

# University of North Carolina Wilmington

Educational Program Assessment Plan and Report

William Madison Randall Library

Assessment Plan for 2011 - 2012

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Program Outcome UNCW Strategic Goal	Tools	Implementation	Summary of Findings	Actions Taken
<p>What is the intended or desired effect of your programming or services? What Strategic Goal does it link to?</p>	<p>Tools or measures of program outcomes must address the outcome directly</p>	<p>Identify who will be responsible for implementation; what data will be collected.</p>	<p>What was learned from the collection and analysis of data for the program outcome?</p>	<p>What changes were made because of what you learned?</p>
<p>PO 1: Improve direct support for teaching, research and creative inquiry  <b>Goal # 1</b></p>	<p>1.Information literacy instruction evaluations and statistics, including questionnaires, worksheet scoring, review of student work, SLO review, external evaluations, SPOTS, self assessments, curriculum mapping exercise, Lib-Value survey</p>	<p>Assessment Subcommittee of the Information Literacy Strategic Planning Team, Coordinator of Instructional Services, Instructional Services Librarians</p>	<p>Data and information documented need for changes to the First Year Seminar, English Composition classes, discipline specific course-related instruction.  Program and instructor assessment documented need for increased internal communication re: various dimensions of information literacy instruction.</p>	<p>Implemented changes to enhance the design, delivery and curricular relevance of the First Year Seminar, English composition classes, and discipline specific course-related instruction; changes are documented in Attachment #1, Library Instruction Assessment for AY 2011-2012 in the section entitled Student Learning Outcomes Assessment.  Implemented changes to improve teaching effectiveness; changes are documented in Attachment #1, Library Instruction Assessment for AY 2011-2012 in the sections entitled Assessment of Teaching Effectiveness, Program and Instructor Assessment, and Assessment of Coordinator of Instructional Services.</p>

			Lib-Value survey findings suggest that information about library instruction should be more widely disseminated.	
	<p>2. LibQUAL+<sup>1</sup> (implemented in 2011)</p> <p>Gate count</p> <p>Public service statistics (Circulation, Learning Commons Help Desk, email, phone, chat, text)</p>	<p>Associate University Librarian for Public Services, Assistant University Librarian/Coordinator of Access Services, Coordinator of Research and Information</p>	<p>On the <b>Affect of Service</b> dimension, faculty, graduate students and undergraduate students all gave Randall library high marks. Our efforts to provide friendly, knowledgeable, and effective service are appreciated by all users. We continue to look for ways to provide excellent service that makes a difference to our users.</p> <p>Gate count and service statistics indicate traffic and usage patterns, e.g. analysis of the Learning Commons Help Desk statistics</p>	<ul style="list-style-type: none"> <li>• Based on reduced traffic, Learning Commons Help Desk staffing reduced to single staffing of all shifts.</li> <li>• Based on both traffic patterns and on student input at our service desks, Learning Commons Help Desk reduced number of operating hours on weekends by opening one hour later and closing one hour earlier.</li> <li>• Based on student input at our service desks, In October 2011 “early bird” hours were instituted and the Library opened at 6:00 a.m.</li> </ul>

<sup>1</sup> Randall Library participated in the survey for the first time in the Spring Semester, 2008 and conducted the survey again in fall 2011. UNCW was one of 160 institutions in 11 countries who participated in 2011. College or University libraries numbered 138 for this period. For the full LibQUAL+ report, see [http://library.uncw.edu/facts\\_planning/library\\_survey\\_2011\\_results](http://library.uncw.edu/facts_planning/library_survey_2011_results)

			<p>showed a drastic reduction in transactions during weekly and weekend shifts. Student input called for earlier building hours.</p> <p>Help Desk: 8,448 Circulation Desk: 2,481 information questions were captured by staff Email: 244 Phone: 791 Chat: 947 Remote reference: 606</p>	
	<p>3. Analysis of directional questions received at our Circulation and Learning Commons Help Desk</p> <p>Knowledge Base LibQUAL+</p> <p>Survey of faculty and survey of students</p>	<p>Coordinator of Instructional Services, Information Systems Librarian, Information Literacy Tutorial Subcommittee</p>	<p>Question analysis indicated that the most frequently asked directional questions concern our facility; students lack information about facility enhancements</p> <p>Survey analysis reveals information needs</p>	<p>Tool updates: Floor Maps and Virtual Tour were updated in respond to evolving changes in our facility.</p> <p>New tutorials were created by UNCW librarians including</p> <ul style="list-style-type: none"> <li>• A custom multi-step, interactive tutorial “My Research Strategy” (<a href="http://library.uncw.edu/instruction/research_strategy">http://library.uncw.edu/instruction/research_strategy</a>) to replace paper handouts used in information literacy classes</li> <li>• “Get It from UNCW”</li> <li>• (<a href="http://library.uncw.edu/resources/get_it_uncw">http://library.uncw.edu/resources/get_it_uncw</a>)</li> <li>• “Downloading Ebsco eBooks Onto a NOOK” (<a href="http://library.uncw.edu/resources/downloading_ebsco_ebooks_nook">http://library.uncw.edu/resources/downloading_ebsco_ebooks_nook</a>)</li> <li>• “Introduction to Interlibrary Loan” (<a href="http://library.uncw.edu/resources/interlibrary_loan">http://library.uncw.edu/resources/interlibrary_loan</a>).</li> </ul>
	<p>4. Input from Information</p>	<p>Coordinator of Instructional</p>	<p>Instructors indicate that teaching would</p>	<ul style="list-style-type: none"> <li>• Additional support was added to the Drupal CMS for complex web forms, advanced poll options, a quiz</li> </ul>

	<p>Literacy Instruction instructors</p> <p>Announcements of Drupal enhancements</p> <p>Archives and Special Collection best practices</p> <p>Archivists Toolkit and Archon product assessment</p>	<p>Services, Information Systems Librarian, University Archivist, Coordinator of Special Collections</p>	<p>be enhanced by improvements to Drupal Content Management System (CMS)</p> <p>Review of Drupal enhancement options, best practices, and product assessment demonstrates that database-driven solutions would be optimal for students</p>	<p>functionality to support our information literacy instructors within the last year</p> <ul style="list-style-type: none"> <li>Launched a new content management system, Archon, to provide modern access to our Archives and Special Collections finding aids, including some digitized content (<a href="http://randall3.uncw.edu/ascod/">http://randall3.uncw.edu/ascod/</a>); the new system replaces static HTML pages</li> <li>The “Collections” navigation grouping was updated and simplified in response to the launching of the new Archives and Special Collections website (<a href="http://library.uncw.edu/archives_special/">http://library.uncw.edu/archives_special/</a>)</li> <li>The Curriculum Materials Center website (<a href="http://library.uncw.edu/cmcc/">http://library.uncw.edu/cmcc/</a>) was completely updated in 2011, moving to our Drupal CMS; the updated site replaces a handful of outdated Web pages and includes a new searchable interface for “teaching kit” resources unique to the CMC.</li> </ul>
	<p>5. WAVE (Web accessibility evaluation tool)<sup>2</sup></p>	<p>5. Information Systems Librarian</p>	<p>Evaluation of the accessibility of our Web pages indicates that our pages are not consistently up to accessibility code standards.</p>	<p>Updated code in response to accessibility code standards</p>
	<p>6. Equipment inventory</p>	<p>Associate University Librarian for Computing Services</p>	<p>Inventory analysis shows that our equipment is not up to date; dated inventory compromises our ability to meet 21<sup>st</sup> century student information, research and study needs</p>	<ul style="list-style-type: none"> <li>Four replacement laptops for Library faculty checkout. Library faculty use these laptops to present library instruction outside of the library building, meet with teaching faculty, and provide other library services.</li> <li>Twenty-six new Dell OptiPlex 990 computers to replace 5-year old computers in Randall Library (RL) 1022; these computers support Instructional Services.</li> <li>Two new Dell OptiPlex 990 workstations for student use in RL 1045, the Technology Enhanced Collaboration Space.</li> <li>Added four more dual-monitor cards to computers in the</li> </ul>

<sup>2</sup> <http://wave.webaim.org/>

				<p>Learning Commons, bringing the total dual-monitor workstations to 8.</p> <ul style="list-style-type: none"> <li>• Purchased 2 Smartboards. One Smartboard is placed in RL 1045, the Technology Enhanced Collaboration Space. The other Smartboard is placed in RL 2016, the Graduate Quiet Study Space.</li> </ul>
	<p>7. Review of staff roster  <a href="http://library.uncw.edu/directory">http://library.uncw.edu/directory</a>  and Liaison Librarians  <a href="http://library.uncw.edu/directory/librarians">http://library.uncw.edu/directory/librarians</a></p> <p>Cataloging workflow analysis</p> <p>Government Documents workflow analysis</p>	<p>University Librarian, Associate University Librarian for Public Services, Associate University Librarian for Technical and Collection Management Services</p>	<p>Inability to meet information, reference, research and instruction needs of first year students</p> <p>Inability to meet “behind-the-scenes” business and operational needs in support of both special and new formats</p>	<ul style="list-style-type: none"> <li>• Repurposed two New EPA Library Faculty positions and successfully recruited a First Year Engagement Librarian (8/1/2011) and a Digital Formats and Metadata Librarian (4/2/2012)</li> <li>• Ms. Eileen Brown, Assistant University Librarian Directing Government Research &amp; Regional Studies, was on medical leave from late January 2010 until her death on October 10, 2011. Business Librarian Ms. Beth Kaylor was named as Acting Government Documents librarian in addition to her other duties.</li> </ul>

Program Outcome UNCW Strategic Goal	Tools	Implementation	Summary of Findings	Actions Taken
<p>PO2: Improve search and discovery for students, faculty and staff</p> <p><b>Goal # 1</b></p>	<p>1. LibQUAL+ survey</p> <p>Review of available upgrades and enhancements to integrated library system (ILS); alerts</p>	<p>Associate University Librarian for Computing Services, Associate University Librarian for Technical and Collection Management</p>	<p>Among Faculty and Grad Students, <b>Information Control</b> was the most important dimension in both 2008 and 2011. However, faculty</p>	<p>To improve information control, upgrades were implemented to the Integrated Library System (ILS):</p> <ul style="list-style-type: none"> <li>• Upgraded to Millennium Rel. 2009B 1.4 on Sept. 5, 2011.</li> <li>• Upgraded to Millennium Rel. 2011 1.0 on Dec. 20, 2011.</li> </ul>

	and enhancements are announced by Innovative Interfaces (email, listservs, Website)	Services, Information Systems Librarian	scored Randall Library's performance on <b>Information Control</b> the lowest of the 3 dimensions. Having a library website that enables users to locate information on their own was also ranked as highly important by users. Available upgrades and enhancements were analyzed to determine optimum impact on this dimension.	To improve information control, enhancements were implemented to the ILS (see Attachment #2) and to the Library catalog: <ul style="list-style-type: none"> <li>• Added QR codes to catalog records, allowing users to scan and send item information to their smartphone.</li> <li>• Created catalog location for books on display in exhibits, ensuring their availability while in use for promotion.</li> </ul>
	3. Usability and Google analytics  Learning Commons Help Desk statistics  Student surveys  Information Literacy Instruction instructor feedback	Associate University Librarian for Computing Services, Information Systems Librarian, Library Web Development Committee	Web analytics indicate that our Subject Pages were the most frequently searched pages.  Service desk statistics, student and instructor input reveals increased usage of group study rooms and need for better management of these facilities	<ul style="list-style-type: none"> <li>• Subject pages underwent substantial revisions and improvements in content and navigation</li> <li>• A separate "Journals" search tab was added on the Library homepage to aid users searching for specific journal titles</li> <li>• Added a streaming video option to the Find Videos &amp; DVDs page</li> <li>• Launched Web-based Group Study Room Reservation system</li> </ul>
	4. Circulation statistics	Associate University Librarian for Technical and Collection Management Services	Data indicate that our Recreational Reading collection is one of our most popular collections	<ul style="list-style-type: none"> <li>• Implemented an eReader Pilot, purchasing content for and circulating 6 Kindles and 6 Nooks.</li> <li>• Subscribed to McNaughton Subscription Services to ensure that the library's Featured New Books collection includes the hottest bestsellers and other current</li> </ul>

				popular fiction and nonfiction titles.
	5. Archives service statistics	University Archivist	Data indicate that users would be better served by the digitization of key UNCW publications	<ul style="list-style-type: none"> <li>Key UNCW publications were digitized, including full text searching: Code of student life, university catalogs, yearbooks, Board of Trustees minutes, Campus Communiqué staff newsletter</li> </ul>
	6. Interlibrary Loan and Document Delivery statistics  Interlibrary Loan and Document Delivery workflow analysis  Atlas Systems alerts of system upgrades	Associate University Librarian for Computing Services, Assistant University Librarian /Coordinator of Access Services	Data indicate that processes could be streamlined and that delivery time would be improved by implementation of select upgrades and enhancements	<ul style="list-style-type: none"> <li>Instituted Direct Request (unmediated borrowing for books)</li> <li>Upgraded to ILLiad 7.4 which created integrated document delivery (totally within the ILLiad system)</li> <li>Upgraded custom holdings to provide options to improve processing window</li> </ul>
	7. Federal Depository Library Program (FDLP) tools and information regarding the building, organizing and maintaining of a tangible and electronic collection  Documents collection usage	Associate University Librarian for Public Services, Associate University Librarian for Technical and Collection Management Services, Government Documents staff including the Acting Government Documents Librarian	Data demonstrate the need to fine-tune our item selection profile and the need to focus collection management efforts on suitable and in-scope publications	<ul style="list-style-type: none"> <li>Edited the cataloging profile with OCLC and began a plan for deselection of government documents.</li> <li>A total of 742,160 government documents were added to the collection in 2011-2012</li> </ul>

Program Outcome UNCW Strategic Goal	Tools	Implementation	Summary of Findings	Actions Taken
<p>PO3: Provide a safe, attractive and inspiring learning environment in which users, regardless of location or information, have the opportunity to access and use diverse resources and services</p> <p><b>Goal # 6</b></p>	<p>1.LibQUAL+</p>	<p>University Librarian, Associate University Librarians (Computing Services, Public Services, Technical and Collection Management Services), Assistant University Librarian/Coordinator of Access Services, Facility and Events Coordinator</p>	<p>1. The UNCW user population was least satisfied with the “Library as Place.” Among Undergraduates, <b>Library as Place</b> is most important dimension and rated Randall Library’s performance as barely meeting their minimum expectations. Graduates scored <b>Library as Place</b> the lowest, below their minimum expectation in both 2008 and 2011. The key factors of dissatisfaction were quiet space and a space that inspires study and learning. Hours of operation were also mentioned, especially in the comments, as being insufficient. The <b>Library as Place</b> dimension was the only one in which UNCW scored below the average of the institutions participating in the survey.</p>	<p>To improve the library’s physical environment, a number of significant enhancements were made including design of a technology enhanced collaboration space, new media viewing rooms, weeding and relocation of the microform collection, and carpet replacement. For a complete listing of enhancements see Attachment #3.</p>
	<p>1. Review of Library committee structure (charges, membership, activity)</p>	<p>University Librarian, Programming and Exhibits Committee (PEC) members</p>	<p>Committee review suggests that our infrastructure is inadequate to support responsive academic and cultural event planning and delivery</p>	<ul style="list-style-type: none"> <li>Revised charge and membership for the Programming and Exhibits Committee</li> </ul>

	<p>3. Review of calendar and attendance figures from previous year's academic and cultural events sponsored by the Library</p>	<p>University Librarian, Associate University Librarian for Public Services, Facility and Events Coordinator, First Year Engagement Librarian, and for the Literacy Live events, the Coordinator Library Curriculum Materials Center (CMC)</p>	<p>Strong event attendance and feedback indicate interest in a more robust calendar of academic and cultural events in the Library</p>	<ul style="list-style-type: none"> <li>• Refreshed and expanded our lineup of academic and cultural programming events; attendance figures attest to better alignment with student interests etc. See Attachment #4 for a complete list of events with attendance.</li> </ul>
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# University of North Carolina Wilmington

Educational Program Assessment Plan and Report  
William Madison Randall Library  
Assessment Plan for 2011 – 2012

Attachment #1: Library Instruction Assessment for AY 2011-2012

## Library Instruction Assessment for AY 2011-2012

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Randall Library is committed to assessing library instruction. The Assessment Subcommittee of the Information Literacy Strategic Planning Team is responsible for coordinating library instruction assessment. Both the team and the subcommittee are chaired by the Coordinator of Instructional Services. The various assessment initiatives undertaken throughout the academic year are briefly described below. Select assessment results and needed changes are provided as well.

### 1. Student Learning Outcomes Assessment

#### a. First Year Seminar

Each First Year Seminar class is required to have one face to face library instruction session with a librarian in Randall Library. All First Year Seminar sections in fall 2011 and spring 2012 had this face to face session. Student Learning Outcomes previously established ([available on Library's SharePoint site](#)) were assessed through the following methods:

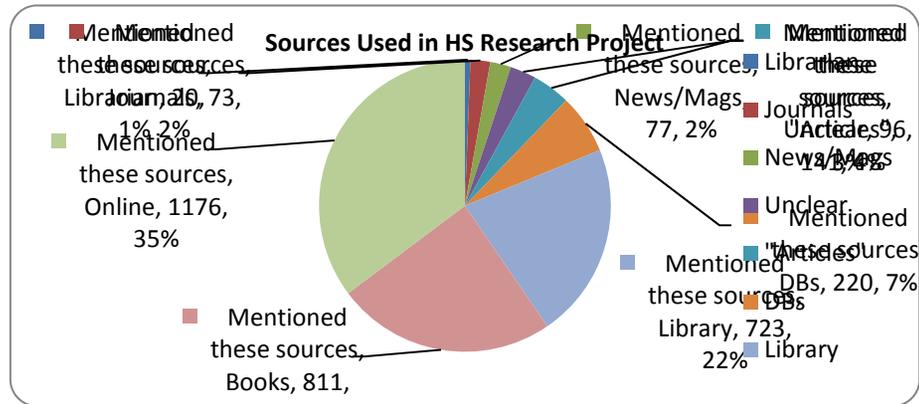
#### i. Questionnaire

A "questionnaire" administered at the beginning of each session to all students assessed students' previous research experience (in high school) and their most recent experience with Randall Library ([http://library.uncw.edu/forms/UNI\\_questionnaire](http://library.uncw.edu/forms/UNI_questionnaire)). Questionnaire results were analyzed using Excel. The complete results are [available on the Library's SharePoint site](#).

#### Results:

- Nearly 50% of students did not read the textbook chapter prior to the library session.
- Roughly 25% of students either had a tour or visited one of the library's help desks prior to the library session.
- Half of Honors students (50%) had used the library's website while only 25% of UNI students had used the library's website. This is likely due to timing of the sessions as Honors classes had their instruction sessions later in the semester.
- Approximately 20% of all students had no prior experience with Randall Library prior to the session.
- Approximately 4% of students indicated that they did not have a research project in high school.
- In terms of topics or requirements for high school research projects, there was little consistency between students. Many could choose "any topic" or were asked to write about a particular author or write about a particular career. The number of pages or sources required varied greatly. Some noted that they used MLA citation format or used an online tool to format citations automatically.
- In terms of resources used in a high school research project, most indicated that they used the "Internet" for the majority of their "sources." Many noted that they were "required" to use books. The following sources were noted by students as sources they used

in their high school project, with the number representing the number of students who mentioned that they used that particular source:



#### Changes:

- The questionnaire should only be administered at the beginning of the instruction session or a different version of the questionnaire should be administered at the end of the semester. Most questions are irrelevant

after the instruction session.

- Qualitative questions were difficult to score. Changes in question wording will be important (“Where would you go to find scholarly sources ...” makes it easy for students to answer, “The Library”). Questions should be provided with answer options rather than free text boxes.

#### ii. **Worksheet** (Side 1)

An in class worksheet administered to pairs of students assessed their abilities to navigate the Library’s website and online resources. A sample of worksheets was scored using an answer key (10 Fall 2011 UNI 101 packets; 2 Fall 2011 HON 110 packets; 2 Spring 2012 UNI 101 packets = 14 total packets; 144 worksheets). Complete results are [available on the Library’s SharePoint site](#).

#### Results:

- Three questions need attention with several students answering them incorrectly:
  - “What time does the library close on Wednesday, November 23?”  
14% answered incorrectly.
  - “How many items can you check out?”  
32% answered incorrectly.
  - “How is this search tool different from Google (in terms of the results you retrieve)?”  
45% answered incorrectly.

#### Changes:

- The Information Systems Librarian was notified of issues relating to the display of the online calendar. Changes have been made to this webpage.
- The question relating to the number of items that can be checked out will be reworded to seek answers about specific item types.

- The question relating to the differences between Google and Library databases will be reworded to solicit more specific, appropriate responses.

iii. **Worksheet** (Side 2)

An in class worksheet administered to pairs of students assessed their abilities to evaluate a website using an evaluation model called “CRITIC.”

**Results:**

- For many sessions, this worksheet was incomplete. Some librarians did a better job with encouraging students to complete the worksheet despite time constraints.

**Changes:**

- The instruction session will need to be changed to allow for time for this exercise. It is most difficult to administer in 50 minute sessions. Discussions with librarians about the importance of this activity will be held.

iv. **CRITIC Assignment**

An out of class, required exercise assigned to each individual student assessed students’ abilities to evaluate three types of sources: a scholarly article, a “popular” article, and a website. Students were required to apply an evaluation model (called “CRITIC”) to each source and answer a series of questions for each source. This assignment was completed after the library instruction session. Students were assigned a number which corresponded to a “packet” of information available through the Randall Library Course Reserves. Each “packet” contained one scholarly article from an academic journal, one popular article from a magazine or newspaper, and one link to a freely available website. Each source related to Hurricane Katrina which in turn related to the UNCW Common Reading for 2011/2012. A rubric ([available on the Library’s SharePoint site](#)) was created to score each student’s work. The Assessment Subcommittee held a norming session to edit the rubric and later individually scored student work. A random sample was selected for scoring. The assignment is available online ([http://library.uncw.edu/instruction/UNI\\_library\\_assignment](http://library.uncw.edu/instruction/UNI_library_assignment)). Complete results are [available on the Library’s SharePoint site](#).

**Results:**

- Students consistently scored “weak” on nearly all categories of evaluating information; with the lowest scores in the “Conclusion” dimension of the rubric.
- Students were unable to successfully draw a final conclusion about the source’s credibility.
- Students also scored low in the “Testing” dimension for websites. Given that many websites do not provide detailed information on methodology it follows that students would likely have a difficult time identifying a way to “test” the information provided in these sources.

*1188 completed assignments (3 sources per “assignment” = 3564 evals of sources) out of 1278 attempted assignments out of 1622 students enrolled in UNI.*

*224 scored (out of 3564) = 6% sample of assignments completed*

*Score of “0” represents plagiarism or not meeting “weak”*

<b>Overall</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Weak (1)</b>	<b>(0)</b>	<b>Total #</b>	<b>Average Score</b>
<b>CLAIM</b>	2%	16%	22%	42%	18%	224	1.4152
<b>REL. OF AUTHOR</b>	3%	9%	25%	39%	23%	224	1.3036
<b>INFO. BACKING CLAIM</b>	2%	9%	28%	42%	20%	224	1.3170
<b>TESTING</b>	1%	7%	25%	42%	24%	224	1.1964
<b>INTENT</b>	2%	16%	26%	41%	16%	224	1.4777
<b>CONCLUSION</b>	1%	6%	17%	45%	30%	224	<b>1.0313</b>

**Changes:**

- The CRITIC assignment needs many changes.
- Students typically answered questions briefly making it difficult to score (e.g. Q: “Can you find a way to test the claim?” A: “Yes”).
- Questions need to be rewritten to encourage elaboration and critical thinking.
- The assignment and rubric need to align more effectively in all dimensions.
- Library instruction should focus on distinctions between types of sources; specifically with respect to credibility.
- On the campus level, faculty should be aware that first year students have little experience with scholarly sources and have difficulty in evaluating information.

**b. English Composition**

**i. ENG 100/101**

Many ENG 100 and ENG 101 instructors require their students to attend a library instruction session. Student learning outcomes previously established ([available on the Library's SharePoint site](#)) were assessed through the following methods:

**Worksheet**

An in class worksheet administered to individuals or pairs of students during the library instruction session served as an active learning exercise which encouraged students to explore both free web tools (i.e. Google) and the Library’s tools (“Find Articles & More” and “Find Books & More”).

**Results:**

- 23 sections of ENG 101 completed the worksheet in Fall 2011 and 4 sections of ENG 101 completed the worksheet in Spring 2012.
- Most students could identify an item in the Catalog related to their topic; however many listed Government Documents instead of a book.
- Students were able to identify differences between the various search tools but were often vague in answers such as “the databases have more academic stuff.”
- Many librarians noted that students had not thought of topics making it difficult for them to apply skills.
- Some librarians did not have students complete the second half of the worksheet but did not note why this was not done.
- Some students wanted to keep the worksheets as they identified a useful resource that they would later like to access.

## Changes:

- In instruction, the distinction between Government Documents and books needs to be clearer.
- More effective communication to instructors about timing of the session is needed. Students should come to the instruction session already knowing about the assignment and with a general or draft topic in mind.
- The importance of assessment and active learning activities will be discussed with librarians to encourage librarians to administer the worksheet in its entirety.

## Quiz

An online quiz administered to individual students was administered either during the library instruction session or after (via an e-mail from the course instructor to students). ([http://library.uncw.edu/forms/eng\\_101\\_library\\_instruction\\_assessment](http://library.uncw.edu/forms/eng_101_library_instruction_assessment)). Complete results are available on the [Library's SharePoint site](#).

## Results:

- During Fall 2011 and Spring 2012, 176 students completed the quiz.
- Only 69% of students were able to answer the second question correctly (“**Given the following research question, what would you type into the library catalog or a database in order to effectively search: ‘Does smoking cause cancer?’**”)
- **Students indicated that most topics covered in the session were useful, with “How to turn my research question into an effective keyword search” being the most frequently identified.**

How to turn my research question into an effective keyword search	130
The general process for finding information in Randall Library	107
How to use the library website to find information on a topic	99
How to use the library catalog to browse for items on a topic	93
Various formats/types of information sources available in Randall Library	76
How to find background information on a topic	76
The differences between Google, the "Find Articles & More" tool, and the "Find Books & More" tool	75
How to get help in Randall Library and through the library's website	66

- A few students used the comment field to express confusion:
  - Confusion about using keywords.
  - Lack of understanding about scholarly sources.
  - Lack of understanding about the purpose of the Library Catalog.

## Changes:

- Between Fall and Spring, quiz questions were edited:
  - Question 1 was changed to “List four types and formats” rather than “List various formats.”
  - An additional question was added (“Of the following topics that were discussed today, which were the most important to you? You may select more than one”).
- The quiz should be given more frequently.
- Some librarians did not administer the quiz so the importance of this assessment will be discussed.
- Keyword searching will continue to be an emphasis in the sessions. The creation of an online version of the Research Strategy Worksheet should help improve students’ abilities to create an effective keyword search.

## ii. ENG 103/200/201

### **Worksheets**

Two worksheets were administered during the library instruction session: 1) “Exploring Subscription Databases” encourages students to explore and discuss the Library’s subscription resources. 2) “My Research Strategy” encourages students to define a research question, identify keywords related to that question, and to search various Library tools for materials related to the research question.

### **Results:**

- 1 section of ENG 103 and 13 sections of ENG 201 completed the worksheets in Fall 2011; 2 sections of ENG 103 and 7 sections of ENG 201 completed the worksheets in Spring 2012.
- Many students indicated that they had never used subscription databases in Question 1 or referred to a database as “The Library Database” or “EBSCOHost.”
- Few students were able to complete the “My Research Strategy” worksheet.

### **Changes:**

- Between Fall and Spring various changes were made to the “Exploring Subscription Databases” worksheets:
  - The worksheet was modified to be one page in length (not front and back) by eliminating some questions (“Using the A to Z list;” “Why might it be useful to search more than one database?;” “Why do these databases exist?”
  - New database names replaced those databases that were cancelled.
- Question 1 should be “broken down” into multiple parts. Examples of database names should be provided or perhaps a list should be supplied for students in order to identify the names of databases that they recognize or have used.
- Instruction on different databases should be clearer. If the Library moves to a discovery service this will change instruction drastically.
- The creation of the online version of the “My Research Strategy” should greatly improve completion of this exercise.

### **Quiz**

- An online quiz for individual students was administered either during the library instruction session or after (via an e-mail from the course instructor to students). ([http://library.uncw.edu/forms/eng\\_201\\_instruction\\_assessment](http://library.uncw.edu/forms/eng_201_instruction_assessment)). Complete results can be found on the [Library’s SharePoint site](#).

### **Results:**

- 204 students completed the quiz.

- Most students were able to describe how they might obtain materials the Library does not own; however not all of them referred to the service as “Interlibrary Loan.”
- **Students indicated that most topics covered in the session were useful, with “How to turn my research question into an effective keyword search” being the most frequently identified.**

How to turn my research question into an effective keyword search (identifying keywords and synonyms, using Boolean operators, using truncation, etc.)	126
Exploring different library databases	119
How to identify a database for my topic	102
How to identify an article that is relevant	77
How to obtain books and articles that Randall Library does not have	77
How to use the library catalog to find books	62
How to determine if the full-text of an article is available	58
How to get help in Randall Library and through the library's website	53

**Changes:**

- Between Fall and Spring, an additional question was added (“Of the following topics that were discussed today, which were the most important to you? You may select more than one”)
- The quiz needs to be administered more frequently by additional librarians. Discussions about the need for this assessment will occur in fall 2012.

**iii. External Evaluation for ENG 201**

In Spring 2012, an external evaluation was conducted by three students enrolled in MIT 530 (“Evaluation and Change in Instructional Development”). MIT is the Master’s of Instructional Technology program at UNCW. Students interviewed the Coordinator of Instructional Services and observed two librarians teaching library sessions for ENG 201. Students were given a pre-test and a post-test during the session and each course instructor was interviewed by the students. A full report can be found on the [Library’s SharePoint site](#).

**Results:**

- Learning increased in students in all areas of the test.
- Instructors were more than satisfied about the instruction sessions and commented that having the student learning outcomes articulated for the sessions was useful.

**Changes:**

- Evaluators noted a need for a “back up plan” when technological issues were encountered. Screen shots should be available in case network issues are presented.

**c. Discipline Specific Course-Related Instruction**

In Spring 2012, librarians who teach regular instruction sessions in various academic departments drafted student learning outcomes for these sessions. The Coordinator of Instructional Services reviewed these SLOs and provided feedback for changes. Over the summer of 2012, it is expected that librarians will continue working on SLOs and develop means of assessment. Some instruction sessions already have established SLOs and means of assessment. These are briefly described below.

**i. BIO 495**

*To be completed by Peter Fritzler*

Description:

Results:

Changes:

**ii. COM 200**

*To be completed by Lisa Williams*

Description:

Results:

Changes:

**iii. EVS 495**

*To be completed by Peter Fritzler*

Description:

Results:

Changes:

**iv. HST 290**

*To be completed by Sue Cody*

Description:

Results:

Changes:

**v. NSG 327**

NSG 327 ("Clinical Reasoning/Scientific Inquiry") is a required course in the School of Nursing's Bachelor of Science with a Major in Professional Nursing (NSG), Pre-Licensure Option and is typically taken in a student's Junior year, shortly after being accepted into the

NSG program. The Liaison Librarian for NSG provides an instruction session for this course each semester. The class is divided into two groups of approximately 30 students in each group. Each group spends 1 hour and 15 minutes with the Liaison Librarian. During the instruction session, SLOs (available on the [Library's SharePoint site](#)) are addressed. SLOs are assessed by using a version of the "Research Strategy Worksheet" (available on the [Library's SharePoint site](#)) specifically designed for NSG. Each individual student completes the research strategy worksheet immediately following the instruction session. A sample of worksheets is scored using a rubric (available on the [Library's SharePoint site](#)).

**Results:**

- Previous changes to the Research Strategy Worksheet benefited students.
- Students still struggle with understanding the selection of keywords and identifying synonyms for those keywords.

**Changes:**

- An online version of the Research Strategy Worksheet is being created by Systems faculty and staff and the Coordinator of Instructional Services. This may assist students in identifying appropriate keywords or synonyms.
- Instruction should include information about the CINAHL Thesaurus to assist with identifying keywords.

**vi. PLS 201**

*To be completed by Sue Cody*

Description:

Results:

Changes:

**d. LIB Courses**

LIB 101 and 103 were offered during the academic year. While course objectives were created when the courses were created, these objectives are not written as student learning outcomes. During the 2012/2013 academic year, the Library's Curriculum Committee, chaired by the Instructional Services Coordinator, will develop a plan to create SLOs for each LIB course. A formal plan for monitoring assessment in these courses will be created. It should be noted that assessments such as assignments, quizzes, and tests are in place. But no mechanism for reporting the assessment outcomes has been developed. Information regarding SPOT evaluations is included later in this report.

**Assessment of Teaching Effectiveness**

**1. Student Evaluation Forms**

Online student evaluation forms may be filled out by students at the end of library instruction sessions. Librarians are asked to select at least three classes to complete these evaluation forms. Evaluation forms are available online ([http://library.uncw.edu/forms/instruction\\_evaluation](http://library.uncw.edu/forms/instruction_evaluation)) and in print. The print version is primarily used for sessions in the Curriculum Materials Center where computers are not available for all students.

**Results:**

- 183 students completed the online evaluation.
- 99% of respondents said that the purpose of the instruction session was made clear by the librarian.

- 68% of respondents said that the overall value of the instruction session was “Excellent”; 30% rated the overall value as “Good”; 1% rated it as “Fair”; 1% rated it as “Poor.”
- 15 students reported being “Anxious” about research prior to the library session. After the library session, no students reported being anxious. Comfort and confidence levels increased.
- 91% of students indicated that they would ask a librarian for help with future research projects.
- 97% of students indicated it was useful to practice on a computer during the instruction session.

**Changes:**

- Not all librarians participated in this evaluation process. Efforts will be made to encourage and more closely monitor participation.

**2. SPOTs (Student Perception of Teaching)**

All librarians teaching LIB courses participate in the SPOT evaluation program. In the Fall 2011 semester, two librarians taught LIB courses (LIB 101 and LIB 103). In the Spring 2012, two librarians taught LIB courses (LIB 101 and LIB 103).

**Results for Fall 2011**

- The mean for Randall Library for Q16 (“Instructor Overall Teaching Effectiveness”) was 6.24, ranking above the mean for the university level.

**Changes:**

- None needed at this time.

**Results for Spring 2012:**

- The mean for Randall Library for Q16 (“Instructor Overall Teaching Effectiveness”) was 5.26, ranking above the mean for the university level.

**Changes:**

- The Coordinator of Instructional Services had a workshop in the Fall 2013 semester about interpreting SPOT data. The Coordinator also worked individually with the Spring 2012 instructor for LIB 103 to discuss teaching methods.

**3. Peer Review of Teaching**

In the fall of 2011, Instruction Librarians participated in peer review of teaching. The Associate University Librarian for Public Services randomly assigned a librarian to observe a colleague in teaching an instruction session. The instructing librarian worked with the observing librarian to find a session that worked with his or her schedule. The observing librarian completed the “Library Instruction Session Observation Report” ([available on the Library’s SharePoint site](#)) and discussed observations with the instructing librarian. Copies of the Report were given to the librarian who was observed, the Associate University Librarian for Public Services, and the Coordinator for Instructional Services.

**Results:**

- Individual librarians were given feedback and suggestions for change. Overall, all librarians scored high in all categories of observation.

**Changes:**

- Follow up peer reviews will determine if suggestions were implemented.
- Greater consistency in “scoring” is needed in observations. A meeting to discuss this is scheduled for August 2012.

## **Program and Instructor Assessment**

### **1. Instructor Self Assessment**

In the Fall of 2011, instruction librarians were asked to complete a self assessment survey containing 43 questions based on the “Association of College and Research Libraries (ACRL) Standards for Proficiencies for Instruction Librarians and Coordinators” (<http://www.ala.org/acrl/standards/profstandards>). Each librarian was asked to rate themselves as compared to the standards that relate to instruction librarians.

Example:

Standard 1.1. Communicates own instruction activities and goals with the instruction coordinator on a regular basis to ensure alignment with desired learning outcomes and goals and objectives of the overall instruction program.\*

On a scale from 1 to 5, please rate how you view YOURSELF in relation to this standard.

1 = Never, 2 = Infrequently, 3 = Sometimes, 4 = Frequently, 5 = Always

Open ended questions solicited self reflection about areas for growth and needed resources to achieve such growth.

#### **Results:**

- Areas identified for improvement include communicating regularly with the Coordinator of Instructional Services, designing effective assessments, being aware of various learning styles, requesting feedback from peers, and collaborating with classroom faculty by defining expectations and desired learning outcomes.

#### **Changes:**

- The Coordinator for Instructional Services has increased time on weekly Public Services meetings to increase communication and has held various workshops on creating assessments and working with faculty. Peer review of instruction occurred in fall 2012.

### **2. Assessment of Coordinator of Instructional Services**

In the Fall of 2011, instruction librarians were asked to complete a survey containing 28 questions sought to assess the performance of the Coordinator of Instructional Services. Using the “Association of College and Research Libraries (ACRL) Standards for Proficiencies for Instruction Librarians and Coordinators” (<http://www.ala.org/acrl/standards/profstandards>), Instruction Librarians were asked to rate the perceived performance of the Coordinator of Instructional Services based on the standards related to Coordinators.

Example:

Standard 1.4. Ensures that all library instructors are aware of the desired learning outcomes and goals and objectives of the overall instruction program.\*

On a scale from 1 to 5, please rate how you view ANNE'S WORK AS INSTRUCTION

COORDINATOR in relation to this standard.

1 = Never, 2 = Infrequently, 3 = Sometimes, 4 = Frequently, 5 = Always

Open ended questions solicited suggested areas for improvement.

**Results:**

- The primary area identified as needing improvement was the following standard: “Standard 2.3. Assists librarians to develop programmatic assessment models that measure the incremental development of information literacy skills throughout a student’s matriculation.”

**Changes:**

- The Coordinator of Instructional Services is collaborating with other instruction librarians to create distinctions between various instruction sessions (e.g. ENG 101 compared to ENG 201) and is creating assessments for each session.

**3. Curriculum Mapping**

In the Fall of 2011, Instruction Librarians were asked to complete a curriculum mapping assessment exercise. Each librarian was asked to “map” the content of their instruction sessions to the "[Information Literacy Competency Standards for Higher Education](http://www.ala.org/acrl/standards/informationliteracycompetency)” by **selecting each Performance Indicator that reflects the content of their instruction session** (<http://www.ala.org/acrl/standards/informationliteracycompetency>).

**Example:**

**Standard One**

**The information literate student determines the nature and extent of the information needed.**

**Check any performance indicators or outcomes that apply to your instruction session:**

**Performance Indicator 1.1: The information literate student defines and articulates the need for information.**

**Outcome 1.1.a.: Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need.**

**Outcome 1.1.b.: Develops a thesis statement and formulates questions based on the information need.**

**Outcome 1.1.c.: Explores general information sources to increase familiarity with the topic.**

**Outcome 1.1.d.: Defines or modifies the information need to achieve a manageable focus.**

**Outcome 1.1.e.: Identifies key concepts and terms that describe the information need.**

**Outcome 1.1.f.: Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.**

**Results:**

- **Thirty four courses were mapped to the Standards revealing areas of strength and weakness in information literacy instruction specific to library instruction.**
- **Library instruction sessions rarely focus on Standard 4** (“The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.”)

**Changes:**

- Further analysis needs to be completed and results need to be shared with faculty in order to convey importance of integrating information literacy instruction into discipline specific courses.

**4. Statistics**

*See Statistics Folder in SharePoint.*

**5. LibQual+**

The [LibQual+ survey](#) was administered to a sample of faculty, staff, and students at UNCW in the Fall of 2011. The survey instrument measures library users’ minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. LibQual+ was previously administered in the Fall of 2008 and is an instrument that has been used by over 1,000 libraries internationally. Information literacy is addressed in the LibQual+ survey.

**Results:**

The full report of results may be found on the [Library’s SharePoint site](#). The following graphics represent results from questions relating to information literacy that may be connected to perceptions of information literacy instruction.

### 3.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.31	1.76	179
The library aids my advancement in my academic discipline or work.	7.31	1.67	192
The library enables me to be more efficient in my academic pursuits or work.	7.00	1.77	200
The library helps me distinguish between trustworthy and untrustworthy information.	6.76	1.82	206
The library provides me with the information skills I need in my work or study.	7.14	1.60	190

to complete a survey called, "Lib-Value Teaching and Learning." The following description of the survey was sent to faculty:  
 "As part of the national [Lib-Value initiative](#) to assess the value of libraries, Randall Library is conducting a survey to learn how library resources,

### 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.38	1.55	126
The library aids my advancement in my academic discipline or work.	7.30	1.61	125
The library enables me to be more efficient in my academic pursuits or work.	6.90	1.73	139
The library helps me distinguish between trustworthy and untrustworthy information.	6.83	1.69	149
The library provides me with the information skills I need in my work or study.	7.04	1.64	137

### 6.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.24	1.98	25
The library aids my advancement in my academic discipline or work.	7.08	2.15	26
The library enables me to be more efficient in my academic pursuits or work.	7.40	1.94	30

### Changes:

- Further analysis of survey comments will be needed before recommended changes can be made in regards to library instruction and results from LibQual+.

### 6. LibValue

In the Spring of 2012, faculty were asked to complete a survey called, "Lib-Value Teaching and Learning." The following description of the survey was sent to faculty:  
 "As part of the national [Lib-Value initiative](#) to assess the value of libraries, Randall Library is conducting a survey to learn how library resources, facilities, and services contribute to teaching and learning university-wide. The survey should take no more than twenty minutes to complete and will provide invaluable feedback from one of our most important user groups. Survey results will assist librarians in planning, assessment, collection development and resource allocation."

**Results** (specifically related to library instruction):

- 51.2% of respondents indicated that [they] "... have brought [their] class into Randall Library for a librarian led instruction session."
- 15.4% of respondents indicated that [they] "...brought [their] class into Randall Library for a librarian led tour."
- Of those who have not used instructional services from the Library, 11% indicated that they were not aware of the availability of services; 28% did not have time to take advantage of them; 42% were not interested in the services; 20% were unsure how to use them; 9% provided comments and indicated "other

reasons.”

**Changes:**

- Information about library instruction should be more widely disseminated. Many new faculty have been hired since the last promotional “push.”
- More analysis of LibValue results should indicate specific departments that need more contact.

**Other Assessment:**

**1. Usability Assessment**

- Lisa Coats, Anne Pemberton, and Laura Wiegand undertook a project during the Fall 2011 semester related to website usability. Laura Wiegand, Information Systems Librarian, was invited to observe Fall First Year Seminar library instruction sessions in order to observe students using the Library’s website. Results were presented at a regional conference in spring 2012 and can be found on the [Library’s SharePoint site](#).

**2. General Education Assessment**

- Linda Seifert, Director of Assessment for the College of Arts and Sciences and General Education has reported on campus assessment initiatives relating to information literacy: <http://uncw.edu/assessment/general/reports.html>. She also spoke at a Library staff meeting in the Fall 2012 about these results.

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Attachment #2: Enhancements to the Integrated Library System

- These enhancements were included in or performed in conjunction with the listed upgrades.
  - Libraries may automatically reset the status of items that have been in transit for a library-specified amount of time.
  - New options now are available for the situation that occurs when a patron brings an overdue item that is checked out to a different patron to the SelfCheck station. The options are: 1) Don't check out 2) Checkout, waive overdue fine 3) Checkout, add overdue fine. We maintained our policy of "Don't Check out." This ensures staff intervention to resolve the issue.
  - In Electronic Resource Management, Library staff may now select more than one, but less than all, providers when loading coverage data.
  - Libraries may now embed the EBook ID number in an Edifact order file.
  - Library staff may specify that the system not print labels as the default behavior when creating multiple item records.
  - The SIP2 64 Patron Information Response message now accurately sends back requested patron information regarding holds, checked out items and overdue items.
  - Print templates now use version 4.02 of the JasperReports engine.
  - Create lists now offers a blank review file when a user accesses rapid update and global update.
  - Validity checking of mandatory variable-length fields applies to all fields with the specified field tag.
  - Create Lists now supports listing and exporting resource record fields.
  - Updated the WebPAC text messaging program that sends item location, call number, and title.
  - WebPAC Refresh.
    - Switched from native Millennium authentication to **LDAP authentication** for FSU and UNCW. This means that students, faculty, and staff at FSU and UNCW will use their campus credentials to log in to their patron record and licensed resources.
    - Redesigned library banners, with **pull-down navigation** menus.
    - The **“Cite this item (from OCLC)”** feature has been included on UNCP’s scoped pages. FSU and UNCW chose not to use this feature.
    - Updated the catalog **material type icons**.
    - Added **QR Codes** for individual catalog records.
    - On bibliographic display, **enhance visibility of the heading for URLs**.

- Removed "Added Content" header and content anchors for **Syndetics content**.
- Moved **Permanent Link** button closer to top of record.

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### Attachment #3: Facility Enhancements

- Quiet Campaign Implementation
  - Applied Learning / Typography 365
- Randall Library 1045 closed
  - The room was closed for renovations in preparation for conversion to the Technology Enhanced Collaboration Space which officially opened in 2012/2013
- New Media Viewing Rooms
  - Four rooms on second floor were repurposed to become media viewing; one room features BluRay technology
- Learning Commons expanded / Pelican Gallery opened
  - New carpet, paint, furniture, and artwork. Old carpeting dated to 1986.
  - 74 seats and 12 computer workstations added to the Learning Commons (new furniture).
  - 14 existing computer workstations were relocated to the Learning Commons as well (relocated furniture)
- New Water Bottle refill
  - The SGA gave the water bottle refill station to the Library as a gift; the Library paid for installation and upkeep.
- Microform Move / weed
  - In order to expand the Learning Commons, microform underwent an aggressive weed and the remaining microform/cabinets were moved to the second floor
- Learning Common Annex
  - Randall Library supported an off-site study space to accommodate finals' traffic and student study needs during this pressured time in the semester.
- 1<sup>st</sup> floor Carpeting
  - Significant investment was made to carpet a large and visible area on first floor including the Periodicals, DVDs, VHS, Audio Books, study areas. Existing carpet dating to 1986 was removed.

- 2<sup>nd</sup> floor Carpeting
  - Significant investment was made to carpet central study areas on the second floor as well as second floor offices. Existing carpet dating to 1986 was removed
- New Artwork in Grad Lab Randall Library 2017
  - Donation of Freddie Gaylor artwork framed and installed in newly renovated lab.
- Safety & Security Screensavers (not implemented)
  - Applied Learning / Art 360

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## Attachment #4: Academic and Cultural Events

- Thirsty Tome Reading / Reception (Featured Writer: Emily Smith) 70+
- WILD Art Exhibit (Women’s Studies and Resource Center, Midwifery Week)
- North Carolina Living Treasures Exhibit, Reception (Cameron Art Museum) 200+
- John Gunn Exhibit (Special Collections) 35+
- Scary Stories Reading (Sigma Tau Delta) 15+
- Louisa May Alcott Readings, Marketing (New Hanover County Public Library) 40+
- Windows on the World, Office of International Programs Photo Exhibit
- Rosie the Riveter Exhibit/Lecture (Special Collections) 80+
- Future of the book discussion panel (Josh Hockensmith, Fritzi Huber, Kathy Pories) 40+
- Storyboard Event / Reception 60+
- Cape Fear Recovery Exhibit (Sherman Hayes Gallery)
- Banned Books Display (Second Floor Gallery)
- Women’s History Month Display

### CMC events

- Literacy Live events (9 events on campus; 2 presentations to groups on campus)

Art displays for New Hanover County schools (6 displays)