Our Culture of Continuous Assessment Pays Big Dividends

By John M. Meador, Jr., Director of University Libraries

Graduating 2009 seniors responded to an independent survey conducted of their “entire BU experience” by giving Library Services their highest overall level of satisfaction rating (95.9%). Similarly, a 2010 Undergraduate Alumni Survey (of those graduating between 1999 and 2007) reports that the overall quality of library services is highly rated (77% excellent; 4% fair/poor). These recent surveys supplement data from earlier Student Opinion Surveys, also conducted by the University’s Office of Institutional Research & Assessment. Mean ratings of Library Services on a 1-5 scale (5 = Very Satisfied; 1 = Very Dissatisfied) by our students was 3.68 in 2000; 4.07 in 2006; and 4.12 in 2009!

These very positive statistics not only reflect the quality and commitment of our library staff but also demonstrate their willingness to embrace the growing environmental culture of assessment. Higher education has come under increased scrutiny in recent years with mandates from both government and accreditation agencies to better document learning outcomes and demonstrate the successful achievement of institutional goals. Academic libraries, likewise, are expected to justify their institution’s considerable investment in information resources and services. Historically, libraries relied upon quantitative data (e.g., numbers of volumes, book circulations, reference questions, people using the physical facilities, etc.) as surrogate measures of quality. In this evolving digital age of virtual libraries, however, multiple new qualitative assessment metrics are emerging that emphasize the actual user experience.

Readers of LibraryLinks over the past several years have seen many articles demonstrating how Binghamton University Libraries have successfully incorporated a variety of these new assessment activities into ongoing local practice that, in turn, yield actionable insights. The Fall 2008/Spring 2009 issue contains a summary article, “Library Assessment Initiatives,” that cites our participation in the nationally normed LibQUAL+™ survey of user expectations, local web-based usability studies, and in-house analysis of instant messaging sessions. Other articles in that same issue cite our participation in a national collection analysis project (our collections were determined to be less duplicative among other libraries) and our local support of a University class project (Marketing 540) to assess how students use libraries (76% visit physical libraries at least twice a week). Also, my “Greetings” article in the Fall 2007/Spring 2008 LibraryLinks summarizes a number of accomplishments, awards, and library assessment results.

Assessment feedback continually modifies library practice, thus closing the evaluation loop. Our goal is to be a learner-centered knowledge organization, wherein both staff and library users constitute “learners.” We believe empowered individuals and collaborative teams working within an organizational culture of creativity and experimentation ensure the successful provision of value-added services. Only by engaging in a series of continuous assessment activities can we ascertain which creative endeavors/experiments are effective and should be sustained. According to the Class of 2009, we must be on the right track!

<table>
<thead>
<tr>
<th>Library Services</th>
<th>n</th>
<th>% Satisfied</th>
<th>Mean</th>
<th>Median</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harpur College Fine Arts</td>
<td>17</td>
<td>94.1</td>
<td>4.12</td>
<td>4.0</td>
<td>0.86</td>
</tr>
<tr>
<td>Harpur College Humanities</td>
<td>105</td>
<td>98.1</td>
<td>4.21</td>
<td>4.0</td>
<td>0.66</td>
</tr>
<tr>
<td>Harpur College Science and Math</td>
<td>146</td>
<td>95.2</td>
<td>4.10</td>
<td>4.0</td>
<td>0.78</td>
</tr>
<tr>
<td>Harpur College Social Sciences</td>
<td>110</td>
<td>98.2</td>
<td>4.22</td>
<td>4.0</td>
<td>0.68</td>
</tr>
<tr>
<td>Harpur College Non Division</td>
<td>17</td>
<td>94.1</td>
<td>4.12</td>
<td>4.0</td>
<td>0.99</td>
</tr>
<tr>
<td>College of Community and Public Affairs</td>
<td>44</td>
<td>90.9</td>
<td>3.95</td>
<td>4.0</td>
<td>0.91</td>
</tr>
<tr>
<td>Decker School of Nursing</td>
<td>42</td>
<td>97.6</td>
<td>4.19</td>
<td>4.0</td>
<td>0.67</td>
</tr>
<tr>
<td>School of Management</td>
<td>95</td>
<td>97.9</td>
<td>4.17</td>
<td>4.0</td>
<td>0.66</td>
</tr>
<tr>
<td>Watson School</td>
<td>80</td>
<td>91.3</td>
<td>3.88</td>
<td>4.0</td>
<td>0.91</td>
</tr>
<tr>
<td>University Total</td>
<td>656</td>
<td>95.9</td>
<td>4.12</td>
<td>4.0</td>
<td>0.76</td>
</tr>
</tbody>
</table>

% satisfied includes the responses (5) “Extremely Satisfied,” (4) “Moderately Satisfied,” and (3) “Neither Satisfied or Dissatisfied.”

Inside this issue:

Turning Gift Books into “Gold”  
By Bern Mulligan

In his article “Dealing with the Economic Downturn” in the last issue of LibraryLinks, John M. Meador, Jr., Director of University Libraries, asked the question, “How can libraries fund the cost of maintaining current services while continuing to innovate for tomorrow?” There is no simple answer to this question. But one way the Libraries have found to “stretch” the materials budget is through a vigorous in-kind gifts program. Books that are donated to the Libraries can bring “value” in several ways: as direct additions to our collections; as exchanges for other books from other libraries; and as cash from the proceeds of both traditional and online “book sales.”

Like most academic libraries, Binghamton University Libraries have received many book donations throughout the years from faculty, staff, students, and community members. However, until last year, the process for evaluating the donations was rather cumbersome, with shelves full of books set up without any organization to them, making it very difficult for the subject librarians to know where to begin to look. That changed in January 2009 when Nancy Abashian, gifts coordinator for the Libraries, started a pilot project to streamline this process. With the help of several key people in Acquisitions and Cataloging, an inventory management system of donated books was created, from which lists are produced for librarians according to their subject areas. Librarians then peruse these lists and compare them to our holdings to make decisions about whether to add items to our established collections. Since the pilot began, 21,500 books have been reviewed by librarians on a bi-weekly schedule and more than 4,000 books have been added to the collections.

So, what happened to the other 17,500 books, you might ask? Phase 2 of the gifts program involves identifying appropriate books for exchange with Beijing Normal University (BNU) Library. In October 2008, Julie Wang, Asian and Asian-American Studies Librarian, visited China as a member of the delegation of North American Chinese Studies Librarians. During this visit, she established a pilot book exchange project between the Libraries and BNU Library in which both libraries initially agreed to exchange 1,000 titles. In March 2009, a formal agreement was signed and the Libraries sent its first “pick list” of potential titles in English or other European languages from the gift books to BNU Library. The following month, we received a “pick list” of potential titles in Chinese from BNU Library. As of February 2010, we have shipped 445 books selected from our list to BNU Library and we have received 377 books from them. Upon the completion of the pilot project, the two libraries will evaluate it and decide if it will continue while also exploring other potential collaborations.

For years, the Libraries have taken the donated books not added to the collection and held an annual book sale, which is very popular among students, faculty, and community members. This year was no exception. However, two new wrinkles were added. Of the gift books not added to the collections or reserved for the “pick lists” mentioned above, 2,758 were identified for sale online. Of those, 1,086 were listed on Alibris.com and, so far, 418 have sold. The second “new” process this year involved an environmentally friendly arrangement with Better World Books to buy the remainders after the campus book sale.

So, the next time you think about throwing away your old books, resist the impulse and instead think about donating them to the Libraries and help us “turn your gift into gold.”

Information Commons Expands High-Demand Services  
By Dave Vose

Since the start of the 2010 spring semester, students have been enjoying the newly updated and expanded Information Commons, located on the first and second floors of Bartle Library. The project, which has enhanced the facility that originally opened in the spring of 2006, responded to student feedback for more computers and study space. The Commons now offers over 225 computers, a new walk-up Mac computer bar, faster printers, and new scanners.

Printing—a high-demand service in the Commons—has been improved by the installation of two new printing islands with more space for students to queue in front of five...
Scholarly Publishing Initiative a Success with Faculty and Students
By Beth Brown

On December, 11, 2009, the Libraries hosted a campus-wide Scholarly Publishing Workshop to provide advice on promoting and publishing scholarly work for campus faculty, graduate students, and administrators.

Gary Dunham, Executive Director of SUNY Press, provided a wealth of information for attendees on the publishing process, including initial inquiries, manuscript preparation and copyediting, and promotion of completed works. He also emphasized strategies to best promote and maintain rights to scholarly works.

The event was a success with attendees from all areas of scholarship in the humanities, social sciences, sciences, and professional schools. Many attendees felt this session was invaluable for preparing manuscripts from their dissertation work and establishing initial contact with editors and publishers. Gary shared his extensive experience as an editor and as a fellow dissertation author.

The Libraries hope to host Gary Dunham in the future for an encore session of this popular workshop. Stay tuned for more information on this and other scheduled sessions at the Libraries’ Scholarly Communications website at http://library.binghamton.edu/services/scholarly/index.html. More information on other aspects of publishing and copyright is available, such as Open Access publishing and information on the Google Book Search project and settlement.

In addition, more information about publishing workshops and advice for aspiring authors is available at the SUNY Press’s website at http://www.sunypress.edu/t-Publishing-Workshops.aspx.

Blogging: Student Assistant Helps Spread the Word about the Libraries
By Russ Levin

I began blogging for the Libraries last semester and it has been a wonderful experience. I enjoy the opportunity to help students via the web. When I was a new student at Binghamton University, I was unaware that many library services could be accessed at home from my computer. For example, any student can renew his or her books online. The only items needed are a computer, username, and password. In fact, over my academic career here at Binghamton University, the Libraries’ website has been upgraded numerous times. Finding journals, reserve materials, and other library materials has never been easier.

The transition from high school student to university student can be both challenging and rewarding. For an entering freshman, the Libraries’ homepage may seem complex at first. Through blogging, I have attempted to make this process easier for my fellow students. In my blog posts, I examine a myriad of possible questions that both new and experienced students may have regarding various library materials and services. Surveying the blog’s questions and answers (the comments in reply to each post) also creates a comfortable environment for those students who may be too shy to ask for help.

There are many useful links on the Libraries’ website, though they are not all located on the homepage. Through blogging, I have discovered several resources that even I did not know about. For example, there are links to video tutorials that help with something as simple as locating a book to something as complicated as using the PsychInfo database. I reference these links on the blog and describe their usefulness. As a college student, it is crucial to utilize all available resources in order to perform efficient and successful research. Blogging for the Libraries has allowed me to consider in detail many features and links of the website. Thus, answering questions during work has become a much smoother process.

Stay tuned for more blogs about library resources at http://blogs.binghamton.edu/index.php/admissions!
Building a Better Website
By Erin Rushton

Not so long ago a university library was merely a building, often in the center of campus that housed tangible collections of books and journals, special collections, and other scholarly material. For students and faculty, the library was the primary provider of the resources necessary for academic research and study. The proliferation of online information in recent years has had a dramatic impact on the structure and function of academic libraries. Libraries, for example, are amassing digital content and participating in the creation of new content through digitization initiatives. There is also competition from search engines and websites like Wikipedia that challenge core services such as Reference and Collection Development.

This evolving information environment and the rapid growth of new technologies necessitates the need for libraries to continuously evaluate and redefine their roles as information providers. With this in mind, librarians at Binghamton University initiated a library website redesign project in late 2008. The previous design, in existence since 2005, did not effectively support many of the research tools, initiatives and services developed in the past few years. For the new design, faculty, students and staff were encouraged to share feedback and many mock-ups were created and tested before the final design went live in the summer of 2009.

The new website includes a redesigned logo and site architecture. A tabular search box on the homepage provides access to essential research tools including the Libraries’ catalogs, databases, e-journals, and subject guides. Library news is displayed in a more prominent location as are key services, including Reserves, interlibrary loan and Ask a Librarian.

The information environment has not stopped evolving and neither has the library website. Ongoing usability testing and analysis of web data will help the Libraries’ make enhancements and improvements to the site. We welcome you to take a look at our site (http://library.binghamton.edu/) and let us know what you think.

Screenshots of the Libraries website before and after its recent overhaul, which took place in the summer of 2009.

Social Networking at the BU Libraries
By Alesia McManus

If you haven’t already heard, the Libraries are on several popular networking sites, including Facebook, Twitter, Flickr, and YouTube. We’re proud to report that we’ve attracted over 300 fans on Facebook and 430 followers on Twitter. For your viewing pleasure, we’ve posted a photo tour of the all three campus libraries on our Flickr page. We’ve even launched a YouTube channel featuring our latest library tutorials.

As we continue the increasingly important web-dialog with students, faculty, and others via these channels, we learn more about patron likes and dislikes. We even discover more about how we can best disseminate information about our services and facilities to these individuals. For example, we’ve integrated our general news blog into our Facebook and Twitter pages, thereby providing the latest reports on library events, new service offerings, emergency situations, and other key bulletins to our fans the minute we post them. We hope to continue pulling these various methods of communication together to give patrons the most timely, pertinent messages available.

If you’d like to stay up to date on the latest news and information about the Libraries, we invite you to become a fan or follow us on any or all of these sites. Just visit our Social Networking page on the Libraries’ website at http://library.binghamton.edu/about/socialnetworking/. As always, we welcome your comments and feedback about these services.
Library Video on Student Research Resources

By Angelique Jenks-Brown

During the fall 2009 finals week, student reporter Katie Richards investigated how students use the Libraries for their research and coursework in a Real to Reel video. The clips are made for students by students to provide an objective look at various aspects of campus life. In the five minute video about the Libraries (Bartle Library, in particular), Richards seeks research help from librarian Dave Vose for a term paper.

Throughout the course of the video, Richards learns about the range of resources the Libraries offer to help her with her research—such as interlibrary loan, Ask-a-Librarian, and various online services. Richards also interviews other students to discover why they, too, choose to use the Libraries. Many reveal they enjoy visiting the Libraries for the quiet study spaces, electronic databases, computers in the Information Commons, and rare materials in Special Collections—all things we service providers love to hear.

“For history classes and some of my courses that require research, the third and fourth floors [of Bartle Library] are packed with hundreds, thousands of books, and it’s been really easy for me to look up books,” says senior Paul Cho.

“ If I ever need help I went to the reference table and they help me with everything there.”

Members of the Libraries’ Instructional Services Coordinating Committee (ISCC) include Kate Bouman, Colleen Hailey, Angelique Jenks-Brown (chair), Sarah Maximiek, and Julie Wang.

Info Commons Expands

(Continued from page 2)

very busy printers. New express print release stations help students quickly print without tying up Commons workstations. To make this process even faster, old Commons printers have been replaced by high capacity Xerox Phaser printers. To address the students’ desire for a greener Commons with less printer waste, all print jobs are now sent to doublesided printers by default (unless otherwise specified).

The first floor Commons is a lively space and is often filled to capacity. In addition, the area’s Group Study/Presentation Practice Room is constantly booked by groups preparing team projects and presentations. The following are additional enhancements we have made to address space and crowding issues:

• Furniture has been added and rearranged to facilitate a more open floor plan for optimal foot traffic flow.
• Glass panels between selected workstations provide better sight lines so students can more easily identify available computers.
• The Commons has been expanded to our second floor mezzanine area. This new second floor area houses 29 computers and additional study space, which has established itself as an area where students can go for quiet computer work or study.

To read more about the Information Commons in its various phases, visit our online newsletter archives at http://library.binghamton.edu/about/librarylinks/.
Rare Cinema Books Donated by Allan Rogg

By Jean Green

Book collector and Library benefactor Allan Rogg continues to be instrumental in the expansion of the Libraries’ collection of cinema-related books. In August 2009, Mr. Rogg donated over 1,300 titles related to world cinema, including many rare and unique items. Titles originate from Australia, Belgium, Argentina, Spain, Germany, Britain, Canada, Italy, the United States, and many other countries. Subjects include classic cinema, animation, movie posters and art, African-American cinema, documentary film and a myriad of other topics. We are indeed pleased and honored to have the support of Mr. Rogg and know that our Libraries are developing one of the premier collections of world cinema books because of his generosity.

The Wexler Theater Collection

By Cheryl Spiese

In the mid-1960s, Peter Wexler, a talented theatrical scene designer, joined the faculty of Binghamton University’s Theatre Department as a visiting professor. Wexler had studied and worked with some major figures in the field, including Rudolf Bing at the Metropolitan Opera and Don Watters, one of the founders of BU’s Theatre program. When he left the program, the Theatre Department acquired a large collection of his works, including blueprints, sketches, photographs, design notes, and correspondence covering his career from 1956 to 1969. These materials have been transferred to the Libraries’ Special Collections Department and are in the process of being inventoried, organized and reviewed for preservation treatment. An important part of the project will be the creation of an online finding aid to facilitate access to the rich variety of materials and an archive of digital images documenting his work.

Wexler, who has designed for such entities as the Metropolitan Opera, ABC Nightly News, and the New York Philharmonic, has lent his support to the project and has already provided valuable information to help the process.

Above and below: Pieces from the Wexler Collection, which has been transferred to the Libraries’ Special Collections department for inventory and preservation.
The Dekin Collection

By Beth Kilmarx

Late Professor Albert A. Dekin, Jr.’s books are clearly recognizable by their ownership marks. Each has his surname either inscribed on the cover or on the front fly leaf. Included with his name is the actual price he paid, the date of purchase, and in later years, the place of purchase. Dekin’s practice of writing his name on or in each of his books started when he was a freshman at Dartmouth College and in the beginning stages of his academic career. He had no need for any pretentious book plates as his simple and consistent ink inscriptions said it all.

When Dekin decided to retire last year, he contacted the Libraries about donating his vast collection of books and papers. He loved books and the intellectual journey of academic research. His love of books was only surpassed by his love of his family. Dekin filled his home and his various campus offices with shelves of books and when he ran out of shelves, he then covered the available table tops with more books. When all the flat surfaces were covered, he then made cairns of books on the floor. In the course of his 37-year teaching and research career, Dekin accumulated thousands of books, all of which he had read at least once. As one flips through the pages of these books, one sees that they are annotated with check marks, question marks, or simple phrases (e.g., “nice epilogue”), and usually a page or two of particular interest was tagged with a yellow post-it note (the latter being anathema to a rare book librarian).

Dekin’s generous gift to the University is an outstanding collection of rare and classic anthropological research and teaching materials. In addition to books, the collection also contains hundreds of ethnographic and archaeological investigative reports conducted for various federal agencies, in particular those published by the U.S. Department of the Interior’s Minerals Management Service (Alaska region). Many of these reports constitute a significant body of gray literature related to the study of polar and sub-arctic regions and are not held by other institutions outside of Alaska. An example of such rare reports is the Preliminary Archeological Evaluation of the Southern Part of the Route of the Proposed Trans Alaska Pipeline System: Valdez to Hogan’s Hill by Frederick Hadleigh West and William Workman (1970).

The collection also contains thousands of photographs, slides, line drawings, and artifact catalogs from various archaeological and ethnographic projects that he directed in Alaska. Two of his projects were of major national significance: the Utqiaqvik Archaeology Project, and the EXXON Valdez Archeological Damage Assessment Project. The Utqiaqvik Archaeology Project was conducted over three field seasons and was the largest and most complex archaeological excavation ever conducted in the North American Arctic. During the second field season, a 500-year-old house (Mound 44) containing the frozen remains of five individuals was discovered and excavated. The inhabitants died as a result of an ivu or ice override that collapsed the house and fatally trapped those sleeping inside it. The excavation of Mound 44 resulted in an archaeological snapshot of Kakligmiut culture ca. 1500-1600 AD.

Dekin was renowned for his generosity with his books and learning materials and for his willingness to lend them to students and colleagues alike. He always knew who had borrowed a book of his, but he was also well aware of those who might be interested in a volume he owned. It was not unusual for him to hand a book to a colleague or student as he passed him or her in the halls of the Anthropology Department. As he planned his retirement, he wanted as many people as possible to be able to use his extensive collection of anthropological books, archaeological and ethnographic reports, and archival materials. Professor Albert A. Dekin, Jr.’s gift to the Libraries has ensured that his wishes will be granted, and that his books and research materials will be available for use and study by present and future students and colleagues.
The Library Annex@Conklin:
Electronic Document Delivery Service Is Booming

By Ronnie Goldberg

The slogan of the Library Annex is “more volumes, more service.” In summer 2009, over 70,000 journals with electronic equivalents and a number of older, lesser used sets were transferred from Bartle and Science Library collections to the Annex. The Annex collection now exceeds 400,000 volumes. To help picture the size, the collection at the Annex is the equivalent of the collections housed on the 4th floor of Bartle Library.

Hard copy and electronic delivery from the Annex to BU patrons and our interlibrary loan partners continues to grow. However, the emphasis is definitely on electronic delivery. From 2008 to 2009, there was a 10% growth in circulation of Annex volumes to BU patrons and interlibrary loan—from 3,790 volumes loaned in 2008 to 4,151 in 2009. In the same time period, electronic document delivery of articles grew by over 40%—from 1,897 articles delivered in 2008 to 2,741 delivered in 2009 and the trend continues in 2010. Installation of a high-speed scanner has enhanced the Annex network.

Delivery efforts and day-to-day operations are handled by the three dedicated Libraries staff assigned to the Annex. They process requests received through the Aleph integrated library system. Requests are also received by email, a web request form, and fax. Staff retrieve the materials from the Annex stacks and prepare them for transfer or electronic delivery. An important part of their service is communication with patrons or other library staff on campus when there are questions about requests.

Requested items are physically delivered or electronic documents are sent. Staff member Richard Hess also serves as the Libraries courier. He handles the daily delivery of mail, books and other library materials and supplies between the Annex, the University Downtown Center and Bartle and Science Libraries.

Three Library Faculty Complete Campus Leadership Program

In the fall of 2009, (left to right) Alesia McManus, Jill Dixon, and Kate Bouman participated in the Binghamton University Leadership Academy (BULA). The program, offered by the Center for Leadership Studies in the School of Management, gives staff and faculty opportunities to assess and improve leadership skills within a group of campus peers, including new department heads and other teaching faculty.
Expanding Access to Latino Studies Research
By Caryl Ward

Expanding student and faculty access to resources in Latino Studies on a shrinking budget: that’s the collaborative goal of the LACAS (Latin American and Caribbean Area Studies) librarians at Albany and Binghamton. The two-part project began in the spring of 2007, providing access to the Chicano database and acquiring Spanish language books from Puerto Rico.

Chicano is the premier source for citations to books, journals and newspaper articles on Latino life, particularly in the arts, economics, folklore, history, labor, politics, and sociology. Partnering allows the two libraries to benefit from reduced pricing for this important electronic resource.

This partnership is also developing a diverse collection of Puerto Rican books in the social sciences and humanities at each University Library. Librarians Caryl Ward (Binghamton) and Jesus Alonso-Regalado (Albany) review recently published titles. Each library is responsible for purchasing books in areas such as poetry, drama, or history.

“All SUNY libraries benefit from the program as the material is easily accessible via interlibrary loan,” says Regalado. “Cooperative projects are useful and possible for institutions with limited funding.”

Libraries Host Ex Libris Mid-Atlantic User Group Conference
By Edward Corrado

On November 5-6, 2009, Binghamton University Libraries hosted the Ex Libris Mid-Atlantic (EMA) User Group Annual Conference at the Binghamton University Downtown Center (UDC). The Libraries use Ex Libris products for their automated library management system.

Attendees had an opportunity to choose from fifteen different breakout sessions on topics, including Scholarly Communications, Digital Preservation, User Research, Library Inventory Projects, Web Content Management Systems, and using SMS messaging in conjunction with library catalogs. Feedback from conference attendees was very positive and they were impressed with the facilities at the UDC. Besides attending breakout sessions and receiving a product update from Ex Libris staff, attendees also had ample time at a Thursday night reception to meet librarians from other institutions and learn different strategies in working with Ex Libris products and library technology in general.

Binghamton University Libraries were represented in the content of the conference with Elizabeth Brown, Sandy Card, Edward M. Corrado, Bern Mulligan, and Tony Tersmette each presenting a breakout session. Edward M. Corrado, Sandy Card, and Ronnie Goldberg organized all of the local arrangements. Sponsorship was provided by Ex Libris, Inc. and Ex Libris Users of North America (ELUNA).

The Ex Libris Mid-Atlantic User Group (EMA) is a regional group consisting of institutions using Ex Libris, Inc. products (most notably Voyager and Aleph) in New Jersey, Pennsylvania, Delaware, and New York. The conference typically rotates yearly between institutions in these states. However, this was the first time the conference was hosted at a SUNY institution.
**LibQUAL+® Report**

By Ronnie Goldberg

In our last issue of LibraryLinks, we welcomed feedback from faculty and students for LibQUAL+®, an online library survey that focuses on customer needs from the user’s point of view. In selecting this tool, the Libraries identified three goals: to understand user perception of library service quality; to understand user expectations; and to prepare for the 2010 Middle States accreditation. At its core, LibQUAL+ serves as an in-depth analysis of what users expect and how close we come to meeting those expectations.

The results are in, and we have discovered that our students are not only hard working and high achieving but also have high expectations of us. Library services continue to be appreciated, with respondents citing that “staff and resources are superb.” Our interlibrary loan service is regarded as top-notch—one respondent even wrote that the “ILL folks are [his] favorite people on campus. There’s no way [he] could get what [he] needs without them.” Best yet, our staff is viewed as friendly, knowledgeable, and helpful.

In addition, we have identified numerous opportunities—areas where we can strive to serve our patrons better. For example, faculty and students have requested more print and electronic resources; more computers, especially in quiet areas; more hours on weekends as well as at our Science and UDC locations; improved printing services; and more quiet study space. We sincerely appreciate the feedback we received from the survey, and we will continue to evaluate and respond to these areas as we examine our operations in the coming years.

<table>
<thead>
<tr>
<th>Category</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>0?</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiance</td>
<td>47</td>
<td>1</td>
<td>1</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Collections</td>
<td>35</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Data Capture</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Ejournal/Online Content</td>
<td>37</td>
<td>3</td>
<td>7</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>39</td>
<td>1</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>3</td>
<td>6</td>
<td>49</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>44</td>
<td>3</td>
<td>9</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>ILL</td>
<td>5</td>
<td>2</td>
<td>21</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Info Commons</td>
<td>41</td>
<td>1</td>
<td>5</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>LibQUAL</td>
<td>14</td>
<td>1</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>OPAC</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>21</td>
<td>53</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>33</td>
<td>1</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>5</td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Services — General</td>
<td>24</td>
<td>3</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Services — Materials</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
<td>6</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>46</td>
<td>2</td>
<td>6</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>22</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>464</td>
<td>29</td>
<td>180</td>
<td>1874</td>
<td></td>
</tr>
</tbody>
</table>

In the LibQUAL+ Report, 0 = Negative, 1 = Neutral, and 2 = Positive. Maroon rows indicate opportunities for improvement, while gold rows indicate areas where we are doing well.

---

Want to catch up on past issues of LibraryLinks?

Just visit our website!

http://library.binghamton.edu/about/librarylinks/
Information Literacy Initiatives

By The Instructional Services Coordinating Committee

Information literacy is a growing concern for higher education. Results of the ICT Literacy Assessment, released in October 2006, showed only 13% of test-takers were information literate. And in the most recent Horizon Report (2010), the importance of “digital media literacy” is highlighted yet is seen as not being addressed systematically. The Binghamton University Libraries have long recognized the importance of information literacy for students. An article published in the July/August 2008 issue of College & Research Libraries News, “Critical Research Practices at Binghamton University: A Case Study in Collaboration,” chronicles the information literacy initiatives at the Libraries. What follows is a summary and update to that article.

Our Libraries established an Information Literacy Committee in January 2000, building upon the work conducted previously by the Instruction Working Group. Information literacy efforts included two-credit information literacy courses, bibliographic instruction, web pages, drop-in library workshops, tours, and orientation sessions. While the two-credit courses were considered effective, enrollment was low. As a result, the Libraries decided to discontinue them and consider a different approach that would reach greater numbers of students.

In 2006, the Libraries’ Critical Research Practices Committee was organized. The committee was comprised of library and university faculty and a graduate student. An overarching goal was to demonstrate to students that the research process is an important lifelong, life-enhancing activity. With the help of Sean McKittrick, Assistant Provost and Director of the Office of Institutional Research and Assessment, a survey was developed and administered to faculty and teaching assistants. In response to this survey, the Libraries developed online tutorials and web pages to address access to and evaluation of information.

A positive result of collaborating with Dr. McKittrick is that the Libraries have garnered attention throughout the University regarding critical research practices, information literacy, and instruction. Several initiatives involving the Libraries and other campus departments are ongoing.

Writing 111:

Working with Kelly Kinney, Director of First-Year Composition, we provided a library research skills component to the writing curriculum, first through English 115/117 (Spring 2007-Spring 2008) and then the Writing Initiative Program/Writing 111 (Fall 2008 to present). This approach includes developing and conducting library research sessions for students taught by new writing instructors and developing and conducting “Train the Trainer” sessions for “veteran” instructors who then conduct these sessions for their individual classes. An online research guide includes links to relevant databases, web pages, print resources and library tutorials.

Engineering:

Since 2001, the Libraries have worked with the Watson Engineering Design Division (ENGDD) to incorporate information literacy into the team projects completed by all freshman engineering students. Librarians teach the class on library research using lesson plans that integrate critical thinking skills and a subject guide specifically designed for the course and embedded in Blackboard.

FYE, BEP and SRO:

The First Year Experience program offers an opportunity to reach students new to campus. The FYE library component includes library tutorials and web pages embedded in Blackboard in order to provide point-of-need instruction. The Binghamton Enrichment Program offers face-to-face instructional sessions and course specific library web pages to conditionally enrolled summer students needing to develop their information literacy skills. And since Fall 2007, the Libraries have partnered with the Graduate School and Information Technology Services to provide the Scholarly Resources Orientation for new and continuing graduate students.

Information Management Workshops:

Since 2007, the Libraries have offered information management workshops to teaching faculty. These well-received two-hour workshops introduce faculty to the concept of information management and how library resources can foster lifelong learning skills in their students. The workshops include creating assignments that challenge critical thinking skills, using print and digital library resources, and evaluating online sources.

Future Initiatives:

- The Libraries will be working with Instructional Technology Services to include links to user-friendly subject-specific and course web pages in Blackboard.
- The Libraries will be adding an assignment calculator to the web site. Assignment calculators provide students who are working on research papers a twelve-step outline of how to conduct the research process.
- The Libraries will be hiring an intern to improve access for international students to the Libraries’ resources

The Libraries plan to continue building on these successful partnerships as well as develop new opportunities to collaborate closely with all offices and departments in the University on the critical topic of information literacy.
2010 Outstanding Student Award Winners

By Cindy Olbrys

The Binghamton University Libraries have created the Outstanding Student award to recognize exemplary student employees. These students work in all areas of the Libraries—at our circulation and information desks, in our stacks, and behind the scenes—often during hours when patrons need assistance the most (nights and weekends). It’s this high quality customer service that keeps faculty and students alike returning to us day after day.

Of the 140 students employed by the Libraries, 15 were chosen from the various library departments to receive an Outstanding Student Award for 2010. Their exceptional work ethic has been recognized and appreciated by their supervisors and others who recommended them to be honored with this award. Recipients receive a letter from the Director of University Libraries John M. Meador, Jr., and a special book plate in the book of their choice from our collections.

Though these students ultimately chose to attend Binghamton University for its academic opportunities, the experiences they have gained throughout their employment with the Libraries will carry over into any professional endeavor they pursue after graduation. We hope these students will fondly remember their affiliation with the Libraries not only as a source of financial support but also as a source of inspiration.

Congratulations!

Outstanding Student Award Recipients:

**Bartle Library:**
- Brian Curatolo
- Jessica Farr
- Yan Feng
- Brendan Keegan
- Lisa Lee
- Margarita Peshko
- Farhan Rehman
- Leo Rojas
- Adrian Ruiz
- Paul Yaworsky
- Jessica Yin Zhu

**Science Library:**
- Ariel Marchena
- Ruslan Levin
- Ann Sharron

**University Downtown Center:**
- Daisy Chen
- Dongxiao Liu

**Honorable Mention:**
- Erik Gobris
- Mei Hua Li
- Zhang Li
- Peter Mohlenhoff
- Evelyn Quist
- Sydney Schutt
- Nicholas Simons
- Constance Woodman
- Ivan Yeung