Fostering Success, Through Library Services

Library Services cover more than circulating books and providing a space to study. As Phil Bradley (Information Specialist and “UK Search Guru”) once said:

“Librarians are there: To help, aid, assist. To teach, collate, enthuse. To catalogue, index, organize. To find, discover, promote, display. To interest, intrigue, amuse and amaze. To instill wonder. To help children, adults, old people, the underprivileged, the rich, the poor, those with voices and those without. To protect resources, to archive them, to store them, to save them for the future. To provide differing viewpoints, to engender thought, conversation, research, fun. To provide the best answer possible, to match the answer to the enquirer, to provide just enough information without overwhelming the user, but enough to always help. To better a local community, a company, a school, a college, an organization, a country, the world.”

YOUR Library takes these roles very seriously, and as an academic institution, we also measure our progress in providing these services.

Herewith, some numbers.

First, the traditional services: hours, circulation, collection. In Academic Year 2016, YOUR Library was open for business for 2653 hours (57 hours a week during the regular terms). In Fiscal Year 2016 (July 2015-June 2016), YOU, our patrons, checked out 1483 items. 17% of those were Interlibrary Loan titles, which is how YOUR library supplements its collection of 5600 items. Another 26% were Course Reserve titles, which is how your instructors improve textbook availability. And, because YOUR college library can be utilized by anyone, 80 of those titles were checked out by community patrons.

But what about those other services the Library provides? In our work to “provide the best answer possible,” in Spring, 2016, Library staff answered an average of 17 questions a day. Not surprisingly, 18% of those questions center on printing and copying: a lot of papers are written in our computer lab, and a lot of research is printed up as well.
12 Inside Job: A Florida man gladly returns to his old jail to help plant seeds and lift a few spirits (Key Largo, FL)

26 Follow the donuts After 20 years of Liquor and prison, he was served a treat he couldn’t refuse (Pacific Palisades, CALIF.)

48 Guided His trips to the canyon to search for meaning now provide some answers (Colorado Springs, COLO.)

58 A lone, Overhead light Sometimes it’s those quiet moments after

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BY Henry Louis Gates, Jr.

30 The Black Photographers Annual: A short-lived magazine was the essential venue for black photographers, paving the way for previously untold histories.  
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By Julia Rosen

66 The Most Dangerous Fault In America: Running through densely populated cities like Oakland, Fremont and Berkeley, Calif., is a dangerous fault that could rupture at any time. When the Hayward Fault goes, it will likely produce a devastating earthquake.  
By Steven Newton
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However, in many ways our most important service is to teach and enthuse. This finds its expression most often in the Information Literacy classes. The goal of these classes is to provide students with the skills to effectively conduct research, and then evaluate, document and use that research. Instructors in a wide variety of disciplines utilize our expertise, although the UNIV 101 and English classes are the heaviest users. In Spring, 2016, the Library taught 15 Information literacy classes to 124 students who showed a 28.63% improvement in understanding these concepts. And, since FY2012, the Library has increased the number of students we have reached with this important information by 65%.

So, what do these numbers do for us? They help us see where we are, with an eye to deciding where we want to be. They tell us where our users are successful, and where they are not. In the long run, they point the way to improving access and, through our services, fostering student success. Along the way, they permit us to continue “to interest, intrigue, amuse and amaze.”

-K. Hauge