<table>
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<th>Desired outcome</th>
<th>Assessment Method</th>
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<td>1. Produce students who are information literate.</td>
<td>Strategy 1.1 Ensure that the Information Literacy Plan is modified to reflect any changes in the curriculum with special attention to the first year program. Assessment 1.1.1 Report the Information Literacy Plan</td>
<td>1.1.1 Information Literacy Plan can be seen here - <a href="http://homepages.transy.edu/~library/libguide-images/library/InformationLiteracyPlanforTransylvania.pdf">http://homepages.transy.edu/~library/libguide-images/library/InformationLiteracyPlanforTransylvania.pdf</a></td>
<td>1.1.1 We adjust this every year in consultation with faculty, in response to any changes in the curriculum, and in response to our previous year’s classroom experience with the students.</td>
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| 1. Produce students who are information literate.  | Strategy 1.2 Work with August Term, FYS, and FYRS faculty to ensure that first-year students are being educated according to the IL plan. Assessment 1.2.1 Analyze trends in August Term sections exposure to the library Assessment 1.2.2 Analyze trends in First Year Seminar sections taught and number of students reached | 1.2.1 August of 2012 was the first year that August Term was offered to incoming First-Year students. Over the following years, we adjusted the IL plan to work with the August Term class, First Engagements in response to our experience and feedback. In 2014-15 we worked with all 26 classes and reached an estimated 350 students enrolled in the August Term First Engagements class. See page 6 of the 2015-16 Library Annual Report* for more info.
1.2.2 Librarians provided a grand total of 88 instruction sessions for FYS/FYRS in 15-16. See page 8 of the 2015-16 Library Annual Report* for more detail. | 1.2.1 We adjusted the specific events to reflect the feedback of the students and our own observations.  
1.2.2 In the Fall of 2015, in consultation with the Director of First Year Programs, we moved away from the Creative Engagements workshops. We found that students did not attend in spite of the fact that it was required. This content instead, was wrapped into the FYS course. So for the first time, we worked with all FYS classes. This allowed us to move several of the learning objectives from FYRS to FYS. We work with all FYRS class sections which was not the case 8 years ago. We have also made real headway |
| 1. Produce students who are information literate. | Strategy 1.3 According to Information Literacy Plan, expand work with the upper classes as staffing allows. Assessment 1.3 Analyze trends in upper classes and total number of courses exposure to library instruction | 1.3 Librarians worked with 8 upper classes in 15-16. | 1.3 The decrease in number of upper classes worked with is due to the increased work that we are doing with the First Year Program. We have plans for how to reach and how to scaffold this effort into the IL Plan but we need to add another librarian position to help with this. |
| 1. Produce students who are information literate. | Strategy 1.4 Determine students’ progress in achieving information literacy Assessment 1.4: Examine change in incoming first years’ knowledge to their knowledge at the end of the year and compare seniors’ knowledge to first years’. | 1.4 We struggled to get responses from the HEDS survey in 2015-16 in part, we believe, because it is so long. Ideally we should be surveying students in August Term and again at the end of their first year. Only a handful of students responded to the survey at the end of 2015-16 so there was little to no comparative data. We plan to go back to the homegrown instrument in 2016-17 to see if we can get better response. See section 1.4 of the Annual Report* for more information. | 1.4 We will move back to the home-grown instrument in 2016-17 to see if we can get better response. |
| 1. Produce students who are information literate. | Strategy 1.5 Educate and provide research help to individual students at the service desk and through individual consultations Assessment 1.5.1 Analyze trends in numbers of questions answered at the | 1.5.1 We answered 608 questions in 2015-16. We are up from last year but still down overall. See Section 1.5 of the Annual Report* for more info. 1.5.2 We survey students for their opinions about the library and its services biennially. This data is from the survey conducted March 2016. The students who received help were overwhelmingly positive. 98% felt the help was useful. 93% felt they did better on their | 1.5.1 We continue to watch the numbers to see if this is a trend. We know that we are recording fewer directional questions and this could be because the students are more familiar with the building or could be because we don’t record them like we
reference desk and through individual appointments, drop-ins, or email.

Assessment 1.5.2. Survey or conduct focus groups with students to obtain feedback on the effectiveness of help received at the desk and independently.

assignments because of the help they received. 94% felt more confident in their ability to find materials. 99% of the respondents felt the library staff was both friendly and helpful. 98% were satisfied with the help received and 98% said that they would be comfortable asking for help again. See page 15 of the Annual Report* for more info.

used to due to their perceived unimportance. We use the data we record to help determine the staffing of the service desk. If this trend continues it could support the argument that we need a support staff position to permanently staff the desk and move the librarians deeper into info lit, individual research consultations and other work that has a direct impact on students' research and academic success.

1.5.2 Based on the responses, we will not be making any major changes to what we are doing.

2. Provide high quality resources for the Transylvania community’s research and intellectual needs and an inviting space where intellectual exploration and discourse occur.

Strategy 2.1 Provide quality research resources which support the curriculum and reflect the needs of the students and support their work in their courses.

Assessment 2.1.1 Report the formats of holdings: the number of books, periodical titles, A-V items, and electronic resources available; compare, if possible, to peer institutions

2.1.1 If you look at the annual report you can see the longer term changes in the size of the different formats. This has led to things like a major shifting project to even out the number of books on each floor of the stacks. Also we did a weeding project of the reference collection so that we could prepare for the renovations to the main floor in the summer of 2015.

2.1.2 We are watching numbers carefully to help us...
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Assessment 2.1.2 Analyze trends in number of books and other items circulated, what areas of the collection circulate
could be because of the instruction that we are doing with them and it could be that we are seeing the results of their stated preference for physical books. This differs from the previous downward trends in circulation. See Section 2.1.2 of the Annual Report* for more info.

Assessment 2.1.3 Analyze use of electronic books and compare to use of paper books; report on number of ebooks used
2.1.3 Ebook section use is increasing when compared to itself. This could be because we continue to add content in ebooks. Students tell us in surveys that they prefer paper to electronic format.

Assessment 2.1.4 Analyze subject coverage and trends in the use of individual periodical subscriptions, both paper and electronic.
2.1.4 Individual periodical subscriptions can be either paper or electronic format. We keep track of the use of individually subscribed journals by counting how many times we resheve the paper or how many articles are downloaded from the electronic versions. Additional information is in Section 2.1.4 of the Annual Report* and in Appendix 4.

Assessment 2.1.5 Analyze the subject coverage and trends in the use of the online databases including number of searches performed and number of articles downloaded.
2.1.5. The most heavily used databases are general in subject coverage, covering most subjects at least partially. The TU community conducted 211,000 searches against the databases we provide and downloaded 54,000 articles from those databases in 2015-16. We have been seeing downward trends in the numbers of searches and article downloads. Use of the databases that we provide access to is described in more detail in Section 2.1.5 of the Annual Report*.

Assessment 2.1.6 Survey students to see if their research material needs are being met
2.1.6 We survey students every two years to try to keep survey fatigue in check. Online databases were the most important resource that the library provides but rank 4th in satisfaction according to the rating average, and quiet study areas rank second in importance but 9th in satisfaction. See Section 2.1.6 of the Annual Report* for more detailed information.

determine the best use of funds for different types of resources.

2.1.3 When they are available and when the faculty have not indicated a preference, we acquire ebooks rather than paper. We don’t have space to continue to grow the paper collection.

2.1.4 We use the reshelving numbers and the articles downloads from the individual subscriptions to determine which we keep. We also take faculty preferences, requests for new journals, and cost into account. Due to decreasing budgets and increasing periodical costs we can only add new periodicals if we drop periodicals to make room for them. Overall we are decreasing the number of periodicals that we subscribe to.

2.1.5 We use the numbers to determine what databases to keep and which we should drop. Due to decreasing budgets and increasing database costs we can only...
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### SACS Assessment Report

| 2. Provide high quality resources for the Transylvania community's research and intellectual needs and an inviting space where intellectual exploration and discourse occur. | S 2.2 Work to streamline ordering, receiving, cataloging and processing of materials.  
Assessment 2.2.1 Report on any changes in the process of ordering, cataloging and processing  
Assessment 2.2.2 Analyze trends in cataloging year to year, as well as trends within the year. Report the number of items cataloged; number new items cataloged; number of items already owned added to the catalog. | 2.2.1 We continue to settle into WMS and learn what it can and cannot do. We also switched to YBP from Baker & Taylor since B&T no longer serves the academic book market. More detail in section 2.2.1 of the Annual Report*.  
2.2.2 We cataloged 1,440 books in 2015-16. 1,294 of these, or 90% were print volumes, with the remaining 146 digital books. | 2.2.1 While it was a good move for the enduser, we are struggling to get some the stats that we want out of WMS. We are working with OCLC to encourage them to develop these.  
2.2.2 We are keeping an eye on the numbers of items that we are cataloging. Because of the switch in systems it will be a couple of years before we can compare apples to apples again. | add new databases if we drop current ones. We feel that the decreasing number of searched is due to the implementation of a discovery interface.  
2.1.6 We need to dig deeper into what databases they want but will be limited by budgets in our ability to provide additional resources. We added a quiet area of the library in the summer of 2015. We need to be sure that we are honoring the quiet rule in that area. |
## TU Library 2015-16
### SACS Assessment Report

| 2. Provide high quality resources for the Transylvania community’s research and intellectual needs and an inviting space where intellectual exploration and discourse occur. | 2.3 Provide access to resources through ILL Assessment 2.3.1. Analyze trends in interlibrary loan transactions numbers, both lends and borrows Assessment 2.3.2 Analyze the trends in the turn-around time for ILL transactions. 2.3.1 In 15016 we borrowed 1,136 items and lent 746. The long term trends in these numbers can be seen in Section 2.3.1 of the Annual Report*. Over all the number of items we borrow has been on the rise. 2.3.2 Generally speaking, interlibrary loan materials are retrieved in an average of 6.76 days. Over all the turn-around times had been decreasing. We saw an increase in the past year. When we look at the numbers, we see that there are a couple of items that take a long time to fill. These have an impact on the averages. 2.3.1 We are seeing an increase in borrowing numbers probably due to students increasingly searching google and running into pay walls for the articles they want. 2.3.2 We will continue to do what we have been doing. | 2.4 Improve and update the building to reflect the needs to students and respond to the ways that they use the building Assessment 2.4.1 Report on changes in the building Assessment 2.4.2 Report number of hours per week facility is available and the number of seats and study spaces available Assessment 2.4.3 Through the biennial survey and conversations with students, seek input on changes that need to be made to the physical building 2.4.1 In the Summer 2015 we renovated half of the main floor to combine two service desks into one, to add a more easily enforced quiet area, and to add an office to the main floor so that a staff member could be near the service desk. We also updated furniture, lighting and color of half the main floor to make the area more inviting. See Section 2.4.1 of the Annual Report* for more information. 2.4.2 The library is regularly open 102 hours per week during the semester. In total the library offers 284 seats plus 25 seats in the classroom (Media Viewing Room), and 34 seats at computers. 2.4.3 We surveyed students in March 2016. We also have conversations with them. Most of our respondents to the biennial survey said that they use the physical library building once a week. 77% said that they use it one a week or once a day. Most of the respondents use the building for studying either alone or in groups. They also use the building to do research, finding books and articles. See Section 2.4.3 of the Annual Report* for more information. 2.4.1 The students are happy with the renovations. 2.4.2 There are times in the semester when the library does not seem to be big enough for those wishing to study. 2.4.3 We are still responding to a few complaints that students cannot find quiet areas to study in the library. |

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*Library Annual Report for 2015-16 can be seen here - [http://libguides.transy.edu/Generallnfo/StatsAndDocumentation](http://libguides.transy.edu/Generallnfo/StatsAndDocumentation)