

## Higher Learning Commission Self-Study

### Chapter 3

### Emerson Library

Emerson Library supports the teaching, research, and intellectual pursuits of faculty, students, and staff in Webster University's worldwide network. The library's mission is closely tied to the university's mission and offers resources and services to help instill a spirit of systematic inquiry; encourage creativity, scholarship and individual enterprise; promote international perspective; encourage a critical perspective; and foster a lifelong desire to learn. The 1998 reaccreditation team report noted the inadequacy of the former Eden-Webster Library building and book collection and the strengths of the library's web-based support to all extended campuses. In the last ten years the library has addressed both concerns and has built upon the strengths of its physical and web-based services and resources.

HLC3d\_Library\_Assessment\_Overview  
HLC3d\_Library\_Mission\_Statement

Webster University's five-story Emerson Library was planned collaboratively with a campus-wide task force that included student and faculty representation. The 71,500 sq. ft. building, completed in 2003, is centrally located in the University's academic corridor and was specifically designed around the University's mission to promote active and deep learning in an environment that supports all learning styles. The library features a variety of conference and group/individual study areas, ample space for physical collections, as well as the latest in information technology, including multi/media facilities, a reference/electronic commons, an electronic classroom, and a 24-hour cyber café.

HLC3d\_Library\_Design\_Program  
HLC3d\_Library\_Building\_Factsheet  
HLC3d\_Library\_Design\_and\_Institutional  
Mission.nnt

As part of a joint library system with Eden Theological Seminary's Luhr Library, students, faculty and staff enjoy reciprocal services and resources in the combined collection of over 340,000 volumes. Through a liaison system, each academic department is assigned a librarian with subject expertise to collaborate on collection development, library instruction, and research support. The library liaisons work directly with faculty to ensure that the library collections in all formats support the curriculum. Librarians monitor the agendas and minutes of the University's Curriculum Committee and attend the meetings as appropriate. A formula is used to allocate the materials budget in an equitable way among the departments. The 1998 review team noted the limited library book holdings. Since 1995, however, the library's budget and acquisition rate have increased compared to its peer institutions as shown by data gathered through the use of software from the worldwide OCLC database Worldcat. WorldCat Collection Analysis data is being used to see how the library's coverage of various subjects compares with the peer institutions; there is some expected variance for specialized programs, and otherwise a high degree of congruence. The library adheres to national standards for cataloging, authority work, and preservation.

HLC3d\_Library\_Liaison\_Assignments,  
HLC3d\_Library\_Allocation\_Formula  
HLC3d\_Library\_Allocation\_Comparisons  
HLC3d\_Library\_Collection\_Analysis \*\*  
HLC3d\_MOBIUS\_Cataloging\_Standards,  
HLC3d\_Preservation\_Standards

Every five years, most recently in 2006, a comprehensive review of online databases is conducted by the library liaisons and includes reviewing database usage statistics, examining overlap of journal indexing and full text among current databases, consulting faculty in various disciplines, and trialing new databases that might fill gaps or provide better coverage of curriculum areas. As a result of the most recent database review, 14 databases were cancelled and 13 databases were added. A major review of print journals subscriptions and standing orders is also conducted every five years, with the most recent conducted in 2004. Factors considered in the evaluation process and retention decisions include changes to the curriculum, journal usage statistics (including bound and current issues, which are tracked when reshelved), faculty input, and availability of the full-text of the articles in online database subscriptions. In the last five years, we selected 262 titles to drop and 177 titles to add.

HLC3d\_Passports\_Usage\_Statistics \*\*  
HLC3d\_Database\_Review\_Documentation  
HLC3d\_Serials\_SO\_Statistics

In addition to the library's onsite collection, students, faculty, and staff have access to the collections of libraries throughout Missouri through the University's membership in the MOBIUS Consortium [http://mco.mobius.missouri.edu/home/about\\_mobius/](http://mco.mobius.missouri.edu/home/about_mobius/). Webster University was one of 50 charter members of MOBIUS in July 1998; other institutions have joined since then, and currently the membership stands at 68 institutions and two cooperating partners. The largest single project for which MOBIUS is responsible is the Common Library Platform (CLP). The CLP provides a virtual catalog of the more than 20 million items contained in the libraries of MOBIUS member institutions and creates a single user interface that allows patrons to request library materials using any personal computer in any location with access to the Internet. Requested materials are delivered within one or two days of being requested via the MOBIUS Delivery System.  
HLC3d\_MOBIUS\_Borrowing\_Statistics.

The library offers a full array of public services on campus, including reference, faculty research services, electronic and traditional reserves, interlibrary loan, document delivery, and video reservations. See [Information and Services for St. Louis Campuses](#). Equitable library services and resources are provided to our students and faculty off-campus through the library's Passports system

HLC3d\_Annual\_Statistical\_Summaries \*\*  
HLC3d\_Reference\_Services\_Policy,  
HLC3d\_Faculty\_Research\_Service  
HLC3d\_Book\_a\_Librarian\_Service  
HLC3d\_Access\_Services\_Provided\_to\_Extended\_Campuses  
HLC3d\_Access\_Services\_Provided\_to\_Home\_Campus\_User

(<http://library.webster.edu>), which was commended by the 1998 team as a model for the delivery of instructional resources to distant learning communities. Passports offers over 100 leased databases with access through a proxy server; reference service by email or toll-free phone; free document delivery; electronic reserves (with file upload capabilities and a fax server that converts faxes to pdfs); and video reservations. See [Information and Services for U.S. Campuses](#), [Information and Services for International Campuses](#), and [Information and Services for Online Programs](#).

A comprehensive redesign of this mission-critical library web site began in 2004, led by a Library Web Committee comprised of representatives from Emerson and Luhr Libraries. The resulting web site, which went live on June 1, 2006, is more audience-based and more intuitive. Usability test results indicated that students had no trouble using the new

design for many of the tasks, especially those involving the library catalog, searching for videos and DVDs, and finding web sites. A number of additional changes have been made to the web site based on user feedback from a follow-up survey. The Library Web Committee continues to meet to revise and improve Passports to meet the needs of our users.

HLC3d\_Passports\_Redesign\_Web\_Committee\_Minutes  
HLC3d\_Passports\_Redesign\_Focus\_Groups\_Results  
HLC3d\_Passports\_Survey\_Results  
HLC3d\_Passports\_Survey\_Usability\_Test\_Results

Librarians work with faculty to advance information literacy by conducting library instruction sessions for all Freshman Seminar classes and for a wide array of undergraduate and graduate courses. Formal assessment of the library instruction program began in 2005 and is ongoing. Data from the first two assessment cycles of the freshman seminars indicate that our students are learning from our library instruction. Over 80% of Freshmen are able to identify most of the appropriate search strategies in our online catalog with over 90% indicating that keyword searching is appropriate. Proper use of the relational operator “and” to narrow a keyword search in order to find more relevant items rose from 57 to 76 percent. Baseline results from undergraduate assessment in Spring 2006 indicated that more than half (50%) of undergrads correctly answered all four test questions. 85% could identify at least one indicator that a cited article is from a scholarly (aka peer-reviewed) journal and thus appropriate for college-level research. Unfortunately in Fall 2006, all measures fell to below 50%. Similarly, baseline results from graduate assessment in Spring 2006 indicated that graduate students answered three of the four study questions correctly greater than 50% of the time. However, in the fall, only two of the question elicited more than 50% correct responses. Changes in the library instruction program are underway to address these findings. [We should be able to include Spring 2007 data before the report is final.]

HLC3d\_Assessment\_Plan.doc  
HLC3d\_Assessment\_Instruments \*\*  
HLC3d\_Assessment\_Analysis\*\*

To promote information literacy for the extended campuses, the library has created a collection of online tutorials, *Passports Skills Video Series*, which is updated annually. This series is modular and is available online to be shown at orientations and in courses and is also provided to extended campuses as a CD master that can be copied. The series includes modules on topics such as doing research in business and management, nursing, psychology and counseling, and legal studies; using the library catalog; finding articles; and using e-books. See [Passports Skills Video Series Menu](#). The library also offers a wide array of research guides, other online tutorials ( see [Online Research Guides Menu](#)) and guides to quality websites by subject selected by the library liaisons; see [Websites by Subject](#).

The library actively employs new technologies that enhance its learning environment for all students worldwide and has introduced a number of new services in the past ten years. These include a database search interface which allows users to search multiple library databases at once; a print and online journal A-to-Z list; an article linker, which allows users to determine whether an article referenced as a citation in a database is available full-text in one of the

HLC3d\_Library\_Technology\_Summary  
HLC3d\_Technology\_changes\_1998-2007  
HLC3d\_Technology\_Brochure  
HLC3d\_Public\_Computer\_Desktop  
HLC3d\_Online\_Computing\_Guide

library's other databases; an online bibliography manager; a new titles list; a video search interface; a plagiarism checker; electronic reserves; a self-checkout machine; and a 24-hour cyber cafe. The library offers 375 courtesy network drops and has wireless access in several areas of the library.

Strategic planning for the library is accomplished through the library's Management Team, which is comprised of the Library Dean and the library's four department heads. This team meets weekly along with the Director of the Luhr Library. Agendas and minutes are published in a common directory in order to provide information to and get input from all library staff. Budget planning and short- and long-term staff planning are conducted by the Management Team annually to ensure effective staffing and funding levels for the library.

<b>HLC3.d_Management_Team_Minutes **</b>
<b>HLC3.d_Library_Budget_Initiatives**</b>
<b>HLC3.d_Library_Organization_Charts **</b>
<b>HLC3.d_Library_Professionals_Credentials**</b>
<b>HLC3.d_Library_Job_Descriptions **</b>
<b>HLC3.d_Library_Salary_Equity_Report</b>

Each year, the library reviews its annual goals for the previous year and sets goals for the coming year to ensure that it is fulfilling its mission to support and enhance student learning. These are compiled in a detailed report and discussed at an all-staff retreat. To help us in our long-term strategic planning and goal setting, the library administered a library satisfaction survey in the Spring of 2007. Data indicates that students, faculty, and staff are generally satisfied or very satisfied with library's resources, services, and facility/technology. While no questions received an overall rating below 2.5 on a 5 point Lickert scale, we are analyzing comments and any rating below 2 and determining whether action is possible and appropriate.

<b>HLC3.d_Library_Annual_Review_of_Goals**</b>
<b>HLC3d_Library_Satisfaction_Survey_Results*</b>