2018

William H. Hannon Library Year in Review 2017 – 2018

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William H. Hannon Library
2017 | 2018 BY THE NUMBERS

EXPENDITURES

$1,379,631  E-resources
$4,182,314  Personnel (salaries and fringe)
$3,685,507  Capital print and electronic materials
$789,503   Operating expenses

PHYSICAL COLLECTION

582,406  Books
105,877  Bound periodicals
28,634   CDs, DVDs, and other media
5,544    Archival collections (in linear feet)
910      Current print periodical subscriptions
1,042,100 Postcards

ELECTRONIC RESOURCES

686,275  E-books
53,941   E-periodical titles
337      E-reference databases

SERVICES

55,938   Check-outs and in-library use
431,991  E-book usage
517,442  E-journal usage
236,692  LibGuides usage
14,911   Reference questions
469,470  Total visitors
5,228    Students receiving library instruction
2,917    Laptop loans
21,389   Main stacks retrieval requests

PROGRAMMING

44  Number of public programs
5,835 Total number of attendees across all programs
18  Public exhibitions on display
YEAR IN REVIEW

2017 | 2018
William H. Hannon Library

LMU|LA
Loyola Marymount University
MESSAGE FROM THE DEAN

The university has experienced a number of important leadership changes in recent years, and last year the university undertook a process to refresh the strategic plan that ends in 2020. The William H. Hannon Library spent last year refreshing our strategic plan as well. This was the first time we had done a complete review since it was approved as our unit-level plan in 2012. Our refreshed strategic plan renews our commitment to innovation and creativity in all that we do; to support standards-based information literacy proficiency at both the undergraduate and graduate levels; to build strong collections and deliver them to our users where and when they need them; to provide engaging and meaningful programs that enhance the intellectual and cultural environment at LMU; to support the mission of the university through all that we do. The highlights in this 2017-18 Year in Review reflect our strategic directions and align with those of the university. Our refreshed strategic plan, 2018-20 is here: library.lmu.edu/aboutthelibrary/strategicplan2013-2020/

It is hard to believe that we have been in the William H. Hannon Library nearly 10 years! The university broke ground in 2007 and we moved in during the summer of 2009. We have been making small improvements since we opened. Two years ago we remodeled the Media Lounge adjacent to Starbucks, adding a communal table and increasing seating capacity. We have also discussed and begun to study the need for more extensive changes in the public spaces of the building. This past year Associate Dean Jeff Gatten led the library’s Assessment Committee in conducting a space-needs study of levels 2 and 3, with an emphasis upon how our space is used. It was primarily an observational study, but also included a user survey. Jeff describes the study on page 13. This year we will use the results of the study – and other evidence – to create an action plan that addresses the changing needs of students and faculty for space in the library.

Another element in library space planning is the basement. In addition to the three floors above ground, the library also has a two-story basement below ground. The basement is used as a secure, long-term collection storage space with a temperature- and humidity-controlled “vault” for the collections of Archives and Special Collections, and general collections high-density utility shelving. Volumes stored in the basement include print journal runs and older, lesser-used books. With a capacity of 750,000 volumes, this space is currently 60 percent full. On page 11 Glenn Johnson-Grau, head of Acquisitions and Collection Development, describes our Sustainable Collections Project, a multi-year initiative that will help us recover space in the basement, by informing us about what to retain in the basement and what might be withdrawn to make room for other materials.

With the support of the entire LMU community, we look forward to the next decade in the William H. Hannon Library!

Kristine Brancolini | Dean of the Library
Our robust partnerships with LMU students, faculty, and staff support our ability to offer programming that is intentional, integrative, and interdisciplinary. We continue to identify ways to recognize and celebrate the creative and scholarly works of our campus community. During the 2017-18 academic year, the William H. Hannon Library collaborated with more than 50 partners to host 44 public programs, more than 50 tour and orientation sessions, and 15 exhibitions that collectively attracted more than 5,300 attendees. Here are just a few highlights from the past year.

**Human Library: An International Edition**
In November 2017, the library hosted an internationally themed Human Library in collaboration with the Office for International Students and Scholars. This event, which encourages attendees to sit with a stranger for a 30-minute conversation, brought together LMU students, faculty, and staff with an international perspective and a story to tell. More than 50 students stopped by to participate. As one noted, “This event made me feel more connected, emotionally attached, and empowered. And I made a friend!”

**Haunting of Hannon Library V: Murders in the Rue Bibliothèque**
For a fifth year in a row, the library teamed up with LMU Theatre Arts students to haunt the stacks of the library. This year’s theme, Murders in the Rue Bibliothèque, brought to life stories of mystery, imagination, and the occult detectives and paranormal investigators of literature, including C. Auguste Dupin, Hercule Poirot, and Sherlock Holmes. Attendees were given a glimpse into the terrors of possession, the powers of levitation, and the horrors of a murderous – though somewhat ironic — orangutan.

**LMU Speaks: Off the Rails**
Our storytelling program returned for a second year in February 2018. Four speakers told us a true, 10-minute story about a moment from their life when they felt things went off the rails. They told stories of resilience, bravery, and that time when everything went wrong. Our featured speakers included Dean Bryant Keith Alexander of the College of Communication and Fine Arts, John Parrish, Office of the President, and undergraduates Jane McManamon and Daisha Black. As one attendee told us, “I learned that everyone has a story that is powerful and uplifting.”
1Lib1Ref Workshop
For the past two years, librarians around the world have participated in a month-long Wikipedia project code-named #1lib1ref: one librarian, one reference. The goal of this global initiative is to “imagine a world where every librarian added one more reference to Wikipedia.” Not just any reference, but credible references. Wikipedia is a first stop for researchers (and almost anyone else searching for information online), so by adding credible sources to support its content, librarians can improve the reliability and trust of the world’s most popular and widely-read encyclopedia.
In early 2018, LMU librarians and staff added citations to articles about Eddie Murphy, mindfulness, a cappella, early Islamic philosophy, Octavia Butler, llamas, and more. We made more than 160 edits to 72 Wikipedia articles. Collectively, those edits have been viewed over 11 million times.

Faculty Pub Night Series
Our Faculty Pub Night reached its eighth season in 2017-18. Eight faculty members spoke about their recent publications to audiences of students, faculty, and staff, in a casual setting, collectively bringing together more than 400 people to the library. Our featured speakers included Kayoko Okada, psychology; Sina Kramer, women’s and gender studies; Gregory Ruzzin, film and TV production; Nigel Raab, history; Brett Hoover, theology; Carla Marcantonio, film and TV studies; Amir Hussain, theology; and Dean Scheibel, communication studies. Faculty Pub Night continues to be one of the library’s most popular programs. We look forward to bringing it into its 10th year in 2019.

“This event made me feel more connected, emotionally attached, and empowered. And I made a friend!”
On Aug. 5, 2018, a beautiful, sunny Sunday morning, the William H. Hannon Library joyously celebrated the 10th anniversary of its longest running program, the Sunday Jewish Book and Discussion Group. Dean Kristine Brancolini hosted a delicious, catered kosher brunch for 60 members of this popular group.

Our guest speaker for the day was local Westchester author Maggie Anton, who has visited the book group twice during its 10-year span. Always a lively and entertaining speaker, Maggie spoke about her latest work, “Fifty Shades of Talmud: What the First Rabbis Had to Say about You-Know-What.”

Begun in fall 2008 with a small grant from the American Library Association, the program planners for the Jewish book group had rather ambitious goals. We wanted to find a way to promote the recent emergence of LMU’s new Jewish Studies minor program. At the same time, we wanted to establish the library—under construction that same year—as a gathering place for people who wanted to exercise their intellectual curiosity. We strove to spotlight the LMU bluff as an eventful, welcoming place for everyone, no matter race or religion, age or political stance.

The Sunday Jewish Book and Discussion Group has achieved its goals. The Jewish Studies minor program is attracting students and attention with its varied classes and unique programming. The library continues to be the academic heart of the university with its diverse collection and thoughtful programming. Over the past decade, our group has read and discussed 73 books and hosted 11 authors. As it moves into its 11th year, it will continue to welcome readers, Jewish and Christian, young and old, who are interested in Jewish literature, Jewish history and Jewish culture.

On a personal note, I often think about “welcomes” as a Jewish employee at a Jesuit university. I think about how “welcome” is not always a word synonymous with the experiences of Jewish people and yet here I am writing about the 10th anniversary of the Sunday Jewish Book and Discussion Group at Loyola Marymount University.
The William H. Hannon Library held the first People of Color in Library and Information Science Summit on July 13, 2018. The summit was a collaborative planning effort by librarians Nataly Blas, Aisha Conner-Gaten, Rachel Deras, and Jessea Young to create a productive and brave space for people of color, especially women and marginalized identities, working in the information sector.

While there are many conferences for information workers, very few highlight the voices of marginalized identities and provide a platform for discussion for their research interests. According to a 2010 American Library Association survey, 88 percent of credentialed librarians identify as white. In our vision for this summit and the future of libraries, we encouraged the representation of diverse topics and perspectives, and as a part of this work acknowledged that the racial disparities we see in the library and information science field reflect inequities in other parts of society. These discrepancies challenge our ability to empathize, converse, and collaborate. We hosted the POC in LIS Summit to foster collaborations and encourage conversations within our field.

Thank you for holding up a mirror to allow me to see dignity, grace and strength within myself.

The summit welcomed 78 information workers from over 40 institutions to LMU’s campus. As one attendee noted: “I have never in my professional career been in a room full of beautifully diverse information professionals. I am part of a greater movement and our voices are powerful. That due to our determination, this profession is changing. Thank you for holding up a mirror to allow me to see dignity, grace, and strength within myself.” Attendees explored honest and open conversations around racism, sexism, leadership, and self-care and presented on themes around recruitment and retention of POC in LIS, collegiality as self-care, critical analysis of diversity and inclusion work in LIS, and beyond. Attendees felt empowered to contribute their experience and expertise to a growing community of LIS professionals looking to change the field for the better.

As a result of the summit, several presenters will be collaborating at larger LIS conferences, including the Association of College and Research Libraries Conference and the National Joint Conference of Librarians of Color. We will present on the summit at the Association of College and Research Libraries Conference, to fellow LMU Librarians, and plan to draft an article for publication to share our experience with the LIS community.
“From Their Perspective” is an annual exhibition hosted every summer in the William H. Hannon Library’s Terrence L. Mahan, S.J., gallery. Each year, a different lead curator identifies a primary-source collection with which to engage library student workers from all departments and then works with those students to curate the exhibit. The students select an object from the identified collection and write a label responding to a set of reflective questions concerning the item they selected. Library staff install the exhibit in May and it is open to visitors through August.

During the summer of 2018 I was the lead curator of “From Their Perspective VI: American Popular Music in the Age of Ragtime and Jazz.” I decided to highlight the Clara Jane Nixon Sheet Music collection. I thought it would be a special way to celebrate the processing work I did with the collection six years ago when I was a student worker in Archives and Special Collections. It was also a chance to highlight a lesser-known collection. I asked our student curators to reflect upon the cover art and lyrics and how those aspects of the sheet music reveal societal attitudes toward women, people of color, and life during World War I. Knowing that this was a broad enough topic that students could run with made it all the more interesting.

Students were then encouraged to talk about what was most appealing to them about their selection, no matter if their interpretation was out-of-the-box or literal. I wanted everyone to try to connect with a chosen piece and feel the freedom to express however they felt. I was available to answer any questions a student might have and provide encouragement for those with writer’s block. The students’ labels and photographs were printed and placed beside each item in the exhibition.

Without our student workers, “From Their Perspective” would not be possible. Getting to meet students from across the library who responded to different aspects of the sheet music and engaged in critical thought was an extraordinary experience. The students’ reflections reaffirm how important this collection is and will be to researchers. By examining the sheet music, we get a well-rounded understanding of the different threads of life during the early 20th century.
In April 2017, Aisha Conner-Gaten, Javier Garibay, Jamie Hazlitt, Marie R. Kennedy and Marisa Ramirez were awarded an Inclusive Excellence Grant from LMU’s University Intercultural Council to assess the diversity of the William H. Hannon Library’s electronic collections. In an effort to ensure that our collections align with our institutional vision (as “bridging disciplines” and “representing diverse topics and perspectives”) and to meet the research needs of our campus, the team designed the project to be critical and reflective, especially for the select group of student library employees participating in the assessment.

Ten students were tasked with collecting data during the spring semester. They used a series of keyword phrases to search through a selected group of approximately 200 library databases and record the number of results. The keyword phrases were mapped to categories of diversity, such as: disability, people of color, and gay, lesbian, bisexual, transgender, and queer – LBGTQ – to understand how well those communities are represented in the library’s electronic resources. The students responded to reflective prompts along the way, answering questions such as, “Based on the search results, do you consider the database to be ‘diverse’?” and “Would you recommend this database to someone doing research about diversity or inclusion, in your major? Why or why not?”

One student observed, “After conducting this research I have realized that it is really important to scrutinize the academic bodies of work that we use in our own research — they can easily skew our perspectives.” Another student remarked that the project “helped me to broaden my understanding of the resources available to me through the LMU library.”

Another student found herself deeply engaged with the process of critical examination, commenting: “I think the work that’s being done here is thought provoking and essential to an equal environment for all types of students.”

The project team analyzed the keyword search results and determined that the selected diversity markers are fairly well represented in the library’s current database collection. We hoped that the assessment might bring attention to gaps in the collection, providing an opportunity for future acquisitions, and found that the library’s database holdings would benefit from additional resources in the categories of women’s studies, disability, and LGBTQ. The results of this work will be shared with faculty library representatives in academic departments, and within the profession through a conference presentation in the future.

"I think the work that’s being done here is thought provoking and essential to an equal environment for all types of students."
SIGNIFICANT ACQUISITIONS AND GALLERY EXHIBITIONS

Cynthia Becht | Head of Archives and Special Collections

Acquisitions in Archives and Special Collections

This year, the William H. Hannon Library acquired two manuscripts that improve historical representation of women religious within our collections: “Les Messes des Dimanches” (1710), a collection of liturgical music created for a Dominican nun in Belgium, and “Cérémonie de la Vêture” (1705), a manuscript made for Sacramentines in Marseille.

We grew our science holdings, acquiring the acclaimed “Museum Wormianum” (1655), a natural history “cabinet of wonders.” This treatise contains the only known image of a Great Auk drawn from life. With the Jesuit Rare Book Fund, we added works on magnetism, Grandami’s “Nova Demonstratio” (1645), and astronomy, Simonelli’s “Scientia Eclipsium” (1747), in which he recorded observations of eclipses while serving as a missionary at the Chinese imperial court.

A gift of funds from Charles Singleton in memory of Dottie Smith helped us to establish a collection of John August Swanson’s profound art, to which Swanson himself added further gifts of his posters, serigraphs and process materials.

Major gifts-in-kind also include the “Tony Coelho Papers,” documenting the life and work of the U.S. Congressman who spearheaded the Americans with Disabilities Act of 1990, transferred to LMU by Fresno State University. Jim and Jeanne Pieper gave several beautiful Buddhist manuscripts. Professor Charles Erven donated a collection of his scenic design work, including manuscript sketches, draftings and paint elevations. Professor Robert Singleton donated his papers, which include material on his experience as a Freedom Rider in the 1960s.

Archives and Special Collections Gallery Exhibitions

August–December 2017: “Tales of Mystery and Imagination”

Graduate English student Alison Hobbs curated the fall gallery exhibition as a participant in the Academy of Catholic Thought and Imagination’s yearlong program
At the center of this exhibition, Meeting Christ in Faith and Art, is the search for truth.

Hobbs explored the concept of the “mysterious” through lenses of religion and literature. Her exhibition interwove 17th century Jesuit thought on faith and science, and showcased the dawn of the detective story through key works by Edgar Allan Poe, Arthur Conan Doyle and others. She also delved into the unknown and intriguing attributes that objects themselves convey. A centerpiece of Hobbs’ exhibit featured an early 19th century locket containing a lock of hair belonging to William Wordsworth. Hobbs described her quest to identify its first owner based on the clues provided by the artifact. Her successful scholarly journey exemplified the magic and wonder of special collections research.

January–May 2018: “Meeting Christ in Faith and Art”

The spring exhibition was curated by several semesters of students from Cecilia González-Andrieu’s theological studies course, “Meeting Christ in Faith and Art.” It presented the course’s christological exploration of “Who is Jesus?” through historical artifacts from Archives and Special Collections and student-created art works. Archives and Special Collections joined forces with the library’s Outreach Department for the first time to create a combined, cohesive exhibition space that featured student works in the gallery as well as the third floor atrium spaces.

June–July 2018: “American Popular Music in the Age of Ragtime and Jazz”

This year’s summer exhibition featured the Clara Jane Nixon Sheet Music Collection, which holds more than 250 examples of popular music in the United States from the 1890s to the 1950s. Eighteen library student workers explored the collection and shared their thoughts about the aesthetics and history reflected in selected pieces, noting how lyrics and cover art reveal societal attitudes toward women, people of color and life during World War I. The exhibition was directed by the librarian-in-residence, Rachel Deras.
Now in its 12th year, the Undergraduate Library Research Award recognizes and rewards LMU undergraduate students whose research makes expert and creative use of the services, resources, and collections of the William H. Hannon Library to produce a scholarly or creative work.

For 2018, the grand prize of $1,000 was awarded to Alanna Quinn, for her work titled “Grammatical Gender Acquisition;” Quinn was nominated by Associate Professor Monica Cabrera. The Awards Committee was impressed with Quinn’s “flawless” essay, which genuinely described the research process, and the faculty member’s glowing letter of support. Quinn’s research is a “truly impressive, graduate-level work. The level of scholarly inquiry,” noted the committee, “was inspiring.” Quinn is a senior Spanish major who produced this work for HNRS 4100.

Two honorable mentions each received $450. Our first honorable mention, Fiona Shorrock, was nominated by Professor Hawley Almstedt for her work “Added Sugars and the Childhood Obesity Epidemic in the United States.” Shorrock’s essay demonstrated a clear understanding of the research process, the evaluation of credible sources, and the use of varied sources. Shorrock is a senior health and human sciences major who produced this work for HHSC 430.

Our second honorable mention, Nikita Vyugov, a junior business management major and history minor, was nominated by Nicolas Rosenthal for his work “American Solar and the U.S. Government: The History of a Love-Hate Relationship.” Vyugov’s work demonstrated a sophisticated understanding of synthesizing a variety of sources to support his argument. His reflective essay described a thoughtful method, with specifics about the research process. Vyugov produced this work for HIST 3452.

Each entry includes the research project or paper; an essay explaining how the student conducted their research and used library resources; a bibliography; and a letter of nomination from the faculty member who had assigned the paper or project. The Awards Committee selects winners based on their ability to demonstrate advanced information literacy practices, creative use of library collections and services, and clear evidence of significant learning. The winning papers and projects are available online in the university’s institutional repository Digital Commons @ Loyola Marymount University and Loyola Law School: digitalcommons.lmu.edu

We congratulate our student winners and thank their faculty sponsors for their support. We also thank our generous donor, Thomas P. Campora ’66, for his support of the awards. His gift to the library continues to fund the Undergraduate Library Research Award.
All academic libraries maintain a balance between acquiring new physical materials and confronting the finite space available for long-term collection growth. The William H. Hannon Library is no exception. We invest in about 14,000 new print books each year. For each new book that goes into the open book stacks on the second and third floor of the library, another must be moved down to our basement, where it can be requested by library users and will be retrieved by staff. Currently, we house two-thirds of our collection in the basement, but even there space is at a premium, so we use a range of strategies to manage our collections for researchers today and for those in the future.

As we balance the current needs of users with the imperative to preserve the historical record of scholarship, increasingly we rely on the network of other libraries also balancing those twin goals. We have strong overall collections and deep holdings in key areas related to university mission and curriculum. By working with other libraries, we can focus on our collection strengths, sharing the load of retaining lesser-used materials while still maintaining ready access for our users when they need it.

LMU participates in a program of the Statewide California Electronic Library Consortium, where 26 private colleges and universities including USC, the University of San Francisco and others, commit to retaining a portion of their collection — currently about 28 percent — of print books. This project, the first of its kind in California, allows participating libraries to make the withdrawal decisions necessary for sustainable collection growth confident that, in addition to all the other copies in libraries worldwide, a trusted partner retains a copy of that exact book for their researchers to borrow if needed.

There is no requirement that we withdraw any title. Instead, we can continue to do the work that we have always done: evaluate local need for specific books based upon previous use, relevance to our curriculum, quality of the material, age, physical condition of the book, and all the other criteria librarians use across all subject disciplines. Now, with our SCELC Shared Print Project, if we do withdraw a book, we have a safety net of partner libraries that agree to retain that book in case any of our users need it.

All academic libraries maintain a balance between acquiring new physical materials and confronting the finite space available for long-term collection growth.
MEET OUR NEW LIBRARIANS

Darlene Aguilar
Darlene Aguilar was hired in September 2018 as the instructional design librarian, a term-limited position through May 31, 2019. She is helping create online library tutorials to improve student information literacy and research skills. Aguilar is a California native who grew up in Compton, completed her undergraduate degree at UCLA, and earned her Master of Education in learning design and technology from USC. Before transitioning to Loyola Marymount University, Aguilar worked in the Los Angeles Unified School District for seven years providing educational workshops and resources to help remove socio-economic barriers to learning. Aguilar continues this pursuit now in higher education. Her goal is to help increase the use of online instruction to accommodate working professionals who do not have the option to solely attend school. As a member of the Phi Kappa Phi Honor Society, she also strongly believes in their motto: “Let the love of learning rule humanity.” Those who love learning should not be kept from receiving a great education due to a disability, lack of resources, or other circumstances. As a lifelong learner, Aguilar is also learning the martial art Muay Thai in her spare time.

Kelle Rose
Kelle Rose was hired in August 2018 as the interim reference and instruction librarian for theology, a term-limited position through May 31, 2019. She is the liaison to the departments of Theological Studies, Philosophy, and Yoga Studies. Originally from Lawrence, Kansas, Rose comes to Loyola Marymount University from Seattle, where she earned her M.L.I.S. from the University of Washington in 2017. As a social justice activist, Rose entered librarianship with a desire to increase access to information in order to empower individuals and communities and strengthen social movements. Before becoming a librarian, Rose worked in nonprofit organizations in Seattle and Los Angeles in community development and social policy advocacy positions. She holds a master’s degree in social work from Saint Louis University in St. Louis, Missouri, with a macro-social work concentration emphasizing community organizing, community development, social policy advocacy, and international social work. She earned her B.A. in Spanish and religion, with a minor in the Americas, from Pacific Lutheran University in Tacoma, Washington, and after college she served as a Jesuit Volunteer in Detroit.
During spring 2018, the William H. Hannon Library undertook a needs assessment of our public spaces in levels 2 and 3. This follows a previous study of the Information Commons on level 1. The library, being 9 years old, will soon be due for a redesign to continue meeting the changing needs of students. Both an observational study and a patron survey gathered evidence to answer questions about occupancy rates, user activities, and student needs.

The eight members of the library’s Assessment Committee, joined by five staff members, gathered observational data. Library staff recorded the activities of each person observed in the library during selected times in April 2018. We conducted 3,352 separate observations over the course of 12 days.

The most frequent activities, as a percentage of total persons observed, were:
- Using a laptop: 81 percent
- Reading, writing, or studying: 54 percent
- Eating or drinking: 47 percent
- Using a smartphone: 31 percent

A separate user survey identified the factors most important to users when picking their spot in the library: quiet, space to spread out, access to outlets, nice view, and comfortable seating.

As a result, we are working with Facilities Management to ensure that all electrical outlets are in working order. We are also investigating the replacement of approximately 200 chairs that are showing significant wear.

The study produced a wealth of data. Much of the user survey data confirms the results of our observations while also providing additional narrative. These data will inform future priorities, space planning, and budget requests.

In 2018, the William H. Hannon Library administered a test to measure the information literacy skills of graduating seniors at LMU. This was the second time we tested seniors, the first being in 2016. We identified five key learning outcomes in LMU’s undergraduate curriculum at the university, program, and course levels to assess. Designed by LMU librarians, the test required students to conceptualize a research strategy, evaluate information, locate and access information, select and use information to provide relevant evidence, and cite sources. We developed performance indicators to measure each outcome and 25 selected response-scenario questions that embodied the indicators.

In spring, we administered the test to a stratified sample of 80 seniors. Students performed better overall when compared to the 2016 pilot test group. The average score was 74 percent, with the lowest-scoring outcomes relating to interpreting evidence and citing evidence. Students also had trouble finding a book in the library, and they confused the purpose of different research tools. Although we cannot compare test questions that were revised between the 2016 and 2018 tests, students in 2018 scored significantly better than students in 2016 on two proficiencies when the test questions were identical: 1) using the library catalog to retrieve a book; and distinguishing between primary, secondary, and tertiary sources.

The seniors who completed the test in 2016 had not progressed through the revised core curriculum, whereas the seniors in 2018 had. The current core includes librarian-designed information literacy instruction in both the First Year Seminar and rhetorical arts courses, and completion of a required flagged course for information literacy. Differences in the core curriculum requirements may help explain the increased test scores. Our assessment efforts will focus on ways to increase the skills of seniors and improve their scores on our exit exam.

The testing instrument is available open access at bit.ly/lmusenior.
SELECTED WORKS
BY LIBRARIANS

The names of William H. Hannon Library librarians and other staff are in bold.

Presentations


Young, Jessea, Rogova, I., & Garibay, Javier. (2017, June). *Archives for Empowerment.* Allied Media Conference, Wayne State University, Detroit, MI.

**Publications**


Young, Jessea. (2017). The TIFF Life: Archival + Digital Preservation. Zine, Loyola Marymount University. Distributed at Allied Media Conference, Wayne State University (June 2017) and Imagining America, UC Davis (October 2017)

**Awards and Honors**


Conner-Gaten, Aisha.
- American Library Association Emerging Leader for 2018.
- APA Academic Librarian Conference Travel Award for Public Library Association Conference (March 20-24, 2018), Philadelphia, Pennsylvania.

Garibay, Javier.
- American Library Association Emerging Leader for 2018.
- International Federation of Library Associations (IFLA) Grant to attend World Library and Information Congress (August 24-30, 2018), Kuala Lumpur, Malaysia.
- 4th International Colloquium on Languages, Cultures, Identity in Schools and Society (July 4-6, 2018) Participation Grant, Soria, Spain.


Longwell, Lauren Zuchowski. Walter P. Gray II Education Fund Scholarship to attend Society of California Archivists (SCA) workshop (April 1, 2018), Yosemite, California.

Young, Jessea.
- Spring 2018 Conference Grant awarded by SCELC to attend the Joint Conference of Librarians of Color (September 26 – 30, 2018), Albuquerque, New Mexico.
THANKS TO OUR DONORS

The William H. Hannon Library sincerely values the contributions of our donors. Your support fuels the academic excellence of the library, provides for the acquisition and maintenance of rare collections and archival materials, enriches our information resources, strengthens our ability to offer interdisciplinary and innovative programming, and so much more.

The list below includes outright gifts and pledge payments received during the fiscal year that began June 1, 2017 and ended May 31, 2018.
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1. STUDENTS COLLABORATING IN THE LIBRARY
2. RALPH EURICH PATACSIL AND JOHN AUGUST SWANSON
3. STUDENT RESPONSE TO “HOW CAN WE MAKE A MORE JUST AND BETTER WORD!”
4. LIBRARY SUPPORT FOR DACA STUDENTS
5. STUDENTS AT FALL 2017 “MILK AND COOKIES” EVENT
6. CAROL RABY AT CHILDREN’S INSTITUTE, INC.