# The Mary Livermore Library

# 2011-2012 Assessment Report

## Highlights

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

In 2011-12, reference statistics experienced a decrease in all types of questions asked. The overall decrease in reference statistics may be due to staff laxity in recording statistics. All Reference Desk personnel will be asked to record statistics more accurately, and the statistics will be monitored more closely to determine if this is the problem.

During the year, the Library made a number of changes to its Web presence to make searching for resources easier for the users. In the spring of 2012, EBSCO's Discovery Service was implemented. This service allows students to search across over 80 different resources in one search rather than having to search each resource individually. Finally, the Library switched its instant messaging client from Meebo, which was being discontinued by Google, to NC Knows which allows the Library to have 24/7 coverage 5 days a week through a cooperative coverage agreement among a number of state institutions.

In order to increase the modes of access to library resources that are available for students, faculty and staff, the Library created accounts on several social media sites, such as Second Life, Facebook and Twitter. On Facebook, the Library garnered approximately 171 "likes" and a significant increase in comments on posts. On Twitter, there were 89 followers and 20 re-tweets of library posts, another significant increase. In Second Life, the 12 book club events during 2011-2012 had an average of 5 attendees, and there were a few miscellaneous library/patron transactions outside of the book club. The YouTube site had 381 video views, and on the FourSquare Mobile site, 78 people checked in 467 times and left 2 comments.

Based upon use of and demand for the Library's 5 circulating iPads during 2010-2011, five additional iPads were purchased and made available to students in May 2012. The checkout period for the iPads was increased from one day to three days based on the number of renewals, holds, and anecdotal data collected by circulation desk staff.

Course reserves were moved to Blackboard through the implementation of the Ares Blackboard plugin. Consequently, students were able to access course reserves through their already existing Blackboard courses; this eliminated the need for a separate account on a library webpage.

To upgrade Reference for text-messaging users, SMS (Short Messaging Service) was added to the instant messaging service.

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

The spring 2012 survey was very positive. Overall almost 90% of respondents were satisfied with the physical library environment. There were 27 comments, with 12 of the comments requesting longer hours of operation for the Library. 1 comment stated that the Library was too cold; 1 comment indicated that we need to build a larger library; and 1 comment asked for more comfortable chairs.

It is important to note that the Library is undergoing an extensive atmospheric renovation, with “green” lighting and new environmental controls and devices being installed. When completed, this renovation will, in theory, make the Library more comfortable, in terms of temperature and lights, for our patrons.

During the year, the Library made a number of changes to its Web presence to make searching for resources easier for the users. In the fall of 2011, the Library added a search feature to the homepage which allowed students to search for books, movies, articles, and journals from one page. In the spring of 2012, EBSCO’s Discovery Service was implemented. This service allows students to search across over 80 different resources in one search rather than having to search each resource individually. Finally, the Library switched its instant messaging client from Meebo, which was being discontinued by Google, to NC Knows which allows the Library to have 24/7 coverage 5 days a week through a cooperative coverage agreement among a number of state institutions.

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

Library surveys sparked a new pilot project for summer 2012. A frequent response to the question about the “type of programs that should be provided” has been “book clubs” for several years. This summer the Library sponsored four “Good Reads” book club meetings on campus (5/22, 6/26, 7/24, 8/28). On average, 14 people attended the

four book club meetings. The book club format followed a new trend, in which a participant reads any book he or she wants, brings it to the group and briefly discusses the book. Then, the next participant describes the book he or she had selected and read. This project will continue through the fall 2012 academic year, and then the Library will have to evaluate the success of the project and decide whether to continue or not.

The Library continued to support the academic curricula through purchases of media items. The Library retained the digital collection *Films on Demand*, which continues to add titles to the collection. The Library added a digital collection, *Counseling and Therapy in Video*, from Alexander Street Counseling. This collection includes 351 videos. The Library also added *VAST: Academic Video Online from Alexander Street Press*. This collection covers 23 disciplines including Gay and Lesbian Studies, Religion and Philosophy, and Ethnic Studies.

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

Media cataloging turnaround time rose from 151 days in FY10 to 196 days in FY11.

The increase in turnaround time is attributed to the fact that Cataloging Services is down three positions due to budget freezes on filling positions. Technical Services lost one position entirely, and the positions of Electronic Resources/Media Catalog Librarian and University Library Technician for Media Cataloging remained vacant.

In FY12, the number of print materials cataloged dropped to 6013, down from 7415 in FY10, and the days in cataloging increased to 51 days, up from 45 days in FY10 and 48 days in FY11.

These numbers reflect a growing backlog of materials as only the high priority items are being cataloged and little time can be spent working on older materials.

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

During the fall 2011 semester, 36 sections of FRS 1000 were taught, with a total of 728 students. There were 159 usable pretests and posttests (matched pairs). The pretest average was 65.23% and the posttest average was 80.59%. This represents an overall gain of 15.36%. Also, a total of 243 students took the posttest, with 187 passing with at

least 70%.  This is an increase of 10% from the previous year—which is also significant and shows that the Library's instructional program for FRS 1000 students is steadily becoming more effective.

During the 2011-2012 academic year, the Library migrated the assessment of subject-specific courses to a Google Docs web-form survey. This survey was deployed in January 2012. Two hundred and twenty-six completed surveys were received, and 208 of the students passed with at least 70%. The overwhelming majority of comments were very positive.

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

Problems persist with the membership of the Friends of the Library (FOL). Data clearly show that FOL is not keeping current members but seems to pick-up new ones.  There is a drop in the total number of members, and this seems to be a trend over the past few years. The Friends of the Library Board and the FOL Committee have discussed this issue and are planning ways to actively encourage current members to renew, while attracting new members as well. The Board of Directors of the FOL has decided to change the membership year. Previously, all memberships would expire on October 31, and members would have to rejoin to remain active regardless of when they had joined during the past year. Now the membership year will run from the date the member joined FOL to the corresponding date of the following year. With this change, it is hoped that members will be more willing to renew.

## The complete 2011-2012 Assessment Report, organized by goals and objectives, is listed below:

**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. 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, via the telephone, and via 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. 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,

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

*Use of Assessment Data:*

Fall 2011 instructional classes saw an increase of 31 sessions more than the previous fall, up from 128 classes to 159, with 2608 students served. Spring 2012 also showed a slight increase of sessions to 116; up from the 112 instructional sessions that were taught in previous spring semester. There was a significant rise in the number of students attending those sessions (1798 as opposed to 1575 in spring 2011).

In 2011-12, reference statistics experienced a decrease in all types of questions asked. General reference questions decreased by 11%; 3161 questions were answered as compared to 3532 answered the previous year.

Similarly, directional questions decreased 17%; down from 861 questions in 2010 to 716 questions in 2011. Technical questions decreased 13%, from 530 in 2010 to 462 in 2011. Questions about library accounts also decreased 32%, from 353 to 241. Instructional questions decreased 37%, from 389 to 244.

The overall decrease in reference statistics may be due to staff laxity in recording statistics. All Reference Desk personnel will be asked to record statistics more accurately, and the statistics will be monitored more closely to determine if this is the problem.

***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 advertized. 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. Patrons are also able to make comments and suggestions directly from the online catalog.

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.

*Use of Assessment Data:*

Robert Wolf, the Serials/Digital Operations Coordinator, reported 535,134 hits on the Library's webpages for the 2011-2012 academic year.

During the year, the Library made a number of changes to its Web presence to make searching for resources easier for the users. In the fall of 2011, the Library added a search feature to the homepage which allowed students to search for books, movies, articles, and journals from one page. In the spring of 2012, EBSCO's Discovery Service was implemented. This service allows students to search across over 80 different resources in one search rather than having to search each resource individually. Finally, the Library switched its instant messaging client from Meebo, which was being discontinued by Google, to NC Knows which allows the Library to have 24/7 coverage 5 days a week through a cooperative coverage agreement among a number of state institutions.

***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.

*Performance Indicator:* The Library will send a transaction-level survey to all distance education students following interaction with library reference personnel.

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

*Expected Outcome:* More than 95 % of all distance education-related transactions will be surveyed as "satisfied."

*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.

*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). 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. A user satisfaction survey is sent to distance education students following each reference transaction and data are collected using a web form.

*Use of Assessment Data:*

The Library provides research services to all its students and faculty no matter where they are located or the modality of the course. The Outreach/Distance Education Librarian works closely with the Reference/Instructional Services Librarian to coordinate services to distance education programs. The number of transactions to Distance Education students is recorded each month. Services include, but are not limited to, the following: reference services via e-mail, fax, in-person, instant messaging, and phone; instructional services, which include both small groups and whole classes for students taking instruction at off-campus locations; instructional services to online courses through the creation of online instructional modules; document delivery services that assure access to resources available in the Library's collections (both print and electronic) and at other libraries throughout the United States; and technical services, which include assistance with accounts, the use of various programs and databases, and other related issues.

The most recent data available from the DE Transaction Survey is from the 2011-2012 academic year. During that period, a total of 390 survey requests were sent and 89 (14%) were returned. Of the returns, 86 students were "satisfied" with our services; 1 student was "somewhat satisfied"; and 2 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 50 graduate students and 38 undergraduate students who completed surveys. The responses also included a number of useful comments from students.

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

*Performance Indicator:* The number and types 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 publications 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 electronic publications, is tracked.

*Use of Assessment Data:*

Services were promoted via various venues, such as research guides, tutorials, flyers, the *Library Lines* newsletter, and the UNCP student newspaper, *The Pine Needle*. In addition, they were highlighted on the Library's electronic message board, particularly Reference Services and Access Services. Databases were also promoted on the electronic message board. Posters advertising various databases were displayed in the Electronic Resources Center.

In order to increase the modes of access to library resources that are available for students, faculty and staff, the Library created accounts on several social media sites, such as Second Life, Facebook and Twitter. On Facebook, the Library garnered approximately 171 "likes" and a significant increase in comments on posts. On Twitter, there were 89 followers and 20 re-tweets of library posts, another significant increase. In Second Life, the 12 book club events during 2011-2012 had an average of 5 attendees, and there were a few miscellaneous library/patron transactions outside of the book club. The YouTube site had 381 video views and on the FourSquare Mobile site, 78 people checked in 467 times and left 2 comments.

***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.

*Use of Assessment Data:*

The Library continued to utilize the online course and subject-related information guides, called LibGuides. These resources have provided a way to help students to better understand research tools for specific assignments. LibGuides group course and assignment-related resources in one location to facilitate ease of access for students. The number of LibGuides has increased from 51 guides in 2010-2011 to 105 in 2011-2012. Approximately 90 of the guides are course specific while the others relate to faculty/staff interests. These guides received a total of 13,996 hits in the 2011-2012 academic year.

The guides are updated as needed to indicate resources available to UNCP students. Feedback from instructors who used or requested LibGuides for their classes has been positive. Several LibGuides are the result of librarian-faculty collaboration (ENG 1060 Hip-Hop, Subcultures, and Research). The Student Guide to the Library was created to provide easy access to library information for new students.

***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.

*Performance Indicator 3:* The Library maintains statistical records on the use of materials located in Special Collections.

*Expected Outcome 1:* The Library will provide access to all patrons as is possible.

*Expected Outcome 2*: The Library will provide access to a variety of resources.

*Expected Outcome 3*: The Library will provide access to the rich cultural and historical information available in Special Collections.

*Assessment Timeline:* Patron and item-type usage statistics are recorded monthly and are analyzed at the end of each fiscal year. Special Collections statistics are recorded after each use of materials from the Special Collections area.

*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. The University Library Specialist for Special Collections compiles monthly usage statistics for Special Collections materials.

*Use of Assessment Data:*

Based upon use of and demand for the Library's 5 circulating iPads during 2010-2011, five additional iPads were purchased and made available to students in May 2012. The checkout period for the iPads was increased from one day to three days based on the number of renewals, holds, and anecdotal data from circulation desk staff.

Course reserves were moved to Blackboard through the implementation of the Ares Blackboard plugin. Consequently, students were able to access course reserves through their already existing Blackboard course; this eliminated the need for a separate account on a library webpage.

To upgrade Reference for text-messaging users, SMS (Short Messaging Service) was added to the instant messaging service.

Document delivery services were added to the ALA RUSA STARS Rethinking Resource Sharing List for outstanding document delivery. The Rethinking Resource Sharing Initiative is an ad-hoc group that advocates for a revolution in the way libraries conduct resource sharing. With a total score of 97 points, our Library is engaged with 70% or more of the activities/initiatives/services represented in the checklist and qualifies for 2 STARS demonstrating our commitment to best practices in resource sharing.

The document delivery service for graduate students was changed from an opt-out to an opt-in mail service, as the majority of graduate students requesting document delivery services expressed a preference for in-library pick up of materials.

For the 2011-2012 academic year, 230 patrons used materials from the Library's Special Collections. The Library continued with the public programs to aid in the identification of individuals in the Elmer Hunt photographs. A full-time, grant-funded position was created to add metadata to the digitized images and then upload them to CONTENTdm, an online, content management database for archival materials. By fall 2012, library patrons were provided electronic access to approximately 15,000 of the Hunt Collection photographs via the Internet.

***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 2011-2012 collections were shifted again to take advantage of available space as much as possible. Materials were deselected and updated as needed. A complete inventory of the general, folio, and juvenile collections was completed.

***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.

*Performance Indicator:* The Library will keep a record of the various ways in which reference services are provided to our patrons.

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

*Assessment Timeline:* Reference statistics are recorded daily and complied 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.

*Use of Assessment Data:*

In the 2011-2012 academic year, the Library maintained its presence in Second Life with a virtual reference desk that was staffed approximately 10 hours per week. At the end of the academic year, the use of the IM aggregator Meebo was discontinued, and the LibraryH3lp software via NC Knows was adopted.

Total reference requests decreased across all venues. Reference contacts via Instant Messaging decreased slightly to 241 contacts from 252 in the previous year (-4%). Transactions at the Reference Desk decreased by 11%; (3428 transactions recorded in 2011-2012 versus 3863 in the previous academic year). Telephone transactions dropped to 542 from 722, a 25% decrease. Recorded e-

mail reference transactions saw the greatest reduction, as only 559 were recorded, a drop of 30% from last year's 803. The overall decrease may be due to staff laxity in recording statistics. All Reference Desk personnel will be asked to record statistics more accurately, and the statistics will be monitored more closely to determine if this is the problem.

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

*Performance Indicator:* User statistics for database usage will be maintained by the Collection Development/Electronic Resources Librarian.

*Performance Indicator:* User statistics for access of the Library's web pages will be maintained by the Serials/Digital Operations Coordinator.

*Performance Indicator:* The Library will keep a record of the various ways in which access to online services are provided to our patrons.

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

*Assessment Timeline:* Database statistics are recorded monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year. Library web page usage statistics will be gathered annually.

*Assessment Procedure:* The Collection Development/Electronic Resources Librarian is responsible for compiling and disseminating the usage statistics for each electronic resource. These include eBook packages and article databases. 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. The Library provides access to its digital collections through its web presence. URLs are checked on a periodic basis using a third party link checker to ensure connectivity and accuracy of all links in the library catalog and web presence.

*Use of Assessment Data:*

Robert Wolf, the Serials/Digital Operations Coordinator, reported 535,134 hits on the Library's webpages for the 2011-2012 academic year.

During the year, the Library made a number of changes to its Web presence to make searching for resources easier for the users.

Since 2009, the Library had been using Meebo Chat to facilitate IM chat and texting transactions with students. However, in June of 2012, Meebo was discontinued since the software would no longer be supported by Google. The Library then adopted NC KNOWS to provide IM chat coverage. NC KNOWS allows the Library to have 24/7 coverage 5 days a week through a cooperative coverage agreement among a number of state institutions.

In the spring of 2012, the Library also instituted EBSCO's Discovery service which allows patrons to search across over 80 databases at one time for books, journals, e-books, e-journals, movies, and more, rather than having to search each resource individually. The Library also transitioned its subject-specific "Useful Webpages" feature to LibGuides to allow the subject librarians to maintain the pages without having to rely on the Web Information Coordinator to make necessary updates.

***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.

*Expected Outcome:* More than 95 % of all distance education-related transactions will be surveyed as "satisfied."

*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 provides research services to all its students and faculty no matter where they are located or the modality of the course. The Outreach/Distance Education Librarian works closely with the Reference/Instructional Services Librarian to coordinate services to distance education programs. The number of transactions to Distance Education students is recorded each month. Services include, but are not limited to, the following: reference services via e-mail, fax, in-person, instant messaging, and phone; instructional services, which include both small groups and whole classes for students taking instruction at off-campus locations; instructional services to online courses through the creation of online instructional modules; document delivery services that assure access to resources available in the Library's collections (both print and electronic) and at other libraries throughout the United States; and technical services, which include assistance with accounts, the use of various programs and databases, and other related issues.

The most recent data available from the DE Transaction Survey is from the 2011-2012 academic year. During that period, a total of 390 survey requests were sent and 89 (14%) were returned. Of the returns, 86 students were "satisfied" with our services; 1 student was "somewhat satisfied"; and 2 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 50 graduate students and 38 undergraduate students who completed surveys. The responses also included a number of useful comments from students.

***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.

*Use of Assessment Data:*

The Electronic Resources/Collection Development Librarian uses the following collection analysis tools and procedures to assist in deselecting and purchasing decisions: *Resources for College Libraries (RCLWeb).* The librarian attempts to analyze as much of the collection as possible during the academic year, with the goal being to evaluate 100 percent.

During the 2011-2012 academic year, the Collection Development/Electronic Resources Librarian analyzed the Computer Sciences, Business, Psychology, Nursing, and the Technology areas. Faculty members from the various academic departments, as always, are a part of purchasing and de-selection. If they do not physically come over to the Library to take part in the de-selection process, they are consulted before any items are removed from the collection. Also, faculty members are always encouraged to make suggestions for purchases by the Library.

Upon completion of the analysis, there was a "two-pronged" approach for "post-evaluation" of a collection. A determination was made as to whether the materials withdrawn needed to be replaced, updated, or completely withdrawn from the collection. In addition, the entire collection is constantly undergoing evaluation to insure it is current and fully able to support the curriculum. Consequently, materials were added during the year so that the current collection could be brought up to or remain current to established standards.

**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.

*Performance Indicator:* Responses to the Biennial Academic Support Services Survey will be used to gauge how well this goal is met.

*Performance Indicator:* Responses to the Annual Sophomore 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:* The Library's paper-based User Satisfaction Survey is made available to in-house library users every April during National Library Week. The Academic Support Services Survey is made available biennially. The Annual Sophomore Survey is made available by the University of North Carolina General Administration each year.

*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. The Academic Support Services Survey is made available biennially. Library-related responses are analyzed by library personnel. The Annual Sophomore Survey is made available by the University of North Carolina General Administration (GA) each year and library-related responses are analyzed by library personnel.

*Use of Assessment Data:*

Data from all Annual National Library Week Library User Satisfaction Survey questions, including 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 spring 2012 survey was very positive. For question #7, those indicating that they were "extremely comfortable" rose to 35 % (up from 28.9 % in 2010). 29 % indicated that they were "very comfortable" and another 25 % were "comfortable." 8 % were only "somewhat comfortable" and 3 % were "not comfortable." In both cases this indicated a significant increase from the 2010 survey. Overall almost 90% of respondents were satisfied with the physical library environment.

For question #12, 31 % of respondents requested "longer hours"; 14 % requested "less noise"; and 36 % requested "more study rooms." This indicates a leveling of noise complaints and a decrease in the number of respondents requesting more study rooms. There were 27 comments, with 12 of the comments requesting longer hours of operation for the Library. 1 comment stated that the Library was too cold; 1 comment indicated that we need to build a larger library; and 1 comment asked for more comfortable chairs. Under additional comments, 1 respondent asked for longer hours of operation.

It is important to note that the Library has been undergoing an atmospheric renovation with "green" lighting and new environment controls and devices being installed. When completed, this renovation will, in theory, make the Library more comfortable, in terms of temperature and lights, for our patrons.

The Library, as always, responded to as many of these statements as possible. While the Library was not able to increase the number of study rooms, in response to student comments, several pieces of new comfortable furniture were purchased for various study spaces throughout the Library.

The next Academic Support Services Survey will not be deployed until the spring 2013 semester.

The latest data from the GA's Annual Sophomore Survey is from 2012. Two sub-questions of the Sophomore Survey analyze the same areas that are covered in the Library's Annual Survey: "Space for Individual Student Work" and also "Space for Group Work." This year, the sophomore survey data is presented in percentages and no raw data was reported; however, 80% of students were clearly "Very Satisfied" or "Satisfied" with the Library's individual and group spaces.

We will attempt to get the raw data from Institutional Effectiveness in order to analyze the data more specifically.

***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. To meet the needs of mobile devices the Library created a mobile page which allowed users to use the library catalog, access databases supporting mobile devices, and provided contact information.
*Use of Assessment Data:*

During the year, the Library made a number of changes to its Web presence to make searching for resources easier for the users. In the fall of 2011, the Library added a search feature to the homepage which allowed students to search for books, movies, articles, and journals from one page. In the spring of 2012, EBSCO's Discovery Service was implemented. This service allows students to search across over 80 different resources in one search rather than having to search each resource individually. Finally, the Library switched its instant messaging client from Meebo, which was being discontinued by Google, to NC Knows which allows the Library to have 24/7 coverage 5 days a week through a cooperative coverage agreement among a number of state institutions.

***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 ADAAA 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:*

In July 2011, the Access Services/Reference Librarian and the Instructional Services/Reference Librarian participated in training to become volunteers for the Disability Advocacy Training Exchange of North Carolina. In October 2011, Disability Support Services was consulted on issues with a problem patron with mental disabilities to be sure the situation was handled legally. In April 2012, the Access Services/Reference Librarian participated in ADAAA training provided by Disability Support Services. She also consulted Disability Support Services and the Department of Information Technology on captioning YouTube videos and on copyright compliance.

**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.

*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 1-2 business days.

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

*Assessment Timeline:* Document delivery turnaround 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 turnaround statistics using the ILLiad document delivery software system's report functionality. These statistics are recorded into an Excel spreadsheet, where the monthly totals are compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.

*Use of Assessment Data:*
At the end 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 the document delivery software system (ILLiad) are necessary. An example of a needed change would be the addition of student workers to assist with material retrieval when turnaround time lengthens due to increased requests.

In 2011-2012, there were 2,472 interlibrary borrowing requests, 1,339 intra-consortial borrowing requests, and 378 document delivery requests. For borrowing, the turnaround time for non-returnable requests averaged 1.76 days for processing and 4.15 days with shipping included. For returnables, the turnaround time for requests averaged 2.13 days for processing and 11.46 days with shipping included. Document delivery turnaround time averaged 2.32 days for non-returnables and 2.95 days for returnables. Faculty patrons submitted the majority

of borrowing requests or 58%, while students submitted 42% of all requests, with 1,100 patrons served. All processes were completed well within the expected time frame; however, an increase in turnaround time, in comparison to last year, is apparent and most likely was influenced by the continued lack of document delivery student assistants. If current trends of having to work with fewer staff continue, request processing and turnaround time are expected to increase.

***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 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 1-2 business days.

*Expected Outcome 2*: The Library will fill 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 document delivery software system's report functionality and an internally developed Excel spreadsheet used to track the number of intraconsortial requests. These statistics are recorded into an Excel spreadsheet, where the monthly totals are compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.

*Use of Assessment Data:*
At the end 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, staffing, or the document delivery software system, ILLiad, are necessary. An example of a needed change would be the reconfiguration of ILLiad to automatically redirect requests for item types not eligible for interlibrary loan in order to reduce staff workload.

In 2011-2012, there were 4,969 interlibrary lending requests and 516 intra-consortial lending requests. The turnaround time for the requests for returnables averaged 1.75 days, and the turnaround time for requests for non-returnables averaged 1.33 days. All processes were completed well within the expected time frame; however, an increase in turnaround time, in comparison to last year, is apparent and most likely was influenced by the continued lack of document delivery student assistants. If current trends of having to work with fewer staff continue, request processing and turnaround time are expected to increase.

**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.

*Performance Indicator 3:* The committee will keep a list of flyers related to each program.

*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.

*Expected Outcome 3:* The list of flyers will indicate cultural diversity of FOL programs.

*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:* Beginning in the fall of 2010, the Library randomly deployed a satisfaction survey at several FOL program events. The Library has

sponsored 8 programs between September 2011 and March 2012, with an overall attendance of 489. Surveys have been given at six events, with 68 respondents.

Overall, respondents indicated satisfaction with the programs, and they continued to make useful suggestions for future programs. FOL events averaged 61 attendees per event, suggesting that there continues to be a high level of interest in FOL programs. This does represent a decrease of 30 attendees per event, down from last year's average of 91. However, the high attendance from 2010-2011 was due to a very successful and highly anticipated program series that focused on the Hunt Photograph Collection.

In the spring of 2011, a new survey format was designed in hopes that more useful data, including demographic information, could be obtained. Only two surveys were returned using the new survey format.

The Library surveys did spark a new pilot project for summer 2012. A frequent response to the question about the "type of programs that should be provided" has been "book clubs" for several years. This summer the Library organized four "Good Reads" book clubs on campus (5/22, 6/26, 7/24, 8/28). On average, 14 people attended the three book club meetings. The book club set up is following a new trend, in which a participant reads any book he or she wants, brings it to the group and briefly discusses the book. Then, the next participant describes the book he or she selected and read. This project will continue through the fall 2012 academic year and then the Library will have to evaluate the success of the project and decide whether to continue or not.

***Objective 4.2:*** The Library's Art, Displays, and Exhibits Committee and the Government Documents/Development Librarian will create culturally enriching displays and exhibits for patron edification and entertainment.

***Strategy 4.2.1:*** The Art, Displays, and Exhibits Committee will meet as needed throughout the academic year to plan for and develop displays and exhibits that are culturally diverse and stimulating. The Government Documents/Development Librarian will create poster displays for library programs throughout the academic year.

*Performance Indicator:* The committee and the Government Documents/ Development Librarian 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 committee-generated

displays are typically created monthly, based on discussions of the list of displays that is generated at the beginning of each academic year. The Government Documents/Development Librarian creates poster displays for each library program that is held during the year.

*Assessment Procedure:* The Library's Art, Displays, and Exhibits Committee and the Government Documents/Development Librarian 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 continued to meet and plan displays and exhibits representing various cultural and social themes. Displays were created for cultural events, holidays, and national monthly observances, such as African American History Month, Hispanic Heritage Month, as well as LGBT (Lesbian, Gay, Bisexual and Transgendered) Pride Month. An exhibit of the works of current UNCP faculty authors is created in a glass display case each year. Topical displays that support ongoing library programs are exhibited in a second glass case as the programs are scheduled. A most recent display contained examples of U.S. military helmets that have been collected by Dr. Charles Beem, a presenter at a 2011faculty showcase and the author of *The Foreign Relations of Elizabeth I.* The Government Documents/ Development Librarian created poster displays as each library program was held during the year.

During the fall 2011-spring 2012 academic year, 6 displays were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee. The displays included Banned Books Week, Mental Health Awareness, Native American Heritage Month, African American History Month, Women's History Month, and America's Favorite Past-time. A multitude of display posters were created by the Government Documents/Development Librarian and displayed inside and outside the Library. A photographic sample of selected displays created in 2011-2012 can be found at the link below.

***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:* The Library continued to support the academic curricula through purchases of media items. The cultural diversity of the Library's media collection has increased tremendously in the areas of Religion, Foreign Language, Lifestyles, Ethnicity, and Foreign Films. During the fall 2011-spring 2012 academic year, media in these targeted collections increased to 489, up from 415 items from the previous year. The Library retained the digital collection *Films on Demand*, which continued to have titles added to the collection. The Library added a digital collection, *Counseling and Therapy in Video*, from Alexander Street Counseling. This collection includes 351 videos. The Library also added *VAST: Academic Video Online* from Alexander Street Press. This collection covers 23 disciplines including Gay and Lesbian Studies, Religion and Philosophy, and Ethnic Studies.

**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 department.

*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 the 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 balanced support of each area of the curriculum.

*Use of Assessment Data:*

The Library's materials budget remained static at $1,479,464 in FY2011 and 1,479,464 in FY2012. Annual review and application of the acquisitions formula has allowed for equitable funding of all areas of the curriculum. Departmental funding remained the same at $330,000 in FY11 and FY12.

Traditionally, the Library's flex/current projects funding helped to cover any additional spending for new departments, courses, or other special acquisition needs. These funds decreased due to the static budget. In FY12, this fund was

again used to cover large increases in the costs of serials, electronic databases, and license of streaming video.

***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 desk. 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 either by the Collection Development/Electronic Resources Librarian, the Serials/Digital Operations Coordinator, or 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 types of requestor input. At the end of each fiscal year, a report is run to determine the percentage of each type of request.

*Use of Assessment Data:*

The Library monitored the percentage of requests made by faculty and others. In FY12 approximately 24% of all requests were generated by faculty. This information was used to encourage faculty not making requests to consider doing so. A librarian was assigned as a liaison to each department to serve as a link between the Library and the academic departments. A subscription to *Choice Reviews Online* was maintained and each month Carl Danis, the Collection Development/Electronic Resources Librarian, shares with each department a list of books from *Choice Reviews* that has been specially tailored for each area. Overall faculty members have responded quite positively with order requests from the *Choice Reviews* lists. A concerted effort was made to visit with those departments not communicating with library staff.

An effort was also made to order 100% of all faculty requests unless the item did not fit the Library's criteria for purchase as stated in the Library's Collection Development/Selection Policy. All requests from the "Suggest a Purchase" form linked from the library webpage and the catalog were filled, if they complied with the Library's stated policies and the price was reasonable.

Finally, since 2007 the Library has made a concerted effort to enhance its media collection. The 2012 survey showed over 89.6% of users felt the Library's media collection was very satisfactory or better as compared to 86.7% in 2011.

***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.

*Use of Assessment Data:*

According to tracking statistics, over 90% of items were received within four weeks and 96% were received within eight weeks. The Library was able to

closely monitor vendor performance, so if a vendor appeared to be slower in response time, a faster vendor was identified.

***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.

*Use of Assessment Data:*

The Library tracked items that were ordered but not received. Statistics indicated an extremely low number of items cancelled, less than 1% annually. Acquisitions staff members continued to monitor cancellations to assure that this excellent record was 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.

*Use of Assessment Data:*

The Library monitored the turnaround time for item processing to ensure faster turnaround times. Prior to FY08, the number of cataloging staff was static, but the Library's materials budget continued to increase. As the turnaround time for books and particularly media increased, Technical Services 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.

Unfortunately, changes in staffing caused this number to begin to increase again. The average cataloging time for print materials in FY10 was 45 days and by FY11 it rose to 48 days. Media cataloging turnaround time rose from 151 days in FY10 to 196 days in FY11. This increase in turnaround time is attributed to the fact that Cataloging Services is down three positions due to budget freezes on positions. Technical Services lost one position entirely and the positions of Electronic Resources/Media Catalog Librarian and University Library Technician for Media Cataloging remained vacant.

In FY12, the number of print materials added to the collection dropped to 6013 from 7415 in FY10, and the days the items spent in cataloging increased to 51 days. In the media area, time in cataloging decreased from 196 days in FY11 to 63 days in FY12; the number of items cataloged, however, dropped from a high of 2773 in FY11 to 1607 in FY12. These numbers reflect a growing backlog of materials as only the high priority items are being cataloged and little time can be spent working on older materials.

***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 UNCP's 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. Brief printouts of bibliographic records are used to check online catalog records, but this is a time-consuming process that is a secondary priority to perform when there is a backlog of resources. Any problems identified are brought to Cataloging Services for resolution. A tally is kept in the Coordinator of Cataloging Services office as there are so few (less than 0.1%) reported. In FY12 there were 23 records identified by Cataloging Services as having a repeated error in the last three years of cataloging. These were fixed as soon as they were identified. None would have prevented the records from being found in the catalog. With an average of 8 titles per year and with the fewest material cataloged being over 7000, that is an error rate of approximately 0.1%.

*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), there was an average of less than one book returned for errors per cart in 2008-09. In 2009-10, Reference services reported that this error rate had dropped to near zero, so Technical Services discontinued Public Services' checking the carts. Currently Technical Services averages a book or two a month returned due to 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 was linked to the Library's webpage. When an error was discovered, the item record was printed off, the error was highlighted, and the printed record was given to the Coordinator of Cataloging. The error was corrected immediately, and the type of error was entered into a database for tracking and evaluation purposes. During the time the formal reporting system has been in place, only one or two errors were reported within FY11. This is an error rate of less than 0.1%. The same pattern held true in FY12.

**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 some 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:*

During the fall 2011 semester, 36 sections of FRS 1000 were taught, with a total of 728 students. There were 159 usable pretests and posttests (matched pairs). The pretest average was 65.23% and the posttest average was 80.59%, which represents an overall gain of 15.36%. This was one of the best gains since the inception of this program five years ago. Of note, we also have moved the pretest and posttest into the Qualtrics system, which will help us to better manage this aspect of our assessment activities. Also, a total of 243 students took the posttest, with 187 passing with at least 70%. This is an increase of 10% from the previous year—which is also significant in showing that our instructional program for FRS 1000 students is slowly becoming effective.

***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 *Guide to Library Research*.

*Expected Outcome:* Statistics will show that 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 *Guide to Library Research* to assign to their students if they so choose.

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

*Assessment Procedure:* Each semester, the Library provides many instructional sessions for freshman Composition I (ENG 1050) and Composition II (ENG 1060). Librarians also encourage the instructors of ENG 1060 to assign the *Guide to Library Research* to students in their classes before coming to the Library for their instructional session(s). Statistics are kept each semester on how many Composition I and Composition II 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 *Guide to Library Research* to their students. There is presently no way of monitoring how many students complete parts of or the entire guide; therefore, no statistics are kept in that regard.

*Use of Assessment Data:*

In the fall 2011 semester, Instructional Services provided instruction to 14 sections of ENG 1050, with total of 221 students. This represents a tremendous increase in the number of sections from the previous year (31 % of regular ENG 1050 sections offered). Instructional Services provided instruction to 12 sections, with 191 students. This represents 75 % of the total number of regular ENG 1060 sections offered.

In the spring 2012 semester, Instructional Services provided instruction to 5 sections of ENG 1050, with total of 69 students. This too represents a tremendous increase in the number of sections from the previous spring semester (31 % of regular ENG 1050 sections offered). Instructional Services provided instruction to 18 sections, with 303 students. This represents 50 % of the total number of regular ENG 1060 sections offered. It is only a 5% decrease from the number of sections the previous spring semester.

During the 2011-2012 academic year, Instructional Services received a total of 2 informal comments regarding the use of the *Guide to Library Research*. This guide may have lost some of its relevance due to the significant updates that are needed. These updates are being made throughout the fall 2012 semester and will be completed by January 2013.

***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 (e.g., biology, business, psychology, etc.).

*Performance Indicator:* Students will evaluate the efficacy of the instructional session using a standard evaluation tool.

*Expected Outcome:* Most students (above 90%) will receive a 3/3 on the assessment questions. Students should indicate a high level (above 90%) of confidence with the instructional sessions (or instructional materials) in terms of their research abilities following each instruction session.

*Assessment Timeline:* Subject-specific courses (e.g., biology, business, psychology, etc.) are offered throughout the academic year. Data from instructional session evaluations are collected at the end of session (either online or in paper) and collated on a continuous basis.

*Assessment Procedure:* Each semester, Instructional Services 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 evaluation to gauge their basic level of knowledge following an instruction session and their level of confidence in their own research abilities. This evaluation will be made available both in paper-based and online formats, as the necessitated by the modality of the course (or preference of the instructing librarian).

*Use of Assessment Data:*

During the 2011-2012 academic year, the Library migrated the assessment of subject-specific courses to a Google Docs web-form survey. The survey was deployed in January 2012. Two hundred and twenty-six completed surveys were returned, and two hundred and eight of the students passed with at least 70%. The overwhelming majority of comments were very positive.

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

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

*Expected Outcome:* The results of the reference services survey will reflect a high level (above 80%) of student satisfaction with the services they received at the reference desk.

*Assessment Timeline:* Reference services are offered continuously throughout the year. The Reference Services survey is available at the desk for all patrons to complete if they choose to do so.

*Assessment Procedure:* The Reference Services Survey is a 5-question instrument designed to gain feedback from library patrons regarding the quality of reference services. The survey is offered to all patrons who seek in-person assistance at the reference desk. The data is collated on a continual basis.

*Use of Assessment Data:*

During the 2011-2012 academic year, 120 patrons completed the Mary Livermore Reference Transaction Survey. All 120 indicated they were satisfied with their transactions.

The Library began to assess additional information, such as the method of contact with the desk. One hundred and five (87%) of the respondents indicated that their sole method of interaction had been in person at the reference desk. Thirty-one persons (26 %) indicated that they were first-time users of the Reference Desk. Six of the respondents (5%) also indicated contact with the reference personnel via e-mail. A total of seven persons (6%) indicated contact with the Reference Desk via telephone. Only two persons (2%) indicated they had contacted the Reference Desk using a form of instant messaging. Eight respondents (7%) indicated contact with the Reference Desk by more than one method.

The two most frequent subjects with which patrons asked for reference assistance were English and Sociology. Two people were assisted with locating resource materials and one needed assistance renewing a book. The academic level of patrons seeking assistance was fairly evenly distributed: 18 freshmen (15%), 14 sophomores (12%), 26 juniors (22%), 35 seniors (29%), and 23 graduate students (19%) completed the transaction form. Three patrons did not select an academic level.

**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:*
>
> For the 2011-2012 academic year, the membership data was taken from the membership list published in the March 2012 edition of *Library Lines*. New membership status was credited to members on this list who had not been on the FOL Membership List dated April 13, 2011. The membership data clearly show that we are not keeping current members but seem to pick-up new ones. There is a drop in the number of members, and it seems to be a trend. The Friends of the Library Board and the FOL Committee have discussed this issue and are planning ways to encourage current members to renew, while attracting new members as well. The Board of Directors of the FOL has decided to change the membership year. Before, all memberships would expire on October 31 and members would have to rejoin to remain active members, regardless of when they had joined during the past year. Now, the membership year will run from the date the member joined FOL to the corresponding date of the following year. With this change, it is hoped that members will be more willing to renew. When memberships are about to expire, a notice will be sent to the members reminding them and asking them to renew. Reminders will also be sent out yearly to all expired members.

***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:*
In the summer of 2011, the Library provided special instructional sessions for more than 200 young people who were taking part in the Regional Center's summer Transportation Institute, Kids' College, and Teen College programs.

For the Summer Transportation Institute, the Library demonstrated several websites about GPS and global mapping, as well as sites about different countries and regions. The students were then given different exercises that required them to use the resources that had been demonstrated to locate and plan trips to these countries.

During the Kids' College and Teen College sessions, the staff at the Library showed students how to use the Library, how to locate books, how to perform Internet searches, and how to use print resources for research and projects. Story time and craft projects were also shared with the Kids' College students.

The Library also provided tours or information sessions for other school groups. On October 7, 2011, a group from St. Pauls High School visited the library and was instructed about the online catalog and electronic databases. A group of home-schooled students visited the Library on March 30, 2012, and they were also shown how to use the online catalog and electronic resources. A couple of elementary-aged groups from Laurinburg were given library tours: I. Ellis Johnson Elementary School (October 17, 2011) and Scotland Christian Academy (April 26, 2012).

***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:*** Library personnel will respond to 100 percent of requests made by the Regional Center personnel for collaboration.

*Performance Indicator:* The Library will keep records of all collaborations with the Regional Center

*Expected Outcome:* The image of the Library and the University will be enhanced by these collaborations.

*Assessment Timeline:* The Outreach/Distance Education Librarian coordinates all requests as they are received.

*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:*

As stated earlier, during the 2011-2012 academic year, the Library provided multiple instructional sessions for the Regional Center's summer youth programs: Transportation Institute, Kids' College, and Teen College. On June 15, 2012, Michael Alewine, the Outreach/Distance Education Librarian, met with Teresa Oxendine, Director, Regional Center, and with Querida Hunt, Office Assistant, Regional Center, to discuss ways in which the Library can continue to collaborate with the Regional Center. The Library is currently creating an online instructional program in support of the Regional Center's proposed Lifelong Learning Academy. These online modules will cover technology basics, such as using e-mail or Microsoft Word and locating and evaluating information from the World Wide Web.