

# **The Mary Livermore Library 2010-2011 Assessment Report**

## **Highlights**

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

Spring 2011 saw a significant increase in instructional classes with a total of 112 sessions, up from 105 sessions the previous spring semester.

Reference statistics saw an increase in all types of questions asked.

The Library has created accounts in Second Life, Facebook and Twitter to increase the modes of access to library resources that are available for students, faculty and staff. The Library's home page includes links to its Facebook and Twitter pages. The Library has also increased its Second Life presence, providing reference services, book clubs and other resources. Finally, the Library created 10 instructional videos and placed them in both YouTube and Second Life.

The Library added a search box to the center of the home page to make searching more intuitive to users. This search box allows users to access all the Library's resources from one search interface rather than having to navigate to separate pages for each resource type.

The number of subject-related information guides, called LibGuides, has increased from 28 course-specific guides to 51 with a total of 12,107 hits during 2010-2011 academic year.

To facilitate circulation of materials, departmental libraries were established in the Education and Mass Communication departments. The Library began circulating iPads, camera equipment, and digital voice recorders. Shelving was also added to accommodate the rapidly growing media collection.

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

Data from the Annual National Library Week Library User Satisfaction Survey indicated a significant decrease in negative feedback regarding the quality of the physical presence of the Library. The overwhelming majority of students found the building comfortable.

Data from the spring 2011 Academic Support Services Survey indicated a high satisfaction with the Library's facilities, with an overall majority scoring in the "Good" and "Excellent" categories.

Data from the GA's 2010 Annual Sophomore Survey indicated a high satisfaction with the Library's study facilities, with an overall majority scoring in the "Satisfied" and "Very Satisfied" categories.

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

FOL events averaged 91 attendees per event, suggesting that there is a high level of interest in FOL programs. This was an increase of 41 attendees per event over the previous data.

The Library added a digital collection called *Films on Demand*. This digital collection is a streaming video platform containing educational programs in the humanities and sciences. The current subscription provides over 1500 titles in Religion, Foreign Language, Ethnicity (cultural anthropology) and LGBT.

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

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. The increase in turnaround time is attributed to the fact that Cataloging Services is down three positions due to budget freezes on positions.

Since 2007 the Library has made a concerted effort to enhance its media collection. The 2011 survey showed over 67% of users felt the Library's media collection was very satisfactory or better as compared to 48% in 2010.

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

FOL membership has continued to decline by 1 member each year for the past 2 years – the current total is 153 (down from 154 in 2010). Therefore, the Library is looking for ways to increase the number of new FOL members during these trying economic times, as well as increase new UNCP student FOL membership.

The main issue, however, seems to be how to get current members to renew their memberships. The Library is looking at possible new marketing campaign ideas, as well as adding additional benefits for membership.

In the summer of 2010, the Library provided special instructional sessions for more than 200 children who were taking part in the Regional Center's summer Around the World in 4 Days, Kids' College, and Teen College programs.

**The complete 2010-2011 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 2010 instructional classes saw a slight increase to 128 sessions (from 123 in Fall 2009) which served 2242 students. Spring 2011 saw a significant increase in classes with a total of 112 sessions (from 105 sessions the previous spring semester), but the number of students in those sessions was only 1575 (down from 1680 students).

Reference statistics saw an increase in all types of questions asked. General reference questions saw a slight 5.6 % increase in 2010 from 2009 as 3532 questions were answered. Directional questions saw a rise of 10.2% in 2010 to a total of 861. Most surprisingly Technical questions rose 31% from 2009. In 2010 questions about library accounts were given a statistical category of its own after being included in the Technical category in previous years. A total of 353 library account questions were asked in 2010. Instructional questions also saw a slight rise of 6% in 2010 over 2009 to 389.

**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:*

Due to changes in the method used to gather usage statistics by the Department of Information Technology (DoIT), usage statistics after 2010 are not comparable to those gathered prior to 2010. The Library will continue to gather usage statistics for future comparisons.

***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 [satisfaction survey](#) data set is from the fall 2010 semester. During that period, a total of 390 survey requests were sent and 64 (16%) were returned. Of the returns, 61 students were "satisfied" with our services; 2 students were "somewhat satisfied"; and 1 student was "not satisfied." Results indicated that the majority of these students were taking online courses. There were 49 graduate students and 20 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](#) are highlighted on the Library's electronic message boards, particularly Reference Services and Access Services. When iPads were purchased, their availability was advertised on the electronic message board. Announcements concerning new databases are sent via e-mail to all faculty and staff and are included in *Library Lines*. Databases are also promoted on the electronic message board. Posters advertising various databases are displayed in the Electronic Resources Center. The Library has created accounts in Second Life, Facebook and Twitter to increase the [modes of access](#) to library resources that are available

for students, faculty and staff. The Library has garnered approximately 100 “likes” on Facebook.

**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 has continued to utilize the online course and subject-related information guides, called [LibGuides](#). This resource has provided a way to help students to better understand research tools for specific assignments. LibGuides group course and assignment related resources in one location for ease of access for students. The number of LibGuides has increased from 28 course-specific guides to 51 with a total of 12,107 hits during 2010-2011 academic year. These guides are updated as needed to indicate resources available to UNCP students. Feedback from instructors who use or request LibGuides for their classes has been positive. Several LibGuides are the result of librarian-faculty collaboration (ENG 1060 Hip-Hop, Subcultures, and Research). One LibGuide, ENG 3040 Principles of Literary Study, was constructed using student input and suggestions after a library instruction session.

**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:*

To facilitate circulation of materials, departmental libraries were established in the Education and Mass Communication departments. The Library also began circulating iPads, camera equipment and digital voice recorders. Shelving was also added to accommodate the growing media collection. Access Services also implemented the ILLiad Circulation module at the Circulation Desk to increase efficiency in assisting patrons picking up materials.

For the 2010-2011 academic year, 453 patrons used materials from the Library's Special Collections. With the acquisition of the Elmer Hunt photographs, the Library launched efforts to identify individuals in the photographs with a series of outreach programs. To increase access of this collection, the Library received a grant to digitize this collection and create the metadata to aid in identification. With this funding, a position was created to input metadata and to add the digitized images to an online archival management system.

**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 2010-2011 collections were shifted to take advantage of space. An inventory of the Reference Collection was completed in the summer of 2011. Materials were deselected and updated as needed. Circulation staff and student workers are continually conducting an inventory of general collection items to ensure proper shelving and the availability of items. Extra shelving was also purchased due to the continued expansion of the media and book collections. The Library also examined the physical building and library policies to maintain ADAAA compliance.

**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 compiled monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

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

*Use of Assessment Data:*

In the 2010-2011 academic year, the Library increased its presence in Second Life with the addition of a [virtual reference desk](#) that is staffed approximately 10 hours per week. [Reference contacts](#) via Instant Messaging increased slightly in 2010-2011. Questions asked at the Reference Desk increased by 14.7% (498 questions) over record data from 2009-2010. Reference transactions conducted by telephone

saw a 19.9% increase. The greatest increase was seen in e-mail transactions which went from 486 requests in 2009-2010 to 803 in 2010-2011 (an increase of 65.2%). The Library created 10 instructional videos and placed them in both YouTube and Second Life. The YouTube videos have had over 150 views.

***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:*

The Collection Development/Electronic Resources Librarian examines the usage data to determine patterns. An examination of these patterns can lead to recommendations for retention or elimination of an electronic resource(s) It also allows the Library to examine strengths or weakness' in the electronic resources collection.

The Library added a search box to the center of the [home page](#) to make searching more intuitive to users. It allows users to access all the Library's resources from one search interface rather than having to navigate to separate pages for each resource type. The webpage also includes links to the Library's Facebook and

Twitter pages which allow patrons to keep up-to-date with library announcements and events. Finally, the Library has increased its Second Life presence, providing reference services, book clubs and other resources.

*Data Sources and Exhibits:*

Changes made to the Library's homepage are attached as a PNG.

**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 [satisfaction survey](#) data set is from the fall 2010 semester. During that period, a total of 390 survey requests were sent and 64 (16%) were returned. Of the returns, 61 students were *satisfied* with our services; 2 students were *somewhat satisfied*; and 1 student was *not satisfied*. Results indicated that the majority of these students were taking online courses. There were 49 graduate students and 20 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 deselection and purchasing decisions: *Resources for College Libraries (RCLWeb)*.

During the 2010-2011 academic year, the Electronic Resources/Collection Development Librarian analyzed the sociology, social work, nursing, technology, and general sciences collections. Also, faculty from criminal justice and sociology came to the Library and physically analyzed their collections. Several hundred items were withdrawn. These faculty members also made numerous suggestions for new purchases.

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 replacing, updating, or completely withdrawn from the collection. In addition, the entire collection was evaluated for currency and ability to support the curriculum. Materials were ordered so that the current collection could be brought up to adequate standards to support the said curriculum.

**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 2011 survey indicated a significant decrease in negative feedback regarding the quality of the physical presence of the Library (#7). The overwhelming majority of students found the building comfortable. There was also a minor decrease in the students requesting “More Study Rooms” with 52% requesting them in 2010 and only 50% requesting them in 2011. For question #12, however, the requests for “Less Noise” rose from 7 % in 2010 to 14 % in 2011.

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 latest data from the Academic Support Services Survey is from spring 2011. Questions 20-22 deal with the Library’s facilities.

20. Atmosphere for reading and studying

A. Poor 11 (2.56%) B. Fair 38 (8.86%) C. Good 149 (34.73%) D. Excellent 159 (37.06%) E. Don't Know or Don't Use 35 (8.16%) Missing 37 (8.62%)

21. Comfort and amount of tables, seating, and study rooms

A. Poor 29 (6.76%) B. Fair 57 (13.29%) C. Good 153 (35.66%) D. Excellent 118 (27.51%) E. Don't Know or Don't Use 33 (7.69%) Missing 39 (9.09%)

22. Library facilities as a whole

A. Poor 7 (1.63%) B. Fair 39 (9.09%) C. Good 180 (41.96%) D. Excellent 135 (31.47%) E. Don't Know or Don't Use 30 (6.99%) Missing 38 (8.86%)

The above data indicates a high satisfaction with the Library’s facilities, with an overall majority scoring in the “Good” and “Excellent” categories.

The latest data from the GA’s Annual Sophomore Survey is from 2010. Specifically the Library analyzed questions B3b and B3c.

B3b looked at “Space for Individual Student Work.” Of the 61 UNCP students surveyed, 36.1 % indicated that they were “Very Satisfied;” 49.2 % were “Satisfied;” 9.8 % were “Neither Satisfied nor Dissatisfied;” 4.9 % were “Dissatisfied;” and 0 were “Very Dissatisfied.”

B3c looked at “Space for Group Work.” Of the 61 UNCP students surveyed, 31.1 % indicated that they were “Very Satisfied;” 42.6 % were “Satisfied;” 11.5 % were “Neither Satisfied Nor Dissatisfied;” 14.8 % were “Dissatisfied;” and 0 were “Very Dissatisfied.”

The above data indicates a high satisfaction with the Library's study facilities, with an overall majority scoring in the "Satisfied" and "Very Satisfied" categories.

**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:*

The Serials/Digital Operations Coordinator met with various University and library groups to receive input on the new design and began to prepare for the forthcoming university-wide website redesign. The Library's website committee is currently looking at the Library's role in this overall redesign.

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

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

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

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

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

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

*Use of Assessment Data:*

In October 2010, there were several meetings between library personnel and Disability Support Services regarding implementing a public phone line in the Library to meet ADA AAA compliance standards. At this time, library personnel also discussed the placement of new shelving with Disability Support Services. Plans to add three additional shelves in front of the media shelves met ADA AAA space and mobility requirements. Plans to place shelving in the downstairs hallway were canceled, however, because the shelving would not allow for the requisite ADA AAA space in front of the shelves. In February 2011, there were several meetings between library personnel and Disability Support Services regarding evacuation of non-mobile patrons during fire emergencies and drills as part of the Library's fire evacuation plan revisions. In May 2011, various library personnel attended Disability Advocacy Training Exchange (DATE) training to prepare to serve as volunteers for Disability Rights NC initiative.

**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 would be the addition of student workers to assist with material retrieval when turnaround time increases due to increased requests. In 2010-2011, there were 2,545 interlibrary borrowing requests, 1,414 intraconsortial borrowing requests, and 414 document delivery requests. For borrowing non-returnables requests turnaround time averaged 1.73 days for processing and 4.42 days with shipping included. For returnables requests turnaround time averaged 1.73 days for processing and 9.72 days with shipping included. Document delivery turnaround time averaged 1.76 days for nonreturnables and 2.85 days for returnables. Faculty patrons submitted the majority of borrowing requests with 62% and students submitted 38% of all requests, with 1,530 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 document delivery going from 2 to 0 student assistants. If current trends of having to work with fewer staff continue, requests 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 would be the reconfiguration of ILLiad to automatically redirect requests for item types not eligible for interlibrary loan to reduce staff workload. In 2010-2011, there were 4,958 interlibrary lending requests and 533 intraconsortial lending requests. The turnaround time for returnables requests averaged 7.24 days and the turnaround time for nonreturnables requests averaged 1.43 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 document delivery going from 2 to 0 student assistants. If current trends of having to work with fewer staff continue, requests 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 12 programs between September 2010 and March 2011, with an overall attendance of 1097. [Surveys](#) have been given at four events, with 40 respondents. Overall, respondents indicated satisfaction with the programs, and they continued to make useful suggestions for future programs. FOL events averaged 91 attendees per event, suggesting that there is a high level of interest in FOL programs. This was an increase of 41 attendees per event over the previous data.

**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 2010 faculty 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 2010-spring 2011 academic year, [7 displays](#) were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee. The displays included Banned Books Week, Made with Pride (GLBT), Native American Heritage Month, African American History Month, Women's History Month, and Faculty Authors. 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 2010-2011 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 2010-spring 2011 academic year, media in these targeted collections increased to 415, up from 370 items from the previous year. The Library also added a digital collection called *Films on Demand*. This digital collection is a streaming video platform containing educational programs in the humanities and sciences. The current subscription provides over 1500 titles in Religion, Foreign Language, Ethnicity (cultural anthropology) and LGBT.

**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:* Use of Assessment Data: The Library's materials budget remained static at \$1,646,346 in FY2010 and \$1,659,194 in FY2011. 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 FY10 and FY11. 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 FY11, this fund was used to cover large increases in the costs of serials, electronic databases, and license of streaming video, as well as the one-time purchase of the American Periodicals Series. Examples of such uses were the following: \$31,000

transferred to cover the costs of the American Periodicals Series Online, \$13,000 transferred to cover the cost of the streaming film service Films on Demand, and monies transferred to assist in covering the \$56,000 additional funds needed to pay our serials subscriptions.

**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 FY11 approximately 26% of all requests were generated by faculty. This information was used to encourage faculty not making requests to consider doing so. A concerted effort was made to visit with those departments not communicating with library staff. An effort was made to order 100% of all faculty requests unless the item didn't 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.

Since 2007 the Library has made a concerted effort to enhance its media collection. The 2011 survey showed over 67% of users felt the Library's media collection was very satisfactory or better as compared to 48% in 2010.

**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 87% of items were received within four weeks and 95% were received within eight weeks. The Library was able to 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. 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. The 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.

***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.

*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 is 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%.

**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 2010 semester, 42 sections of FRS 1000 were taught, with a total of 781 students. This year only a post-test was used – the goal was to achieve an individual pass rate of 70%. The post-test was completed by 301 students. Of these, 203 students passed with at least 70%. Instructional Services personnel will look at making more substantial changes to the FRS 1000 information literacy program, including looking at various ways to assess the acquisition of information literacy skills by FRS 1000 students. An online, subject-specific instructional evaluation [insert draft evaluation here] is being developed for this purpose.

**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 2010 semester, Instructional Services [provided instruction](#) to 3 sections of ENG 1050. Instructional Services also provided instruction to 18 sections of ENG 1060 reaching a total of 272 students. Because of the way that ENG 1050 is taught (e.g., most sections do not have a research component), this number is not very alarming; although Instructional Services started marketing information literacy instruction to ENG 1050 sections as part of the SACS Quality Enhancement Program (QEP) initiative, so there should be an increase in these numbers. As for ENG 1060, 18 sections represent 94% of the 19 regular on-campus sections, which is a tremendous number in terms of instruction.

In the spring 2011 semester, Instructional Services [provided instruction](#) **[link needs to be changed because this one links to the draft evaluation form, rather than the instructional sessions]** to 0 sections of ENG 1050. Instructional Services also provided instruction to 18 sections of ENG 1060 reaching a total of 291 students. Once again, the numbers for Composition I are not alarming (especially because there are so few sections of Composition I offered in the spring), but the 18 sections for Composition II represents only 55% of the 33 regular on-campus sections, which was somewhat disappointing. In response, Instructional Services is looking for ways to encourage more Composition II faculty to bring their sections to the Library for instruction.

During the 2010-2011 academic year, Instructional Services received a total of 4 informal comments regarding the use of the *Guide to Library Research*. The QEP program does not start (in terms of tracking) until the fall of 2011, which is when instructional services personnel will begin specifically marketing the *Guide to Library Research* to English faculty.

**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 fall 2010 semester, Instructional Services discontinued the use of old assessment instrument because of issues relating to the alignment of the questions – meaning that the various assessments never had a common set of questions among all instructing librarians. Instructional Services recently began looking at various ways to assess these subject-specific courses and is in the process of articulating a viable evaluation form, which the Library will begin using in January 2012.

**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:* The original online survey was discontinued in the 2009-2010 academic year due to a lack of participation. Reference Services developed a “brief” half-sheet, paper-based assessment, which was first used in the fall 2010 semester.

In the fall 2010 semester, Reference Services received 62 [surveys](#). All 62 indicated that the patrons were satisfied with their interactions with reference personnel. This initial data does not indicate the need for any significant changes to our services. Reference Services will continue to analyze these surveys.

In the spring 2011 semester, Reference Services received 20 [surveys](#). All 20 indicated that the patrons were satisfied with their interactions with reference personnel. This initial data does not indicate the need for any significant changes to our services. Reference Services will continue to analyze these surveys.

Reference Services is working on ways to encourage all librarians to use the survey following individual reference transactions.

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

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

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

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

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

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

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

**Use of Assessment Data:**

The membership year ending October 2011 saw an increase of 2 life memberships (for a total of 13). There were 90 new FOL members (which was up from the previous year by 6). However, there were only 49 renewal memberships (which was down by 10 from the previous year). There continued to be just 1 corporate life member. The FOL membership has continued to decline by 1 member each year for the past 2 years – the current total is 153 (down from 154 in 2010).

The Library is looking for ways to increase the number of new FOL members during these trying economic times, as well as increase new UNCP student FOL membership.

But, the main issue seems to be how to get current members to renew their memberships. The Library is looking at possible new marketing campaign ideas, as well as adding additional benefits for membership.

**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 2010, the Library provided special instructional sessions for more than 200 children who were taking part in the Regional Center's summer Around the World in 4 Days, Kids' College, and Teen College programs. In October 2010, the Instructional Services personnel provided a tour for the Native Angels group. In March 2011, Instructional Services personnel provided tours for the Right Moves for Youth Group, which consisted of more than 50 students from Charlotte-area high schools. In April 2011, Instructional Services personnel provided a tour to more than 40 students from West Hoke Middle School.

**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:*

The Library collaborated with Regional Center personnel to provide multiple instructional programs to Around the World in 4 Days, Kids College, and Teen College during the summer of 2010.