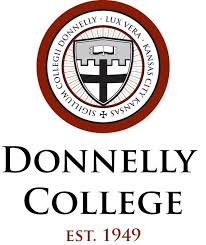
Donnelly College Library Assessment Data

for Fall 2019 to Spring 2021



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1. **General Library Stats from Fall 2019 to Present**

The above graph contains data from the Fall of 2019 to Spring of 2021. The current Academic Librarian, started in the Fall of 2019. Data prior to Fall of 2019 may be found in the college’s IPEDS data. The data shown above has been tracked by the librarian and allows for a little room of error. This data is broken down into the following categories:

* **Patron Count** – Number of patrons using the library space and services. This number excludes students who use the library as a cross way to access the other side of the college. The current security gates keep these students on record, so the number shown here is documented by the librarian. This number includes repeat students who may have left to go to class, meet with a professor, and came back to the library.
* **Checkouts** – This category contains all physical resources that have been checked out from the Donnelly College Library. This number includes any item that may have been requested from the Kansas City Kansas Public Library (KCKPL). We have consortium with this public library and may request materials for our students, faculty, and staff. Renewals are figured into this number as well.
* **Returns –** This category documents all returned items that belong to either the Donnelly College Library or KCKPL. This number will often be lower than the checkout column since the checkout column contains renewals as well. Therefore, there will always be more checkouts than returns.
* **Research/Reference Questions –** This category relates to the number of students who came by to ask for help with research, finding resources, and citation help.
* **Interlibrary Loan Requests –** This section documents the number of interlibrary loan requests that other libraries throughout the State of Kansas request. This number is based off the number of fulfilled requests that have shipped out.
* **Hold Requests –** The number of students, faculty, and staff who have asked to place a hold on a library resource not housed at the Donnelly College Library. This includes requests from KCKPL and the State Library Interlibrary Loan system.
* **Computer Usage –** The number of students who have came to the library to use the computer to print materials off, do research, and write papers.
* **Library & State E-Card** – This contains the number of library cards and State of Kansas e-cards that were created for students, faculty, and staff.
* **Course Reserves** – The number of course reserve checkouts. Course reserves can be related to specific classes or the Common Read. These materials may not be checked out to patrons but may be used in house.
* **Copier** – The number of times that students have requested to use the copy machine in the library.

1. **Fall of 2019 Analysis & Discussion**

The Fall of 2019 and Spring of 2020 was the last year, students were in the old academic building. This coincided with the arrival of a new academic librarian. Prior to the new academic librarians’ arrival, information regarding patron counts, computer usage, reference questions asked, copier usage, and course reserve usage is unavailable. The reason for it being unavailable is the fact that the Department of Education does not require an institution to report this data in its data collection for the institution. There is also no written record of it on hand.

The Fall of 2019 was a good semester for patron usage of the library according to colleagues. Various factors have influenced this usage such as Constitution Day, classroom visits regarding information literacy, and overall engagement with the student population. Students checked out/renewed a total of 55 resources and returning 44 resources in good condition to the library. Most of these checkouts can be attributed to the Common Read, *Trespassing Across America* and various textbooks. These textbooks were primarily in the fields of math and English.

The middle of the semester saw more students coming to the library for research help. This included using the EBSCO databases provided by the State of Kansas. JSTOR was just introduced by the end of the fall semester which means that it was still unfamiliar to students. Interlibrary loan requests were at an all time high for the Fall 2019 semester, this can be attributed to the fact that the library collection had not undergone deselection. The collection housed an estimated 16,000 items which were separated out into current library materials and archived library materials. The collection was much larger therefore there was more circulation requests from other libraries throughout the State of Kansas.

Hold requests by patrons were minimal during the Fall of 2020 as students had access to several resources in the collection and had little need to request materials outside of the collection. Computer usage by students is low because the computers in the old building were circulation computers only and did not include chairs for students to use. So, students were more reluctant to use them. The new librarian began issuing new library cards to all patrons of the library. EBSCO databases required students to get a State Library e-card which supported their research needs while the college was looking at purchasing JSTOR. Course reserve circulation can be attributed to the following, *Trespassing Across America* and *The New Catholic Encyclopedia* which was used for a theology course. Student usage of the copying services at the library held steady for the semester with students normally needing copies of course reserve materials while respecting Copyright.

1. **Spring of 2020 Analysis & Discussion**

The Spring of 2020 was a tough semester for the whole country as the COVID 19 Pandemic caused many colleges to go online. Donnelly College was in person until the college’s scheduled spring break, after this point the students finished their semester online only. Rising to the challenge, the Donelly College Library, began offering virtual reference services, creating online guides which focused on accessing databases from home, and acquiring a plagiarism checker for the college. The library was somewhat successful in engaging students while online but the abrupt change in learning caused issues for both parties in terms of student engagement.

Patron usage of the library was on track to meet the same number of students if not more as the previous semester with 142 students coming to the library. The COVID 19 Pandemic caused usage of the library and its services to go down due restricted access on campus. The library before the initial shutdown began acquiring graphic novels to engage students with resources for leisure reading. Students seemed to enjoy this aspect of the library and can attribute to our overall increased checkout rate for the semester. Returns this semester were ultimately down due to students not being on campus and dealing with online learning.

With the College having to move to an online learning modality after spring break, the amount of reference questions asked were ultimately down. Students have not begun working on research papers until the second half of the semester and the sudden change of learning caused some issues with student engagement. Interlibrary loan requests were down due to, two factors at play. The COVID 19 Pandemic and the deep weed of the library collection. Weeding the library collection is the process of deselecting library resources as outlined in the Donnelly College Collection Development Policy. Students were becoming more used to using the libraries consortia with KCKPL in the Spring of 2020. This led to a rise in hold requests during this period with no clear explanation available.

Computer usage was non-existent this semester due to lack of usage. With the College purchasing JSTOR in the Fall of 2020 and students becoming more accustomed to it, the need for library cards and State Library e-cards were down almost fifty percent from the previous semester. Course reserve usage was the same as the previous semester. With the same texts from the previous semester being used by the student population. Copying services were the same as the first semester with usage stopping once the College went online only due to the COVID 19 Pandemic.

1. **Fall of 2020 Analysis & Discussion**

Donnelly College opened its new academic building in the Fall of 2020. Students were allowed back on campus. These events helped both the students and the library. The library is now located at the center of campus which allows for more visibility and ease of access for students. The College was forced to go online after Thanksgiving Break. This did not hurt the libraries efforts as students were allowed limited access on campus and that included the library.

Patron usage of the new academic library was at an all time high compared to the previous two semesters. This is not the best comparative tool for usage, as the library had no true home in the old academic building and had limited space. Over 1,000 students visited the library for their first semester. Checkouts were at an all-time high of 132 resources being checked out or renewed. This number went up due to high circulation of the Common Read, *What the Eye’s Don’t See,* graphic novels, textbooks, and classes that required students to check out physical books. Items were returned in good condition with 74 resources coming back to the library for the semester. Student usage of the library for research help increased exponentially. This occurred primarily due to students needing help finding articles for their research, revising their citations for proper formatting, and more classroom interactions regarding information literacy.

Interlibrary loan requests were down due to the COVID 19 Pandemic slowing down usage across the State of Kansas. The overall size of Donnelly’s collection was cut down to about 4,600 physical resources available for circulation which may have also affected interlibrary loan requests. Hold requests increased this semester due to the history professor requiring students to check out books for book reviews. Computer usage at the library increased because it contains six computers with chairs. Students are now able to use the computers to print off papers, do research, and access Canvas. Library card creation decreased slightly this semester, the primary cause of this can be attributed to the usage of JSTOR for database information. Course reserve usage went down this semester as the Common Read could be checked out by students and no longer was solely on reserve. Course reserves in use included history textbooks and theology textbooks. The copier saw more usage as the library was open later for students in night classes. These students would request copies of various materials for their colleagues.

1. **Spring 2021 Analysis & Discussion**

The Spring 2021 semester started later than normal with students returning the last week of January. This semester saw an overall increase of library usage. The reason this occurred can be attributed to the following factors, students becoming more acquainted with the library as a space, students were in person the entire semester, and more classes came to the library for research help. It will be interesting to see if future spring semesters trend this way. So far it seems like the spring semesters have been busier.

Patron usage of the library was at its highest this semester, with 1,656 patrons coming to the library. As the data showcases the students are using the library for its online resources and space. This is trending among academic libraries since they are often seen as conducive to student learning. Library checkouts were down by sixteen percent compared to the Fall of 2020. This may be attributed to less Common Read checkouts and textbook checkouts. Students returning library resources was very good this semester. The COVID 19 Pandemic did not impede students returning materials and students seemed very diligent about returning library resources once contacted.

More students came to the library this semester to receive help with their research and citations. The theology professor at the college required his class to come to the library to receive help with the *Chicago Manual of Style*. This led to an increase in student usage of the library for research and citation help. Interlibrary loan requests were about the same as previous semesters. The size of the library collection has direct correlation to the number of resource sharing requests that a library receives. This number should be more consistent throughout the future since the library collection will not diminish in size.

Hold requests by patrons were higher this semester compared to past semesters. This can be associated with the history professor requiring students to do a book review which required more resources to be requested from KCKPL. Computer usage doubled compared to the previous semester. This may be attributed to a variety of factors, but I think students are more aware that the library has computers for printing resources, accessing Canvas, and doing research. Library card and State Library e-card creation was the same as the previous semester. This is a good sign as it means newer patrons are coming to the library to access its resources. Course reserves saw a major downturn this semester at a sixty eight percent decrease in usage. The reason this occurred was due to less students using the Common Read reserve text and other course reserve materials. This is an area for improvement in the future. Copier usage went up this semester. The only reason this might have occurred is that more students are becoming aware that this service is available at the library.

1. **EBSCO Database Stats from Fall 2019 to Present**

The above graph contains data from the Fall of 2019 to Spring of 2021. The current Academic Librarian, started in the Fall of 2019. Data prior to the arrival of the new librarian can be generated upon request. EBSCO databases are provided by the State Library of Kansas. Student can access the databases on this website with a State Library e-card. The college does not pay for these databases. The data shown has been tracked by EBSCO analytics. This data is broken down into the following categories:

* **Total Searches** – The number of searches typed into various EBSCO search engines.
* **Total Items Looked At** – The number of resources in EBSCO that patrons have investigated. This includes clicking on the resource and viewing its basic information. The resource is not downloaded.
* **Total Items Requested** – The number of resources in EBSCO that patrons have requested for their research needs. The resource is downloaded.

1. **Fall of 2019 Analysis & Discussion**

The Fall of 2019 was the first semester for the new Academic Librarian. The college only had access to the State Library of Kansas databases provided by EBSCO. JSTOR was not acquired until November 2019. Therefore, the data for this semester is greater than future semesters as students had more research options. Total searches conducted by patrons of the library was 126. The total resources investigated was 126 as well with only 68 resources being downloaded by patrons. This means that students were using EBSCO databases but the resources they were finding were unhelpful or just not what they needed for their academic success by the number of actual downloads compared to investigations.

1. **Spring of 2020 Analysis & Discussion**

The Spring of 2020 was the start of the COVID 19 Pandemic. This ultimately led to an overall downturn in usage of the EBSCO databases. Furthermore, JSTOR was being promoted by both the librarian and faculty as an easier to use resource. The total amount of searches conducted during this period was one initial search. Total resources investigated were three and one actual resource being downloaded during. This can be attributed to less awareness of the State Library of Kansas Databases.

1. **Fall of 2020 Analysis & Discussion**

The Fall of 2020 was another weak semester for the EBSCO databases. This semester was slightly better in usage. Total searches conducted during this period was seven searches. Out of these seven searches a total of three resources were investigated and downloaded by patrons of the library. The reason this may have occurred is that students were more prone to use JSTOR. JSTOR is more user friendly. Faculty encourage students to use JSTOR over EBSCO often.

1. ***Spring of 2021 Analysis & Discussion***

The Spring of 2021 saw no usage of any of the EBSCO databases during the whole semester. For reasons already listed in this report, the author can conclude that EBSCO databases need to be addressed during future information literacy sessions.

1. **JSTOR Database Stats from Fall 2019 to Present**

The above graph contains data from the Fall of 2019 to Spring of 2021. The current Academic Librarian, started in the Fall of 2019. JSTOR was acquired by late Fall of 2019. Data prior to this period is unavailable. The data shown has been tracked by JSOTR analytics. This data is broken down into the following categories:

* **Total Searches** – The number of searches typed into the JSTOR search engine.
* **Total Items Looked At** – The number of resources in JSTOR that patrons have investigated. This includes clicking on the resource and viewing its basic information. The resource is not downloaded.
* **Total Items Requested** – The number of resources in JSTOR that patrons have requested for their research needs. The resource is downloaded.
* **Total Items We Do Not Have Access Too** – The number of resources in JSTOR that patrons requested but the college does not have access too. JSTOR is tiered out into packages and some packages are not included in JSTOR Essential.

1. **Fall of 2019 Analysis & Discussion**

JSTOR was acquired in November of 2019 by Donnelly College. This resource was requested by the faculty of the college. Prior, to this the college had access only to the State Library of Kansas databases provided by EBSCO. With JSTOR being implemented so late in the semester, usage of the platform was very low. With one month left in the traditional semester, about a hundred searches were conducted on the platform. About forty items were investigated and acquired by patrons of the library. The current academic librarian did not have time to truly introduce JSTOR to the students this semester as it was the very end of the semester. Students were unable to access JSTOR from home during this period.

1. **Spring of 2020 Analysis & Discussion**

The Spring of 2020 semester was a good semester for JSTOR usage. The Academic Librarian was able to conduct information literacy sessions with JSTOR. Faculty who promoted JSTOR in their classroom as a reliable resource most likely increased usage of the platform. This was becoming the primary database used by the college. Total search requests were around the 3,100 for the semester. Out of those searches around 2,000 resources were investigated and downloaded by patrons of the library. This means that the resources that patrons are finding on this platform are worthwhile. This was also the first semester when JSTOR was accessible online. About forty items were inaccessible to our patrons. This number is not concerning once compared to the number of resources found and downloaded on the platform.

1. **Fall of 2020 Analysis & Discussion**

Fall of 2020 was the best semester for JSTOR usage by patrons of the library. Students were able to access JSTOR both online and at home. The ability to access the platform played a major role in usage once the college was forced to go online after Thanksgiving Break. Total searches conducted by patrons of the library was around 8,000. Out of these searches’ patrons investigated 5,300 resources and requested about the same number of resources out of their investigations. Research takes time and is not done in one sitting. Therefore, the number of searches versus the number of downloaded resources should come as no surprise as students begin finding out their own process of research. A total of 80 resources were inaccessible by our patrons which is relatively low once compared to the resources they can access.

1. **Spring 2021 Analysis & Discussion**

Spring of 2021 was a weaker semester for JSTOR usage by patrons of the library. There was a slight decrease in usage on the platform. This may be caused due to the following reasons, newer databases being added this semester (Gale), less awareness of JSTOR in introductory courses, and less need by the courses being offered during that semester. This decrease does not mean the platform does not hold value. The number of searches conducted on the platform were around 6,000. Resources investigated and pulled for patron usage was around 3,700. This means that overall, that patrons are finding resources in this database and using them. Items that students could not access were at a mere 24 resources.

1. **Gale Database Stats from Spring 2021 to Present**

The above graph contains data from the Spring 2021 semester. Data prior to this period is unavailable as the College just acquired these databases. The data shown has been tracked by Gale analytics. This database set contains both popular resources and academic resources. Making it very useful for First Year Experience, Business/IT, and STEM courses being offered at the College. This data is broken down into the following categories:

* **Total Searches** – The number of searches typed into various Gale search engines.
* **Total Items Looked At** – The number of resources in Gale that patrons have investigated. This includes clicking on the resource and viewing its basic information. The resource is not downloaded.
* **Total Items Requested** – The number of resources in Gale that patrons have requested for their research needs. The resource is downloaded.

1. **Spring of 2021 Analysis & Discussion**

Spring 2021 was the first semester of the College acquiring and using the Gale databases. The databases were acquired in late February of 2021. Students were already familiar with JSTOR by this point. So adding more database resources for student usage was deemed as helpful. Most information literacy one shot sessions were complete by the time students became familiar with Gale. This may have affected the data present. 444 searches were completed from the period of February 2021 to May 2021. Out of these searches 328 resources were investigated with 318 resources being downloaded for patron use. For an initial startup semester with students just becoming acquainted with Gale this should be seen in a positive light. Moving forward working with the faculty in STEM, Business, and Information Systems usage should go up.

1. **Turnitin Stats from Spring 2020 to Present**

The above graph contains data from the Spring 2020 semester to Spring 2021. Data prior to this period is unavailable as the College just acquired Turnitin in Spring 2020. The data shown has been tracked by Turnitin analytics. This database contains a wide variety of published works that will compare its database with student papers. It will generate a report with a score of how similar a student’s paper is to its database. Turnitin is integrated into the college’s LMS, Canvas. The data is broken down into the following categories:

* **Total Submissions** – The number of submissions to Turnitin via Canvas.
* **Total Similarity Reports Pulled**– The number of resources pulled from the Turnitin database. This includes student papers from other colleges, databases, the world wide web, and former student papers at the college.
* **0 Percent Similarity Reports Pulled** – The number of similarity reports where no matching text was found from the student submissions. This normally means the students paper did not have any similar text once compared to the database.
* **1 – 24 Percent Similarity Reports Pulled** – The number of similarity reports where 1 to 24 percent of matching text were found among student submissions. This means that students had anywhere between 1 to 24 percent similar text in their papers compared to the Turnitin database.
* **25 - 49 Percent Similarity Reports Pulled** – The number of similarity reports where 25 to 49 percent of matching text were found among student submissions. This means that students had anywhere between 25 to 49 percent similar text in their papers compared to the Turnitin database.
* **50 - 74 Percent Similarity Reports Pulled** – The number of similarity reports where 50 to 74 percent of matching text were found among student submissions. This means that students had anywhere between 50 to 74 percent similar text in their papers compared to the Turnitin database.
* **75 to 100 Percent Similarity Reports Pulled** – The number of similarity reports where 75 to 100 percent of matching text were found among student submissions. This means that students had anywhere between 75 to 100 percent similar text in their papers compared to the Turnitin database.
* **Submissions with Feedback/Summary Text Comments** – The total number of submissions that include formal written feedback. This is a separate summary box that is attached to the final report. Professors often write comments in this section. It is the same, as summary text comments.
* **Total Feedback (Comments and Marks)** – Written feedback that will appear in the paper itself. There are often links to certain sections where professors may offer feedback on how items may be corrected.
* **Grammar Check** – This is often referred to as an ETS-Rater which professors can use to check and correct grammar issues with student papers.

1. **Spring of 2020 Analysis & Discussion**

The Spring of 2020 was the first semester Donnelly College acquired Turnitin. The tool was acquired very late in the semester, being implemented in April of 2020. Out of 157 submissions, a total of 252 similarity reports were pulled from the database. The number of similarity reports pulled between 1 to 24 percent was 125. This number will always be the highest, since if one sentence is similar in their database it will pull a report for it. Similarity reports that are higher than 25 percent tend to decrease after this point. Total feedback was very high with 641 responses from professors using the tool. In these comments, it can be assumed that professors are giving feedback on how to correct potential errors in submissions regarding plagiarism.

1. **Fall of 2020 Analysis & Discussion**

The Fall of 2020 was the first full semester that the college was able to use Turnitin. This was also the first semester that the Academic Librarian began visiting classrooms to discuss the topic of plagiarism. Out of 1,220 submissions a total of 1,736 similarity reports were pulled. 1,089 of these reports were 1 to 24 percent matching text. This number will always be the highest of all the similarity reports as the tool will track the smallest similarity at just one percent to twenty four percent. We are unable to break this into smaller percentages such as one to ten percent. Feedback given using the tool totaled, 2,931. This should be seen as a positive since professors are actively helping students understand what plagiarism is and how it can be avoided.

1. **Spring of 2021 Analysis & Discussion**

This semester saw increased usage of the Turnitin tool. This may be due to increased enrollment or overall usage by the students. Out of 1,241 submissions a total of 1,703 similarity reports were pulled. The librarian continued visiting classes this semester with the goal to discuss ways to avoid plagiarism with proper citations. There was a slight rise in similarity reports that were greater than 25 percent this semester. This increase could be due to two major factors, students who submitted papers that were resubmitted in the tool (which increases reports) or students are writing similar texts without proper citation. The exact cause of this will never be known until talking with professors and reviewing usage with them. It is important to note that the rise of reports also saw a rise in feedback. Professors are taking note of these increases and giving proper feedback. Grammar corrections increased by about 100 comments.

1. **Libguide Stats from Fall 2020 to Present**

LibGuides is an online resource that allows for librarians to create online reference lists. This platform is operated by Springshare. Donnelly College acquired this tool at the end of the Fall 2020 semester. Library patrons can find LibGuides devoted to the following topics, *MLA Citation & Style LibGuide*, *APA Citation & Style LibGuide*, and *Why Catholic LibGuide*. Currently, the College has 19 LibGuides on their homepage with more planned in the future. LibGuides contain a section where students may find a list of available databases that the College subscribes too. This means that students can see all the databases the College has in one area. This is the A – Z Database graphic shown above. Finally, the homepage statistics document the number of views the home page gets from library patrons.

1. **Fall 2020 & Spring 2021 Analysis & Discussion**

LibGuides were implemented at Donnelly College in December of 2020. Therefore, this analysis will combine Fall 2020 and Spring 2021 semesters for analysis and discussion. Subject specific LibGuides have been incorporated into certain Canvas modules. This directly affects the number of views the home page gets since linking the LibGuide to Canvas takes the student to that LibGuide. All 19 LibGuides have a total viewership of 2,197 views for the Fall 2020 and Spring 2021 semesters. The most popular LibGuides during these semesters were the following: *MLA Citation and Style LibGuide,* *Solitude LibGuide*, and *APA Citation and Style LibGuide*. This can be attributed to students using templates and resources for citation help. The *Solitude LibGuide* was promoted by the English faculty as a resource for their coursework.

Database viewership had the least number of views at a mere 124 views. Viewership went up during the middle of the semester when more students are doing research projects. This is an area for improvement in the future. Students can access the Donnelly College LibGuides homepage from the libraries website and may be linked to in Canvas. Most viewership can correlate to the middle of the semester when students are doing more research projects. This number should go up as more students become familiar with this new tool.