

# Noreen Reale Falcone Library **Annual Report** 2014

**LE MOYNE**  
SPIRIT. INQUIRY. LEADERSHIP. *JESUIT.*





# PEARL HARBOR

H.P. WILLMOTT

# Message from the **director**

Throughout the existence of Le Moyne College, the Library has served a key and critical role in supporting the College's mission for academic excellence as we prepare our students for their role as participants in the scholarly conversation. The Library has achieved this by serving as an active partner in the teaching, learning and research process, and by developing services, collections and facilities in response to the evolving information environment and changing student needs.

The present Noreen Reale Falcone Library is a far cry from the College's first library established in Le Moyne Hall in 1946, or even from its current facility of fifteen years ago. In the 68 years since the College's inception the Library has grown from a small room with a handful of books to a 50,000 square foot learning space housing over 220,000 print volumes and a vast array of digital resources.

This was a year of tremendous progress and exciting changes at the Library. This year we were able to:

- repurpose our existing space to build open, flexible, and technologically enhanced learning spaces to support our current students,
- expand our research support through increased on-demand research consultations, personally assigned subject Librarians and 24/7 live online chat reference,
- integrate information literacy instruction into the new Core seminars as well as upper level courses, and
- maintain online subject and course guides providing students with direction in the research process.

The Library still faces a number of challenges as well. These include:

- constantly changing pricing models,
- increasing costs of scholarly information resources that outpace inflation,
- growing needs for more technologically advanced learning spaces, and
- student demand for comfortable, flexible furniture to support collaborative learning spaces.

The annual report that follows begins with a unique perspective of change at the Library, written by a current librarian who was also a student here 15 years ago. It then documents the accomplishments and challenges at the Library over the last previous 12 months. The report concludes with a 15 year statistical comparison.

On behalf of the Noreen Reale Falcone Library, this report is submitted for your information and with gratitude to Le Moyne College for its continuous commitment and support of this library.

Robert C. Johnston  
*Library Director*







# 15 Years Ago

by Kari Zhe-Heimerman '99, Librarian for the Sciences

As a current librarian, and also a Le Moyne alumna of the Class of 1999, I have a unique perspective on how the library has evolved over the past 15 years. I'd like to take a moment and share some of my observations with you.

## Going to the Library

When I was a student we went to the library to do all of our research. All of the information we needed was contained within resources that were housed in the library. We also went to the library because it was a quiet place to study. This was an individual endeavor, with most of us hiding away in an individual study room or a carrel. We went to the library because we couldn't talk to others and become distracted; we went to be alone and think in the peace and quiet. (This was in sharp contrast to the residence halls.)

Today there are two trends in patron use worth noting. First, the number of patron visits to the library has risen steadily since 1999. Second, the use of the library online has also risen exponentially since that year. Though students have many, many options for accessing information and library resources, they still use the library for the same basic purpose of research.

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**Students can access a majority of library materials online, at any time and from any location, yet they visit the library in greater numbers each year!**

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They do this in order to meet with their groups and collaborate on projects and papers, or to find a quiet spot on the second floor where they can be alone, think and write.

## Finding Things

Remember the old library catalogs with drawers that contained index cards? Le Moyne still had one of those when I was a student! The online catalog was launched in 1994 (ahead of the curve!) but the print card catalog continued to be updated while all library items were added to the online catalog. I also had the pleasure of flipping through old print indexes, such as Biological Abstracts and Reader's Guide to Periodical Literature, in order to find journal articles that would pertain to my topic.

Most of our current students would not recognize or know how to use a card catalog. Instead, they quickly and easily navigate our online library catalog to find a range of books, journals or media to assist them with their projects. We no longer have print

indexes as that content is now offered through online searchable databases. My biological sciences students now search Biological Abstracts through an online database interface that can even provide them with the full text of an article (and they don't believe me when I tell them that I had to search print indexes).

## Books

When I used the library as a student, there were no e-books. They hadn't been imagined yet. If you needed a book from the library, you walked over to the building, searched for the call number using the catalog in the library, and went to find the book in the stacks to check out. While our current students certainly have the option to borrow one of our 171,141 circulating print titles, they can also easily access any of our 41,043 e-books from a networked device in any location.

## Journals

Likewise, journals, magazines and newspapers were only available in print when I was a student. If you needed a current *New York Times* article, you went to the shelf and found it. And if you needed an older *New York Times* article, you had to find it on microfiche or microfilm. Now students access current and past issues of journals, magazines and newspapers through our online subscriptions. It's very rare that a student today will need to find an article in print – and even rarer that he or she would need to use microfilm or microfiche. Moreover, the library's shift to digital subscriptions over the past 15 years has allowed us to withdraw the underutilized, redundant print journals. In 2014, we subscribe to only 182 print journals, and have access to 77,252 digital journals. Since many of the digital journals are free and open access, everyone benefits.

## Media

One of the major reasons I visited the library as a student was to watch VHS movies or documentaries that my professors had placed on reserve there. Six to eight of us would crowd around a single television, with our giant headphones on, to watch a Shakespeare play. Likewise, we would sometimes need to check out a record on reserve and listen to a Shakespeare play, or listen to cassette tapes to support our foreign language courses.

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Today, the library has media viewing rooms where students can work with groups and technology in a quieter space. And the media has evolved quite a bit. In these rooms, students can view, listen and interact with media through the network, DVDs, VHS, their mobile devices and laptops. Further, students no longer have to come to the library to watch those reserve materials. They can utilize our streaming video subscriptions to view their videos from anywhere at any time. In 2014, we own 7,494 films on DVD or VHS; meanwhile, we offer access to 14,054 streaming films online.

### Interlibrary Loan

When I was a student, borrowing a book or requesting a photocopy of an article from another library was a dreaded nightmare. A typical book or article would take at least two weeks to be delivered; making this a task that only the most organized and dedicated research students attempted. Sometimes you would end up finishing your paper or project, only to have that perfect article finally arrive three days after it was due.

Today, I can place an interlibrary loan request online and sometimes receive a copy of the desired article, via email, the same day. And now that the library is a member of ConnectNY, the Le Moyne community has access to books from 18 other private colleges in New York that are delivered in 48 hours or less. Students and faculty now have quick and easy access to myriad resources that can support their coursework or assignments. This was unimaginable to us 15 years ago!

### Asking Questions

Fifteen years ago, there was a Reference Desk, in addition to the Circulation Desk, where you went to ask a librarian your question. Often his or her answer would involve showing you a book or print resource in the library. You could also contact your subject librarian directly by phone if you desired.

Today, students can ask questions in so many different ways, by:

- **visiting** the consolidated Services Desk;
- **sending a text** to the library;
- **sending an email** to the on-call librarian or their personal librarian;
- **participating** in live Web chat with a librarian at any time of day;
- **calling** the library or their personal librarian; or
- **scheduling a reference consultation** with their personal librarian for more in-depth questions.



## Food

Fifteen years ago food was strictly forbidden in the library, except in the designated snack lounge in the back of the library. The vending machines lived in the snack lounge, and so did the snacks! I recall a librarian confiscating food from a patron who failed to adhere to that rule.

Today, we allow food in the library, and the snack lounge is a room used for test accommodations. We even provide coffee and doughnuts to our students during finals to fuel their studies! It's important to us that our students feel comfortable in the library, and being able to enjoy food while they work is key to that.

## Instruction

When I was at Le Moyne, students didn't really interact with the librarians unless they worked at the library. There was very little instruction in individual courses. In fact, I can't recall a librarian ever coming into one of my courses to teach us about research or information literacy.

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**Currently, we make it almost impossible for students to not know their subject librarian.**

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Incoming Le Moyne students are assigned a personal librarian before they even set foot on campus. This personal librarian guides the students in their subject areas. Further, instruction in courses has grown each year since I was a student. Now every Le Moyne first-year student receives information literacy instruction in the required CORE 100 course. Additionally, librarians also integrate into many, many courses to teach students how to find and utilize information for specific assignments. And librarians utilize both LibGuides (online guides) and Canvas (the campus LMS) to create online instructional materials to support students and faculty. As a result of all this instruction, the librarians and information literacy are very visible and significant to the students. Le Moyne students now know that they can improve their projects and papers with the assistance of their librarians.

## What a difference 15 years has made!

You can see from these observations that the library has quickly adapted to the evolving information environment, and to the changing needs of its users. Still, a few things have clearly remained the same throughout the years, including the carpet and furniture (they are the same as when I was a student) and the library staff's commitment to support the faculty and students of Le Moyne as they strive to become educated people for others.





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# Instruction in Support of the Curriculum

The instructional services department has set an overarching strategic goal to implement an instruction program that promotes a culture of “informed learning” and emphasizes the acquisition of transformative information literacy skills. Our activities this year have contributed to our progress toward this strategic goal.

## **The library designed an information literacy program that is seamlessly integrated into the new core curriculum.**

- *This year each and every first-year student at Le Moyne College received information literacy instruction.* This is a milestone event that has never occurred before.
- In the fall of 2013, librarians taught information literacy and graded a library assignment in each section of Core 100. All first-year students entering Le Moyne College were enrolled in Core 100, the first course in a new core curriculum that embraces information literacy as a learning goal.

## **The library paired each incoming student with his or her own personal librarian to serve as a guide to scholarly research and the library.**

- The personal librarian program, now in its third year, was available to all first-year and transfer students.
- When new students arrive in August, each personal librarian meets his or her students and introduces them to essential library services. Following that, each personal librarian reaches out to his or her students monthly via email to let them know what is happening at the library and to remind them that librarians are here to help.
- Personal librarians are able to build individual and lasting relationships with their students. This has resulted in a number of benefits, including a marked increase in reference consultations since the personal librarian program was introduced in 2011.
- Student surveys about the personal librarian program have been overwhelmingly positive.

## **The library continued to provide customized instruction by subject librarians**

- Subject librarians support their faculty and students in their coursework. In collaboration with their faculty, librarians plan and teach lessons in specific courses. This instruction is typically focused on transformative skills for a specific assignment.

## **The library created online instructional materials to encourage early and continuing success in the utilization of library resources and services.**

- We continue to utilize LibGuides (online instructional guides) to support general research and to assist with specific courses/assignments.
- We transitioned to using Canvas (the new LMS) to support our courses as well. Many of our courses require assignments and materials to be posted and graded in Canvas. We were able to transition our materials from Blackboard to Canvas to maintain the library's strong instructional presence online.
- We created online materials to support faculty with using “Turnitin” and with their scholarly publishing and communication.



Lisa Chaudhuri



Linda Costa



Patricia Mason

# Meeting our Patron Needs

## One Question at a Time

We recognize that our patrons have important questions and research needs at all times of the day, and in many different locations. Our goal is to utilize our library staff and space most efficiently to meet the needs of our users in a variety of formats, at their point of need. In support of that goal, the library accomplished the following this year:

### **Consolidating to a single-service point called the *Library Services* desk**

- We eliminated the Reference Services Desk (in the middle of the library) and provide all of our services from a single service desk in the front of the library.
- This minimizes confusion and allows us to cross-train our student staff and library staff for more efficiency.

### **New on-demand librarian research support**

- An on-call librarian is now available Monday-Thursday from 9 a.m. – 9 p.m., and Friday from 9 a.m. – 4:30 p.m., for patrons requiring research assistance.
- This new model of service allows the librarians to devote more time to instruction, research consultations by appointment, email and text consultations, and collection development.

### **By reorganizing our existing (and reduced) staff positions, we created two new access services positions to match the needs of our patrons.**

- ▶ **Lisa Chaudhuri** joined the library as access services librarian in May 2013. In her new position, Chaudhuri is responsible for managing the daily operations of the library service department and its personnel. In addition to coordinating the library's overall reference services, she is also responsible for collection development and instruction for the education department.
- ▶ **Linda Costa** became the weekend access services supervisor in fall 2013. In this new position, Costa is responsible for supervising the library on weekends and during extended hours. This allows us to have a library staff presence in addition to our student workers. Costa also assists with supervisory, circulation and shelving matters.
- ▶ **Patricia Mason** transitioned to access services supervisor in May 2013. In her new position she supervises the daily operations of the service desk and its student assistant staff.



## Enhancing our **Ask Us** Services

Our goal is to make it easy for our users to ask us questions, from anywhere, and at any time. In that spirit, patrons have numerous options for contacting us with questions:



**Ask Us in Person :** Visit the Library Services Desk  
The Library Services Desk is staffed whenever the Library is open.



**Ask Us by Phone :** (315) 445-4330



**Ask Us by Text :** (315) 510-4342  
For quick answers

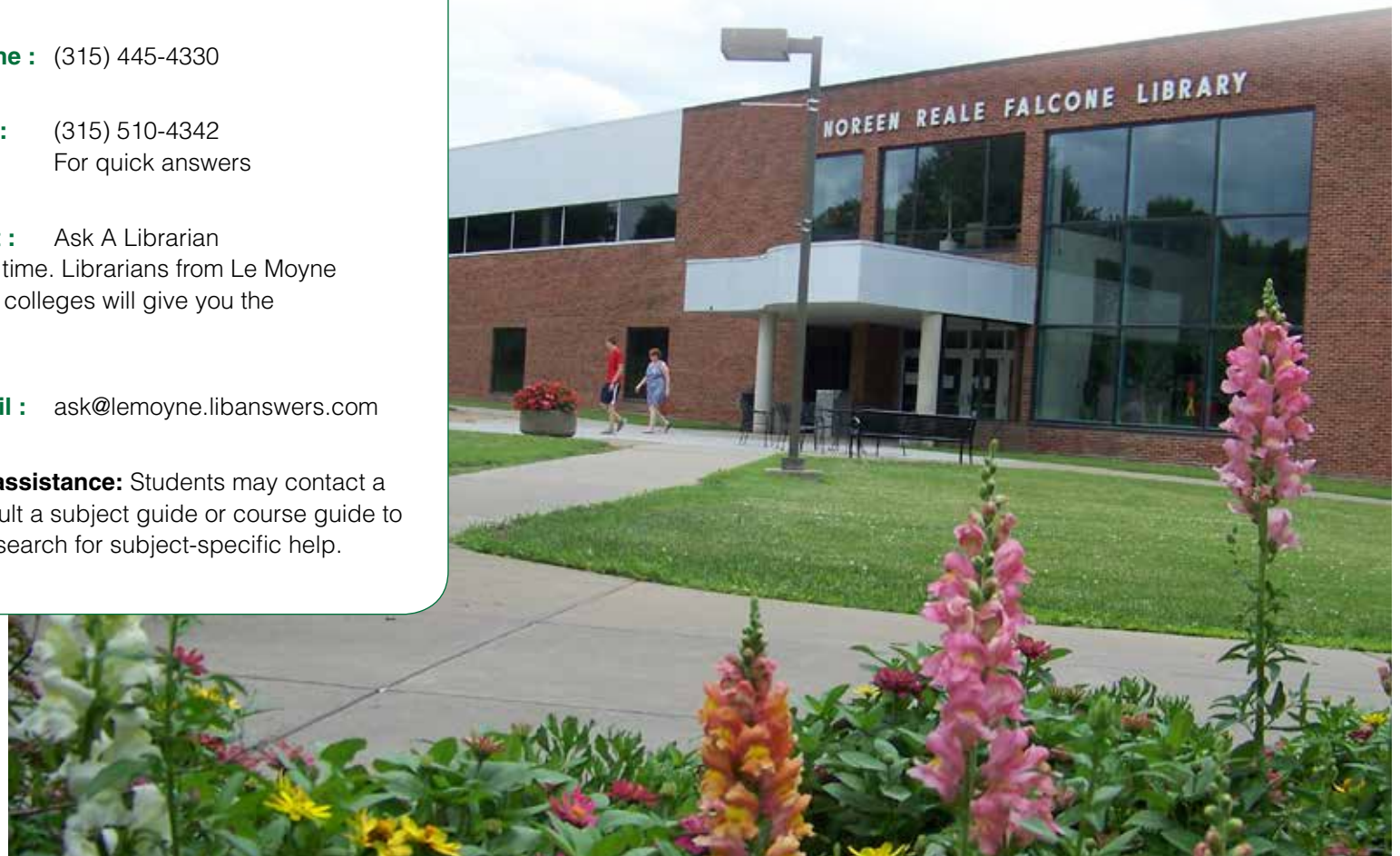


**Ask Us by Chat :** Ask A Librarian  
Available at any time. Librarians from Le Moyne and other Jesuit colleges will give you the help you need.



**Ask Us by Email :** [ask@lemoyne.libanswers.com](mailto:ask@lemoyne.libanswers.com)

**For in-depth research assistance:** Students may contact a subject librarian or consult a subject guide or course guide to help them begin their research for subject-specific help.





access to  
a selection of  
**12,750**  
e-books through  
the power of  
ConnectNY

## Enhancing and Supporting our **Collec**

Our primary goal for collections at the Noreen Reale Falcone Library is to put our patrons in touch with the books, journal articles and resources required to support their courses and research. We work toward this goal while striving to utilize our existing collection space more efficiently. These are the driving forces behind the collection and resource sharing projects that occurred this past year at the library.

### **By reorganizing existing positions, we created a librarian position that focuses on collection development and resource sharing.**

- In May 2013, Inga Barnello became collections and resource sharing librarian. In this position, Barnello coordinates strategic development of collections by leading the library in embracing new models of collection development, storage and arrangement of collections. She also provides leadership for future developments in content curation, resource sharing, and scholarly communication while managing special collections, including the art collection.
- Under her leadership, the library has embarked on many new and exciting projects to enhance patron access to a wider array of resources.

### **We embarked on the ConnectNY Print Trust project.**

- We recognize that we have limited space for collection growth and we are seeking to leverage our membership in ConnectNY to build a true shared collection across the consortium.
- Our goal with this project is to strengthen our collection through greater mutual reliance on a ConnectNY shared print book collection. We seek to develop an authentic, sensible print collection on site to support the Jesuit liberal arts educational experience of Le Moyne College.
- Using 20 years of circulation data and a comparison of holdings among 12 of 18 Connect NY libraries, consultants generated two lists for each library: a retention list and candidates for withdrawal.
- The Noreen Reale Falcone Library has agreed to retain 64,922 non-unique and 5,663 unique titles from our current collection for at least 10 years. The retention of these titles is integral to the success of the ConnectNY shared collection, as member libraries have all agreed that at least two copies of each title should be retained within the system.



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- In addition, library staff will consider a candidate withdrawal list (34,000 titles) that was produced as part of this project. Faculty members and librarians will work collaboratively to withdraw titles from these candidate lists.

## **We reorganized, consolidated and relocated collections to create space on the first floor of the library**

- We moved the circulating education book and teaching materials collections upstairs. This created open, flexible space on the first floor. This shift also locates our circulating book collection together on the second floor, which eases patron confusion.
- After a thorough analysis of our print reference collection (our second review in four years), we were able to eliminate 35 percent of the volumes. Some were moved to the book stacks, some withdrawn, and others migrated to an e-book format. This allowed us to consolidate the collection and relocate it to fewer stacks in the back of the library.

## **We have continued the successful ConnectNY e-book project**

- This project leverages the resources of the 18 ConnectNY libraries by allowing us access to a selection of 12,750 e-books that can be selected and purchased through our library catalog by our patrons. The purchased titles are shared among the libraries, as are the costs.
- This selection and purchase occurs at the point of patron need.
- This is the library's first patron-driven acquisitions program, and it has proven successful thus far.

## **We have continued our shift to digital resources whenever possible.**

- We acknowledge that we have limited space for growth in the current library building. We also realize that our patrons often need to access our resources from outside of the library. With both these factors in mind, we continue to prioritize the purchase and licensing of digital materials (e-books, streaming videos, etc) whenever it is fiscally sensible.
- A total of 81 percent of our materials budget is devoted to digital formats. This is the highest percentage for digital materials among the members of the Association of Jesuit Colleges and Universities.
- The library's book holdings are 88 percent print and 12 percent e-book.
- The library's videos holding are 40 percent DVD/VHS and 60 percent streaming films accessed online.





# Refreshed Space

This year a number of changes were made to the library's physical space and appearance. These renovations cost very little, but had an enormous, positive impact. Our goals for our refreshed space were:

- better service;
- less confusion for our patrons; and
- flexible, open areas to accommodate group study and collaboration.

## Here we provide a summary of the exciting changes made in pursuit of these goals.

- We eliminated the Reference Desk in the middle of the library and created a single service point where patrons can have all of their needs met.
- We shifted and consolidated our book collections so that all circulating materials are on the second floor. This greatly eases confusion about where to find our circulating book collection.
- We removed shelving, walls, desks and offices to open up space and sightlines on the first floor.
- Using that new open space, we created additional group and collaborative work areas. To facilitate group work and flexibility, we purchased movable whiteboards and distributed additional tables where possible.
- The Bernat Special Events Room was renovated, which included fresh paint, improved lighting and upgraded technology.
- Atrium lighting was enhanced. The lights in the atrium were replaced, and are now fully operational LED lights. This adds an enormous amount of light to a popular section of the library.
- We built three media viewing rooms in May 2014. This allows students to work with groups and technology in a quieter space. In these rooms students can interact with media through the network, DVDs, VHS, their mobile devices or laptops.

These changes have made a tremendous visual impact. However, students continue to request new, flexible and comfortable furniture to update this new space, as well as an update to the original carpet.





# 15-year Comparison

	1998-99	2003-04	2008-09	2013-14
<b>Services &amp; Learning</b>				
FTE Enrollment	2,487	2,831	3,006	2,942
Questions Answered	NA	4,860	3,186	4,471
Library Classes	62	125	118	148
Number of Students Attending Library Classes	952	2,301	2,460	3,895
Interlibrary Loan Borrowing	3,172	2,439	872	3,445
Interlibrary Loan Lending	2,149	2,559	2,085	4,384
<b>Resources</b>				
Books	201,752	213,989	226,756	224,849
E-Books	NA	13,257	20,599	41,043
Print Journals	1,281	1,050	388	182
E-Journals	NA	250	56,626	77,252
Media Resources	2,857	4,556	6,820	21,548*
Electronic Databases	17	NA	128	176
<b>Access</b>				
Open (hours per week)*	97	97	109	109
Patron Count	123,553	146,222	201,387	221,948
Print Book Circulations	36,647	34,984	45,315	32,091
E-Book Views	NA	NA	NA	55,964
Web page views	NA	NA	427,146	688,603
Research Guides	NA	NA	25	137
Research Guide Views	NA	NA	NA	356,755
Materials Expenditures	\$465,345	\$606,059	\$735,089	\$851,714
<b>Ratios</b>				
Material Expenditure/FTE	\$187	\$214	\$245	\$290
% Expenditures for Electronic Resources	18%	30%	47%	81%
Library visits/FTE	50	52	67	75
Info. Lit. classes/FTE	0.38	0.81	0.82	1.32
Print Book Circulations/FTE	14.74	12.36	15.07	10.91
Research Guide Views/FTE	NA	NA	NA	121
Library Positions	13	14	14	12.5



\*includes VHS, DVD and streaming formats



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**Noreen Reale Falcone Library**

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