

**The Mary Livermore Library
2009-2010 Assessment Report**

Goal 1: Promotion of library services and provision of access to information resources.

Objective 1.1 The Mary Livermore Library will promote library services and resources.

Strategy 1.1.1: The Library will promote the awareness and use of reference/instructional services.

Performance Indicator 1: User awareness of and satisfaction with reference services will be tracked by user surveys.

Performance Indicator 2: Use of instructional services statistics will be maintained.

Expected Outcome 1: Requests for and user awareness for library reference services will remain at high levels or increase.

Expected Outcome 2: Requests for and user awareness for library instructional services will remain at high levels or increase.

Assessment Timeline: Reference statistics are recorded daily and compiled monthly.¹ Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: The Library promotes and encourages use of reference services in a variety of ways. These services can be accessed physically in the library at the Reference Desk and also via telephone. Also offered is a web-based “Ask a Librarian” feature which allows students to e-mail reference questions to a librarian. An instant-messaging reference service is also available to library users through the Library’s webpage.² User transaction statistics are kept to determine the frequency of use for each of these methods.

User satisfaction surveys are conducted both in person at the reference desk once per semester and continuously via e-mail following online transactions throughout the year. These surveys are compiled and used to determine the level of use, awareness, and satisfaction with reference services.

Reference services are promoted through on-campus presentations to faculty and staff. Services are also promoted via graduate student and distance education orientations.

Each semester, many library instructional sessions are offered for general education, for upper-level subject-specific courses, and for graduate courses. Each semester, statistics are maintained regarding how many sessions are requested and delivered in the Library and at off-campus sites. To promote these services,

instruction librarians contact faculty in a variety of ways including e-mail,³ personal contact, and campus presentations of services. Instructional services are also promoted via the Library's online presence.⁴

Use of Assessment Data: In order to assess the user awareness and satisfaction with reference services, the Library conducts multiple surveys to collect data. There are three types of surveys administered to library users that can be used to gain information regarding the use and satisfaction of reference services.

The annual Library User Satisfaction Survey is conducted physically in the Library each spring.⁵ In 2008, the question "How often do you ask a librarian for assistance?" sheds insight on user awareness of our services. Out of 384 respondents in 2008, 9.1% answered "daily" and 26.3% answered "weekly." The number of users asking for assistance daily is shown to have increased from 2006 and 2007 (6.8% for both years). The number of users asking for assistance weekly dropped slightly from 2006 (24%) to 2007 (23.6%), but increased dramatically to 26.3% in 2008. The number of users asking for assistance on a monthly basis has seen a downward trend from 2006 (44.1%) to 2008 (34.9%), indicating that more users may be asking reference librarians for assistance on a more frequent basis.

The Library also conducts a separate, in-person Reference Services Survey that can be used to gain additional data on user awareness and satisfaction with services. In the fall of 2008, the survey was administered to 13 library users.⁶ Of those 13, 12 answered that "The librarian was very helpful and got me what I needed" with only one respondent answering that the librarian had not been helpful. In another question, 10 respondents indicated that they had asked for assistance in person at the Reference Desk, two had contacted a librarian via e-mail, one via phone, and one via chat. These data combined indicate that users are very much aware of our services and are satisfied with the reference assistance they have received.

In a third survey conducted, comments regarding satisfaction with reference services, in addition to other questions, were solicited from library users who had requested reference assistance online via e-mail. These surveys are sent out to users that have completed an e-mail transaction for assistance with a reference librarian. The surveys include comments from spring of 2007 through the fall of 2008. Over the course of this period, there were a total of 87 comments collected from the e-mail surveys.⁷ Only three comments represented dissatisfaction with reference services, and 10 were neutral, stating that they had not had enough interaction with librarians to give a fair assessment. The remaining comments were all positive, with many respondents having expressed a high level of satisfaction with reference services.

The Library also maintains reference statistics that indicate the frequency of questions asked by users. In fiscal year 2004-2005, a total of 4254 questions were received by reference staff. In 2007-2008, that number had risen to 4374, showing

that awareness of reference services has increased in the Library over the course of the last four years.⁸

In regards to library instruction, the Library keeps annual statistics on how many sessions are offered each year. Since 2006, the Library's instruction statistics have increased or remained at high levels. Due to the nature of academic offerings, the fall always sees more instruction sessions offered than the spring. In the fall of 2006, the Library offered 117 instruction sessions, reaching a total of 1948 students. In spring 2007, there were 78 sessions offered, reaching 1180 students. During the next academic year, instruction climbed to 140 sessions and 2292 students in the fall and 81 sessions for 1239 students – an increase during both semesters. Statistics during the fall of 2008 show a decline due to a scheduling anomaly with freshman seminar courses, and data for spring 2009 were not available at the time of this report.⁹

Reference services will continue to be reexamined and refined in order to better to meet the needs of library users.

Strategy 1.1.2: The Library will promote the awareness and use of its web presence.

Performance Indicator: Statistics on web use and satisfaction will be maintained.

Expected Outcome: The Library will see an increase in awareness, use, and satisfaction of its online services.

Assessment Timeline: Web statistics are recorded daily. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: The Library encourages use of resources on its webpage in a variety of ways. New resources and services are advertised. The library blog is available for user information and comments; trials to new products are announced; alerts to programs are listed; and policy changes are made known. As part of this offering, there is a "Suggestion" option, allowing user input. Suggestions for improvement or changes to the webpage are encouraged. Annually there is an in-house survey of library services, and biennially the Subcommittee on Academic Support Services conducts an online survey in which users are able to suggest changes, as well as evaluate the Library's online presence.^{10,11,12}

Use of Assessment Data: The Library markets our web presence in manifold ways. We use numerous print guides, e-mail messages to faculty, staff, and students, slides on our electronic message board, our blog, our newsletter, but most broadly through our reference and instructional services – all reference transactions and instructional sessions include at least a cursory orientation to our web portal and any relevant resources. Assessment is continuous with the

Library's ad hoc webpage committee receiving input from a variety of sources, including faculty and students (either through surveys, direct comments, or general suggestions). The Library has also created a webpage usability study for students to be deployed in late spring 2010.

Current data indicate a growing awareness of the Library's web presence. In 2004, there were 182,040 hits; 216, 311 in 2005; 247,660 in 2006; 275, 720 in 2007; and 300, 950 in 2008.

In response to data collected from various assessments, the Library has instituted the following changes to its webpages:

- Changed URL font size and color to make URLs more legible
- Condensed information/pages to reduce the number of navigation layers
- Removed repetitive access points to streamline navigation
- Replaced static list of electronic resources with a user friendly navigation menu
- Replaced information pop-up feature with web standard compliant elements
- Added multiple access points for contacting the Library including Meebo widgets
- Consolidated internal library forms in one location for ease of access
- Reorganized underlying folder structure to create more intuitive URLs
- Incorporated images to add emphasis to various textual elements
- Developed scripts to process quizzes for library instruction sessions
- Worked with UNCW to upgrade the consortial OPAC, e.g., determined record display layout, icons, wording, etc.
- Replaced jargon with easier to understand terms, i.e., changed "interlibrary loan" to "request materials" and worked with librarians when creating web content to use simpler text.
- Added interactive elements to engage users especially in instructional guides and tutorials, such as Flash movies, buttons, interactive forms, etc.

The suggestion box at the entrance of the Library and the "Suggestions" option on the webpage are checked regularly. Suggestions are also received at the service desks; these are passed on to the appropriate personnel. Suggestion box comments are answered by the Dean of Library Services or the appropriate personnel. One of the most frequent comments (about twice a semester) is about the level of noise in the building. At library staff meetings at the beginning of each semester this issue is discussed, and staff are encouraged not to hold meetings at service desks and in the hallways. Also, to hold down the noise level, the doors at the back end of the main reading room were closed to reduce the noise level from the staff office area. Staff members are reminded during the exam periods and other busy periods to monitor groups using study tables and to lower noise levels if the groups become too loud. The signage about quiet study areas has increased as well as an increase in electronic message board signs reminding students that the Library is a quiet area.

Some other comments that were left in the suggestion boxes have also been addressed. In 2007, the Library added additional hours of operation by opening a half hour earlier Monday through Friday at 7:30 a.m. Part-time Reference and Access Services staff were hired so that the Library could remain open longer on Friday and Saturday evenings. The Library is now open until 11 p.m. on these days.

In 2008, The Library was able to create two additional study rooms by erecting a wall in the middle of two large existing study rooms. Two additional study rooms were added in 2009 by moving some staff from individual offices to shared offices. The Library now has nine study rooms. One new study area was created by unlocking the Government Documents area, moving more study tables into the area, and posting signage to designate the Government Documents lobby as a quiet study area. A second study area was created in the stacks between the Government Documents materials and the circulating collection. New chairs and two large tables, specially-designed with computer hook-ups, were placed in this area for students to use. This was done as a result of staff having noticed that students frequently unplugged OPAC computers in the area in order to plug in their own laptops.

The Library uses a blog, created August 18, 2008, to promote programs and to make announcements. The blog contains links to the Library's homepage, Electronic Resources, and Contact Us information.

The Library continually documents/records user suggestions and webpage use in order to evaluate its web presence for ease of use, accessibility, and user-friendliness. The Library then implements changes considered viable and feasible financially and within existing physical plant and personnel resources.

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Strategy 1.1.3: The Library will promote the awareness and use of continuous reference/instructional services offered in a variety of ways to all distance education programs.

Performance Indicator: Reference/instructional statistics for distance education programs are maintained.

Expected Outcome: Reference/instructional services will increase, and all requests for reference/instructional services from distance education students will be met.

Assessment Timeline: Distance education statistics are recorded daily, weekly, and monthly.¹³ Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: There are three distinct sets of distance-education-related statistics that are gathered on a regular basis. Reference statistics are gathered using a Microsoft Access database that is available at library service desks (e.g.,

Circulation, Government Documents, and Reference).¹⁴ Instructional services (formal information literacy instruction sessions that are taught at off-campus locations) statistics are collected by the Instructional Services/Reference Librarian and reported monthly.¹⁵ A user satisfaction survey is sent to distance education students following a reference transaction and data are collected using a web form.¹⁶

Use of Assessment Data: The Library has seen fairly steady growth in the number of distance-education-related transactions. In 2004, there were more than 200 transactions. This is actually anomalous because in January and February of that year, there were large numbers of requests for library accounts, which has since become a more automated process that students can complete independently. There were 181 transactions in 2005, 250 transactions in 2006, 331 transactions in 2007, with a significant increase in 2008 to 606 transactions. The high number of transactions in 2008 may be anomalous as well due to the high number of multiple transactions in the spring semester from the Lee County cohort (a rather large graduate program centered in Sanford, NC). In 2009, the number of transactions decreased to 471, and this seems to be a more normal figure in relation to growth patterns of DE students between 2005 and 2007. All of these data indicate a definite awareness of distance education services by UNCP students.

Since 2006, there have been more than 25 information literacy instruction sessions provided at off-campus instruction sites (Robeson Community College, Richmond Community College, Sandhills Community College, Fort Bragg, etc.). In 2008, the Library saw a significant increase in the number of requests for off-site instruction from the Department of Nursing. The Collection Development/Electronic Resources Librarian has since taught all nursing-related sessions at off-campus instruction sites. This increase in the number of sessions indicates a growing awareness of instructional services for off-campus programs. In the past five years, the Library has marketed these services via e-mail messages sent at the start of each semester by the Instructional Services/Reference Librarian. Marketing efforts also include presentations made to all new UNCP faculty at fall New Faculty Orientation sessions, as well as presentations at various departmental meetings within the academic disciplines and library-related presentations made through UNCP's Teaching and Learning Center.

For the past three years, the Library has deployed a brief user-satisfaction survey that is sent to distance education students following a library service transaction. The survey is used to encourage students to continue to contact the Library if they require additional assistance. It is also used to provide these students with a forum to appraise our services. So far, the data from this survey indicate a high rate of satisfaction in excess of 97 percent.

Strategy 1.1.4: The Library will promote the awareness and use of library services through publications and handouts.

Performance Indicator: The number of publications promoting library services are tracked.

Expected Outcome: Awareness and use of library services will continue to increase.

Assessment Timeline: Publications, such as paper and electronic user guides, are counted as they are made available to users. The currency and content of such publications are reviewed on an ongoing basis.

Assessment Procedure: The Library uses various publications to promote its services. These include publication sources that may or may not originate in the Library. They include, but are not limited to, research guides, tutorials, flyers, the *Library Lines* newsletter, and the UNCP student newspaper, *The Pine Needle*. These publications may be available electronically, in paper, or both. The Library publishes both print and electronic versions of its own publications in order to meet library users' points of need. The number of printed publications, as well as the number of hits to our electronic publications, is tracked.^{17,18,19,20}

Use of Assessment Data: Material concerning library services is updated as needed. When the course-reserve-management software ARES was implemented in 2008, announcements were sent to all faculty, staff and students. A user guide for ARES was created and published in both print and electronic formats.

Bookmarks and handouts were created when an instant messaging reference service began in April 2006. These publications are distributed at campus events.

Library faculty and staff regularly speak at New Faculty Orientations and Family and New Students Orientations about library services. Handouts such as the *Library Fact Sheet*, the *Faculty Guide to Library Services*, and the *Library Information and Services* printout are available at these orientations. Each library service area also maintains a webpage detailing the services offered in each area.

In 2008, the Library added electronic access to the *Bibliography of Faculty Scholarship*, a publication that library staff members have compiled and produced in print annually since 1980. This bibliography lists books, book chapters, articles, creative works, presentations, and reviews published by university faculty during the previous year. The bibliography is shared with the campus in print and electronic formats.

The Library became a member of an institutional repository electronic records management system in 2008 in order to create a UNCP faculty repository to collect the full-text scholarship of campus authors. Campus authors are frequently reminded by presentations and e-mails about the service. Bookmarks have been developed to advertise this service as well. These bookmarks are available at the service desks and are passed out during Institutional Repository

(IR) informational presentations. Also Librarians have made presentations at departmental meetings and campus workshops about the IR.

The Outreach/Distance Education Librarian has created handouts (*Accessing Electronic Resources from Off Campus*) and guides (*Student Guide to Library Services*) in order to inform users of services available.

Publications and handouts are monitored, revised, and kept current in order to meet the needs of library users.

Strategy 1.1.5: The Library will promote the awareness and use of its resources.

Performance Indicator: Statistics on collection use and satisfaction are maintained.

Expected Outcome: There will be an increase in the use of and satisfaction with the Library's resources.

Assessment Timeline: Comments from user satisfaction surveys are monitored as received and evaluated at the end of each fiscal year. Use statistics are recorded monthly and compiled at the end of each fiscal year.

Assessment Procedure: The promotion of the Library's collection occurs in different ways. While it is the responsibility of the Collection Development/ Electronic Resources Librarian to take the lead in promotion, it is ultimately the responsibility of all librarians to play some part in carrying out this goal. The Collection Development/ Electronic Resources Librarian promotes resources in a number of ways. Promotion of resources is done through sending e-mails to the campus community, maintaining regular contact with faculty, promoting the library liaison program, publishing articles in the *Library Lines* newsletter, attending departmental meetings with faculty, and keeping the public services staff informed about new resources.^{21,22,23}

Use of Assessment Data: The Reference/Instructional Services Librarian maintains a list of handouts, guides, and bibliographies; the list indicates the authors and dates of the creations, as well as the most recent update of the information. Any publication which is out-dated is removed or updated. New handouts, bibliographies, and guides are created as needed.

Course specific bibliographies, handouts, and guides are created as requested.

A Selected Annotated Electronic Resources brochure highlights the major electronic databases that are available.

The Library publicizes new electronic resources on multiple occasions in articles in *Library Lines*, i.e. “Electronic Resources Update” [18.1], “Sampson-Livermore Expands Access to Electronic Serials” [14.1].

The Collection Development Librarian notifies the university community via e-mails about all database trials and about the acquisition of any new electronic resources.

Reference Services created an electronic New Book list in the summer of 2004 to allow patrons to view the newest 350 books in the collection. This New Book list, as well as a New Media list, is continually updated by cataloging staff as the new resources are added.

Bookmarks were first created in 2006 to highlight selected electronic resources. These bookmarks are kept up to date and distributed at orientations and in library displays.

Information about new trials and purchases of electronic resources has also been posted on the library’s electronic message board since 2008.

Through these methods, patrons are made more aware of resources, encouraging the use of the Library’s collections.

Objective 1.2 The Mary Livermore Library will provide access to information services and resources.

Strategy 1.2.1: The Library will provide access to a variety of resources for all patrons.

Performance Indicator 1: The Library maintains statistical records on the patron types served by the Library.

Performance Indicator 2: The Library maintains statistical records on the item types used by library patrons.

Expected Outcome 1: The Library will use documented statistics to make service and policy decisions which affect the patron types served by the Library.

Expected Outcome 2: The Library will use documented statistics to make service and policy decisions pertaining to the various resources offered by the Library.

Assessment Timeline: Patron and item-type usage statistics are recorded monthly and analyzed at the end of each fiscal year.

Assessment Procedure: At the end of each month, a designated circulation support staff person generates the patron and item type statistics, using the library

software system's statistics functionality. These statistics are recorded in an Excel spreadsheet, and the monthly totals are compiled for the fiscal year totals. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.^{24, 25, 26, 27, 28, 29, 30, 31, 32,33}

Use of Assessment Data: To increase efficiency and ensure accurate patron record data, in 2004-2005 an automated patron load made available through the Division of Information Technology (DoIT) was implemented to replace the manual updating of patron.

During the year 2005-2006 the following changes were made, after receiving feedback from students and staff. Due to patron feedback, circulation notices were converted from mail to e-mail. Courtesy notices were also implemented in order to inform patrons before their materials come due and to provide them with renewal information. Additionally, an on-the-fly process was developed to allow for the circulation of materials that are not yet in the online system; this procedure prevents patrons' having to wait for an item. Finally, all manually kept statistics were converted to automated statistics using Microsoft Access to provide for increased efficiency and more accurate statistical data.

In 2007-2008, the Library began circulating mp3 players in support of the increased selection of downloadable audio books available to patrons.

In 2007-2008, based on patron comments and statistics, the Library's loan rules were rewritten to reflect the following changes:

- Elimination of overdue fines for all items except reserves and equipment;
- Increase of reserve overdue fines from 50 cents to \$1.00;
- Standardization of circulation notices to three overdue notices and one bill;
- Standardization of circulation notice timing for billing purposes;
- Increase of the processing fee from \$10 to \$15;
- Non-refunding of the processing fee for all patrons except for faculty and staff;
- Transition from the blocking patrons at \$5 to blocking them at \$25; and
- Elimination of renewals by phone for privacy reasons.

Additionally, a call system was put in place to ensure sufficient coverage of the Circulation Desk during peak periods. Because demand is unpredictable at times, a bell system was put in to ring the back office in order to notify access services

staff when more assistance is needed at the Desk. Also, new Friends of the Library cards, pre-printed with barcodes and the University logo, were implemented, thus providing a more efficient process for creating Friend's accounts. The laptop policy was also revised, eliminating the holding of ID cards for checkout; the circulation software system was deemed sufficient for this purpose. This increased efficiency in assisting patrons with laptop checkout at the Circulation Desk.

At the beginning of each fiscal year, the Access Services/Reference Librarian reviews the patron and item-type-usage statistical reports to determine if changes to policies, staffing, the circulation software system (Innovative Interfaces), or the reserves software system (ARES) are necessary. Two examples of changes that have been made in response to these stats are (1) the reassigning of student workers to assist with the maintenance of the media and juvenile collections due to the high use of those areas and (2) the creation of the new graduate student patron type to allow for targeted services, including a longer checkout period.

Strategy 1.2.2: The Library will maintain an orderly collection to facilitate patron access to library resources.

Performance Indicator 1: The Library will conduct a regular inventory of library resources.

Performance Indicator 2: The Library will maintain accurate patron and item records.

Expected Outcome 1: The Library will establish and maintain an accurate inventory of all the circulating collections and the reference collection.

Expected Outcome 2: The Library will strive to maintain 100% accuracy of patron and item records by reviewing and correcting records as necessary, thereby ensuring the availability of collections to patrons.

Assessment Timeline: Inventory of the general collection is begun each fall and is scheduled to be completed by the end of the spring semester. The juvenile and folio collections are inventoried simultaneously with the general collection. The reference, media, and the remaining collections are inventoried during semester breaks each year. Patron and item records are created as they are needed. An automated patron load of UNCP affiliated patrons is conducted at the beginning of each semester.

Assessment Procedure: Inventory is completed by regularly scheduled student workers who scan each item barcode into a Notepad file that is then run against the internal shelf list of the Library's automated software system in order to produce a shelf report which identifies any shelving errors. Staff immediately resolves shelving errors. An inventory summary report that indicates inventory

progress and the number of errors found is submitted weekly to the Access Services/Reference Librarian.

An automated patron load of UNCP affiliated patrons is conducted at the beginning of each semester. The Serials/Digital Operations Coordinator requests load files from the Division of Information Technology. One file is created for faculty/staff and a second for students. The file is then imported into the library system, updating existing records and creating new ones as necessary. Patron files are matched on the University-assigned identification numbers in order to ensure accuracy. Patrons not included in the patron load (community borrowers and UNCP affiliates not included in the patron load for various reasons, such as their being retired faculty) are keyed manually. Patrons may either come to the Circulation Desk to request an account, if one is non-existent, or they may fill out the online account application form. UNCP patrons who are keyed manually are first verified against the University's Banner system to ensure accuracy. Reserve item records are created by reserves staff, as requested by faculty members. Item templates are used in order to ensure accuracy. Every effort is made for accurate record creation to ensure accurate future retrieval. There is an estimated 1% error rate due to minor clerical errors. When an error is noticed, it is corrected immediately in either the Innovative Interfaces or ARES databases. Serious errors are reported to the Access Services/Reference Librarian to be resolved.

Use of Assessment Data: In 2006-2007 the first major inventory in 12 years was completed. First, a manual inventory was completed; this was followed by an automated inventory using the Library's integrated software system, Innovative Interfaces, Inc. (III). Following this complete inventory, an automated inventory was implemented as part of regular student assistant duties and is now completed at least annually.

In 2007-2008, all major collections were shifted to take advantage of available space.

Bound periodicals were relocated to a remote storage facility in Aberdeen and this allowed for a shifting of the remaining library collections in 2008-2009. Shifting projects occurred throughout the year, including a reorganization of media by genre, which had been requested by patrons via both survey data and through anecdotal comments to circulation staff.

Inventory reports are used to correct shelving errors, to provide a regular inventory of library resources that ensures availability of library materials, and to correct item record errors.

Reported errors are analyzed to determine if a pattern exists that needs to be corrected in order to ensure accuracy.

Strategy 1.2.3: The Library will provide access to reference/instructional services in a variety of ways.

Performance Indicator: Reference/instructional services statistics will be maintained.

Expected Outcome: All requests for reference services will be met.

Assessment Timeline: Reference statistics are recorded daily and compiled monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: The Library's reference services are provided by a number of methods. They include staffing the Reference Desk during all hours of operation in order to serve in-house users, to monitor e-mail, to handle instant messaging, and to answer telephone questions. Web-based services, such as the maintenance of information about library resources via the online catalog, are kept current and operable. Reference services statistics are recorded each time a patron uses one of the services.^{34,35}

Use of Assessment Data: Based upon usage statistics and staff requests, Reference Desk coverage was changed in September 2005. A librarian was designated to be an "on-call librarian" to assist if patrons were waiting for reference assistance. Due to increased demand at both the Reference Desk and the Circulation Desk, a University Library Technician for Public Services was hired in January 2007. This position assists at both the Reference Desk and the Circulation Desk as need and demand warrant.

In September 2006, the Library added an instant messaging (IM) reference service. We later changed the IM provider from Trillian to Meebo, which we found to be a more user-friendly interface and could be accessed from all library-related pages. We also added a link to NC KNOWS, the 24/7 North Carolina online reference service.

In 2007, the Library added dedicated reference consultations for all graduate students with the Reference/Instructional Services Librarian and the Outreach/Distance Education Librarian. These one-to-one sessions are marketed at all new, graduate-student orientation sessions and include significant follow-up services.

In 2008, the Library digitized all reference and instructional guides and handouts to make them more accessible to all patrons.

In 2009, the Library purchased the LibGuides online service, which allows for the creation of course-specific instruction guides. In the fall of 2009, the Library

added a feature to the online catalog which allows users to send items records, including call numbers, via text messages to their cell phones.

The Library has also increased the number of electronically accessible journals and books in order to serve the needs of both the on-campus and off-campus users. The Library is committed to keeping reference services current and relevant to users' needs, as identified in the user surveys and information received via telephone and through electronic messaging, e-mail, and in-person opportunities. Workshops for reference staff and patrons are arranged when new resources are acquired or new user interfaces are developed. These updates are made available to through information literacy classes, workshops, individualized instructional sessions, and publication of new user guides.

The Library maintains print and electronic database user guides and handouts about library services. These guides and handouts are updated as needed.

Strategy 1.2.4: The Library will provide access to its online services and resources through its web presence.

Performance Indicator: User statistics for online users will be maintained by the Outreach/Distance Education Librarian and other reference personnel.

Expected Outcome: Library services and resources will be provided in a virtual environment on a continuing basis.

Assessment Timeline: Web statistics are recorded daily. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.³⁶

Assessment Procedure: The Library's web presence is kept current by the Serials/Digital Operations Coordinator. The webpage is under constant review for improvements. A library committee is in place to review this resource. Available from the library website is a "Suggestions" link for user input and information from this source is provided directly to the Serials/Digital Operations Coordinator so that issues can be evaluated and resolved in a timely manner.³⁷

Use of Assessment Data: Access issues are handled as systems staff members are made aware of them. Depending on the problem, issues are either resolved immediately or, if more involved, in a timely manner. Typical access issues include incorrect URLs, issues with the proxy server, incorrect IP ranges, vendor-side problems such as failed servers, incorrect set ups, changed URLs, etc. Resolution can be as simple as correcting a mistyped URL to something more involved requiring contacting a vendor to verify if a resource is properly established for access by our users. Over time, a standard operating procedure has been developed to help quickly troubleshoot access issues.³⁸

All URLs in the library catalog are checked each semester for accuracy. Incorrect URLs are updated or deleted as necessary. When the server is down, patrons can still access most online resources on-campus from the Library's backup page <http://uncplib.webs.com/index.html>.

The Library's Webpage Subcommittee meets either annually or as needed, to discuss modifications to the webpage that are needed to increase usability. Changes have included changes in font style and size, changes in link color, and limiting the number of links on the homepage.

Strategy 1.2.5: The Library will provide continuous reference/instructional services to all distance education programs.

Performance Indicator: Reference/instructional statistics for distance education programs will be maintained.

Expected Outcome: All requests for reference/instructional services for distance education students will be met.

Assessment Timeline: Distance education statistics are recorded daily, weekly, and monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year, and appropriate action is taken regarding suggestions and ratings received from survey data.

Assessment Procedure: There are three distinct assessments that are used to measure services to off-campus and online students: 1) Distance Education Reference Statistics; 2) Distance Education Instructional Services Statistics; and 3) Distance Education Library Services Transaction Survey data. Reference statistics are collected into an Access database and are reported monthly. Instructional services statistics are collected by the Instructional Services/Reference Librarian and reported monthly. A link to the Distance Education Library Services Transaction Survey is sent to distance education students who receive services (e.g., document delivery, reference assistance, technical assistance, etc) from the Library. This survey provides students with an opportunity to measure their level of satisfaction with our services and to also provide comments. Survey data are received daily and are reported at the end of each semester.

Use of Assessment Data: The Library has seen fairly steady growth in the number of distance-education-related transactions. In 2004, there were more than 200 transactions. This is actually anomalous because in January and February of that year, there were large numbers of requests for library accounts, which has since become a more automated process that students can complete independently. There were 181 transactions in 2005, 250 transactions in 2006, 331 transactions in 2007, and a significant increase in 2008 to 606 transactions. The high number of transactions in 2008 may be anomalous as well due to the high number of

multiple transactions in the spring semester from the Lee County cohort (a rather large graduate program centered in Sanford, NC). In 2009, the number of transactions decreased to 471, and this seems to be a more normal figure in relation to growth patterns of DE students between 2005 and 2007. All of these data indicate a definite awareness of distance education services by UNCP students.

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Strategy 1.2.6: The Library will perform an analysis of its collection to maintain current and relevant resources.

Performance Indicator: Statistics will be kept to determine the percentage of the collection which has been analyzed.

Expected Outcome: An ongoing analysis of the collection will proceed with the goal being to review the entire collection on an annual basis.

Assessment Timeline: Statistics are recorded and monitored as resources are assessed, within the framework of the annual evaluation of the collection.

Assessment Procedure: The Mary Livermore Library carries out individual assessments of library resources by discipline in order to maintain current and relevant resources that support the University's curriculum. The Collection Development/Electronic Resources Librarian coordinates evaluating the collection and sets the criteria by which the collection is analyzed. All librarians

are expected to evaluate resources based on their assigned subject areas. The tools used for collection evaluation are *Resources for Collection Libraries* (RCL), circulation statistics, physical examination of materials, consultations with faculty, comparison with ACRL libraries, and librarians' areas of expertise.^{42, 43}

Use of Assessment Data:

The Electronic Resources/Collection Development Librarian uses the following collection analysis tools and procedures to assist in deselection and purchasing decisions: *Resources for College Libraries (RCLWeb)* and *Bowker Book Analysis Tool (BBAS)*.

The Electronic Resources/Collection Development Librarian has developed criteria and creates lists in *Millennium* to assist in the analysis of the specific collections. Additionally, to assist in the collection analysis, a new laptop computer was purchased for this purpose. The Electronic Resources/Collection Development Librarian has developed procedures for "multi-pronged" collection analysis." First of all, a list is run in *Millennium*, with data such as call number, title, author, circulation statistics, last dates of circulation, etc. Secondly, that same list is run against *RCLWeb* using the *Bowker Book Analysis Tool*. This outlines materials that are contained within *Resources for College Libraries (RCL)*. Items are identified in these lists as potential candidates for withdrawal. The third prong of the analysis is an actual "hands on" physical analysis of the collection area being analyzed. Several factors are identified for each item, such as physical condition, circulation statistics again, and comparison of the author to *RCLWeb*. This last step is done due to the fact that even though the particular title is not in *RCL*, the author may have other titles in *RCLWeb*; this might influence the decision of whether or not to discard the title in question.

The following collections have been analyzed and material deselected and updated: business, nursing, computer science, and the Folio Collection. The Electronic Resources/Collection Development librarian has also deselected material in the areas of technology, food/diet, and media.

In coordination with faculty and librarians, materials were analyzed and added in Japanese culture and history, Nursing, Social Work, Business Ethics, Art History, and Distance Education areas.

Best Seller/Current Reading and McNaughton collections are under constant evaluation and analysis. Recently, a decision to discontinue the McNaughton DVD rental program and to begin the McNaughton AudioBooks rental program was made based on patron feedback and low use of the McNaughton DVD collection.

Outdated and little-used material in the Reference Collection was deselected in the summer of 2006 and 2008. Newer materials were ordered to cover any gaps that deselection may have caused. The Reference/Instructional Services Librarian

uses periodic surveys of the Reference Collection and the examination of Choice Library cards and publisher publications to identify material to be deselected, material that needs updating, and material that the Library needs to acquire.

The overall objective is to keep the Library's collections current and relevant to users' needs via the use of analysis data to refine collection content.

Supporting Documentation

1. [Type of Reference Services FY2007-2009](#)

http://www.uncp.edu/library/assessment/original_docs/1_2_3b.pdf

2. [Reference Services Web Page](#)

<http://www.uncp.edu/library/reference/>

3. [Faculty Instruction E-mail](#) (from Anthony Holderied, Instructional Services/Reference Librarian)

http://www.uncp.edu/library/assessment/original_docs/1_1_1a.pdf

4. [Instructional Services Web Page](#)

<http://www.uncp.edu/library/instructional/>

5. [Library User Satisfaction Survey Results 2005-2008](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_1b.pdf

6. [Reference Services Survey](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_1c.pdf

7. [E-mail Reference Service Survey Comments](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_1d.pdf

8. [Reference Services Statistics 2005-2008](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_1e.pdf

9. [Library Instruction Statistics 2006-2008](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_1f.pdf

10. ["User Suggestions"](#)

<http://www.uncp.edu/library/about/suggestions.html>

11. [User survey annual report](#)

http://www.uncp.edu/library/assessment/original_docs/1_1_2b.pdf

12. [Link to homepage to show ALL of homepage](#)

<http://www.uncp.edu/library>

13. [Distance Education Reference Statistics](http://www.uncp.edu/library/assessment/original_docs/1_1_3a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_1_3a.pdf
14. [Reference Transaction Form](http://www.uncp.edu/library/assessment/original_docs/1_2_3a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_3a.pdf
15. [Distance Education Instruction Statistics](http://www.uncp.edu/library/assessment/original_docs/1_1_3b.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_1_3b.pdf
16. [Distance Education Library Services Student Transaction Survey Data](http://www.uncp.edu/library/assessment/original_docs/1_1_3c.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_1_3c.pdf
17. [“Library Information and Research Handouts”](http://www.uncp.edu/library/instructional/handouts.html)
<http://www.uncp.edu/library/instructional/handouts.html>
18. [Website Hits Per Year](http://www.uncp.edu/library/assessment/original_docs/1_1_4a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_1_4a.pdf
19. [“Research Guides and Tutorials”](http://www.uncp.edu/library/instructional/research.html)
<http://www.uncp.edu/library/instructional/research.html>
20. [“Database Guides and Tutorials”](http://www.uncp.edu/library/instructional/database.html)
<http://www.uncp.edu/library/instructional/database.html>
21. [Link to Library Lines](http://www.uncp.edu/library/friends/library_lines/index.html)
http://www.uncp.edu/library/friends/library_lines/index.html
22. [“Publication and Resource Guides for the Mary Livermore Library”](http://www.uncp.edu/library/instructional/)
<http://www.uncp.edu/library/instructional/>
23. [“New Books, Media...”](http://www.uncp.edu/library/new_materials.html)
http://www.uncp.edu/library/new_materials.html
24. [Patron Type Statistics 2004-2005](http://www.uncp.edu/library/assessment/original_docs/1_2_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1a.pdf
25. [Patron Type Statistics 2005-2006](http://www.uncp.edu/library/assessment/original_docs/1_2_1b.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1b.pdf
26. [Patron Type Statistics 2006-2007](http://www.uncp.edu/library/assessment/original_docs/1_2_1c.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1c.pdf
27. [Patron Type Statistics 2007-2008](http://www.uncp.edu/library/assessment/original_docs/1_2_1d.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1d.pdf

28. [Patron Type Statistics 2008-2009](http://www.uncp.edu/library/assessment/original_docs/1_2_1e.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1e.pdf
29. [Item Type Statistics 2004-2005](http://www.uncp.edu/library/assessment/original_docs/1_2_1f.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1f.pdf
30. [Item Type Statistics 2005-2006](http://www.uncp.edu/library/assessment/original_docs/1_2_1g.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1g.pdf
31. [Item Type Statistics 2006-2007](http://www.uncp.edu/library/assessment/original_docs/1_2_1h.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1h.pdf
32. [Item Type Statistics 2007-2008](http://www.uncp.edu/library/assessment/original_docs/1_2_1i.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1i.pdf
33. [Item Type Statistics 2008-2009](http://www.uncp.edu/library/assessment/original_docs/1_2_1j.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_1j.pdf
34. [Reference Services Database](http://www.uncp.edu/library/assessment/original_docs/1_2_3a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_3a.pdf
35. [Type of Reference Services FY2007-2009](http://www.uncp.edu/library/assessment/original_docs/1_2_3b.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_3b.pdf
36. [Website Hits Per Year](http://www.uncp.edu/library/assessment/original_docs/1_2_4a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_4a.pdf
37. [Website Access Complaint Log](http://www.uncp.edu/library/assessment/original_docs/1_2_4b.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_4b.pdf
38. [Web Access Troubleshooting Workflow](http://www.uncp.edu/library/assessment/original_docs/1_2_4c.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_4c.pdf
39. [Distance Education Reference Statistics](http://www.uncp.edu/library/assessment/original_docs/1_2_5a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_5a.pdf
40. [Distance Education Instructional Services Statistics](http://www.uncp.edu/library/assessment/original_docs/1_2_5b.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_5b.pdf
41. [Distance Education Library Services Transaction Survey](http://www.uncp.edu/library/assessment/original_docs/1_2_5c.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_5c.pdf
42. [Collection Analyses by Discipline](http://www.uncp.edu/library/assessment/original_docs/1_2_6a.pdf)
http://www.uncp.edu/library/assessment/original_docs/1_2_6a.pdf
43. [Collection Development Liaison Assignments, 2008/2009](http://www.uncp.edu/library/assessment/original_docs/liaison_assignments_08_09.pdf)
http://www.uncp.edu/library/assessment/original_docs/liaison_assignments_08_09.pdf

Goal 2: Provision of a physical and virtual learning environment, which supports study, research, scholarship, and recreational interests.

Objective 2.1 The Library will maintain a physical presence that is “inviting” (in terms of appropriate study spaces, noise level, building temperature, etc.) for students, faculty, staff, and the general public.

Strategy 2.1.1: Library personnel will monitor all areas of the Library to assure appropriate cleanliness, noise levels, and building temperature. Furthermore, the Library will provide patrons with suitable study spaces.

Performance Indicator: Responses to the Annual National Library Week Library User Satisfaction Survey will be used to gauge how well this goal is met.

Expected Outcome: The majority of patrons will be satisfied with the Library’s overall physical facilities, noise level, and current availability of study rooms

Assessment Timeline: This paper-based survey is offered to in-house library users every April during National Library Week.

Assessment Procedure: The Annual Survey is administered during National Library Week by Access Services personnel. All survey results are entered into an Excel database and are then analyzed by the Library’s Planning Committee.

Use of Assessment Data: Data from all questions, as well as the open-ended comments made by survey participants, are analyzed for any negative feedback. Question #7 is examined for the overall number of participants stating satisfaction with the Library’s physical environment. Question #12 seeks input for areas of the Library needing improvement.

The data for the past three years have shown an overwhelming satisfaction with the physical environment. However; it is important to note that in 2006 and 2007, no one indicated “Not Comfortable,” but in 2008, 2.3 % of respondents indicated that they were not comfortable. In 2008, there were 381 respondents to question 12. Of these, 56 indicated the need for less noise and 179 indicated the need for more study rooms. The Library was able to create two additional study rooms by erecting a wall in the middle of two large existing study rooms. Two additional study rooms were added in 2009 by moving some staff from individual offices to shared offices. The Library now has nine study rooms. One new study area was created by unlocking the Government Documents Area, moving more study tables into the area, and posting signage to designate the Government Documents lobby as a quiet study area. A second study area was created in the stacks between the Government Documents materials and the circulating collection. New chairs and two large tables, specially-designed with computer hook-ups, were placed in this area for students to use. This was done as a result of staff having noticed that

students frequently unplugged OPAC computers in the area in order to plug in their own laptops. The Library also installed a new air conditioning chiller in April 2009. In response to survey input from patrons, Library personnel receive regular training concerning monitoring the Library for noise and have increased signage concerning quiet study areas and cell phone use in the Library.¹ Also Reference Desk staff established a schedule of more frequent walk-throughs of the facility in order to more closely monitor/control noise levels in the Library.

Finally, new furniture was purchased for the second floor leisure reading area. Large, immovable couches were replaced by mainly individual, computer-friendly chairs.

Objective 2.2 The Library will maintain appropriate (effective, efficient, intuitive, and well-designed) virtual access to its collections and services.

Strategy 2.2.1: The Library organized a library website committee to carry out continuous analysis and revision of the Library's web resources.

Performance Indicator: The website committee will meet at least twice each year or more frequently if the need arises. This committee will garner input from all identified stakeholders.

Expected Outcome: The Library's web resources design and functionality will be based on input from a variety of sources (e.g., faculty, librarians, staff, students, etc.), and navigation of these resources will be efficient and intuitive.

Assessment Timeline: Assessment is continuous.

Assessment Procedure: This committee meets on a regular basis. The Serials/Digital Operations Coordinator reports all relevant discussions and evaluations to the Library's Planning Committee. Proposed changes to current operations are discussed by the Planning Committee, and, if found appropriate, recommended for implementation.

Use of Assessment Data: The website committee continually receives input from students, faculty, staff, as well as community patrons. Changes are made to the Library's electronic interface as specific needs are identified.²

Some specific changes that have been instituted in order to make the website more efficient and user-friendly are listed below:

- Changed URL font size and color to make URLs more legible
- Condensed information/pages to reduce the number of navigation layers
- Removed repetitive access points to streamline navigation
- Replaced static list of electronic resources with a user friendly navigation menu

- Replaced information pop-up feature with web standard compliant elements
- Added multiple access points for contacting the Library, including Meebo widgets
- Consolidated internal library forms in one location for ease of access
- Reorganized underlying folder structure to create more intuitive URLs
- Incorporated images to add emphasis to various textual elements
- Developed scripts to process quizzes for library instruction sessions
- Worked with UNCW to upgrade the consortial OPAC, e.g., determined record display layout, icons, wording, etc
- Replaced jargon with easier to understand terms, i.e., changed “interlibrary loan” to “request materials” and worked with librarians when creating web content to use simpler text.
- Added interactive elements to engage users especially in instructional guides and tutorials, such as Flash movies, buttons, interactive forms, etc.

Objective 2.3 The Library will be proactive in its adherence to the precepts of the Americans with Disabilities Act of 1990 Title III and the ADA Standards for Accessible Design in relation to both physical and virtual accessibility.

Strategy 2.3.1: The Access Services/Reference Librarian will meet regularly with Office of Disability Support Services personnel to garner input regarding ADA standards and necessary compliance activities.

Performance Indicator: The Library will address all requests or suggestions made by the Office of Disability Support Services (DSS).

Expected Outcome: The Library’s physical and virtual environments are accessible to all patrons.

Assessment Timeline: Assessment is continuous, based on user input and discussions with DSS personnel. These meetings are scheduled throughout the year.

Assessment Procedure: The Access Services/Reference Librarian meets at least biannually with Office of Disability Support Services personnel. This librarian keeps notes of specific recommendations made by the Office of Disability Support Services personnel.

Use of Assessment Data: The Access Services/Reference Librarian reports any specific recommendations made by Office of Disability Support Services personnel to the Library’s Planning Committee, which evaluates possible implementation of appropriate courses of action.³

In January 2005, the Access Services//Reference Librarian met with University Disability Support Services to discuss document conversions and course reserves with regards to copyright law. University Disability Support Services updated the Library on changes in the law that allow for the conversion of materials without respect to copyright law in light of a documented disability. Following this meeting, the Library changed its practice that had previously applied copyright fair use to the creation of converted documents.

In May 2005, the issue of continued accessibility of library resources was discussed in a meeting between the Access Services//Reference Librarian and University Disability Support Services regarding universal access and deliberate appropriate design.

In October 2005, the Access Services/Reference Librarian consulted with University Disability Support Services in regards to the use of screen readers and improving the accessibility of PDF materials in the course reserves system. The Access Services/Reference Librarian was referred to EASI (Access to Software and Information) training, which she completed. As a result, scanning is completed using optical character recognition (OCR) for course reserves and document delivery for those materials requested by students who need to use screen readers.

In November 2006, the Access Services/Reference Librarian met several times with Dr. Joy Weeber, from University Disability Support Services, regarding the creation of a library display in support of disability awareness. In order to avoid stereotypes and negative labeling, a collaborative planning effort was made in regards to the types of material to be included and the manner in which it was displayed. The final result was a display entitled “Disability Community...Disability Studies...Disability Identity” for which the Library received a commendation from Dr. Weeber.

In February 2007, the Library received a request from a patron regarding obtaining music resources in Braille format. Not readily having such materials on hand, the Library consulted with University Disability Support Services about where such materials might be obtained. The Library was referred to the National Library Service for the Blind; this information was passed on to the requesting patron.

In August 2008, due to a change in university policy regarding the use of media materials in classrooms, the library began purchasing closed-captioned films whenever possible. In January 2009, the Library promoted the availability of the “text-to-speech” features of select library resources, including Wilson Web. The Library also collaborated with University Disability Support Services about current needs for ADA compliant workstations. Regarding the latter, it was decided that the current workstations were sufficient, but specifications were noted for any possible additions in the future.

In February and March 2009, the Library expanded services to patrons with disabilities by the inclusion in the library media room of a Sorensen VRS machine to provide access for the hearing impaired. Usage policies and procedures for the Sorensen machine were developed in collaboration with University Disability Support Services. In addition, in March 2009, a library ADA web page was created, detailing the Library's services for patrons with disabilities, including conversion services, general closed captioning information, and information about the closed captioning of library resources.

Supporting Documentation

1. [2008 Annual Survey](http://www.uncp.edu/library/assessment/original_docs/2_1_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/2_1_1a.pdf
2. [Library Web Resources Advisory Committee Activities Report](http://www.uncp.edu/library/assessment/original_docs/2_2_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/2_2_1a.pdf
3. [Access Services/Reference Librarian ADA Compliance Activities Report](http://www.uncp.edu/library/assessment/original_docs/2_3_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/2_3_1a.pdf

Goal 3: Interaction with other libraries on a global scale so as to facilitate multi-type library cooperation.

Objective 3.1 The Mary Livermore Library will borrow materials for UNCP patrons from libraries in the UNC system, in the region, in the nation, and globally.

Strategy 3.1.1: Document Delivery Services will process requests for materials to be borrowed for UNCP patrons in a timely manner.

Performance Indicator 1: The Library will maintain statistical records on the turnaround time for requests to be processed.

Performance Indicator 2: The Library will maintain statistical records on the number and type of requests processed and the patron type of the requestor.

Expected Outcome 1: The Library will process 100% of document delivery borrowing requests within one to two business days.

Expected Outcome 2: The Library will fill substantially more document delivery requests than it does not fill.

Assessment Timeline: Document delivery turnaround statistics are recorded monthly and are analyzed at the end of each fiscal year.

Assessment Procedure: At the end of each month, document delivery staff will generate the turnaround statistics using ILLiad's report functionality. These statistics are recorded in an Excel spreadsheet monthly, and the monthly totals are then compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.

Use of Assessment Data: In 2005-2006, Interlibrary Loan Services was reorganized into Document Delivery Services, and both a staff and student position were added to due to a 20% increase in requests and an expansion of services to include document delivery and electronic delivery.

In 2006-2007, as a result of a work flow analysis that was begun after the expansion of services the previous year, Document Delivery staff were reorganized from a borrowing and lending division to a division based on material types – returnable vs. non-returnable – in order to maximize staff efficiency.

In 2007-2008, intraconsortial transactions were moved from Circulation Services to Document Delivery Services in order to streamline patron services and maximize staff efficiency.

In 2008-2009, additional policies were implemented for retrieving materials from the new library remote storage facility in Aberdeen. Additionally, Document

Delivery staff began using UPS CampusShip as part of the UNC Resource Sharing Project.

At the beginning of each fiscal year, the Access Services/Reference Librarian reviews the document delivery turnaround time statistical reports to determine if changes to policies, staffing, or ILLiad, are necessary. The annual statistical reviews have demonstrated that 100% of document delivery requests are processed within 24 – 48 hours of receipt and that UNCP is a net-lender: an institution lending more materials than it borrows. An example of a change that was implemented, based on increased request traffic, was the addition of student workers to assist with material retrieval when the document delivery turnaround time increased due to increased requests.^{1,2,3,4,5,6}

Objective 3.2 The Mary Livermore Library will lend materials from UNCP to libraries in the UNC system, in the region, in the nation, and globally.

Strategy 3.2.1: Document Delivery Services will expeditiously process requests for materials to be loaned to other libraries.

Performance Indicator 1: The Library will maintain statistical records on the turnaround time for requests to be processed.

Performance Indicator 2: The Library will maintain statistical records on the number and type of requests processed.

Expected Outcome 1: The Library will process 100% of document delivery lending requests within one to two business days.

Expected Outcome 2: The Library will fill substantially more document delivery requests than it does not fill.

Assessment Timeline: Document delivery request and patron type statistics are recorded monthly and analyzed at the end of each fiscal year.

Assessment Procedure: At the end of each month, document delivery staff will generate the request and patron type statistics using the ILLiad's report functionality and an internally developed Excel spreadsheet used to track the number of intraconsortial requests. These statistics are recorded in an Excel spreadsheet monthly, and the monthly totals are then compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.

Use of Assessment Data: In 2004-2005, the use of the DocLine interlibrary loan system was implemented to allow the Library to obtain hard to get articles in the

medical field for students and faculty in the Nursing department, among other disciplines.

In 2006-2007, because the Library was receiving substantially more requests for electronic versions of documents, the use of the Odyssey component of the ILLiad request system was implemented in order to facilitate electronic delivery of requested non-returnables directly to patrons' computers. Additionally, the ILLiad patron website was revised in order to make it more patron-friendly.

At the beginning of each fiscal year, the Access Services/Reference Librarian reviews the document delivery request and patron type statistical reports to determine if changes to policies, procedures, staffing, or ILLiad, are necessary. The annual statistical reviews have demonstrated that 100% of document delivery requests are processed within 24 – 48 hours of receipt and that UNCP is a net-lender: an institution lending more materials than it borrows. An example of a change that has been implemented in response to data from the stats reports would be the reconfiguration of ILLiad to automatically redirect requests for item types not eligible for interlibrary loan at UNCP to a library that loans these materials. Not having to respond to requests that UNCP could not fill significantly reduced staff workload.^{7,8,9,10,11,12,13,14,15,16,17}

Supporting Documentation

1. [Document Delivery Turnaround Statistics 2003-2004](http://www.uncp.edu/library/assessment/original_docs/3_1_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_1_1a.pdf
2. [Document Delivery Turnaround Statistics 2004-2005](http://www.uncp.edu/library/assessment/original_docs/3_1_1b.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_1_1b.pdf
3. [Document Delivery Turnaround Statistics 2005-2006](http://www.uncp.edu/library/assessment/original_docs/3_1_1c.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_1_1c.pdf
4. [Document Delivery Turnaround Statistics 2006-2007](http://www.uncp.edu/library/assessment/original_docs/3_1_1d.pdf)
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5. [Document Delivery Turnaround Statistics 2007-2008](http://www.uncp.edu/library/assessment/original_docs/3_1_1e.pdf)
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6. [Document Delivery Turnaround Statistics 2008-2009](http://www.uncp.edu/library/assessment/original_docs/3_1_1f.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_1_1f.pdf
7. [Document Delivery Request and Patron Type Statistics 1998-1999](http://www.uncp.edu/library/assessment/original_docs/3_2_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1a.pdf

8. [Document Delivery Request and Patron Type Statistics 1999-2000](http://www.uncp.edu/library/assessment/original_docs/3_2_1b.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1b.pdf
9. [Document Delivery Request and Patron Type Statistics 2000-2001](http://www.uncp.edu/library/assessment/original_docs/3_2_1c.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1c.pdf
10. [Document Delivery Request and Patron Type Statistics 2001-2002](http://www.uncp.edu/library/assessment/original_docs/3_2_1d.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1d.pdf
11. [Document Delivery Request and Patron Type Statistics 2002-2003](http://www.uncp.edu/library/assessment/original_docs/3_2_1e.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1e.pdf
12. [Document Delivery Request and Patron Type Statistics 2003-2004](http://www.uncp.edu/library/assessment/original_docs/3_2_1f.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1f.pdf
13. [Document Delivery Request and Patron Type Statistics 2004-2005](http://www.uncp.edu/library/assessment/original_docs/3_2_1g.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1g.pdf
14. [Document Delivery Request and Patron Type Statistics 2005-2006](http://www.uncp.edu/library/assessment/original_docs/3_2_1h.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1h.pdf
15. [Document Delivery Request and Patron Type Statistics 2006-2007](http://www.uncp.edu/library/assessment/original_docs/3_2_1i.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1i.pdf
16. [Document Delivery Request and Patron Type Statistics 2007-2008](http://www.uncp.edu/library/assessment/original_docs/3_2_1j.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1j.pdf
17. [Document Delivery Request and Patron Type Statistics 2008-2009](http://www.uncp.edu/library/assessment/original_docs/3_2_1k.pdf)
http://www.uncp.edu/library/assessment/original_docs/3_2_1k.pdf

Goal 4: Encouragement of cultural enrichment opportunities through the development and provision of programs and resources.

Objective 4.1: The Mary Livermore Library will act as one of the main campus centers for cultural enrichment and stimulation.

Strategy 4.1.1: The Friends of the Library (FOL) will develop and present a variety of culturally diverse programs that are well attended and received by attendees.

Performance Indicator 1: Attendee satisfaction surveys will be conducted after select program events and at the end of each semester via e-mail to FOL members.

Performance Indicator 2: Attendance records will be kept for each FOL-sponsored event.

Expected Outcome 1: Event attendee surveys will indicate that program content is received favorably by campus and community members.

Expected Outcome 2: FOL-sponsored events will be well attended by campus and community members, with an average attendance of 30 people per event.

Assessment Timeline: The Friends of the Library plans and hosts programs throughout the academic year. Attendance records are kept for each event, and satisfaction surveys are conducted after selected events. The survey is also conducted electronically every semester.

Assessment Procedure: During each FOL event, a designated library staff member will be on hand to take attendance via head count. The totals will be collected for each event and compiled in a document by the Government Documents/Development Librarian. The Government Documents/Development Librarian will create a satisfaction survey before selected programs to be administered during the event and create an electronic survey to be conducted once per semester. The surveys will be collected and the results compiled each semester.

Use of Assessment Data: In fall of 2008, the Library deployed a satisfaction survey. Since then, the Library has sponsored 10 programs with an overall attendance of 472. Surveys were given at 7 of the events, with 73 respondents.^{1 2} Overall, respondents indicated satisfaction with the programs, and they also made useful suggestions for future programs. FOL events averaged 47 attendees per event, suggesting that there is a high level of interest in FOL programs. All FOL events are assessed for efficacy by library personnel, as well as the Friends of the Library Board, following each event.

The attendance figures are monitored each semester to see if there is any fluctuation in attendance in different types of events. Having this data provides a good indication of how well program events are being attended, and may give indication of what other programs may be developed to increase attendance. A sample of program flyers for events sponsored by the FOL from 2007-2009 can be found in the supporting documentation area of this report. ³

Objective 4.2: The Library's Art, Displays, and Exhibits Committee will create culturally enriching displays and exhibits for patron edification and entertainment.

Strategy 4.2.1: The Art, Displays, and Exhibits Committee will meet regularly throughout the academic year to plan for and develop displays and exhibits that are culturally diverse and stimulating, with the initial meeting of the committee occurring in September.

Performance Indicator: The committee will keep a list of displays that will serve as a basis for the development of future displays.

Expected Outcome: A substantial number of displays and exhibits representing culturally diverse groups and viewpoints will be presented each year.

Assessment Timeline: The Library's Art, Displays, and Exhibits Committee meets on a regular schedule throughout the academic year. New displays are typically created monthly, based on discussions of the list of displays that is generated at the beginning of each academic year during the initial committee meeting in September.

Assessment Procedure: The Library's Art, Displays, and Exhibits Committee will assess the content and appeal of the displays throughout the academic year. A list of all displays that are presented in the Library each semester will be maintained. The list will be consulted regularly to determine cultural areas that have not been represented.

Use of Assessment Data: The Library's Art, Displays, and Exhibits Committee meets regularly throughout the academic year to plan displays and exhibits that represent various cultural areas. Displays are created using a list of previously created displays and are based upon cultural events, holidays, and national monthly observances. Displays for African American History Month, Hispanic Heritage Month, and Native American Heritage Month are part of the normal cycle of displays. Displays for GLTB (Gay, Lesbian, Transgendered and Bisexual) Pride Month and Disabled American Awareness Month have also been created. While displays may have reoccurring themes, new material (book jackets, posters) are incorporated.

Displays have also been created to emphasize certain library collections such as North Carolina history, sports, science fiction, and movies and biographies of Hollywood stars. Cultural activities such as art and literature (Southern Literature and African American Literature) have also been highlighted with displays.

The list of displays is updated and consulted on a regular basis. ⁴ Since the summer of 2005, there have been a total of 34 displays created and exhibited in library spaces. A photographic sample of displays created from 2008-2009 can be found in the supporting documentation area of this report. ⁵

Strategy 4.2.2: Through planned collection development practices and processes, the Library will purchase and provide access to media collections that represent culturally diverse themes and viewpoints.

Performance Indicator: Statistics indicating the number of media items purchased annually in the areas of Religion, Foreign Language, Lifestyle, Ethnicity, and Foreign Films will be compiled by the Collection Development/Electronic Resources Librarian.

Expected Outcome: The number of media items representing culturally diverse groups and viewpoints will increase dramatically as the Library makes a concerted effort to add more of these items to the collection.

Assessment Timeline: Media items are purchased throughout the fiscal year through orders requested by library staff, faculty, and students. Statistics are kept annually on how many media items were purchased in the specified areas of cultural diversity.

Assessment Procedure: Once per semester, the Collection Development/Electronic Resources Librarian runs a report through the Library's automation system, Millennium, to determine the number of items that have been purchased in each of the following areas: Religion, Foreign Language, Lifestyles, Ethnicity, and Foreign Films. These data are used to determine future purchasing considerations based on budget and need for additional items in these subject areas, in order to achieve the goal of increasing the cultural diversity of the collection.

Use of Assessment Data: Media purchases designed to support the academic curricula are evaluated annually by the Collection Development/Electronic Resources Librarian to determine which areas need more focus. Since 2005, the cultural diversity of the Library's media collection has increased tremendously. In the areas of Religion, Foreign Language, Lifestyles, Ethnicity, and Foreign Films, purchases have increased each year in all but two instances (Foreign Language 2006, Lifestyles 2006). In all, amongst the five targeted collection areas, the number of media items has increased from 49 to 293 in just four years. ⁶

Supporting Documentation

1. [FOL Survey results](#)

http://www.uncp.edu/library/assessment/original_docs/4_1_1.pdf

2. [FOL Event Attendance Statistics](#)

http://www.uncp.edu/library/assessment/original_docs/4_1_1a.pdf

3. [FOL Program Flyers](#)

http://www.uncp.edu/library/assessment/original_docs/4_1_1b.pdf

4. [List of Displays from 2005-2009](#)

http://www.uncp.edu/library/assessment/original_docs/4_2_1a.pdf

5. [Sampling of displays](#)

http://www.uncp.edu/library/assessment/original_docs/4_2_1b.pdf

6. [Media items purchased 2005-2009](#)

http://www.uncp.edu/library/assessment/original_docs/4_2_2.pdf

Goal 5: Attainment and processing of resources which support the mission and curriculum of the University.

Objective 5.1: Secure resources relevant to the University's curriculum and mission.

Strategy 5.1.1: Funds for the purchase of library materials will be allocated among academic disciplines in order to meet the needs of the curriculum.

Performance Indicator: The materials funding will be distributed by reviewing the budgetary requirements of library resources and using the Formula for Allocation of Materials Budget to Support Acquisitions to determine funding for each academic departments.

Expected Outcome: Materials funding will be allocated based on quantitative input and will support each area of the curriculum.

Assessment Timeline: Materials costs are reviewed and the formula for allocation of the Library's materials budget is applied at the beginning of each fiscal year; funds are expended by the close of the fiscal year.

Assessment Procedure: At the beginning of each fiscal year, the Acquisitions and Serials Services areas review and analyze the continuing costs of resources, including but not limited to monograph continuations, databases, serials, microforms, and binding costs. Additionally, the Acquisitions Services area compiles statistical information provided by the Office of Institutional Effectiveness. This information is applied to the acquisition formula used to determine the allocation of a Library's materials budget to each department on campus. The number of credit hours by department, the number of students enrolled in classes in each department, the average cost of monographs in each department, and the number of department majors, including graduate students, are weighed against University figures as a whole. Both on-campus and off-campus students and classes are considered. New programs are taken into consideration as well. The purpose of this allocation process is to assure the support of each area of the curriculum.¹

Use of Assessment Data: There has been a substantial increase in funds designated for the purchase of library materials. The Library's materials budget has increased dramatically from \$541,046 in fiscal year 2003 to \$1,565,978 in fiscal year 2009. Annual review and application of the acquisitions formula has allowed for equitable funding of all areas of the curriculum. Departmental funding increased from \$107,600 in FY03 to \$330,000 in FY09. For example, our funds for the School of Education increased from \$12,845 in FY03 to \$35,446 in FY09. Our flex/current projects funding also helped to cover any additional spending for new departments, courses, or other special acquisition needs.

Strategy 5.1.2: The Library will seek purchase input from users, including faculty, staff, students, and community users.

Performance Indicator: User generated purchase requests will be tracked, and, if determined to be appropriate for the support of the University's mission, the materials will be ordered and made available to library users, including faculty, staff, students, and community users.

Expected Outcome: The Library will have input from the entire user community.

Assessment Timeline: The Library encourages and monitors input for purchases throughout the year. Information is gathered at the end of each fiscal year, including data pertaining to requests from library users.

Assessment Procedure: The Library encourages user input into the selection of resources. In order to communicate with instructional personnel, a library liaison program is in place. Each professional librarian is assigned by the Collection Development/Electronic Resources Librarian as a liaison from the Library to one or more departments, based on librarian assignments and librarian academic expertise and interests. Each department is asked to appoint a faculty member as a liaison from that department to the Library.

Each fall a library liaison luncheon is held and representatives from each department, school, and college are invited to attend. During these sessions, the library budget and other updates are discussed, and faculty participation in the ordering process is encouraged.

The Library maintains a "Suggestions" link from its homepage and the Acquisitions Services area's webpage to allow users to suggest a purchase. Suggestions for purchases can be made from any service area desks. Also, the electronic database *Choice* allows users to e-mail suggestions for purchases directly to the Library.

The annual library survey for user satisfaction is monitored and any suggestions made for purchases are considered. All requests for resources are received by the Collection Development/Electronic Resources Librarian, the Serials/Digital Operations Coordinator, and the Associate Dean for Collection Management. Suggestions are reviewed immediately, evaluated for inclusion into the collection, and forwarded to the Acquisitions Services or Serials Services areas for ordering. When order records are input into the Library's acquisitions module, each order record is coded for faculty, library, or other type of requestor input. At the end of each fiscal year, a report is run to determine the number of each type of request and the percentage of each type is evaluated.^{2,3,4,5,6,7}

Use of Assessment Data: The Library monitored the percentage of requests made by faculty and others. About one third of all requests were generated by faculty. This information was used to encourage faculty not making requests to consider

doing so. A concerted effort was made to visit with those departments not communicating with library staff. An effort is made to order 100% of all faculty requests unless the item doesn't fit our criteria for purchase as stated in our Collection Development/Selection Policy. All requests from the "Suggest a Purchase" form linked from the library webpage and the catalog are filled, if they comply with the Library's stated policies and the price is reasonable.

Input from user surveys also alerts library staff to the needs of users. Both the 2007 and 2008 surveys showed over 50% of users felt the Library's media collection needed improvement. In an effort to increase our media offerings, the Library's media spending increased from \$39,800 in fiscal year 2007 to over \$92,000 in fiscal year 2009. In FY07 approximately 1355 titles were ordered while in FY09 approximately 2649 titles were ordered, a 95% increase.

Strategy 5.1.3: Materials selected for purchase will be promptly attained.

Performance Indicator: Acquisitions turnaround time will be measured.

Expected Outcome: Materials will be received within three weeks of ordering.

Assessment Timeline: Purchase requests are processed as soon as they are received throughout the year. Purchase-request information is compiled and analyzed at the end of each fiscal year.

Assessment Procedure: Requests for purchases are given to either the Associate Dean for Collection Management or the Serials/Digital Operations Coordinator. All rush requests and user-generated suggestions for purchases are given priority for ordering. Order records are input into the Library's acquisitions module. These order records document order date and received date. At the end of each fiscal year, a report is run indicating overall vendor performance statistics totals. The average length of time to receive orders is recorded and evaluated.⁸

Use of Assessment Data: According to tracking statistics over 80% of items are received within four weeks. The Library is able to monitor vendor performance, so if a vendor appears to be slower in response time, a faster vendor is identified. This has increased the percentage of items received in two weeks or less from 49% in 2006 to almost 70% by 2008. Out of print items, items ordered before publication, and items from foreign vendors always present issues, but monitoring performance assists staff in making decisions on which vendors to use.

Strategy 5.1.4: Resources that meet the Library's needs and collection development policies will be purchased.

Performance Indicator: The Library will track the number of orders placed versus the number of orders filled.

Expected Outcome: The Library will acquire 100% of all requests that meet the collection development policy guidelines, as measured by comparison with the formula for allocation of funds to academic departments.

Assessment Timeline: Orders for materials are placed as priority and budget allows. Reports indicating timelines for receipt of purchases are run at the end of each fiscal year.

Assessment Procedure: Requests for purchases are given to either the Associate Dean for Collection Management or the Serials/Digital Operations Coordinator. Order records are input into the Library's acquisitions module. These order records track the status of an order. If an order is canceled, it is documented in the order record. At the end of each fiscal year, a report is run to determine the total number of canceled orders. This is then evaluated for the purposes of determining if orders were handled effectively and efficiently by staff interacting with the various vendors.⁹

Use of Assessment Data: The Library tracked items that were ordered but not received. Statistics indicate an extremely low number of items cancelled, less than 1% per year since 2005. Acquisitions staff members continue to monitor cancellations to assure that this excellent record is maintained.

Objective 5.2: Acquired resources will be accurately processed and ready for use in a reasonable period of time.

Strategy 5.2.1: Resources will be available to users in a timely manner.

Performance Indicator: Cataloging turnaround time will be measured.

Expected Outcome: Resources will be processed in three weeks or less.

Assessment Timeline: Cataloging turnaround statistics are monitored throughout the year and analyzed at the end of each fiscal year.

Assessment Procedure: Once resources are received and invoiced, the type of resource determines how they are processed. All serials purchased are processed by the Serials Services area. Serials are processed immediately upon receipt. Most do not require cataloging, as they are already in the consortial catalog. Monographs and media are processed in the Cataloging Services area. Monographs are checked for original or copy cataloging needs and processed accordingly. Media and electronic resources are processed separately, as their format requires distinctive cataloging and processing procedures. Rush and hold requests for all resources are given priority status and hurried through processing. All items cataloged and processed in the Library's cataloging module have information on the date processing begins and ends. This information is used at the end of the fiscal year to generate a report for the cataloging turnaround time

for print and media items. These data are evaluated to determine the length of time for processing library resources.¹⁰

Use of Assessment Data: The Library monitored the turnaround time for item processing to ensure faster turnaround times. Prior to 2008, the number of cataloging staff was static, but materials budget continued to increase. As the turnaround time for books and particularly media increased, we justified a new position in the Cataloging Services area. In January 2008, a new University Library Technician for Cataloging Services was hired to handle and expedite the cataloging of new materials. The Library immediately realized a decrease in the time needed for cataloging and processing books. The average cataloging time for print materials in 2007 was 138.4 days, and by 2008 it dropped to 18 days. Media cataloging turnaround time dropped from 87.3 days in 2007 to 78.4 days in 2008.

Strategy 5.2.2: Resources will be accurately cataloged and available to users.

Performance Indicator: Resources that are cataloged will be reviewed for errors.

Expected Outcome: There will be less than a 5.0% error rate in the cataloging process.

Assessment Timeline: A count is kept of errors found in cataloging throughout the fiscal year. This documentation is analyzed at the end of each fiscal year and appropriate action to achieve improvement, if needed, is addressed.

Assessment Procedure: As soon as resources are processed, they are available for user access. Every effort is made for accurate processing to ensure that no problems arise in trying to locate resources. A final check for errors is made by Cataloging before items are placed into circulation. However, mistakes do happen. There is an estimated 3% to 4% error rate in serious cataloging issues that affect retrieval of resources. Examples of this are incorrect item locations, incorrect call numbers for items, and incorrect spelling in the Library's online catalog. The cause of these issues is more difficult to determine. UNC Pembroke shares an online catalog with two other universities and they occasionally overlay our bibliographic records. It is not possible to always determine if a cataloging error is the fault of UNCP. There is an estimated 10% to 15% error rate for problems that do not affect retrieval of a resource. This includes such issues as the wrong table-of-contents information in a record. Print catalog cards are used to check online catalog records, but this is a time-consuming process that is not reasonable to perform when there is a backlog of resources. A more accurate process of tracking processing problems and mistakes than the current process of simply correcting errors as they are found has been initiated. An electronic tally form is now placed on computers at all public service desks. This form allows for the documentation of all problems in processing that prevent quick access to

library resources. This form is monitored throughout the fiscal year. A final report will be generated and evaluated at the end of each fiscal year so as to consider further methods of improvement in error rates.¹¹

Use of Assessment Data: The Library has kept an informal account of errors in the processing of resources. At one time, public services staff reviewed material for errors, but this is no longer done, as errors are so few. From a cart of books (each cart holding from 100-150 books), we averaged less than one book returned for errors per cart in 2008-09. Reference services reported that this error rate had dropped to near nil, so we discontinued public services' checking the carts in 2009-10. Currently we average maybe a book or two a month returned because of errors (around 700 books and 160 media materials are cataloged in the typical month) and these errors tend to be missed barcodes.

A more formal method of reporting errors is now in place. The description for the procedure to report catalog problems is linked to the Library's webpage. When an error is discovered, the item record is printed off, the error is highlighted, and the printed record is given to the Coordinator of Cataloging. The error is corrected immediately and the type of error is entered into a database for tracking and evaluation purposes.

Supporting Documentation

1. [Library Policies and Procedures Manual - Formula for Allocation of Materials Budget to Support Acquisitions](http://www.uncp.edu/library/assessment/original_docs/5_1_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/5_1_1a.pdf
2. [Collection Development Liaison Assignments, 2008/2009](http://www.uncp.edu/library/assessment/original_docs/5_1_2a.pdf)
http://www.uncp.edu/library/assessment/original_docs/5_1_2a.pdf
3. [Liaison Luncheon Memo](http://www.uncp.edu/library/assessment/original_docs/5_1_2b.pdf)
http://www.uncp.edu/library/assessment/original_docs/5_1_2b.pdf
4. [Suggestions Form](http://www.uncp.edu/library/about/suggestions.html)
<http://www.uncp.edu/library/about/suggestions.html>
5. [Choice Reviews Online](http://www.cro2.org/)
<http://www.cro2.org/>
6. [Type of User](http://www.uncp.edu/library/assessment/original_docs/5_1_2e.pdf)
http://www.uncp.edu/library/assessment/original_docs/5_1_2e.pdf
7. [User Survey](http://www.uncp.edu/library/assessment/original_docs/5_1_2f.pdf)
http://www.uncp.edu/library/assessment/original_docs/5_1_2f.pdf
8. [Vendor Performance Turnaround Time](#)

http://www.uncp.edu/library/assessment/original_docs/5_1_3a.pdf

9. [Total Number of Canceled Orders](#)

http://www.uncp.edu/library/assessment/original_docs/5_1_4a.pdf

10. [Catalog Turnaround Time](#)

http://www.uncp.edu/library/assessment/original_docs/5_2_1a.pdf

11. [New Form for Cataloging Errors](#)

http://www.uncp.edu/library/assessment/original_docs/5_2_2a.pdf

Goal 6: Education of patrons in the location, critical evaluation, and effective use of information resources and the integration of information literacy into coursework.

Objective 6.1 Increase the development of information literacy and the skills necessary for lifelong learning among UNCP freshmen.

Strategy 6.1.1: Implementation of the Freshman Seminar Information Literacy Program. Each section of Freshman Seminar that participates in this voluntary program attends a face-to-face instructional session in the Library and students complete assignment modules outside of class.

Performance Indicator: Differential in student scores on the pre-test/post-test administered to each section.

Expected Outcome: Student scores on the post-test should improve over those from the pre-test.

Assessment Timeline: The Freshman Seminar Information Literacy Program is carried out each academic year during the fall semester. Data from the pre-test and post-test are collected in the fall of each academic year.

Assessment Procedure: Each fall, Freshman Seminar instructors contact the Library to set up instructional sessions for their classes. Prior to visiting the Library, students complete a pre-test online and complete research related modules as outside assignments. Following the instruction session, students complete an online post-test. Each test contains 12 questions. At the end of the fall semester, the test data are converted into a spread sheet where they are analyzed to determine the effectiveness of the information literacy program.

Use of Assessment Data: In the summer of 2007, a Freshman Information Literacy Program was created at the Mary Livermore Library to give UNCP students a baseline of information literacy skills during their first year of study. Using a mixture of face-to-face library instruction sessions and online assignment modules, the ACRL's Information Literacy Competency Standards 1-3 were adapted in creating the program content.¹

The program required that each Freshman Seminar instructor would bring his or her section to the Library for two, face-to-face instructional sessions. The first session served as an introduction to searching the online catalog, an electronic database, and evaluating Internet websites for academic content. The second session provided hands-on experience in the Library whereby students would work in groups to find a variety of different resources within the Library.² The session concluded with the students presenting their findings to their classmates. In between the two sessions, students would complete an exercise on evaluating

websites and an exercise on working with scholarly periodicals to reinforce their knowledge base.^{3,4}

While designing the program, librarians recognized the need to devise an assessment strategy to gauge student learning and the overall effectiveness of the program. A pre-test to be taken before the first session and a post-test to be completed after the second session were administered online to each student.^{5,6} There were 20 questions on each which tested the students on a variety of skills including search strategies, citation information, evaluating websites, and resource types. The results of the program proved to be overwhelmingly positive. Of the 88 students that had taken both the pre-test and post-test, students scored an average of 47% on the pre-test and 71% on the post-test for an increase of 24%.⁷

In the summer of 2008, librarians revisited the program to discuss any modifications based on input and results of analysis. It was decided that, although the program was successful in accomplishing its intended goal of providing first-year students with basic information literacy skills, the content of the program should be condensed for a couple of reasons. The first reason was that some Freshman Seminar instructors were concerned that the library module was taking up too much class time. Freshman Seminar is only a 10-week course at UNCP; therefore, the Library was requiring two, full class periods while other areas in the curriculum may have been compromised. Also, the two, face-to-face sessions needed for each participating section were creating scheduling difficulties in the Library's only electronic classroom for all other library instruction sessions that needed to be held. Thus, it was decided that the program should only consist of one, face-to-face instructional session. In making this change, the need to scale back and modify the content that would be included in the program was recognized.

The new program would require each participating section of Freshman Seminar to come to the Library for only one instructional session instead of two. During the first half of the session, students are introduced to the Library's online catalog and one electronic periodical database. The second half of the session is devoted to students working in pairs to complete an exercise based on using these resources.⁸ In concluding the session, students discuss the results of the activity in terms of what searches they found to work and what was challenging. As with the previous program model, a module to be completed outside of class which consisted of a video library tour and a website evaluation exercise was created.⁹ Again, a pre-test and post-test were created to assess student learning.^{10,11} To accommodate the decrease in program content, each test was shortened from 20 questions to 12.

Due to a technical corruption, the data based on the results of the pre-test and post-test for the fall of 2008 were lost. However, in preliminary screenings of scores, it was determined that again student scores were higher on the post-test

than the pre-test. Despite lacking the quantitative evidence of student learning from that semester, the Freshman Seminar Information Literacy program was heavily supported by the instructors. The Library reached 34 sections of Freshman Seminar and the number of pre-test and post-test takers was considerably higher than in fall of 2007.

There were three special sections of Freshman Seminar offered in the spring of 2009, each of which participated in the program. Despite having a small sample size to work with, the data from the pre-tests and post-tests taken by these students were collected and analyzed. A total of 24 students took both tests and attended the instructional session. The average score on the pre-test came in at just under 60% while the average of the post-test was 80%.¹² With an increase of 20%, it was again proven that the program is successful in its mission of providing first-year students with basic information literacy skills. The program will continuously be evaluated for its effectiveness in the future.

Strategy 6.1.2: Instructional sessions and informational resources such as guides, handouts, and tutorials will be offered to students in freshman composition courses ENG 1050 and ENG 1060.

Performance Indicator: Students in each participating section of ENG 1060 will attend single or multiple sessions and be given the opportunity to complete the Library Research Tutorial.

Expected Outcome: Statistics will show a substantial number of instructional sessions are provided for ENG 1050 and 1060 classes each semester, and that 100% of all ENG 1060 instructors will receive access to the Library Research Tutorial to assign to their students if they so choose.

Assessment Timeline: Freshman English courses (ENG 1050 and ENG 1060) are offered throughout the academic year. Data on access to the Library Research Tutorial and instructional sessions provided are collected each semester.

Assessment Procedure: Every semester, the Library provides many instructional sessions for freshman English Composition I (ENG 1050) and English Composition II (ENG 1060). Librarians also encourage the instructors of ENG 1060 to assign the Library Research Tutorial to students in their classes before coming to the Library for their instructional session(s). Statistics are kept each semester on how many freshman English Composition sessions are provided by the Library, as well as how many English Composition instructors were sent an e-mail that encourages them to assign the tutorial to their students. There is presently no way of monitoring how many students complete parts of or the entire tutorial; therefore, no statistics are kept in that regard.

Use of Assessment Data: Every semester, the Library leads instructional sessions for any freshman English course that requests them. These courses are referred to as English Composition I ENG (1050) and English Composition II ENG (1060). Both courses are required of all students for graduation. Some instructors request multiple sessions for their classes, others request a single 50 or 75-minute session. These sessions typically include the demonstration of how to use the Library's online catalog, how to use a select group of electronic periodical article databases, and possibly how to critically evaluate Internet websites for academic value. Any session however, can be uniquely tailored to the specific requests of the English instructor, including strict focus on a given research topic, particular resources, or defined techniques or concepts.

As part of the information literacy program, librarians encourage each instructor who schedules a session or sessions to have the students in their class complete the Library Research Tutorial before coming to the Library for their session(s).¹³ The Library Research Tutorial was created through collaboration between a librarian and an English faculty member at UNCP over two years ago. The tutorial is composed of self-contained modules that can be assigned to students who may need an introduction to basic research and resources. The modules contained include Developing a Topic, Refining a Topic, Selecting Resources, Searching for Resources, Evaluating Resources, and Citing Resources. There is also a quiz at the end that students can complete, obtain a score, and turn it in to their instructor. Instructors are free to assign any or no parts of the tutorial to their classes as needed. There is no way of monitoring how much of the tutorial is assigned, how many students completed it, or what the results of the quiz scores may be. Librarians consider their responsibility to be making sure that the tutorial is available and marketed to instructors of all ENG 1060 courses that request library sessions. Librarians do not currently collect quiz scores or assess any elements of the use of the tutorial other than how many instructors received access to it.

The assessment procedure for this initiative is to simply keep statistics on how many English 1050 and 1060 sessions were provided by the Library, and how many instructors of ENG 1060 courses received an e-mail encouraging them to provide the tutorial as a class assignment. These statistics are kept each semester. The Library has been keeping statistics on how many freshman English Composition sessions have been provided for many years. For the period of fall 2006-fall 2008, the Mary Livermore Library has provided 72 instructional sessions for ENG 1050 and 131 instructional sessions for ENG 1060.¹⁴ Sessions of ENG 1050 are mostly held during the fall semesters, while ENG 1060 sessions are normally held in the spring. Typically more sessions for ENG 1060 are provided because the curriculum requires a research assignment in that course – there is no such research requirement for ENG 1050, although several instructors decide to voluntarily include one in their course. Now kept are statistics on how many freshman English Composition instructors received an e-mail from the Instructional Services Librarian encouraging them to assign the Library Research

Tutorial to their students. The tutorial is offered only to instructors of ENG 1060 courses as to avoid redundancy for students. In fall of 2008, there were a total of six ENG 1060 instructors who received the e-mail regarding the Library Research Tutorial. Each of these instructors taught multiple sections of ENG 1060.

Objective 6.2 Improve student knowledge of how to effectively use and evaluate library resources and create appropriate research strategies via group and individual instruction.

Strategy 6.2.1: Provide instructional sessions and informational resources such as guides, handouts, and tutorials to students of subject-specific courses (i.e. BIO, BUS, PSY, etc).

Performance Indicator: Student scores on library instruction quizzes that are administered at the end of each instructional session.

Expected Outcome: Students should score an average of 70% or higher on library instruction quizzes.

Assessment Timeline: Subject-specific courses (BIO, BUS, PSY, etc.) are offered throughout the academic year. Data from instructional session quizzes provided for these courses are collected each fall

Assessment Procedure: Each semester, the Library provides many instructional sessions for courses taught in specific disciplines such as education, social work, psychology, etc. Following each of these instructional sessions, students are given a brief, five-question quiz to gauge how much of the content was learned from the session. There are some additional questions at the bottom of each quiz to gather more information about the students. The data from the results of these quizzes taken in the fall are compiled and analyzed at the end of the semester for which the sessions were offered.

Use of Assessment Data: Each semester, the Library provides many instructional sessions for courses taught in specific disciplines. The aim of these sessions is typically to prepare students for an upcoming research assignment that has been created by the course instructor. The content of the session varies by course and instructor, but often high-level search techniques and the use and evaluation of more complex resources are covered.

Following each of these instructional sessions, students are given a brief five-question quiz to gauge how much of the content was learned from the session. The quiz questions are designed to be simple, yet cover a variety of material. Questions may be used to quiz students on things such as how much they learned about choosing the proper resource for finding information, to recalling how to employ appropriate search strategies when searching for academic information. A document listing sample questions to use in creating these quizzes has been

provided to librarians who teach subject-based courses on a regular basis.¹⁵ The sample questions cover a wide array of content that may be included on a quiz, with the concepts being generally adapted from the ACRL's Information Literacy Competency Standards.

The Library's Instructional Services/Reference Librarian compiles the data from the results of the quiz scores from all of the subject-based instructional sessions that are taught by librarians during the fall semester. Librarians began administering quizzes for these classes in the fall of 2007 as an experiment. Not all of the subject-based sessions taught that semester had used the quizzes however, for various reasons. The fall of 2007 data were mostly used to determine the viability of conducting such post-instruction quizzes. Because there were errors in the design of some of the questions that were used, it was elected not to assess the results of the quizzes from that semester. Available however is documentation of the results of those quizzes that were administered in the 25 subject-based instructional sessions that were taught that semester.¹⁶

After evaluating the results of the quizzes from the fall of 2007, some of the standard questions that were asked were changed, clarifying what it was that needed to be assessed. The first official assessment period using the post-instruction quizzes occurred in the fall of 2008. During that semester, there were again 25 instructional sessions taught that employed the use of the post-instruction quizzes. A total of 363 students were quizzed during the period. In compiling the data from the results, it was concluded that students had scored an average of 81% on the quizzes, which exceeded the established goal of achieving a 70% rate.¹⁷ On each quiz, the eighth question asked students "Are you now confident that you can search for and evaluate information for this research assignment?" Of the 363 students quizzed, only 13 answered that they were not confident.

Some sample quizzes that were administered in sessions taught in the fall of 2008 can be found in the supporting documentation area of this report.¹⁸ The quiz questions used will continuously be evaluated in the future to ensure that assessment of this area is accurate and meeting the goals that have been set for the instruction program.

Strategy 6.2.2: Provide quality individual reference services via telephone, chat, e-mail, and face-to-face.

Performance Indicator: Post-reference interaction with students will be measured via the Reference Services survey.

Expected Outcome: Results of the Reference Services survey will reflect a high level of student satisfaction with the Library, as a result of interactions with library staff at the Reference Desk.

Assessment Timeline: Reference Service is offered continuously throughout the year. The Reference Services survey is administered once per semester. The data are collected and analyzed at the end of each semester.

Assessment Procedure: The Reference Services Survey is a 16-question instrument designed to gain feedback from library patrons regarding the Reference area and associated services that are offered. During peak study hours of the semester, the survey is conducted over a two or three-week period. The survey is conducted once during each of the fall and spring semesters. The data are compiled into a spread sheet for analysis at the end of each semester.

Use of Assessment Data: The Reference Services survey consists of 16 questions pertaining to demographic data, patron study habits, frequency of Reference area usage, perceptions of library staff, and general satisfaction levels of Reference Desk interactions and related services.

This survey was first implemented during fall of 2008. There were a total of 13 respondents to complete the survey. Acknowledging that this was not an ideal sample, it was nonetheless useful in providing an indication of patron satisfaction and frequency of usage of the Reference area. Overall, students were highly satisfied with Reference Services. Librarians received the highest grade possible in 12 out of 13 surveys for Reference Desk interaction satisfaction (question #11). All four open-ended comments that were left for the Reference Desk staff were positive (question #16), and 11 of 12 respondents said that they would seek assistance from the Reference Desk in the future (question #15). There were a total of nine positive comments and one suggestion.¹⁹ The library staff is currently seeking ways to increase the number of respondents for future surveys.

Supporting Documentation

1. [Association of College and Research Libraries' Information Literacy Competency Standards](http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm)
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

2. [Freshman Seminar Information Investigation](http://www.uncp.edu/library/assessment/original_docs/6_1_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1a.pdf

3. [Freshman Seminar Website Evaluation Assignment](http://www.uncp.edu/library/assessment/original_docs/6_1_1b.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1b.pdf

4. [Freshman Seminar Scholarly Journals Assignment](http://www.uncp.edu/library/assessment/original_docs/6_1_1c.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1c.pdf

5. [Freshman Seminar Pre-test 2007](http://www.uncp.edu/library/assessment/original_docs/6_1_1d.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1d.pdf
6. [Freshman Seminar Post-test 2007](http://www.uncp.edu/library/assessment/original_docs/6_1_1e.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1e.pdf
7. [Freshman Seminar test results 2007](http://www.uncp.edu/library/assessment/original_docs/6_1_1f.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1f.pdf
8. [Freshman Seminar In-Class Worksheet 2008](http://www.uncp.edu/library/assessment/original_docs/6_1_1g.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1g.pdf
9. [Freshman Seminar Library Assignments 2008](http://www.uncp.edu/library/instructional/frs.html)
<http://www.uncp.edu/library/instructional/frs.html>
10. [Freshman Seminar Pre-test 2008](http://www.uncp.edu/library/assessment/original_docs/6_1_1h.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1h.pdf
11. [Freshman Seminar Post-test 2008](http://www.uncp.edu/library/assessment/original_docs/6_1_1i.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1i.pdf
12. [Freshman Seminar test results 2009](http://www.uncp.edu/library/assessment/original_docs/6_1_1j.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_1j.pdf
13. [Guide to Library Research](http://www.uncp.edu/library/instructional/guide/index.html)
<http://www.uncp.edu/library/instructional/guide/index.html>
14. [Statistics for ENG 1050 and 1060 session provided 2006-2008](http://www.uncp.edu/library/assessment/original_docs/6_1_2a.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_1_2a.pdf
15. [Sample questions for subject-specific quizzes](http://www.uncp.edu/library/assessment/original_docs/6_2_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_2_1a.pdf
16. [Subject-specific instruction session quiz results 2007](http://www.uncp.edu/library/assessment/original_docs/6_2_1b.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_2_1b.pdf
17. [Subject-specific instruction session quiz results 2008](http://www.uncp.edu/library/assessment/original_docs/6_2_1c.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_2_1c.pdf
18. [Sample subject-specific instruction session quizzes](http://www.uncp.edu/library/assessment/original_docs/6_2_1d.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_2_1d.pdf
19. [Reference Services Survey Results Fall 2008](http://www.uncp.edu/library/assessment/original_docs/6_2_2a.pdf)
http://www.uncp.edu/library/assessment/original_docs/6_2_2a.pdf

Goal 7: Provision of service as an information center for business, the professions, and general public.

Objective 7.1 The Library will ensure ease of access to resources at a continued nominal cost for community users.

Strategy 7.1.1: The Library will make available the Friends of the Library (FOL) membership for community users at a cost of only \$10 per year.

Performance Indicator: Friends of the Library membership statistics will be used.

Expected Outcome: FOL membership will increase by 5% each year.

Assessment Timeline: FOL membership statistics are collected on a monthly basis and analyzed annually.

Assessment Procedure: Membership forms are completed by Access Services personnel as new community members join FOL. The memberships are then reported to the Government Documents/Development Librarian, who keeps all relevant statistics.

Use of Assessment Data: The data concerning the number of new and renewed FOL memberships are analyzed for trends on an annual basis. In the assessment data from 2002 to 2006, the Friends of the Library appeared to have a large number of members, ranging from 498 members in 2002 to 597 members in 2006. However, in 2006, the Library carefully analyzed the membership records for the Friends of the Library and discovered that the membership database included a number of inactive accounts. Consequently, these inactive memberships were purged, and the resulting totals reflected a sharp decrease of memberships as recorded in 2007. After purging, the membership went from an inflated 597 members in 2006 to an accurate membership count of 201 members in August 2007.

The next year, there was a modest increase in FOL memberships to 208 members in August 2008. In September 2009, the membership had increased to 215. Although the number of members continues to increase from year to year, the increase is quite small and we would like to do better.

The Library would like to see these numbers increase dramatically, and thus it is continuing to look at ways to better market the FOL memberships.¹ Consequently, the Library has increased the number and types of FOL membership drive materials and venues. Members of the FOL Board are actively advertising the organization at faculty and student meetings. FOL membership brochures are passed out at these gatherings. FOL materials are included in the new faculty orientation packets and displayed at the Library's booth during Pembroke Day activities when local businesses are invited to the campus. Some

FOL Board members are targeting administrative personnel at the University and personally approaching administrators about joining the organization. FOL corporate and lifetime memberships are also being actively solicited. FOL announcements and membership materials are sent to area businesses several times a year.

Finally, some Board members are giving FOL memberships to students as gifts in an effort to increase student participation.

Objective 7.2 The Library will provide user education programs for community users (including students from area schools) as requested.

Strategy 7.2.1: The Library will respond to all requests for tours and instructional services.

Performance Indicator: 100% of all instructional services requests made by area organizations and school groups will be met.

Expected Outcome: Community user groups will have a better understanding of how library information is organized, and they will be able to more easily access materials.

Assessment Timeline: Requests from community groups for instructional services are immediately forwarded to the Instructional Services/Reference Librarian who coordinates these services. Relevant statistics are collected daily by the Instructional Services/Reference Librarian and reported monthly to the Library's administration.

Assessment Procedure: The Instructional Services/Reference Librarian keeps a record of all community-related instructional services in a Microsoft Access database and reports that data monthly to the Library's administration.

Use of Assessment Data: Assessment data indicate that a variety of community groups routinely receive library services. These community users range from individuals seeking assistance to groups of public school students coming for a basic library tour.

Because of the variety of community users, tours and instructional services for community groups are based upon the needs and age level of the group. Groups from several area high schools, such as St. Paul's High School and South Robeson High School, have visited the Library to conduct research. These students were given a brief introduction to the library's catalog, the Library of Congress call number system, selected electronic databases, and copy and print services.

Groups from area elementary, middle schools and daycares, such as Pembroke Elementary School, the Shining Stars Preschool in Pembroke, or the Greengrove Head Start in Fairmont, also visit the Mary Livermore Library. These groups of younger patrons typically are given a tour plus a brief discussion about what an academic library is and the different modes of accessing information (print indexes, microfilm, electronic databases). Bookmarks are given to these groups to encourage them to continue to read and use libraries.

The instructional services statistics for community groups are analyzed on an annual basis. However, the recent data are not a completely comprehensive reflection of the actual scope of the services provided; the stats only reflect groups that have been formally scheduled beforehand and placed on the Instructional Services calendar. Many community groups spontaneously come into the Library unannounced and receive informal instructional services, tours, etc. Usually these interactions are not reported to the Instructional Services/Reference Librarian (e.g., large numbers of elementary school students or summer youth groups who are visiting the campus will come through the front doors and ask for impromptu tours or assistance and there are no formalized lists of the names of the community organizations or the schools).²

At present, plans are to more systematically document services provided to unannounced and previously unscheduled groups. All front-desk personnel (Reference, Access Services, Serials) have been asked to assist with collecting and recording information on all community groups that visit the Library, particularly those groups that receive informal tours and are not on the Instructional Services calendar.

Objective 7.3 The Library will work with the Regional Center to identify opportunities for collaboration with community and business organizations.

Strategy 7.3.1: The Outreach/Distance Education Librarian will meet regularly with Regional Center personnel.

Performance Indicator: The Library will respond to all requests for information from the Regional Center.

Expected Outcome: The Library will assist with the delivery of Regional Center economic development programs by providing appropriate information sources.

Assessment Timeline: The Outreach/Distance Education Librarian meets with the Director of the Regional Center regularly.

Assessment Procedure: The Outreach/Distance Education Librarian makes note of all requests for collaboration from the Regional Center and reports the content of these meetings to the Library's administration.

Use of Assessment Data: An assessment, completed in 2009, of past monthly reports indicated two specific requests from Regional Center personnel for information resources.

In early 2004, Regional Center personnel requested that the Library provide guides concerning NC LIVE resources.

In 2007, Library personnel were asked to create an online instructional resource that linked to information resources concerning the transportation industry. This resource was in support of a summer program for area high school students interested in working in the various fields of transportation.³

As result of the original assessment, the Library staff became more proactive in terms of supporting Regional Center programs. In late 2009, the Outreach/Distance education Librarian created a survey to be deployed in early 2010 to Regional Center personnel in order to garner input as to how the Library could be more supportive of the Regional Center's programs.

Supporting Documentation

1. [Friends of the Library Membership Report](http://www.uncp.edu/library/assessment/original_docs/7_1_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/7_1_1a.pdf
2. [Community Groups Instructional Services Activity Report](http://www.uncp.edu/library/assessment/original_docs/7_2_1a.pdf)
http://www.uncp.edu/library/assessment/original_docs/7_2_1a.pdf
3. [Transportation Industry Resources Page](http://www.uncp.edu/library/electronic/transportation.html)
<http://www.uncp.edu/library/electronic/transportation.html>