The University Libraries made a significant change in the delivery of English 102 (EN102) library instruction in the past three years. EN102 is the primary vehicle for reaching lower level undergraduates and introducing them to library resources. These courses are primarily taught by librarians in Gorgas Information Services (GIS). After research of best practices in delivering library instruction and comparing current methods, the library faculty made a significant change in method and delivery of instruction for EN102.

Prior to Fall 2012, GIS taught a traditional one shot instruction session with very basic instruction about the library. The sessions followed ACRL Information Literacy Standards but 50-75 minutes limited the amount of instruction possible. Instruction, however, focused heavily on demonstrating library tools and outlining the library's website.

In the fall of 2012, GIS transitioned into a new instruction model for EN102 library instruction, expanding the number of times a class comes to the library from a single visit to two visits and prioritizing a close relationship with the instructor of record in order to incorporate information literacy content throughout the entire course (outside of the library instruction classroom).

During this time period three librarians attended the ACRL Immersion Institute and provided training for colleagues upon return. This institute grounds librarians in pedagogy and teaching methods they may not have learned previously. Faculty members in GIS also undertook a robust departmental education effort and read the literature on instruction and participated in webinars offered by ACRL and other professional organizations on instruction methods.

In the new approach to instruction featured the following changes:

- Lesson plans with learning objectives and outcomes
- Rubrics for measuring learning and success
- Podcasts that accompany instruction and can be accessed by students following formal instruction.
- A subject guide for instructors on teaching methods and tips
- One central subject guide for EN102 with information about locating resources, defining key words and concepts, and evaluation techniques.
- Assessment tools including worksheets and quizzes for students and a survey for EN102 instructors at the end of the semester.

The majority of EN102 courses are taught in the spring semester. The following statistics support the success of the new program in reaching students and providing more meaningful instruction:

- Spring 2012 148 sections of EN102  Library sessions 57  Number of students taught 1060  Percentage of sections reached 38%
- Spring 2013 145 sections of EN102  Library sessions 125  Number of students taught 2100  Percentage of sections reached 86% (each student received two instruction sessions beginning in the 2012)
- Spring 2014 145 sections of EN102  Library sessions 115  Number of students taught 2260  Percentage of sections reached 80% (8% increase in students reached from 2013)

Based on the numbers we have available, the Library has increased instruction overall as well. From Academic Year 2012/13 to Academic Year 2013/14 the number of instruction sessions throughout the libraries increased 24% and the number of students reached increased 36%. Between August 1, 2013 - April 30, 2014, librarians instructed 17,171 students.

Instruction methods and plans continue to be evaluated and updated based on data received from quizzes and evaluations. The University Library is working on bringing an Immersion Institute to campus in 2015 so all librarians can participate.

Mission / Purpose

Support the University's mission, vision, and goals by anticipating library information, technology, and service requirements; by providing timely access to needed resources; by responding to changing user needs; and by promoting effective use of information by students, faculty, and staff. The University Libraries strive for excellence in service, instruction, and building collections. We seek new and better ways of serving the academic community.

Core functions: Support the academic mission of the university through strong collections and services. Provide 24/7 access to digital resources. Provide access to unique collections through special collections and digital collections. Provide instruction for research and use of resources. Demonstrate excellent stewardship of financial resources to
Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Increase instructional support for courses

Increase instructional support for courses in order to promote the use of resources and research help.

Connected Document
University Libraries Timetable

Related Measures

M 12: Monthly lunchtime workshops or brown bags

Continue hosting monthly lunchtime workshops or brown bags in the Libraries to increase knowledge of collections and emerging technologies. Expand offerings to include topics related to the Digital Humanities and Sanford Media Center. Survey participants who attend the workshops. Compare number of workshops and attendance to previous years.

Source of Evidence: Evaluations
Connected Document
University Libraries Timetable

Target:
Host 8 lunchtime workshops or brown bags.

M 13: Number of classes and number of students taught

Compare statistics for number of classes and number of students taught to information from previous years.

Source of Evidence: Existing data
Connected Document
University Libraries Timetable

Target:
Increase number of students reached through instruction.

M 14: Baseline measure for library instruction in EN102/103/104

Continue to measure for library instruction in EN102/103/104; compare to baseline established in 2011-12.

Source of Evidence: Benchmarking
Connected Document
University Libraries Timetable

Target:
Establish a baseline.

M 15: Baseline measure for library instruction in the Sanford Media Center

Continue to measure library instruction in the Sanford Media Center; compare to baseline for 2011-12.

Source of Evidence: Benchmarking
Connected Document
University Libraries Timetable

Target:
Establish a baseline for instruction.

M 16: Baseline for library instruction videos

Determine a way to measure use of library instruction videos. Measure use to establish a baseline.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Establish a baseline use for instructional videos. Create a tutorial for Acumen.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Best Practices for Video

Established in Cycle: 2012-2013
A best practices guide was created in the Spring of 2013. Due to key vacancies, this was not implemented over the summer. In t...

M 17: Baseline for services to graduate students

Measure services to graduate students (number of classes taught; number of consultations) and compare to baseline established in 2012-13.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Baseline for services to graduate students in the ADHC.
M 18: Instructional workshops on business resources
Conduct a series of instructional workshops on specialized resources in selected business topics. Evaluate based on participants and feedback.

Source of Evidence: Presentation, either individual or group

Target:
Conduct a series of workshops on business resources.

M 19: EN 102 Active learning
Continue teaching two sessions of classes per section for EN102 with a focus on active learning. Compare results to baseline measures established in 2013.

Source of Evidence: Benchmarking

Target:
Establish a baseline for teaching two sessions per section for EN102. Measure baseline number of classes, students, and sections.

M 20: Baseline instruction in Hoole
Measure instruction to lower division undergraduate classes in Hoole Library. Compare to baselines established in 2012-13.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Establish a baseline measure for instruction to lower level classes in Hoole.

M 28: Use of Digital Humanities Lab
Measure use of Digital Humanities Lab in Gorgas Library. Compare to baseline established in 2012-13.

Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Baseline measure for use of the Digital Humanities Lab.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Provide access to collections
Provide access to academic and scholarly research collections that support academic, research, and service priorities of students, faculty, and staff.

Connected Document
University Libraries Timetable

Relevant Associations:
Use of libraries varies by semester and by branch. These differences will be measured in the various gate counts and measure of print resource use. Availability of electronic resources data is generally a month behind because vendors supply this information in different ways (monthly, quarterly, etc.) EDS (Ebsco Discovery Service) is the new discovery interface that allows students and faculty to search across all formats of material in one search.

Related Measures

M 3: Evaluate and implement improvements on website
Evaluate and implement improvements to the University Libraries’ websites through one-on-one usability studies with students and faculty.

Source of Evidence: Focus groups

Target:
Conduct usability studies to evaluate the website and determine improvements.

M 4: Number of workshops, speakers, participants ADHC
Sponsor workshops and guest speakers by the Alabama Digital Humanities Center. Measure number of workshops, guest speakers, and participants to compare to baseline established in 2012-13.

Source of Evidence: Activity volume

Target:
Measure the number of workshops, guest speakers and participants by the ADHC to establish a baseline.

M 5: Measure the number of faculty projects supported by ADHC
Measure the number of faculty projects supported by the Alabama Digital Humanities Center to compare to baseline established in 2013-13.

Source of Evidence: Activity volume

Target:
Establish a baseline for the number of faculty projects supported by ADHC.

M 7: Measure the number of faculty consultations
Measure the number of faculty consultations in e-science to establish a baseline.

Source of Evidence: Activity volume

Target:
Measure the number of faculty consultations in e-science to establish a baseline.
M 8: Usage of electronic resources
Measure and assess usage of electronic resources through usage statistics. Compare usage to previous years.
Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Measure downloads of full text articles from electronic resources.

Related Action Plans (by Established cycle, then alpha):
Electronic Resource Promotion
Established in Cycle: 2012-2013
Although use of electronic resources remain high, the Library plans to implement a plan to increase awareness of our vast resour...

For full information, see the Details of Action Plans section of this report.

M 9: Usage of print resources
Measure and assess usage of print resources through circulation statistics. Compare assessment to previous years.
Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Track use of circulating print collections.

M 10: Usage of Ebsco Discovery Service
Measure usage to establish a baseline for EDS (Ebsco Discovery Service); compare to 2011-12 baseline.
Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Establish a baseline

M 11: Fill rates for Rapid ILL requests
Establish a baseline for fill rates for Rapid ILL requests; compare to 2011-12 baseline.
Source of Evidence: Efficiency

Connected Document
University Libraries Timetable

Target:
Establish a baseline.

OthOtcn 3: Increase services to students who do not use a physical library
Significantly increase services to students who do not use a physical library

Connected Document
University Libraries Timetable

Related Measures

M 21: Use of guides available on the library website
Measure the use of guides available on the library website. Use the baseline established in 2010-11.
Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:

Related Action Plans (by Established cycle, then alpha):
Best Practices for LibGuides
Established in Cycle: 2011-2012
A task force identified best practices for LibGuides which will be implemented in 2012-13.

Ongoing measure of guides
Established in Cycle: 2011-2012
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides an...

For full information, see the Details of Action Plans section of this report.

M 22: Functionality of mobile website
Expand the functionality of the University Libraries' mobile website to include access to a broader range of library services. Compare to baseline established in 2012-13.
Source of Evidence: Client satisfaction survey (student, faculty)

Target:
Establish a baseline for the use of the mobile website.

**M 23: Library services in Blackboard Learn**
Integrate library services into Blackboard Learn. Document services that have been integrated and compare to previous years.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**
Document services included in Blackboard Learn and establish a baseline for use.

**OthOtcm 4: Provide access to physical facilities**
Provide access to physical facilities for students and faculty.

**Connected Document**
University Libraries Timetable

**Related Measures**

**M 25: Gate counts**
Establish baseline for facility use from gate counts. Use established baseline from 2011-12.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Establish a baseline for facility use.

**M 26: 24/5 use at Rodgers Library**
Measure 24/5 use at Rodgers Library (available during the academic year). Use established baseline from 2011-12.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Establish a baseline for 24/5 use at Rodgers Library.

**OthOtcm 5: Research, scholarly, or professional activities**
Tenured and tenure-earning library faculty will engage in research or scholarly or professional activities

**Connected Document**
University Libraries Timetable

**Related Measures**

**M 29: Publications**
Percentage of tenured and tenure-track library faculty members who have published articles, chapters or books.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure track faculty publications.

**M 30: Presentations**
Percentage of tenured and tenure-track library faculty who have presented at a state, regional or national professional meeting.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure-track faculty presentations.

**M 31: Professional activities**
Percentage of tenured and tenure-track library faculty who are engaged in professional activities such as serving on committees or editorial boards at the state, regional or national level.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure-track faculty engaged in professional activity.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Best Practices for LibGuides**
A task force identified best practices for LibGuides which will be implemented in 2012-13.

**Established in Cycle:** 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

Implementation Description: Update and consolidate guides. Move content that is not course or subject related to the Libraries website.
Projected Completion Date: 05/2013
Responsible Person/Group: Melissa Fortsen Green, Jason Battles, Steven Turner

Develop e-science program
The task force established to develop the E-science program will identify key points and goals that will need to be addressed.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: A campus wide task force has been established to identify goals and a plan.
Projected Completion Date: 07/2013
Responsible Person/Group: Tom Wilson, Associate Dean for Library Technology

Ongoing measure of guides
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides and use will be evaluated at that time.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

Implementation Description: Gather statistics from the LibGuide site.
Projected Completion Date: 06/2012
Responsible Person/Group: Millie Jackson

Best Practices for Video
A best practices guide was created in the Spring of 2013. Due to key vacancies, this was not implemented over the summer. In the coming year the Best Practices will be reviewed and implemented.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Baseline for library instruction videos | Outcome/Objective: Increase instructional support for courses

Implementation Description: Review guidelines. Select one person to lead the review of current content with the assistance of a selected group.
Projected Completion Date: 07/2014
Responsible Person/Group: To be named.

Electronic Resource Promotion
Although use of electronic resources remain high, the Library plans to implement a plan to increase awareness of our vast resources. Many resources are added and updated every year (at least 70 in 2012-13). With the growing number of e-resources and the various formats it is often difficult for faculty and students to keep track of what we offer.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Usage of electronic resources | Outcome/Objective: Provide access to collections

Implementation Description: Subject specialists and liaisons will be expected to know the resources in their areas, to send alerts to faculty about key resources, to provide training for faculty and students, and to promote resources in LibGuides and instruction sessions.
Projected Completion Date: 04/2014
Responsible Person/Group: AD for Research & Instruction, AD for Branch Libraries and Digital Student Services, Subject and liaison librarians

Incorporate information about Bruno in C&BA signage
Seek agreement from C&BA and incorporate Bruno Library messaging into the College's digital displays located in Alston Hall, Bidgood Hall, and Bashinsky Computer Center.
Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: Agreement received. Select message themes identified. First message display submitted August, 2013.
Projected Completion Date: 08/2013
Responsible Person/Group: Lee Pike
University of Alabama

Detailed Assessment Report
2012-2013 University Libraries
As of: 7/17/2014 02:50 PM CENTRAL

Mission / Purpose

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Core functions: Support the academic mission of the university through strong collections and services. Provide 24/7 access to digital resources. Provide access to unique collections through special collections and digital collections. Provide instruction for research and use of resources. Demonstrate excellent stewardship of financial resources to provide access to information resources. Provide a variety of spaces for individual and group study. Provide 24/5 access in Rodgers Library during the academic year and 24/7 access in Rodgers and Gorgas Libraries during study week and final exams. Collaborate with other units on campus to promote research skills and strategies. Provide access to academic software and technology to support the academic mission.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Increase instructional support for courses
Increase instructional support for courses in order to promote the use of resources and research help.

Connected Document
University Libraries Timetable

Related Measures

M 12: Monthly lunchtime workshops or brown bags
Continue hosting monthly lunchtime workshops or brown bags in the Libraries to increase knowledge of collections and emerging technologies. Expand offerings to include topics related to the Digital Humanities and Sanford Media Center. Survey participants who attend the workshops to establish baselines.

Source of Evidence: Evaluations

Connected Document
University Libraries Timetable

Target:
Host 8 lunchtime workshops or brown bags.

Finding (2012-2013) - Target: Met
Introductions: Lunch & Learn workshops were introduced in 2011-12 in the University Libraries. These proved to be a good venue for instruction and discussion of new technologies and resources. Findings: In AY2012-13 there were 14 lunchtime workshops held. This became a collaborative effort between Gorgas Information Services (GIS) and the Alabama Digital Humanities Center (ADHC). There were 235 attendees at the workshops. The topics included: Quick Tools for Data Visualization (9/5/12), An Introduction to HTML5 (9/19/12), Planning Video and Audio Projects (9/26/12), Introducing Omeka for Digital Projects (10/3/12), Introduction to WordPress: Building a Class Online (10/17/12), Scholar’s Choice: RefWorks or Zotero(10/24/12), Hootesuite – Reclaim Control Over Your Social Media (11/28/12), Using Social Media in the Classroom (11/14/12), Intellectual Property in the Academy (1/23/13), Library Links to Success: Career Exploration and Preparation (1/30/13), Using Relational Databases for Digital Research (2/20/13), Building Digital Editions (2/27/13), Creating and Managing Your Online Presence (3/13/13), Wix Websites - Easy, Fast, Beautiful (4/10/13). Interpretation & Conclusions: The Library exceeded the goal of 8 workshops this year. In addition, collaboration occurred not only between departments within the Libray, but also across campus. Workshops were led by teaching faculty as well as by librarians. Lunchtime workshops will continue and will expand in AY2013-14 to include sessions targeted at undergraduates and at faculty/graduate students.

M 13: Number of classes and number of students taught
Compare statistics for number of classes and number of students taught to information from 2010-11 and 2011-12.

Source of Evidence: Existing data

Connected Document
University Libraries Timetable

Target:
Increase number of students reached through instruction.

Finding (2012-2013) - Target: Met
Introduction: Instructional services provided by University Libraries provide instruction to library users that are necessary for effective and efficient use of the library's resources. Findings: Instructional services provided by University Libraries has increased from last year. For the period of August 2012-May 2013, the number of groups instruction equaled 795 and the number of library users reached equaled 16,865. For the FY 2013 to date (not including September 2013), 710 groups have been instructed, reaching 14,889 library users. This represents a significant increase over instruction numbers reported last year (560 groups; 14,178 library users). Based on the academic year numbers, this represents a 42% increase in instruction and a 19% increase in the number of students taught. Interpretation & conclusions: Instruction offered ranges from Freshman English courses where library resources are introduced to students to instruction at the graduate level and beyond.
level where students are refining topics for research and are seeking specialized resources. Instruction continues to be a vital part of service in the Libraries. It provides a venue for teaching and increasing awareness about resources and services as we support the mission of teaching, learning and research.

M 14: Baseline measure for library instruction in EN102/103/104
Continue to measure for library instruction in EN102/103/104; compare to baseline established in 2011-12.
Source of Evidence: Benchmarking

Connected Document
University Libraries Timetable

Target:
Establish a baseline.

Finding (2012-2013) - Target: Met
Introduction: Instruction Librarian work closely with the English department to provide library instruction for Freshman English courses, EN102, EN103, and EN104. Findings: In AY 2012-13, Gorgas Information Services provided instruction for 195 sections of Freshman English classes. This included a pilot in the spring semester to provide two sessions for each class which is reported on elsewhere in this Assessment Report. The sections reached represents a 45% increase in instruction for Freshman English and reaching the majority of students enrolled in first-year writing courses. Interpretation & conclusions: The instruction to Freshman English has increased and improved in the past year. Active learning exercises provide more meaningful experiences and support for learning.

M 15: Baseline measure for library instruction in the Sanford Media Center
Continue to measure library instruction in the Sanford Media Center; compare to baseline established in 2011-12.
Source of Evidence: Benchmarking

Connected Document
University Libraries Timetable

Target:
Establish a baseline for instruction.

Finding (2012-2013) - Target: Met
Introduction: The Sanford Media Center (SMC) is comprised of a state-of-the-art technology lab that provides media-related technology access, training, and support to students. As the SMC provides access to many specialty media tools and software, instruction for the user is not only beneficial, but often required for successful student outcomes. Findings: For the period August 2012-May 2013, there were 65 classes serving 1420 students; for the period July 2012-June 2013, there were 83 classes serving 1686 students. Interpretation & conclusions: The slight drop in classes and number of students is not a concern as some tours may have been included in last year’s count. The SMC remains highly visible and maintains high use by students.

M 16: Baseline for library instruction videos
Establish baseline measure for use of library instructional videos. Create tutorials/instructional videos for Acumen.
Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Establish a base line use for instructional videos. Create a tutorial for Acumen.

Finding (2012-2013) - Target: Partially Met
Introduction: Instruction can be provided in many formats in the digital world. One is via video tutorials which are short and to the point of need. Findings: Two video tutorials were created for Acumen: What is Acumen? and How to Use Acumen. The first video shows 1,128 views on the Libray YouTube page while the second video shows 928 views. A number of instructional tutorials and videos have been created by librarians. There is not one repository for these videos, making it difficult to establish a baseline for use. Instructional videos are posted on YouTube, in iTunesU, in LibGuides and on webpages. In addition, due to a key vacancy in Gorgas Information Services this was not fully addressed in 2012-13. Interpretations & conclusions: The Best Practices document will be implemented in the coming year. This will provide benchmarks for creating and evaluating video tutorials. Measurement of use may remain a challenge for the reasons stated above.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Best Practices for Video
Established in Cycle: 2012-2013
A best practices guide was created in the Spring of 2013. Due to key vacancies, this was not implemented over the summer. In t...

M 17: Baseline for services to graduate students
Establish baseline measure for service to graduate students (number of classes taught; number of consultations).
Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Baseline for services to graduate students in the ADHC.

Finding (2012-2013) - Target: Met
Introduction: The University Libraries recognizes the importance of direct contact with graduate students to serve their research needs. Findings: There were 13 graduate student consultations with the ADHC Post Doctoral Fellow in AY12-13. Interpretation & conclusions: This establishes a baseline.

M 18: Instructional workshops on business resources
Conduct a series of instructional workshops on specialized resources in selected business topics. Evaluate based on participants and feedback.
Source of Evidence: Presentation, either individual or group

Target:
Conduct a series of workshops on business resources.

Finding (2012-2013) - Target: Met
Introduction: Business Resources are often specialized in nature and require additional instruction to use and interpret. Findings: The Get Smart! Workshop series was initiated in Fall 2012. In AY2012-13, 17 workshops were offered and instruction provided to 38 students. The one-hour workshops were held Monday evenings at 6 pm during the core of the fall and spring semesters. We knew attendance would be low as we experiment with actions to establish the series. Experimenting with marketing, scheduling and topic selection are part of the development of the series. In Fall 2013, 10 workshops will be offered. Based on user comments, this term the workshops will not be held in the evening but on Tuesdays at noon. To date, there has been one workshop with five students and one faculty member attending. Workshop topics included: Bruno Library Resources, Competitive Intelligence, Researching Financial Statements, Learning Bloomberg, Sustainability & Corporate Social Responsibility, Finding Tax Information, Resources for Small Business, Consumer Spending and Behavior, and International Business. Interpretation & conclusions: Actions to firmly establish the Get Smart! workshop series are ongoing.

M 19: EN 102 Active learning
Teach two sessions of classes per section for EN102 with a focus on active learning in Spring 2013. Measure baseline for number of classes, students, and sections. Conduct in class assessment of student learning.

Source of Evidence: Benchmarking

Target:
Establish a baseline for teaching two sessions per section for EN102. Measure baseline number of classes, students, and sections.

Finding (2012-2013) - Target: Met
Introduction: EN102 is required for the majority of freshman students. Library instruction has traditionally been an important component of EN102. Working with the English Department, the Library established a two session instruction model focused on active learning by students, rather than just lecture on library resources. This was piloted in the Spring 2013. Findings: 250 sessions of EN102 were conducted in the Spring 2013. This equals 125 sections out of 145 sections offered, or an 86% rate of instruction. 4201 students attended the sessions (ie.2100 x 2 sessions) Interpretation & conclusions: The Library reached the majority of EN102 in the Spring semester. This program will continue and rubrics for measuring progress will be developed in collaboration with the Freshman Writing Program.

M 20: Baseline instruction in Hoole
Establish a baseline measure for instruction to lower division undergraduate classes in Hoole Library.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Establish a baseline measure for instruction to lower level classes in Hoole.

Finding (2012-2013) - Target: Met
Introduction: Special Collections provide unique resources for research and study. The University of Alabama maintains the W.S. Hoole Library as well as the Williams Collection of Americana. Outreach and instruction to undergraduates introduces them to research topics and materials that are both historical and unique. Special collections materials provide many opportunities for undergraduate research. Findings: The instruction was not divided by class level in the past year. For Academic Year 2012-13 (August-May), there were 37 group instructions with 442 participants. Interpretation & conclusions: Special Collections are promoted in a number of ways. The Library will continue to promote special collections through instruction and will track class levels as well as participants. Statistics for instruction in special collections will be tracked in LibAnalytics beginning in the Fall 2013, making it easier to determine level of the groups and participants.

M 28: Use of Digital Humanities Lab
Establish baseline for use of Digital Humanities Lab in Gorgas Library.

Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Baseline measure for use of the Digital Humanities Lab.

Finding (2012-2013) - Target: Met
Introduction: The Alabama Digital Humanities Lab serves faculty and graduate students. Access to the lab is by swipe card (Action Card). Findings: During AY12-13 there were 1,155 entries into Gorgas 109a, the Digital Humanities Lab. Interpretation & conclusions: This number is probably low because more than one person may enter at a time.

M 32: Combined desks at Rodgers
Measure the use of the combined circulation and reference desk at Rodgers. Establish a baseline for the number and types of questions.

Source of Evidence: Benchmarking

Target:
Establish a baseline for number and types of questions being asked at the reference desk in Rodgers Library.

Finding (2012-2013) - Target: Met
Introduction: During discussions about renovation at Rodgers Library it became clear that a combined service point for circulation and reference would be beneficial. Findings: Between August 20, 2012 - May 10, 2013, there were 724 reference questions, 381 technical questions, and 1,488 directional questions answered at the combined circulation and reference desk at Rodgers Library. The total number of questions answered was 2,593. Questions are answered by librarians, staff and students who are at the desk. Interpretation & conclusions: This establishes a baseline measure.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 1: Provide access to collections**

Provide access to academic and scholarly research collections that support academic, research, and service priorities of students, faculty, and staff.

**Connected Document**

University Libraries Timetable

**Relevant Associations:**

Use of libraries varies by semester and by branch. These differences will be measured in the various gate counts and measure of print resource use. Availability of electronic resources data is generally a month behind because vendors supply this information in different ways (monthly, quarterly, etc.) EDS (Ebsco Discovery Service) is the new discovery interface that allows students and faculty to search across all formats of material in one search.

**Related Measures**

**M 1: User feedback survey SMC**

Conduct a user feedback survey for Sanford Media Center.

**Source of Evidence:** Evaluations

**Target:**

User feedback survey conducted in the Fall 2012.

**Finding (2012-2013) - Target: Met**

Introduction: The Sanford Media Center is a leading-edge facility for digital media housed in Gorgas Library. The primary user group is students. Findings: In all, 111 students responded to the survey, 84% of which had previously used SMC facilities and services. For non-users, the most often cited reason for non-use was that they have not yet had an opportunity for use, due to the fact that they just arrived at the University or are just now hearing about the SMC and its services. Non-users also noted having their own computer and software, as well as the skill to use it unaided, as reasons for non-use.

Most students become aware of the SMC early in their matriculation. In addition, many are aware of a majority of those services provided by the SMC. The lowest areas of awareness surround those specialized equipment items that are available for circulation through the SMC.

Fifty-nine percent (59%) of all respondents (70% of users) indicate having received group instruction as part of their coursework. Fifty-seven percent (57%) of all respondents (68% of users) indicate having received one-on-one instruction at some point, many of which did so by appointment.

Among users, 87% indicate having used SMC facilities and equipment when working on coursework. Ninety-one percent (91%) indicate having used SMC computers and software to complete this work, 67% used SMC equipment, and 45% used the recording studio. Eighty-six percent (86%) of users also indicated seeking out the assistance of SMC staff to complete their assignments.

Fifty-five percent (55%) of users believe the SMC large enough to effectively serve users. Over 60% of users also indicate that SMC computers and equipment are available when they need them. However, it is worth noting that as the semester progressed, fewer respondents agreed that computers and equipment were readily available. With regard to proposed service expansions, the service that received the most interest was *production instruction sessions*.

Lastly, a free-form question asked respondents to indicate in what ways, if any, they would change the SMC. This question showed a 34% response rate among all respondents. Twenty-six percent (26%) of respondents indicated no changes are currently necessary at the SMC. Of the remaining 74%, increasing the size of the facility was cited by 44%. Additional equipment and services was cited by over 25%.

**Interpretation & conclusions:** Sanford Media Center is a vital unit in the Library and for students in their coursework. It serves students needs and continues to seek new ways to provide services and innovative technology.

**M 2: Use of digital signage in Bruno**

Establish use of digital signage by Bruno Library to promote services and resources. Incorporate information about Bruno Library into C&BA signage.

**Source of Evidence:** Service Quality

**Target:**

Provide information about services in Bruno via a digital sign.

**Finding (2012-2013) - Target: Partially Met**

Installation specifics designed. Quote received. Installation slated for October 2013.

**Related Action Plans (by Established cycle, then alpha):**

Incorporate information about Bruno in C&BA signage

*Established in Cycle: 2012-2013*

Seek agreement from C&BA and incorporate Bruno Library messaging into the College’s digital displays located in Alston Hall, B...

For full information, see the Details of Action Plans section of this report.

**M 3: Evaluate and implement improvements on website**

Evaluate and implement improvements to the University Libraries’ websites through one-on-one usability studies with students and faculty.

**Source of Evidence:** Focus groups
Target:
Conduct usability studies to evaluate the website and determining improvements.

Finding (2012-2013) - Target: Met
Introduction: Usability studies allow the Library to work with individuals to study and assess behavior when searching the website. We can determine strengths and weaknesses of the site and where to implement improvements. Findings: In the Spring 2013 eighteen undergraduates, graduates and faculty users participated in focus groups. Ten tasks replicated common activities engaged by users on the library website, or tasks that included new services and features that the library was promoting or were part of future administrative or department goals. Tasks ranged from using the website to identify available computers to locating and identifying opening hours for specific holidays. Participants also completed a survey about general website behavior which included demographics and open ended questions. Interpretations and conclusions: (Cons) Our site navigation needed to be more precise and clear, and our organization structure likely needed re-created; that we needed fewer pathways to some of our more highly-used tools and areas; that our site was not successful with navigational pathways; that some users were dissatisfied with the design; that we needed to make finding journals and databases easier. (Pros) Our site was generally successful in routing users to Scout/EDS for appropriate general purpose searching; that the mobile site was generally very successful in guessing user needs and presenting choices and methods for searching; that computer availability was a popular option;

Interpretation and conclusions: The site needs a graphic design overhaul, as well as an organizational & navigational overhaul, but that many of our UI widgets and choices for front page presentation were appropriate.

M 4: Number of workshops, speakers, participants ADHC
Sponsor workshops and guest speakers by the Alabama Digital Humanities Center. Measure number of workshops, guest speakers, and participants to establish a baseline.

Source of Evidence: Activity volume
Target:
Measure the number of workshops, guest speakers and participants by the ADHC to establish a baseline.

Finding (2012-2013) - Target: Met
Introduction: The Alabama Digital Humanities Center is a new venture in the University Libraries. Brown bag lunch discussion provide a venue for talking about ideas and collaborative projects. Findings: Brown bag lunch discussions: 10 (130 attendees); Workshops: 14 (8 ADHC, 8 GIS), (235 attendees);Speakers: 6, (244 attendees). Total of 20 events with 609 participants. Interpretation and conclusions: ADHC collaborated with other departments and units to provide opportunities for meeting to discuss issues in the changing environment. Brown bag lunches have been successful and will continue.

M 5: Measure the number of faculty projects supported by ADHC
Measure the number of faculty projects supported by the Alabama Digital Humanities Center to establish a baseline.

Source of Evidence: Activity volume
Target:
Establish a baseline for the number of faculty projects supported by ADHC.

Finding (2012-2013) - Target: Met
Introduction: Digital humanities is a relatively recent area of growth in higher education. The University of Alabama Libraries supports scholars in the digital humanities through the ADHC. Findings: In AY12-13 there were 8 faculty projects supported by the ADHC equaling 983.8 hours of support. There were 53 consultations completed by the ADHC Post Doc (30 faculty, 10 staff, 13 graduate students). Examples of projects in digital humanities include Black Belt 100 Lenes Digital Archive, Shakespeare au/in Quebec, Sacred Music database (NEH application), and several course related projects. Interpretation & conclusions: The ADHC has already made a significant contribution to projects in the digital humanities on campus.

M 6: Measure the amount of use of the DMPTool
Measure the amount of use of the DMPTool for e-science to establish a baseline.

Source of Evidence: Activity volume
Target:
Measure the use of the DMPTool.

Finding (2012-2013) - Target: Not Reported This Cycle
Introduction: E-science is a relatively new initiative on campus. Findings: There is no way to measure use of DMPTool at this time. Interpretation and conclusions: E-science will, in all likelihood, grow in importance in the next few years and measures will be put in place to evaluate the program.

M 7: Measure the number of faculty consultations
Measure the number of faculty consultations for e-science to establish a baseline.

Source of Evidence: Activity volume
Target:
Measure the number of faculty consultations in e-science to establish a baseline.

Finding (2012-2013) - Target: Met
Introduction: E-science is a new and developing program in the University Libraries and at the University of Alabama. The Associate Dean for Branch Libraries and Digital Students Services has collaborated with Associate Deans in Arts & Sciences and Engineering to establish the program. Findings: There were two faculty consultations this year in e-science. Interpretation & conclusions: E-science is just beginning to develop as an initiative and activity is expected to increase in the coming year in collaboration with the Office for Research.

M 8: Usage of electronic resources
Measure and assess usage of electronic resources through usage statistics
Finding (2012-2013) - Target: Met
Introduction: While many print monographs and journals remain invaluable, the majority of our collections budget is allocated to electronic resources. Currently, the most valuable metric by which to judge e-resource usage is the number of full-text article downloads from the databases. Findings: For the time period October 2012-September 2013 there were 2,055,254 full text downloads, including book chapters. For the period of August 2012-May 2013, there were 2,106,383 full text downloads, including book chapters. This equates 64 downloads per student and faculty member. While the fiscal year usage appears to be down 9% from FY12, there are a few factors to consider. One is that vendors do not report statistics every month so use for some of the resources is estimated based on previous years and trends. During the Academic Year there were more searches of our resources (68,661,451) than in the previous year (62,148,221). This represents a 10.48% increase or an average of 2,083 searches per student and faculty member. Interpretation & conclusions: The Libraries has been refining its collections of electronic books and cancelled one large package during the past year and replaced it with individual and subject specific packages. Refinements to searching in EDS and increased instruction may account for the differences since the resource that is needed can be located more easily.

Related Action Plans (by Established cycle, then alpha):

Electronic Resource Promotion
Established in Cycle: 2012-2013
Although use of electronic resources remain high, the Library plans to implement a plan to increase awareness of our vast resour...

For full information, see the Details of Action Plans section of this report.

M 9: Usage of print resources
Source of Evidence: Activity volume
Track use of circulating print collections.

Finding (2012-2013) - Target: Met
Introduction: As stated previously, print remains valuable in many disciplines and legacy collections which include standard works continue to circulate to faculty and students. While scholars in the humanities and education continue to seek print materials, there is a slight shift towards electronic materials for some purposes (ex. class readings). Findings: Circulation for August 2012 to July 2013 was 135,142 (check-outs and renewals). This number is a decrease from the number reported last year; however, the time frame was not the same. The circulation from August 2012 to July 2013 represents 4.1 books per user based on potential library users. This is only a slight decrease from the 4.7 average in 2011-12. Interpretation & conclusions: Print resources continue to circulate to all patron groups and continue to play an important role in scholarship and research.

M 10: Usage of Ebsco Discovery Service
Source of Evidence: Activity volume
Establish a baseline for EDS (Ebsco Discovery Service); compare to 2011-12 baseline.

Finding (2012-2013) - Target: Met
Introduction: The Ebsco Discovery Service (EDS) is a simplified interface that mimics the look and functionality of Google. Patrons can search simultaneously for print, electronic, and other formats which produces more complete results for resources in the Libraries collections EDS use is measured as sessions, searches, and retrievals. Findings: Comparing the statistics from September 2011 to August 2012 with those from September 2012 through August 2013, we see a considerable growth in usage. The total number of sessions is up 19% (411,341 vs. 345,526) with the total number of resource searches increasing nearly 40% (168,265,859 vs. 102,423,784). This equals 12.4 sessions and 5,105 searches per user. Perhaps the most meaningful measure of the success of EDS is the increase in full-text retrievals which increased almost 25% (354,105 vs. 266,448) equaling 10.74 full-text retrievals per user. In these circumstances users not only searched, but actually viewed a full-text resource. Interpretations & conclusions: Users are becoming more adept at searching and locating materials in EDS. The use continues to increase, indicating that they are adapting to the interface as well as the search capabilities.

M 11: Fill rates for Rapid ILL requests
Establish a baseline for fill rates for Rapid ILL requests; compare to 2011-12 baseline.

Source of Evidence: Efficiency
Establish a baseline
Target:
Establish a baseline.

Finding (2012-2013) - Target: Met
Introduction: RapidILL is a web-based ILL platform that allows for 24 hour or less turn around time to fill a request for a journal article.

Findings: From July 1, 2012-June 30, 2013 there were 4,167 requests in RapidILL. 95% of the requests were filled with the average time to fill a request being 13 hours. In 2012-13 we added borrowing book chapters to this service. Graduate students accounted for 49% of requests this year and Faculty members for 21% of requests. Interpretation & conclusions: Implementing RapidILL has improved turn around time for articles and now book chapters. This service is heavily used by all patrons.

OthOtcm 3: Increase services to students who do not use a physical library

Significantly increase services to students who do not use a physical library

Connected Document
University Libraries Timetable

Related Measures

M 21: Use of guides available on the library website
Measure the use of guides available on the library website. Use the baseline established in 2010-11.

Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:

Finding (2012-2013) - Target: Met
Introduction: LibGuides continue to provide a way to highlight resources for courses and subjects. Guides provide links to resources which help students begin research projects and many include links to tutorials or instructional videos.

Findings: For the fall semester ending December 2012, there were a total of 453 guides with 67,784 hits. As of May 2013 there were 445 guides with 86,871 hits. Hits for all guide for 2012-13 equaled 154,655 hits. The increase in use overall was 67%.

Interpretation & conclusions: LibGuides continue to be an effective way to provide links to our multiple resources, both electronic and analog. They also provide an avenue for instruction in digital format. Best practices will be revisited in the coming year due to an upgrade to the LibGuides system and format.

Related Action Plans (by Established cycle, then alpha):

Best Practices for LibGuides
Established in Cycle: 2011-2012
A task force identified best practices for LibGuides which will be implemented in 2012-13.

Ongoing measure of guides
Established in Cycle: 2011-2012
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides an...

For full information, see the Details of Action Plans section of this report.

M 22: Functionality of mobile website
Expand the functionality of the University Libraries' mobile website to include access to a broader range of library services. Establish a baseline for use of mobile website.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
Establish a baseline for the use of the mobile website.

Finding (2012-2013) - Target: Met
Introduction: With the rise in popularity of smart phones, students and faculty expect to find information in an instant from the phones. The University has implemented mobile websites and the Libraries are participating in this effort. Findings: The University Libraries' mobile website has added new functionality and services to accommodate the over 200% increase in traffic in the last year (Sept 2012 - Aug 2013 vs. Sept 2011 - Aug 2012). The new mobile website capabilities include a computer availability application/service that allows users to locate open workstations in real-time throughout the branches. Maps are included for the largest floors to make it easier to find an open computer. A complimentary addition to the site is a mobile-enabled software list that includes information on the 150 software applications installed on our public computers and the location of computers with specific applications. Additionally, we have improved the display of our hours of operation on the mobile site so they are easier to view. Significant updates to both the Scout search application now allow users to use faceted searching and more easily sync saved items between mobile and desktop computers. Finally, mobile-enabled templates and themes have been added for many of our blogs thus improving accessibility across devices.Interpretation & conclusions: The dramatic growth in usage of the mobile website over the past year is an indication of the increased reliance of our faculty, students, and staff on the delivery of library resources, services, and information via a mobile environment. Of the newly added or improved features, the computer availability service and libraries' hours listing are among the most used which is not surprising considering mobile users are generally looking for timely information. The growth of mobile usage means that our efforts to provide services via that environment need to continually evolve to keep pace. We continue to gather feedback via statistics, online surveys, and usability studies to evaluate mobile site usage and gather user input for future features
M 23: Library services in Blackboard Learn
Integrate library services into Blackboard Learn. Document services that have been integrated and establish a baseline for use.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**
Document services included in Blackboard Learn and establish a baseline for use.

**Finding (2012-2013) - Target: Met**
Introductions: Blackboard Learn is the venue for both continuing education/distance classes and for many on-campus classes. Findings: For AY12-13, Bruno Business Library ran tutorials in 23 sections (16 sections of GBA 145 and 7 sections of MKT 300) for a total of 1,415 students. These students received instruction and took a quiz on material through Blackboard Learn.

Gorgas Information Services have experimented with qualitative measures. Librarians established a "help desk" in Blackboard Learn where students can ask questions. UA Libraries have experimented with Blackboard Collaborate to provide live orientation to DE students. UA Libraries have held virtual office hours within Blackboard to assist DE students. UA Libraries have designed & piloted a method for moving traditional paper-based library instruction assessments into Blackboard. Interpretation & conclusions: Relationships with Continuing Education Course Designers have been established and the Library will work with them to determine the best way to integrate services and material into Blackboard Learn courses. For on campus online classes, subject librarians and reference librarians will continue to seek avenues to provide services and content.

M 24: Create collection level records
Create collection level records for 50% of University Archives record groups, manuscript collections, artifact collections, and AV collections in Special Collections.

Source of Evidence: Existing data

**Target:**
Create collection level records for 50% of manuscript, archival and other collections in Special Collections.

**Finding (2012-2013) - Target: Met**
Introduction: Collection level records provide an overview of an entire collection. Findings: Records exist for 1,908 collections. There are a total of 4,048 collections. Interpretations and conclusions: 47% of collections have records. Additional records are in the pipeline and only require final review to be completed.

OthOtcm 4: Provide access to physical facilities
Provide access to physical facilities for students and faculty.

**Connected Document**
University Libraries Timetable

**Related Measures**

M 25: Gate counts
Establish baseline for facility use from gate counts. Use established baseline from 2011-12.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Establish a baseline for facility use.

**Finding (2012-2013) - Target: Met**
Introduction: Gate counts provide a simple accounting of the number of library users that visit the Libraries' facilities. These counts form one of the basic pictures of library facility use. Findings: Between August 2012-July 2013 1,792,393 users visited the University Libraries. Gorgas: 903,701. Bruno: 537,709. Rodgers: 274,762. McLaren: 74,339. Hoole: 1,882. Facility usage rate equates to 54 visits per user (students and faculty). Visits for AY12-13 (August 2012-May 2013) equaled 1,659,971. Interpretations and conclusions: Visits to University Library facilities are up 4.8% between August 2012-July 2013. The greatest increase in building use was at Rodgers Library (36%) which underwent extensive renovation, is open 24/5 during the academic year, and is close to dorms.

M 26: 24/5 use at Rodgers Library
Measure 24/5 use at Rodgers Library (available during the academic year). Use established baseline from 2011-12.

Source of Evidence: Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Establish a baseline for 24/5 use at Rodgers Library.

**Finding (2012-2013) - Target: Met**
Introduction: 2012-2013 was the fifth year that Rodgers Library remained open 24/5 during the academic year. Findings: During the fall semester 2012, Rodgers Library floor counts revealed extended hour usages by 13,899 users. Total extended hours equaled 360 hours. There were 38 users on average every hour of extended service. During the spring semester 2013, there were 11,470 users. Total extended hours equaled 374. This equals 30 users on average every hour. For the academic year, Rodgers Library remained open 734 additional hours and served 25,369 additional users. Interpretations and conclusions: Number of users in Rodgers Library during 24/5 is up 11.1% from 2011-12. There were slightly fewer hours of 24/5 in 2012-13 (-2%). Hours will vary due to starting time in the semester based on when classes begin. Fall semester use rose
21%, a significant increase.

**OthOtcM 5: Research, scholarly, or professional activities**
Tenured and tenure-earning library faculty will engage in research or scholarly or professional activities

**Connected Document**
University Libraries Timetable

**Related Measures**

**M 29: Publications**
Percentage of tenured and tenure-track library faculty members who have published articles, chapters or books.

**Source of Evidence:** Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure-track faculty publications.

**Finding (2012-2013) - Target: Met**
Findings: During the past year 26 manuscripts have been submitted to publishers. Book chapters: 4. Articles: 19. Other: 3. In addition, 24 manuscripts have been accepted. Book chapters: 6. Articles: 14. Other: 4. Also, 22 pieces were published. Book chapters: 6. Articles: 12. Other: 4. This represents tenured and tenure track faculty only. The Library has an increasing number of clinical faculty who are not required to publish.

**M 30: Presentations**
Percentage of tenured and tenure-track library faculty who have presented at a state, regional or national professional meeting.

**Source of Evidence:** Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure-track faculty presentations.

**Finding (2012-2013) - Target: Met**
In addition to publications, library faculty present at conferences on the state and national level. Findings: 36 presentations were delivered during the past year. Interpretations and conclusions: This represents a solid commitment to professional contribution in the field of librarianship.

**M 31: Professional activities**
Percentage of tenured and tenure-track library faculty who are engaged in professional activities such as serving on committees or editorial boards at the state, regional or national level.

**Source of Evidence:** Activity volume

**Connected Document**
University Libraries Timetable

**Target:**
Document tenured and tenure-track faculty engaged in professional activity.

**Finding (2012-2013) - Target: Met**
Introduction: Professional activities take many forms. Faculty are involved in creative activity as well as committee work and other professional activities. Findings: In 2012-13 there were a total of 10 creative activities reported (International: 2. National: 1. Regional: 2. State: 5). Committee work: 23 faculty members serve on professional committees. National committees: 52. State committees: 18. Regional: 3. Interpretations and conclusions: Librarians are very involved in professional activities, especially at the national level.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Best Practices for LibGuides
A task force identified best practices for LibGuides which will be implemented in 2012-13.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

**Implementation Description:** Update and consolidate guides. Move content that is not course or subject related to the Libraries website.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Melissa Fortsen Green, Jason Battles, Steven Turner

#### Develop e-science program
The task force established to develop the E-science program will identify key points and goals that will need to be addressed.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Implementation Description:** A campus wide task force has been established to identify goals and a plan.

**Projected Completion Date:** 07/2013
Ongoing measure of guides
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides and use will be evaluated at that time.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

Implementation Description: Gather statistics from the LibGuide site.
Projected Completion Date: 06/2012
Responsible Person/Group: Millie Jackson

Best Practices for Video
A best practices guide was created in the Spring of 2013. Due to key vacancies, this was not implemented over the summer. In the coming year the Best Practices will be reviewed and implemented.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Baseline for library instruction videos | Outcome/Objective: Increase instructional support for courses

Implementation Description: Review guidelines. Select one person to lead the review of current content with the assistance of a selected group.
Projected Completion Date: 07/2014
Responsible Person/Group: To be named.

Electronic Resource Promotion
Although use of electronic resources remain high, the Library plans to implement a plan to increase awareness of our vast resources. Many resources are added and updated every year (at least 70 in 2012-13). With the growing number of e-resources and the various formats it is often difficult for faculty and students to keep track of what we offer.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Usage of electronic resources | Outcome/Objective: Provide access to collections

Implementation Description: Subject specialists and liaisons will be expected to know the resources in their areas, to send alerts to faculty about key resources, to provide training for faculty and students, and to promote resources in LibGuides and instruction sessions.
Projected Completion Date: 04/2014
Responsible Person/Group: AD for Research & Instruction, AD for Branch Libraries and Digital Student Services, Subject and liaison librarians

Incorporate information about Bruno in C&BA signage
Seek agreement from C&BA and incorporate Bruno Library messaging into the College's digital displays located in Alston Hall, Bidgood Hall, and Bashinsky Computer Center.
Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use of digital signage in Bruno | Outcome/Objective: Provide access to collections

Implementation Description: Agreement received. Select message themes identified. First message display submitted August, 2013.
Projected Completion Date: 08/2013
Responsible Person/Group: Lee Pike
Mission / Purpose

Support the University's mission, vision, and goals by anticipating library information, technology, and service requirements; by providing timely access to needed resources; by responding to changing user needs; and by promoting effective use of information by students, faculty, and staff. The University Libraries strive for excellence in service, instruction, and building collections. We seek new and better ways of serving the academic community.

Core functions: Support the academic mission of the university through strong collections and services. Provide 24/7 access to digital resources. Provide access to unique collections through special collections and digital collections. Provide instruction for research and use of resources. Demonstrate excellent stewardship of financial resources to provide access to information resources. Provide a variety of spaces for individual and group study. Provide 24/5 access in Rodgers Library during the academic year and 24/7 access in Rodgers and Gorgas Libraries during study week and final exams. Collaborate with other units on campus to promote research skills and strategies (i.e. Testing Services, Center for Academic Success). Provide access to software and technology to support the academic mission (i.e. Sanford Media Center, specialized software on library computers).

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Increase instructional support for courses
Increase instructional support for courses in order to promote the use of resources and research help.

Connected Document
University Libraries Timetable

Related Measures

M 8: Monthly lunchtime workshops or brown bags
Host monthly lunchtime workshops or brown bags in the libraries to increase knowledge of collections and emerging technologies. Survey participants who attend the workshops to establish baselines.

Source of Evidence: Evaluations

Connected Document
University Libraries Timetable

Target:
Host 8 lunchtime workshops or brown bags.

Finding (2011-2012) - Target: Met

Introduction:
"Lunch & Learn" sessions provide a venue for library faculty to share their experiences with new/emerging technology.

Findings:
1. This year, the library held 8 informational sessions that covered a variety of topics.
   - Gorgas Information Services (GIS) held six Lunch & Learn programs that covered a variety of emerging technologies:
     - 9/21/11 Twitter as an information source
     - 10/19/11 Facebook privacy
     - 11/16/11 LinkedIn
     - 2/23/12 Zotero
     - 3/21/12 Evernote
     - 4/18/12 Prezi.
   - The Library Faculty Organization (LFO) sponsored Lunch & Learn session on 03/01/12 where library faculty shared details of current projects they are working on in their areas of expertise.
   - The Library's Technology Committee sponsored an Emerging Technologies Forum on 05/22/12, which brought together a panel of technology experts, as well as several student presenters, to discuss emerging information technologies.
   - Librarians from GIS held two Lunch & Learn sessions at Shelton Community College.
2. Feedback forms from these sessions revealed that 65% of attendees believed the information to be "very useful" while 35% believed that information to be "useful."

Interpretations & Conclusions:
The library met its target of holding 8 workshops/sessions this year. These events provided library faculty with an opportunity to share details of their current work with colleagues, as well as discuss current issues of importance within the field of librarianship. Feedback forms gathered from program attendees indicate that the information provided within these sessions was indeed useful.

M 9: Number of classes and number of students taught
Compare statistics for number of classes and number of students taught to information from the prior year.
Target: Increase number of students reached through instruction.

Finding (2011-2012) - Target: Met

Introduction:
Instructional services provided by University Libraries provide instruction to library users that is necessary for effective and efficient use of the library's resources.

Findings:
1. This past year, the libraries administered 560 group instruction sessions that offered instruction to 14,178 library users.
   - This is a 7% increase in groups.
   - This is a 21.5% increase in instructional participants.
2. Instructional support was provided for at least 91 different courses.

Interpretations & Conclusions:
Librarians reached more students than in the previous year. The number of students who received instruction this past year accounts for more than a third of enrollment.

M 10: Baseline measure for library instruction in EN102/103/104
Establish a baseline measure for library instruction in EN102/103/104 through one minute papers and/or pre-post tests.

Source of Evidence: Benchmarking

Target: Establish a baseline.

Finding (2011-2012) - Target: Met

Introduction:
The Library works closely with the Department of English to establish goals for instruction which introduces freshman to library resources in EN102, EN103, and EN104.

Findings:
1. This past year, librarians provided formal instruction to at least 134 sections of EN102, 103, and 104 or 58% of all sections offered during academic 2011-12.

Interpretations & Conclusions:
Findings show that the University Libraries provided library instruction to a majority of students enrolled in first-year writing courses.

M 11: Baseline measure for library instruction in the Sanford Media Center
Establish a baseline measure for library instruction in the Sanford Media Center.

Source of Evidence: Benchmarking

Target: Establish a baseline for instruction.

Finding (2011-2012) - Target: Met

Introduction:
The Sanford Media Center (SMC) is comprised of a state-of-the-art technology lab that provides media-related technology access, training, and support to students. As the SMC provides access to many specialty media tools and software, instruction for the user is not only beneficial, but often required for successful student outcomes.

Findings:
1. 85 groups, comprised of 1,878 SMC users, received formal instruction.

Interpretations and Conclusions:
The number of SMC users to receive formal instruction rose by nearly 28.5% from the previous year.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Provide access to collections
Provide access to academic and scholarly research collections that support academic, research, and service priorities of students, faculty, and staff.

Target: Provide access to collections.

Finding (2011-2012) - Target: Met

Introduction:
The Sanford Media Center (SMC) is comprised of a state-of-the-art technology lab that provides media-related technology access, training, and support to students. As the SMC provides access to many specialty media tools and software, instruction for the user is not only beneficial, but often required for successful student outcomes.

Findings:
1. 85 groups, comprised of 1,878 SMC users, received formal instruction.

Interpretations and Conclusions:
The number of SMC users to receive formal instruction rose by nearly 28.5% from the previous year.

Connected Document
University Libraries Timetable
Relevant Associations:
Use of libraries varies by semester and by branch. These differences will be measured in the various gate counts and measure of print resource use. Availability of electronic resources data is generally a month behind because vendors supply this information in different ways (monthly, quarterly, etc.) EDS (Ebsco Discovery Service) is the new discovery interface that allows students and faculty to search across all formats of material in one search.

Related Measures

M 1: Feedback from faculty about collection
Feedback from surveys of faculty about the usefulness of University Libraries collections and services.
Source of Evidence: Client satisfaction survey (student, faculty)

Connected Document
University Libraries Timetable

Target:
Measure faculty satisfaction with collections and services.

Finding (2011-2012) - Target: Met
Rodgers Science & Engineering Library Faculty Survey

Introduction:
This survey offered a set of 41 statements related to library collections, services, and facilities for faculty to consider. The aim of this survey was to better understand the library priorities of faculty, as well as the level to which Rodgers Library is currently meeting those needs. Here, we will focus on those collection-related findings (print and electronic) from this survey.

Findings:
1. With regard to score breakdown by main category (i.e., Collections, Services, and Facilities), this survey found that on average, statements related to Collections received the highest scores (27% higher than Services and 32% higher than Facilities).
2. The importance rating of e-journals was 9.72 out of 10.
3. The importance rating of electronic access to journal backfiles was 9.38.
4. The importance rating of subscription databases was 8.49.
5. The importance rating of e-books was 8.29.
6. With regard to overarching key concepts represented by survey statements, E-Resources and Journals received the top two overall scores with 8.21 and 7.53 out of 10 respectively.

Interpretations and Conclusions:
Interpretation comes from comparing the importance of survey statements to library expenditures. In FY11, University Libraries expended over $5.7 million, or 73% of the collections budget, on e-resources (databases, e-books, e-journals, and other electronic media). This aligns with the increased use of and requests for electronic resources.

McLure Education Library Faculty Survey

Introduction:
The 53 questions in this survey evaluated and confirmed the degree of satisfaction and the patterns of use for McLure Library by the faculty in the College of Education.

Findings:
Overall Usage Patterns
1. 88% of faculty visit the physical library as few as 1/4 times per semester.
2. 56% visit the library’s website multiple times per week.
3. 80% visit the library’s website at least once per month.
4. 52% use library-provided databases multiple times per week to conduct research.
5. 88% have checked out materials from McLure.
6. 76% check out materials as little as 1/4 times per semester.

Specific Resource Usage
1. At least 56% still use the classic online catalog (20% of which use it on a weekly basis).
2. At least 76% use Scout, the Libraries discovery interface. (24% of which use it on a weekly basis).
3. 44% access ejournals on a weekly basis.
4. 68% never use curriculum resources for research, while 56% never use curriculum resources for teaching.
5. 72% use McLure’s professional book collection less than 3 times per semester for research.
6. 74% use McLure’s professional book collection less than 3 times per semester for teaching.

Faculty Satisfaction with Collections
1. Over 90% agree that the library’s databases and ejournals are useful to them.
2. 88% are able to find the information they are looking for when using the databases.
3. 32% believe the curriculum resources are useful to their teaching, with 40% having no opinion on the matter.

Interpretations and Conclusions:
Overall, the findings of this survey suggest that McLure is fulfilling the needs of the College of Education’s faculty. Faculty indicate they are using the resources for both teaching and research and are able to locate...
what they need.

M 2: Usage of electronic resources
Measure and assess usage of electronic resources through usage statistics
Source of Evidence: Activity volume
Connected Document
University Libraries Timetable

Target:
Measure downloads of full text articles from electronic resources.

**Finding (2011-2012) - Target: Met**

Introduction:
While many print monographs and journals remain invaluable, the majority of our collections budget is allocated to electronic resources. Currently, the most valuable metric by which to judge e-resource usage is the number of full-text article downloads from the databases.

Findings:
During the past year, 2,259,832 full-text articles were downloaded using the Libraries subscription database or a 12% increase based on the number of downloads reported to ARL in October 2011. When cross-referenced with enrollment and faculty numbers (database users), we see that this amounts to nearly 69 article downloads per user.

Interpretations & Conclusions:
Use of electronic resources continues to increase by students and faculty at the University.

M 3: Usage of print resources
Measure and assess usage of print resources through circulation statistics
Source of Evidence: Activity volume
Connected Document
University Libraries Timetable

Target:
Track use of circulating print collections.

**Finding (2011-2012) - Target: Met**

Introduction:
Print remains valuable in many disciplines and legacy collections which include standard works continue to circulate to faculty and students. Scholars in the humanities and education continue to seek print while scientists and engineers rely more on electronic resources.

Findings:
1. Total circulation for this past year was 155,483 (check-outs and renewals)
   - This amounts to a less than 1% decrease in circulation since the 2010-11 academic year.
2. When cross-referenced with the total number of potential library users (student enrollment and faculty), we see an annual circulation rate of 4.72 books per user.
   - This is a 5.2% decrease from the previous year.

Interpretations & Conclusions:
Print resources continue to circulate to all of our patron groups even with the increase in the use and acquisition of electronic resources.

M 4: Usage of Ebsco Discovery Service
Measure usage to establish a baseline for EDS (Ebsco Discovery Service)
Source of Evidence: Activity volume
Connected Document
University Libraries Timetable

Target:
Establish a baseline

**Finding (2011-2012) - Target: Met**

Introduction:
The Ebsco Discovery Service (EDS) is a simplified interface that mimics the look and functionality of Google. Patrons can search simultaneously for print, electronic, and other formats which produces more complete results for resources in the Libraries collections.

Findings:
1. This past year, University Libraries’ EDS logged 345,526 unique sessions. A session is defined as any period of time which a user is actively conducting searches and viewing results within the system.
2. EDS logged over 93.4 million user-initiated searches within the unique sessions.
   - This amounts to over 2,800 searches per user

Interpretations & Conclusions
Patrons are successfully locating materials in both the electronic and print collections of the University Libraries via EDS.

M 5: Fill rates for Rapid ILL requests
Establish a baseline for fill rates for Rapid ILL requests
Source of Evidence: Efficiency

Connected Document
University Libraries Timetable

Target:
Establish a baseline.

Finding (2011-2012) - Target: Met

Introduction:
RapidILL is a web-based ILL platform that allows for 24 hour or less turn around time to fill a request for a journal article. This service is used heavily by graduate students (53% of requests) and faculty members (29% of requests).

Findings:
4,157 RapidILL requests so far this fiscal year with 95% of requests being filled within 13.3 hours on average.

Interpretations & Conclusions:
RapidILL has decreased the time a student or faculty member must wait for a journal article from two to five days to minutes or hours. While the average time to fill a request is 13.3 hours, many requests are filled in less than an hour and delivered electronically to the patrons e-mail account.

M 6: Satisfaction survey for Annex deliveries
Retire this outcome.

Source of Evidence: Evaluations

Connected Document
University Libraries Timetable

Target:
Conduct survey on Annex delivery services.

Finding (2011-2012) - Target: Partially Met

A satisfaction survey was designed and advertised to Annex users (both directly and indirectly). However, no responses were received from this survey.

M 7: New initiatives in E-science
Retire this outcome.

Source of Evidence: Administrative measure - other

Connected Document
University Libraries Timetable

Target:
Establish a program in E-science

Finding (2011-2012) - Target: Met

Last July the University Libraries undertook participation in the ARL/DLF E-Science Initiative that provided guided development toward understanding the e-science needs of campus, learning what other institutions have been doing, and advancing an appropriate plan of action for UA. Our team included three associate deans: College of Art & Sciences, College of Engineering, and the Libraries. The training and discussion sessions and the environmental scan activities continued until November culminating in a capstone event in Atlanta with colleagues from other participating institutions. Since that time, we have continued to engage in local conversations with senior administrators, the faculty senate, and individual researchers. All of this effort led to the formation of a task force this summer to put into place a mechanism that will address the key points of need identified in the past year. These most recent activities have the full backing of the VP for Research, the VP for IT, and the Provost. The UA Libraries are now a key player in providing e-science support on campus.

This program will continue to develop in the coming year.

Related Action Plans (by Established cycle, then alpha):

Develop e-science program
Established in Cycle: 2011-2012
The task force established to develop the E-science program will identify key points and goals that will need to be addressed.

For full information, see the Details of Action Plans section of this report.

OthOtcn 3: Increase services to students who do not use a physical library
Significantly increase services to students who do not use a physical library

Connected Document
University Libraries Timetable

Related Measures

M 12: Use of guides available on the library website
Measure the use of guides available on the library website. Use the baseline established in 2010-11.
Source of Evidence: Activity volume

Connected Document
Target:

Finding (2011-2012) - Target: Met
Introduction: LibGuides provide information on library resources for courses and subjects. These guides provide links to key resources and contact information for librarians.

Findings: 308 Guides were available as of December 19, 2011. Hits = 45,395. Some guides were consolidated for the new academic year. For example, EN102 guides were consolidated so every section of EN102 did not have a separate guide.

204 Guides were available as of July 11, 2012. Hits for January to May, 2012 = 47,179. Guides are unpublished during semesters that courses are not offered.

The overall number of "hits" to LibGuides from 2010-2011 to 2011-2012 is up 15,536 or a 15% increase in use. Because the number of guides available changes as well as the number of students enrolled in courses, it is difficult to precisely compare use from year to year based solely on hits in this tool. In addition, best practices for constructing guides are in transition and the addition of Ebsco Discovery Service has made discovery of our resources easier than in the past. None the less, LibGuides continue to be a useful tool for instruction both by librarians and for student use.

Related Action Plans (by Established cycle, then alpha):

Best Practices for LibGuides
Established in Cycle: 2011-2012
A task force identified best practices for LibGuides which will be implemented in 2012-13.

Ongoing measure of guides
Established in Cycle: 2011-2012
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides an...

For full information, see the Details of Action Plans section of this report.

M 13: Integrate tutorials into guides
Retire this measure.

Source of Evidence: Benchmarking

Connected Document
University Libraries Timetable

Target:
Integrate tutorials into 30%, or 70, published guides.

Finding (2011-2012) - Target: Met
Introduction: LibGuides are online instructional guides that provide general subject area, as well as course-specific, research direction to students. The inclusion of video tutorials that cover search techniques and the effective use of library resources provide a needed supplement to one-shot library instructional sessions. LibGuides, especially those with embedded video, are even more helpful to distance learners who do not typically have access to in person library instruction.

Findings:
Over the past year, video tutorials have been incorporated into 76 of 203 published LibGuides equaling 37%. Video tutorials have been incorporated into 81 of 328 total guides (both published and unpublished) equaling 25%.

Interpretations & Conclusions:
The target for this year was met. Video tutorials will continue to be integrated into LibGuides in the coming year as guides are updated. Tutorials may be used in more than one guide and are time intensive to create. Best practices for LibGuides, as well as training for how to create effective tutorials, are being implemented in the coming year.

M 14: Evaluate web page usage
Retire this measure.

Source of Evidence: Existing data

Connected Document
University Libraries Timetable

Target:
Establish baseline for frequency of use of the library website.

Finding (2011-2012) - Target: Met
Introduction: The University Libraries website is the gateway to its resources. Measuring usage is a developing area of assessment; however, key metrics reveal the value of the website's presence.

Findings:
1. This past year, the main page of the library's website was visited 1,265,803 times equalling 39 visits per user (students and faculty) 73% of these visits are "direct," meaning the user specifically set out to land
on the library's website (To provide some context, 6% of users arrived at the library's main page as a result of a Google search.)

2. This past year, the library's mobile website was visited 12,482 times.

This equates to 0.38 visits per user, or one visit for 2 out of every 5 users. Over 51% of these visits come by way of an i-phone, while another 24% originate from i-pads

Interpretations & Conclusions:
Assessment data confirms high usage of the library's website. In addition to high levels of traditional website usage, the library's mobile website is showing a great deal of potential usage in it's early stages (the mobile site went live approximately six months ago).

OthOtcm 4: Provide access to physical facilities
Provide access to physical facilities for students and faculty.

Connected Document
University Libraries Timetable

Related Measures

M 15: Gate counts
Establish baseline for facility use from gate counts.
Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Establish a baseline for facility use.

Finding (2011-2012) - Target: Met

Introduction:
Gate counts are a simple accounting of the number of library users that visit the Libraries' facilities. These counts form one of the most basic pictures of library facility use.

Findings:

1. This past year, 1,709,391 users visited University Libraries buildings.
   - Gorgas: 917,700.
   - Bruno: 504,005.
   - Rodgers: 202,111.
   - Mclure: 83,548.
   - Hoole: 2,027.
2. Facility Usage Rate equates to nearly 52 visits per user (students and faculty.)

Interpretations & Conclusions:
This year's gate counts are up 9.2% from last year. While gate counts should be expected to rise with increases in both enrollment and the number of full-time teaching faculty, a 4.2% rise in the facility usage rate confirms increased facility usage unrelated to an increased user pool.

M 16: 24/5 use at Rodgers Library
Establish baseline for 24/5 use at Rodgers Library (available during the academic year)
Source of Evidence: Activity volume
Connected Document
University Libraries Timetable

Target:
Establish a baseline for 24/5 use at Rodgers Library.

Finding (2011-2012) - Target: Met

Introduction:
2011-12 was the fourth year that Rodgers Library remained open 24/5 during the academic year.

Findings:

1. During the fall semester of 2011, Rodgers Library floor counts revealed extended hour usage by 11,438 users. Total extended hours equaled 360 hours.
   - There were 32 users on average every hour of extended service.
2. During the spring semester of 2012, Rodgers Library floor counts revealed extended hour usage by just over 11,393 users. Total extended hours equaled 390 hours.
   - There were 29 users on average every hour of extended service.

Interpretations & Conclusions:
Usage stats during 24/5 extended hours indicate that users do indeed desire such services at Rodgers Library.

M 17: User satisfaction survey
Administer a satisfaction survey to users
Source of Evidence: Evaluations
Target:
Measure satisfaction of faculty members with Library services.

Finding (2011-2012) - Target: Met

Introduction:
Providing access to physical facilities is a central goal to library services at UA. Library facilities provide access to print resources, study areas, as well as technology such as computers, printers, and other media equipment. This year, a survey of Education faculty was conducted to determine satisfaction levels among McLure Education Library users in the College of Education.

Findings:
1. 88% agree that library hours are sufficient for their needs.
2. 76% believe the library has enough public use computers.
3. 72% believe the library provides a pleasing and inviting space.
4. 80% the library's furnishings improve feel and function of the library's space.
5. 80% believe that the library is a space conducive for scholarly pursuit.

Interpretations & Conclusions:
Overall, very high levels of user satisfaction were reported with regard to library facilities. However, it is important to note that this year's survey focused on faculty users. Next year it will be important to survey the student segment of the user base.

OthOtm 5: Research, scholarly, or professional activities
Tenured and tenure-earning library faculty will engage in research or scholarly or professional activities

Related Measures

M 20: Publications
Percentage of tenured and tenure-track library faculty members who have published articles, chapters or books.
Source of Evidence: Activity volume

M 21: Presentations
Percentage of tenured and tenure-track library faculty who have presented at a state, regional or national professional meeting.
Source of Evidence: Activity volume
Findings: 42 presentations were delivered during the past year.

Interpretations & Conclusions:
This illustrates a solid commitment to professional contribution in the field of librarianship.

M 22: Professional activities
Percentage of tenured and tenure-track library faculty who are engaged in professional activities such as serving on committees or editorial boards at the state, regional or national level.

Source of Evidence: Activity volume

Connected Document
University Libraries Timetable

Target:
Document tenured and tenure-track faculty engaged in professional activity.

Finding (2011-2012) - Target: Met

Introduction:
Any professional activities, outside the realm of publications and presentations, are included in this section.

Findings:
1. Tenured and Tenure-track Faculty reported 15 creative activities this past year.
   - National-level: 1.
   - International-level: 1.
2. Three grant proposals were submitted this year.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Best Practices for LibGuides
A task force identified best practices for LibGuides which will be implemented in 2012-13.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

Implementation Description: Update and consolidate guides. Move content that is not course or subject related to the Libraries website.
Projected Completion Date: 05/2013
Responsible Person/Group: Melissa Fortsen Green, Jason Battles, Steven Turner

Develop e-science program
The task force established to develop the E-science program will identify key points and goals that will need to be addressed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: New initiatives in E-science | Outcome/Objective: Provide access to collections

Implementation Description: A campus wide task force has been established to identify goals and a plan.
Projected Completion Date: 07/2013
Responsible Person/Group: Tom Wilson, Associate Dean for Library Technology

Ongoing measure of guides
The measure of use of Guides is ongoing and will continue until the end of the spring semester. Evaluation of kinds of guides and use will be evaluated at that time.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use of guides available on the library website | Outcome/Objective: Increase services to students who do not use a physical library

Implementation Description: Gather statistics from the LibGuide site.
Projected Completion Date: 06/2012
Responsible Person/Group: Millie Jackson
[SMC SURVEY ANALYSIS]

Executive Summary:
This document details the findings of a survey conducted by the Sanford Media Center (SMC) during the fall semester of 2012. In all, 111 students responded to the survey, 84% of which had previously used SMC facilities and services. For non-users, the most often cited reason for non-use was that they have not yet had an opportunity for use, due to the fact that they just arrived at the University or are just now hearing about the SMC and its services. Non-users also noted having their own computer and software, as well as the skill to use it unaided, as reasons for non-use.

Most students become aware of the SMC early in their matriculation. In addition, many are aware of a majority of those services provided by the SMC. The lowest areas of awareness surround those specialized equipment items that are available for circulation through the SMC.

Fifty-nine percent (59%) of all respondents (70% of users) indicate having received group instruction as part of their coursework. Fifty-seven percent (57%) of all respondents (68% of users) indicate having received one-on-one instruction at some point, many of which did so by appointment.

Among users, 87% indicate having used SMC facilities and equipment when working on coursework. Ninety-one percent (91%) indicate having used SMC computers and software to complete this work, 67% used SMC equipment, and 45% used the recording studio. Eighty-six percent (86%) of users also indicated seeking out the assistance of SMC staff to complete their assignments.

Fifty-five percent (55%) of users believe the SMC large enough to effectively serve users. Over 60% of users also indicate that SMC computers and equipment are available when they need them. However, it is worth noting that as the semester progressed, fewer respondents agreed that computers and equipment were readily available. With regard to proposed service expansions, the service that received the most interest was production instruction sessions.

Lastly, a free-form question asked respondents to indicate in what ways, if any, they would change the SMC. This question showed a 34% response rate among all respondents. Twenty-six percent (26%) of respondents indicated no changes are currently necessary at the SMC. Of the remaining 74%, increasing the size of the facility was cited by 44%. Additional equipment and services was cited by over 25%.
During the fall semester of 2012, the Sanford Media Center (SMC) administered a short user survey aimed at gathering information related to student knowledge and use of SMC services and facilities. In particular, the SMC wanted to determine:

1. What students know (or do not know) about the SMC and its services
2. At what point students are first hearing about the SMC
3. At what point students are first using the SMC
4. The type and frequency of service usage
5. The reasons behind students’ non-usage of SMC facilities and services
6. Any potential student interest in the expansion of SMC facilities and services

Respondents’ participation was solicited via three means:

- Instructors who registered their classes for SMC group instruction were asked to have their students take the survey.
- QR codes advertised the survey for six weeks in both the SMC and Ferguson Student Center.
- The survey was linked on the University Libraries main website ticker.

**Who Responded**

Respondents were asked to indicate their class rank, as well as their major department, as a means of identifying those populations who responded and tracking certain survey. In all, 111 students completed the survey. A majority of these students are upper classmen, with 61% identifying themselves as juniors or seniors (see Table 1).

<table>
<thead>
<tr>
<th>Class Ranking</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>15%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>17%</td>
</tr>
<tr>
<td>Junior</td>
<td>25%</td>
</tr>
<tr>
<td>Senior</td>
<td>36%</td>
</tr>
<tr>
<td>Grad Student</td>
<td>7%</td>
</tr>
</tbody>
</table>

Respondents identify their association with 34 different major departments. The departments most represented in the sample are:

- Art & Art History; English – 7%
- Mechanical Engineering; Human Nutrition & Hospitality Management– 6%

A full accounting of respondent majors can be seen below in Table 2.
**What Respondents Know about the SMC**

An 11-part question was used to determine respondents’ awareness of certain aspects of the SMC and its services. Respondents could answer that “Yes” they were aware, “No” they were not aware, or “I have no idea what you’re talking about,” which denotes a lack of understanding on the issue. These findings are detailed below.

| Question | Yes | No | What?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is located in Gorgas Library</td>
<td>96%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Has a recording studio</td>
<td>81%</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>Offers video camera checkout</td>
<td>92%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Offers DSLR checkout</td>
<td>65%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Offers GoPro checkout</td>
<td>53%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Offers green screen checkout</td>
<td>60%</td>
<td>32%</td>
<td>8%</td>
</tr>
<tr>
<td>Offers audio kit (boom, wireless, and usb mics) checkout</td>
<td>76%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>Offers light kit checkout</td>
<td>60%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>Provides one-on-one instructional sessions</td>
<td>80%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Provides access to powerful computers with specialized media software</td>
<td>88%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Provides all of the above free of charge</td>
<td>85%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Averages</strong></td>
<td><strong>76%</strong></td>
<td><strong>17%</strong></td>
<td><strong>7%</strong></td>
</tr>
</tbody>
</table>
On average, a vast majority of respondents had some understanding of the SMC and the services it provides. Lowest levels of knowledge correspond to specialty equipment circulation, such as DSLR, GoPro, light kit, and green screen circulation. The location of the SMC, as well as those basic services it provides (e.g., computer and software access, video camera circulation, and access to a recording studio) are well known to respondents.

Most respondents are hearing about and using the SMC for the first time as upperclassmen. A majority of respondents (36%) indicated first hearing of the SMC during their freshman year. Another 26% indicated their sophomore, 24% their junior year, and 10% their senior year. Only 4% of respondents indicated first hearing about the SMC in graduate school. In addition, only 16% of respondents indicated they had never used SMC facilities or services. A full breakdown of all findings related to these two questions can be seen in Table 4. Additionally, a breakdown of users by department can be seen in Table 3.

<table>
<thead>
<tr>
<th>When Respondents First:</th>
<th>Heard About SMC</th>
<th>Used SMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26%</td>
<td>18%</td>
</tr>
<tr>
<td>Junior</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>Senior</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>Grad School</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Respondents who indicated never having used the SMC were asked their reason(s) for this decision. Specifically, respondents could choose from a list of 10 possible reasons for not having visited the SMC. They were also able to provide additional information regarding this decision in an open-form essay box. One can see the full results of this question in Table 5.

<table>
<thead>
<tr>
<th>Reasons For Not Using The SMC</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my first year and I have not had the chance</td>
<td>44%</td>
</tr>
<tr>
<td>I am hearing about the SMC for the first time</td>
<td>39%</td>
</tr>
<tr>
<td>The space is too small</td>
<td>0%</td>
</tr>
<tr>
<td>The equipment I need is rarely available</td>
<td>0%</td>
</tr>
<tr>
<td>Computers are rarely available</td>
<td>0%</td>
</tr>
<tr>
<td>The SMC does not have the equipment I need</td>
<td>0%</td>
</tr>
<tr>
<td>The SMC does not have the software I need</td>
<td>0%</td>
</tr>
<tr>
<td>I have my own computer with media software</td>
<td>39%</td>
</tr>
<tr>
<td>I have my own equipment</td>
<td>0%</td>
</tr>
<tr>
<td>I have the necessary skills to work on my own</td>
<td>39%</td>
</tr>
</tbody>
</table>

Non-user respondents indicated several reasons for their lack of SMC use. The most common response is that they have simply not had a chance to use the SMC due to this being their first year (44%). Thirty-nine percent (39%) of non-users also indicate that they have: just learned of the SMC, and/or that they have their own computers, and /or that they have the expertise to work on media projects on their own. There were no responses to the open form question that concerned reasons for non-usage.
**SMC Instructional Services**

As shown in Table 6, 57% of respondents, 68% of users, indicate having received one-on-one instruction at the SMC. Of those respondents, 44% received instruction by appointment (53% of users). In addition, 59% of respondents indicated they received formal group instruction as part of one of their courses (70% of users). When more deeply analyzed via logistic regression, these data show that receiving either one-on-one or group instruction is likely to lead to SMC use. Whether one-on-one instruction was planned or not, does not have any effect (see Table 6).

<table>
<thead>
<tr>
<th>Respondents That Received:</th>
<th>Frequency</th>
<th>% of Respondents</th>
<th>% of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-One Instruction</td>
<td>63</td>
<td>57%</td>
<td>68%</td>
</tr>
<tr>
<td>By Appointment</td>
<td>49</td>
<td>44%</td>
<td>53%</td>
</tr>
<tr>
<td>Group Instruction</td>
<td>65</td>
<td>59%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Facilities and Usage**

Three opinion-based questions were posed to SMC users to better understand how they view the appropriateness and availability of SMC facilities and services. Fifty-five (55%) of users agree that the SMC currently has enough space to serve all its users, 62% agree that the equipment they need is always available, 68% agree that they can readily find a computer when visiting the SMC (see Table 7). Interestingly, bivariate analysis shows that as the semester progressed, opinion concerning computer and equipment availability shifted in the negative direction.

<table>
<thead>
<tr>
<th>Opinions About the SMC Facilities and Services</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SMC has enough space to serve all its users</td>
<td>4%</td>
<td>28%</td>
<td>13%</td>
<td>41%</td>
<td>14%</td>
</tr>
<tr>
<td>The equipment I need is always available</td>
<td>3%</td>
<td>12%</td>
<td>23%</td>
<td>47%</td>
<td>15%</td>
</tr>
<tr>
<td>I can readily find a computer to use when I visit the SMC</td>
<td>2%</td>
<td>9%</td>
<td>22%</td>
<td>53%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Respondents primary use the SMC for class assignments (87%). Additionally, 38% indicate using the SMC to complete work related to their major, but not assigned for class. Lastly, 35% indicate using the SMC to work on personal projects that are completely unrelated to coursework or career development. Clearly, a vast majority of usage is driven by course requirements, but there are also more than a negligible number of personal projects being completed using SMC resources (see Table 8).

<table>
<thead>
<tr>
<th>Use SMC Facilities &amp; Equipment To:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work On Coursework</td>
<td>87%</td>
</tr>
<tr>
<td>Work On Related, Non-Coursework</td>
<td>38%</td>
</tr>
<tr>
<td>Work on Personal Projects</td>
<td>35%</td>
</tr>
</tbody>
</table>
When working on multimedia projects, 90% of SMC users indicate utilizing SMC software and computers, 67% indicate checking out SMC equipment, 45% indicate using the SMC recording studio, and 86% indicate asking SMC staff for assistance. More detailed findings for this section can be seen in Table 9.

<table>
<thead>
<tr>
<th>Habits When Working On A Project</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Very Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use software on SMC computers</td>
<td>10%</td>
<td>17%</td>
<td>28%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Check out equipment from SMC</td>
<td>33%</td>
<td>15%</td>
<td>27%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Use the SMC recording studio</td>
<td>54%</td>
<td>19%</td>
<td>16%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Ask for help from SMC staff</td>
<td>14%</td>
<td>14%</td>
<td>38%</td>
<td>19%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Interest in New Facilities and Services**

SMC users were asked to indicate their levels of interest in seven new facilities/services that the SMC could potentially offer in the future. Findings show that a few of the proposals garnered more interest than others. Users expressed the most interest in production instruction sessions—43% of users expressed moderate to much interest in this service. Full details of these findings can be seen in Table 10.

<table>
<thead>
<tr>
<th>Interest in Potential Services</th>
<th>Not Sure</th>
<th>No Interest</th>
<th>Some Interest</th>
<th>Moderate Interest</th>
<th>Much Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/support stations for your personal laptop</td>
<td>5%</td>
<td>28%</td>
<td>29%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>3D video creation, editing, and support</td>
<td>10%</td>
<td>26%</td>
<td>29%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Production instruction sessions</td>
<td>11%</td>
<td>19%</td>
<td>27%</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Holiday equipment circulation</td>
<td>14%</td>
<td>29%</td>
<td>29%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Video recording workroom</td>
<td>10%</td>
<td>24%</td>
<td>31%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>Voice-over booth</td>
<td>7%</td>
<td>26%</td>
<td>30%</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Online support</td>
<td>8%</td>
<td>25%</td>
<td>35%</td>
<td>18%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**User Opinion Regarding SMC Improvement**

Lastly, SMC users were asked what they would do if allowed to make changes to the SMC. Thirty-one (31) respondents provided feedback (34% of entire sample). Nine (9) of these responses did not indicate any proposed changes. However, 25 respondents (27% of entire sample) did provide suggestions for changes to the SMC. Content analysis was used to analyze these data. Details of this analysis can be seen below in Table 11.

<table>
<thead>
<tr>
<th>What Would You Change About The SMC</th>
<th>Of Question Respondents</th>
<th>Of Entire Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add Additional Room</td>
<td>44%</td>
<td>14%</td>
</tr>
<tr>
<td>Add Additional Equipment</td>
<td>29%</td>
<td>9%</td>
</tr>
<tr>
<td>Add Additional Services</td>
<td>29%</td>
<td>9%</td>
</tr>
<tr>
<td>Improve Customer Service</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Increase Advertising</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Change Policies</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Add Additional Staff</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Improve Current Facilities</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>No Changes Needed</td>
<td>26%</td>
<td>8%</td>
</tr>
</tbody>
</table>
• Forty-four percent (44%) of respondents who proposed changes to the SMC indicate the need for additional space.
• Twenty-nine percent (29%) indicate the need for additional equipment, such as computer stations, cameras, sound recording equipment, and specialized equipment for graphic design.
• Twenty-nine percent (29%) indicate the need for additional services, such as a wider array of instructional sessions, additional circulation services, and longer service hours.
• Twelve percent (12%) indicate the need for improved customer service, especially with regard to student employees.
• Three percent (3%) would increase SMC advertising.
• Twelve percent (12%) would change SMC policies, particularly regarding overdue fines.
• Nine percent (9%) would add additional staff in the SMC.
• Six percent (6%) would improve current facilities by, for example, improving sound proofing in the recording studio.
• Twenty-six percent (26%) indicate that no changes are needed. Several of these respondents also provided favorable reviews of the SMC:
  o I love the SMC!
  o You have much better hours than the TCF equipment room, and equipment rentals can be made immediately without delay. I don’t think SMC has ever given me wrong or incomplete equipment, in stark contrast to the TCF department. I would recommend adding a few more computers for high-demand periods.
  o ;)}
### III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
<thead>
<tr>
<th></th>
<th>Expected Outcome 1</th>
<th>Expected Outcome 2</th>
<th>Expected Outcome 3</th>
<th>Expected Outcome 4</th>
<th>Expected Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide access</strong></td>
<td><strong>Provide access to academic and scholarly research collections that support academic, research, and service priorities of students, faculty, and staff.</strong></td>
<td><strong>Increase instructional support for courses in order to promote the use of resources and research help.</strong></td>
<td><strong>Significantly increase services to students who do not use a physical library</strong></td>
<td><strong>Provide access to physical facilities for students and faculty.</strong></td>
<td><strong>Tenured and tenure-earning library faculty will engage in research, or scholarly, or professional activities</strong></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>September</strong></td>
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</tr>
<tr>
<td><strong>October</strong></td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td><strong>March</strong></td>
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</tr>
<tr>
<td><strong>April</strong></td>
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</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baseline for Rapid ILL fill rate for Spring semester</td>
<td>including SMC</td>
<td>2012</td>
<td>Rodgers</td>
<td>faculty based on FAR</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------</td>
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<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>June</td>
<td>Measure academic year use of electronic resources</td>
<td>Baseline for EN102/103/104</td>
<td>Calculate number of guides that have tutorials integrated; use baseline from Sept. 2011.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
<td>Evaluate Web page usage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>