The following report outlines the activities of the Library, FTC, and Academic Computing for 2013-2014. Highlights from each area are included, as well as statistics and comments concerning goals and plans for the coming year, and the results of our annual assessment review.

**Staffing**
2013-2014 was a year of stability in library staffing with excellent relationships between various departments and enthusiastic participation in planning for the future. Library faculty and staff actively participated in service on college committees and pursued professional development activities. Our activity in Virginia again included work with VIVA, the Virginia Library Association, and VICULA. At the same time, Mike Timma worked toward his MLIS degree and Toni Hamlett began her phased retirement, so change is on the horizon.

This year director Cy Dillon continued to serve as Director of College Computing while maintaining his duties in the library. It is hoped that this integration under one director will help college computing support the academic efforts of Hampden-Sydney. Plans continue being developed to move the computer center to Bortz Library to make communication and cooperation between the two parts of the staff more efficient.

**Public Services**
The Public Services unit of Bortz Library includes many of the service areas of the library that have direct contact with patrons, including reference/research help, library instruction for students, circulation/reserves, and interlibrary loan. The members of the Public Services Unit are Shaunna Hunter, Public Services Librarian and Associate Director, along with three full-time library assistants: Bret Peaden, Ava Corbett, and Maureen Culley. There are also two part-time employees in Public Services covering evening reference service and weekend hours – currently Desiree Varga, and Ray Carlson. Another important public service area of the library, the Fuqua Technology Commons, or FTC, is its own unit within the library, with its own section in the annual report, but all circulation figures (including the FTC’s various equipment and the DVD collection) and gate counts from the library’s first-floor FTC entrance are included in the Circulation section of the Public Services annual report.

**Circulation**
In 2012-2013 the raw door count number for the main entrance was 232,610 and the rear, first floor, entrance was 88,761. Keeping in mind for every employee or patron that enters, they must also exit, so actual counts should be 116,305 and 44,380 respectively. This past year, 2013-2014, the raw number for the main entrance was 222,897 and the rear entrance was 95,726. Actual counts are 111,448 and 47,863. The number of visits to the College’s “new library” continues to hold steady, so door counts have not dropped off significant after more than six years in the new location.
Total circulation this year was 16,895. The 2012-2013 total was 19,061. There are several reasons for the decreased number. The library’s laptop computers were extremely popular for the first five years in the building, but as the laptops began to break down from age and heavy use, they were replaced by smaller, more economical, Dell Netbook computers. The Netbooks circulated 2,914 times in 2012-2013, still a good number, but more and more students are bringing laptops and tablets to the library, and they do not use our loaners as much. The Netbooks were only checked out 1,099 times in 2013-2014. The FTC has added several new laptops to their equipment offerings, and those laptops were checked out 644 times. While at the Virginia Library Association Conference in October 2011, librarians learned about an open source software program called OpenRoom that could be used to check out group study rooms online. The decision was made to go with OpenRoom and discontinue checking out group study rooms in the Millennium circulation system. The new OpenRoom system was launched in January 2012. During the first full year of use, 2012-2013, OpenRoom was used to make 3,780 group study room reservations. There was similar use of the system in 2013-14 with 3,858 reservations. Course reserves use actually went up slightly from 1,184 last year to 1,249 this year. This is somewhat surprising due to the increasing use of Blackboard and other online alternatives (Google Sites, DropBox) for electronic reserve functions. One item of note, when it comes to circulation, is the library’s loaner headphones. The headphones were checked out from the main circulation desk 2,923 times in 2013-2014.

Interlibrary Loan

Interlibrary loan continues to provide effective and efficient services for students and faculty. Last year a major change in interlibrary service occurred when the library purchased, participated in in-depth online training (in January 2013), and then successfully implemented ILLiad resource sharing software. ILLiad “lets your staff manage all of your library’s borrowing, lending and document delivery through a single, Windows-based interface and lets users serve themselves, via the Web.” For the first half of the year CLIO interlibrary loan software was used to process requests. Using ILLiad, we borrowed 348 books or media items and 204 articles, and lent out 133 articles and 499 books or media items. Our total borrowing for the year (CLIO and ILLiad) was 695 books/media and 307 articles, and our total lending was 932 books/media items and 183 articles. In 2013-14, the library’s total items borrowed was 1,675 (627 articles and 1,048 books/media), and the total items lent to other libraries was 1,635 (440 articles and 1,195 books/media). Library staff also sent 285 articles to Hampden-Sydney patrons using Document Delivery. These are articles available in Bortz Library’s subscriptions, but the patron making a request was unaware, so library staff finds and delivers the article to the patron electronically.

Periodicals

The issue facing Periodicals continues to be ever-increasing costs, especially in the sciences and psychology. After another round of cuts, the library is now maintaining less than 100 print periodical (newspaper, magazine, journal) subscriptions. Shaunna Hunter and the library director, Cy Dillon, go over the periodicals renewal invoice each summer and selectively drop titles available online or infrequently used, and there has been no complaint from patrons as a
result. Decisions about what titles to stop binding were made summer 2012. Not binding as many titles saves both library funds and shelf space. Titles with stable back-issue availability in JSTOR were removed from the binding list, and the library’s secretary and binding assistant, Karen Fowler, is now monitoring the JSTOR “moving wall” for each of the titles we subscribe to, and she will keep our paper issues in boxes in the compact shelving until the issues go online in the JSTOR archive. Another round of periodicals cuts took place summer 2013, and in 2014, the library will explore options for cancelling individual print subscriptions for a few select titles of wide interest, and pursuing campus-wide online site licenses.

**Information Provision**

Reference librarians answered a total of 481 questions in 2013-2014. This is a decrease from the 2012-2013 total of 577 reference questions. Fortunately door counts remain strong and many students and other patrons are using the library, but traffic at the reference desk is not high, presumably because of the ever-increasing availability of online information. This reflects national trends in reference transaction statistics. Public Services tried a number of ways to promote reference in the past, with little result, so the past two years we have made an effort to increase staffing at the reference desk, especially during the daytime hours. As part of our effort to have increased visibility at the desk, each librarian worked at least one daytime shift, Bret Peaden now works at least two daytime shifts, and Shaunna Hunter fills in the gaps between scheduled shifts. Public Services staff continues to think about ways to increase the number of questions we answer, or record the number more effectively, and we have begun asking the student workers to record a simple mark any time they help a patron. The student workers record with varying reliability, some times better than others. Public Services is also interested in the possibility of combing the reference and circulation desks into a “one desk” model that has grown increasingly popular in academic libraries over the past few years.

**Information Literacy Instruction**

The statistics for the 2013-2014 year are very similar to previous years’ numbers. This year Shaunna Hunter provided 23 information literacy instruction sessions for 8 professors and 144 students in the fall, and 6 professors and 136 students in the spring. Rhetoric, English, History, Honors, Fine Arts, and Biology requested sessions in the academic building classrooms or the library’s instruction classroom, Room 200.

**Online Resources**

Many publishers are now producing and promoting electronic reference titles, and the library continues to subscribe to 264 electronic reference books from Oxford University Press and links the titles in the online catalog for ease of use. The library’s e-book offerings were greatly expanded with the purchase of Ebrary Academic Complete, a package of over 100,000 downloadable electronic books. The library has also continued to add to our JSTOR collections, and we now subscribe to Arts and Sciences I, II, III, V, and VII, and we upgraded our Ecology and Botany collection to the Life Sciences Collection, and added Business I, and a collection of 19th C. British pamphlets.
LibGuides, an easy to edit, online content management tool allowing librarians to create guides and pages that organize and present library collections and information, was purchased in 2012. After learning to create and edit LibGuides course and subject pages, Shaunna Hunter spent summer 2012 redesigning the entire library website on the LibGuides platform, and the new library website went up before classes started Fall 2012. The new main library homepage was viewed 49,989 times during the 2012-2013 year. In 2013-14 the main library homepage was viewed 102,983 times.

The library subscribes to a number of resources from Ebsco Publishing, including our most popular, multi-disciplinary database, Academic Search Complete. During 2013-2014, our patrons initiated 15,034 sessions in Academic Search Complete, and entered 37,965 search queries. In January 2013, just as the spring semester started, the library launched Ebsco Discovery Service. According to Ebsco’s website, the discovery service, or EDS, “provides a fast, streamlined search through a single search box, but within the context of a greater experience that pulls together intuitive features and functionality, high-end indexing…instant access to critical full text…from the leading EbscoHost research platform and databases, as well as from key information providers.” In the simplest terms, the EDS unites almost all of our online resources, regardless of vendor and including the library’s online catalog holdings, into one search box (centrally located on our main library homepage). In its first semester, there were 7,701 session in the EDS, and over two million searches! In 2013-14, there were 14,389 sessions, 5,317,590 searches, and 7,324 full-text requests.

Circulation Statistics: -Total Checkouts 16,895
- DVD collection 2,703
- FTC Equipment 765
- FTC Laptops 644
- FTC headphones 503
- Videotapes 239
- Media Reserves 798
- Main Equipment (headphones, chargers) 2,923
- Main Laptops 1,099
- Main Reserves 1,249
- Popular Fiction 337
- Main Circulating Collection 4,805

-OpenRoom Group Study Room System 3,858 reservations
-Door Counts Raw Number 318,623 (Main 222,897 and FTC 95,726)
-Reference Questions 481
-Library Instruction Fall 2013 12 classes, 144 students, for 8 different professors, and Spring 2014 11 classes, 136 students, for 6 different professors
Interlibrary Loan Statistics:
- Total items borrowed 1,675 (627 articles and 1,048 books/media)
- Total items lent 1,635 (440 articles and 1,195 books/media)
- Document delivery articles to HSC patrons 285
• Most article requests received by department - Psychology 177, Biology 135, Chemistry 92
• Most book requests received by department – History 273, English 240, Modern Languages 172
• Lending – Who we lend to most UVA 139, Christopher Newport 125, James Madison 116
• Borrowing – Who we borrow from most UVA 172, VCU 110, George Mason 110

Web Statistics:
• Library Main homepage hits 102,983
• ILL Start page hits 1,877
• A-Z List of Databases 6,164
• Subject List of Databases 771

-Ebsco Academic Search Complete 15,034 sessions, 37,965 searches, and 5,087 full-text requests
-Ebsco Discovery Service 14,389 sessions, 5,317,590 searches, and 7,324 full-text requests

Monograph Collection

As of June 30, 2014, Bortz Library’s collection included 392,202 volumes, 122,947 of which were electronic books.

Fuqua Technology Commons

Circulation
DVDs – 2703 (16% of the circulation total for the library)
FTC Reserve items - 799
CDs –173
VHS - 251
Equipment – 768

As we continue the growth of the Feature Film collection in Bortz Library, these numbers represent 16% of the total circulation for the year – not a bad return on investment. As suggested last year, we should continue with this program as long as it is viable. Noticed within the breakdown of the DVD circulation, there are actually more faculty/staff/community checking out DVDs than students. Not by much, but that is significant as we have historically focused on building the collection around the tastes of the average male college student. We will have to rethink that in the coming year and work toward filling in appropriate gaps. Reserve circulation in the Fuqua Technology Commons has held relatively steady and remains a valuable and useful way for faculty to get information across to students. Anecdotally, there are fewer uses than there could have been due to some of the reserve DVD titles availability on Netflix, yet still this is a valuable resource for students. VHS circulation is much higher than expected. We have been working toward repurchasing VHS titles on DVD format for faculty who use them for
courses and will continue to do so. Equipment circulation remained relatively unchanged from the previous year. We didn’t add much this year, though.

**Services**

<table>
<thead>
<tr>
<th>duPont Classroom</th>
<th>uses – 807</th>
</tr>
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<tbody>
<tr>
<td>Faculty/student</td>
<td>instruction – 67</td>
</tr>
<tr>
<td>Production hours –</td>
<td>53</td>
</tr>
<tr>
<td>Zeta scans – 24,362</td>
<td>– No longer take</td>
</tr>
<tr>
<td>Cell phones charged counts, charger</td>
<td>available openly</td>
</tr>
<tr>
<td>Digital Media Player – 24/7 movies</td>
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Uses of the duPont Classroom remain fairly high. Although the room is not at full capacity throughout the day with regard to classes, it is used roughly 85% of the time. Faculty like using the room and it has plenty of evening uses as well. If the Fuqua Technology Center actually does move to the main floor of the Bortz Library, it will be important to move this classroom as well. It would be difficult for the college to lose another classroom, especially one of this caliber. Instruction continues to increase as we have had more drop-ins than ever before. I believe that as students and faculty become more “digital” in their work this will be a continuing trend. The number of production hours has dropped, but not significantly, as we continue to make (or assist in the making of) posters, signs, and presentations for individuals and groups. The number of scans on the Zeta rose significantly (18%) as word spreads about it. This was an excellent investment on behalf of the college. As mentioned above, with the relocation of the cell phone charger from behind our help desk to a fully self-serve station, we no longer keep track of any statistics. However, anecdotally, it is very much appreciated and used regularly.

**Library Assessment**

Library Assessment Plan
2013

**GOAL 1:**

1. In support of Hampden-Sydney College’s Education Goals on Curriculum: A Hampden-Sydney student will “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Assess by administering a nationally normed test of information literacy to selected students.

Assess through a library survey administered to students and faculty in alternate years.

Assess through exercises tied to a sample of bibliographic instruction sessions.

Include an analysis of the results of these assessments as well as any recommendations for improvement in the library’s annual reporting process.

GOAL 2:

2. **Increase the use of our collections, facilities, and services.**

Assess by collecting statistics on attendance, circulation, and other forms of resource use. Review the statistics annually when composing the library’s annual report and suggest improvements based on the review.

Assess the results of the library surveys when composing the library’s annual report on alternating years, making recommendations for improvements when necessary.

GOAL 3:

3. **Promote the improved use of technology in teaching and learning for Hampden-Sydney.**

Assess through a library survey administered to students and faculty in alternate years, combined with a review of survey results and suggestions for improvements as needed.

Include a review of Blackboard and technology statistics in the annual reporting process, listing any recommendations for changes in the report.

Based on this plan, we report annually on the progress the library has made toward its three goals. The 2013-14 version is reproduced below.

**GOAL 1:** In support of Hampden-Sydney College’s Education Goals on Curriculum: A Hampden-Sydney student will “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (Source: ALA, 1989. Presidential Committee on Information Literacy.)

**IMPROVEMENTS:**
2010-11:
- Added off-campus access to electronic resources.

2011-12:
- Redesigned library web pages to make student research more effective. The homepage was used 49,989 times during 2012-13.
- Added hours of Reference Desk coverage.

2012-13:
- Began using the EDS discovery tool, resulting in 7,701 sessions using the resource in its first semester.
- Improved interlibrary loan service with the ILLiad software. This led to increased use of the service. In fact, in 2013-14 we saw an increase of over 250 borrows compared to the previous year by March 27, 2014.
- Updated orientation programming and produced an orientation video. This allowed us to reallocate staff time devoted to poorly attended tours for freshmen.

2013-14:
- Realigned staff assignments to support interlibrary loan.
- Added a library orientation event on the official schedule for freshmen.
- Began using the EHDS research survey, and adjusted our bibliographic instruction based on the results.

GOAL 2: Increase the use of our collections, facilities, and services.

IMPROVEMENTS:
2010-11:
- Added off-campus access to electronic resources.
- Acquired e-books and made them available through the catalog.

2011-12:
- Relocated media collections to facilitate access.
- Began using Open Room for reserving study rooms.
- Updated procedures for the use of special collections.
- Improved facilities for special collections.

2012-13:
- Began using the EDS discovery tool on our redesigned web page. With 49,989 homepage visits and over 7,700 sessions in EDS on a campus of 1,100 students, the library databases are obviously being used frequently. In addition, 2012-13 saw 160,685 visits to the library.
- Moved the microfilm reader to a location that makes it easier to find and makes getting staff help easier.
• Added a stress-relieving event just before the beginning of exams.
• Extended exam Hours.
• Updated all directional signage.
• Began the development of a digital repository using OMEKA open source software.
• Added guest access to the EDS search.
• Digitized the first fifty years of the TIGER.
• Improved accessibility to the Grier Archive.
• Corrected inconsistencies in the catalog by reauthorizing the headings.
• Converted student movie channel from cable television to the Tiger Flix streaming service.

GOAL 3: Promote the improved use of technology in teaching and learning for Hampden-Sydney.

IMPROVEMENTS:
2011-12:
• Relocated all offices in the FTC to concentrate technical staff in one location.
• Added circulation equipment such as video and still cameras to support academic assignments.

2012-13:
• Improved the equipment and software in the Fuqua Technology Commons.
• Added i-pads to use in bibliographic instruction. Assuring that every student can participate hands-on in the session.
• Added a Zeta face-up document scanner in the Technology Commons.

2013-14:
• Added BlackBoard Collaborate.
• Added five new notebook computers for students to check out.
• Added digital projectors for student groups to check out.
• Added three notebook computers for faculty to use when traveling.
• Converted all public access computers to either thin client machines or new Apple computers.
• Added “Brass Tacks” technology workshops for faculty and staff.

HEDS Survey of Freshmen

The library’s assessment plan calls for regular administrations of the HEDS Survey on information literacy. The first administration involved our freshmen so that we could revise our bibliographic instruction for first-year students to reflect the needs discovered by a review of the survey results. Here is a summary of those results.
HEDS Survey Observations

1. 40% of new students have never used a public library.
2. 35% had never used a college library.
3. 89% had used their high school library.
4. Studying was a more frequent reason for them to use a library than research.
5. Slightly over 75% had library instruction of some kind in their last year of high school.
6. A majority of the students had used a library catalog or database in the past year, but 75% had used Google.
7. Far more (81% vs. 39%) had used books or ebooks rather than newspapers or magazines.
8. Use of non-print material was low, but not much lower than use of newspapers and magazines.
9. 75% claim to enjoy research to some degree.
10. Almost all had assignments that required at least one citation or bibliography entry.
11. Almost all were required to use a specific format for the citations or bibliographic entries.
12. Over 50% never or rarely asked librarians for help with research.
13. They were more likely to use online help such as OWL.
14. Most claim to find research to be easier than the other parts of the writing process.
15. 80% find using a search engine easy, but only 30% find using an academic database such as JSTOR easy.
16. They see locating physical resources in the library as having the same level of difficulty as obtaining full text resources online.
17. They are confident that they can find and recognize good sources.
18. About 40% say it is somewhat or very difficult for them to know when and how to cite sources.
19. They have been introduced to Boolean searching.
20. They are not as familiar with academic journals as they think they are.
21. They have trouble interpreting bibliographies, but do better at determining which sources are primary versus secondary.

22. Only about half of them have a firm grasp on when to use a citation, but they know they can’t use someone else’s work.

23. Over half say it is easy or very easy to document sources.

24. Only 15% correctly identified a citation as coming from a journal as opposed to a book or other resource.

25. Half know what a peer reviewed journal is.

26. A strong majority understand plagiarism.

27. They are a bit less knowledgeable about copyright.

28. A majority understand the unreliable nature of advocacy websites, but are less likely to be skeptical of other sites.