during which residents of a specific county or place are invited to bring photographs and other documents to the local library for digitization. The collected material becomes part of a county specific collection and the owner receives credit in the descriptive metadata. The "Visions Project" will serve as the repository for Dr. Ann Chirhart's Promising Scholars' grant project titled, "Religion in the Wabash Valley." In addition, the material gathered for the "O Miners Awake: Indiana Coal Miners, Their Families and Their Communities," which is funded by a one-year LSTA mini-digitization grant, will be incorporated into Wabash Valley Visions & Voices. The "O Miners Awake" project will employ two student interns as project technicians. Update on research instruction to the community: During the 2005/2006 academic year, the reference department continued to provide a computer training program at Westminster Retirement Community in Terre Haute. In addition to providing ongoing technical assistance with their on-site computer lab, reference librarians conducted bimonthly sessions on topics ranging from using Microsoft Word to Social Security and Medicare information online. In addition to these on-site classes, the participants also attended an additional computer instruction class at Cunningham Memorial Library. The reference department is currently offering additional classes at Westminster over the summer. The reference/instruction department coordinated with the media specialist of Terre Haute South High School to conduct instruction sessions on location at their school library. The education librarian held sessions dealing with research at the university level. The reference/instruction department has continued to assist high school educators at the Parke-Vermillion Education and Training Interlocal by providing grant searching assistance for the institution. We are also working to develop a career research development workshop for them in 2006/2007.

Assessment

**What are two ways in which you evaluated the quality or effectiveness in your area last year?
What changes did you make based on those assessments?**

The library is made up of several departments, with some departments more public oriented while others are more technical. Although assessment is usually achieved in these diverse areas through different methods, the goal of all departments is to provide excellent patron centered service. One assessment conducted in the summer of 2005 was used to determine how to make the pre-order search process for materials orders more efficient. Timed searches by batch were conducted, using three different processes. The results were then compared and different workflows established for types of items depending upon their ordering queue. For the most part, the batch searching and downloading of OCLC records for ordering purposes has sped up the pre-order search process for a reduced cost. Utilization of First Search for the searching of media records has also been established. Difficult orders are still searched individually but are batch updated to recoup some savings. Another assessment involved examining response times for systems support. An assessment method that will be used in the coming year includes one being developed by the reference/instruction department. This instrument will be used for evaluating all library instruction sessions taught by the librarians in the department. The online tool requests feedback from students and teaching faculty. Additionally, the department will be instituting a peer review process where library faculty members are paired up each semester to review one another's teaching and offer means of improving the content and delivery of these brief but extremely important sessions. Both of these evaluative initiatives will begin in fall 2006. The library as a whole will also be involved in an online LibQual survey that will ask ISU students and faculty to evaluate our collections and services. LibQUAL+(TM) is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library.

Budget

As you know, ISU is facing significant budget challenges. Finding ways to overcome these while increasing efficiency requires innovation. How are you overcoming your budget challenges this year?

The library began reviewing the library's database holdings to identify areas where costs could be cut through greater efficiency. This included scaling back on the number of users allowed by certain databases and canceling print journals if we also held the title electronically. Additionally, liaisons have been meeting with faculty to limit spending by prioritizing resource needs. Liaisons have encouraged faculty to limit its requests for the purchase of low use journals and has publicized its quick and efficient interlibrary loan service as a feasible alternative to costly journal subscription rates. Both the approval plan and firm order monographic funds were reduced this year, creating the need for a more concise selection process on the part of liaisons and the departmental library representatives. The majority of materials orders to acquisitions are done electronically rather than using paper printouts to transmit this information. Additionally, binding print journals has been almost completely eliminated. Also print handouts for instruction classes are no longer dispersed, in favor of electronic means of communicating instructional points (ex: online research guides, tutorials, etc.). Printing and photocopying at the departmental level have been significantly curtailed over the past year. Nearly all interdepartmental communication is done electronically, via email or plog. Library staff members are printing less and using recycled paper whenever possible. We now use electronic invoicing for media purchases which not only saves paper but is more time efficient. Telephone lines were reduced and travel curtailed. Changes in workflow have also saved money. For example, by changing workflow in cataloging, our use of OCLC (Online Computer Library Center; used for cataloging purposes) services was diminished which saved money. The acquisition of new server technology was made possible through a grant from Sun for academic institutions. The

library was able to save maintenance fees that had been expended for the older servers.

Strategic Initiatives

Development Activities

What role might your unit play during the silent phase of the comprehensive fundraising campaign?

The library will continue to work with the development office to send solicitation letters to parents of current ISU students. The dean of the library will continue to develop donor bequests. By making the library an active partner with campus and community groups, the likelihood of donor requests increases tremendously.

Future Goals

Future Goals

Have you considered any action steps your department could make to enhance Indiana State University's reputation as a University of choice? If so, please indicate what you are planning to do and tell us which area of planning your steps fall under.

Under EL, CE, EM, and IE: The library continues to promote its resources and services to students and faculty. In its role as both an academic and support unit, the library has taken a two-pronged approach to enhancing ISU's reputation. By providing excellent service to students and faculty members, the library plays an integral role in attracting and keeping students enrolled here at ISU. Along those same lines, many exceptional faculty candidates are impressed with the breadth and depth of the university's collections and services, which helps attract them to our campus. By continuing to fulfill this service role with dedication and innovation, the library can impact ISU's reputation as a research institution that cares about both student and faculty achievement. In addition to working with ISU students and faculty, the library plans to continue and broaden its outreach to local Ivy Tech students and faculty through collaborative efforts. Some ideas that are currently being explored with the local Ivy Tech librarian include developing tutorials and research guides, providing links for Ivy Tech students to an ISU reference librarian through Live Chat, scheduling an ISU librarian to offer on-site reference assistance for a few hours each week, and providing in-service sessions for Ivy Tech instructors. As an academic unit, librarians are active in the profession, and as a result, are constantly investigating new ways to employ technology for the good of the students on our campus. We continue to weave instructional elements into our website for self-paced user training. We are currently investigating other technologies such as using pod casting and streaming media to teach students via the web. These initiatives are particularly useful for assisting our growing distance education student population. By keep abreast of changes in the professions, librarians have been able to better assist students and teaching faculty with linking to numerous electronic resources via course management software.

Feedback

This box is to allow you to share any ideas you have on enhancing enrollment, dealing with budget, challenges facing the administration, etc.

Student frustrations with course scheduling offerings, particularly for those who are not able to graduate due to a lack of significant institutional planning for course rotation may be one reason students transfer to other institutions. If ISU were to guarantee that students could graduate in four years or else classes would be free (of course, with caveats about changing majors-IU offers a guaranteed 4 year graduation), this could convince students that ISU is seriously committed to their welfare. Along those same lines, excellent advising can be a powerful tool to retaining students,

though many express disappointment with the seeming lack of commitment or coherence from advisors. In that area, more communication about opportunities at ISU (distance education, for example, could be offered as an option to students who find that they must drop out of school due to certain personal situations) might also prove helpful to enrollment issues. We need to build strong niche programs and target those programs to area schools and students. ISU's strength is in its location and we need to make accommodations to those students who are in our region.