SPEC

Kit 330

Library Contribution to Accreditation
September 2012

Association of Research Libraries

SPEC Kits

Supporting Effective Library Management for Nearly 40 Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, ARL has worked since 1970 to gather and disseminate the best practices for library needs. As part of its commitment, ARL maintains an active publications program best known for its SPEC Kits. Through the Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC Kit series has grown to serve the needs of the library community worldwide.

What are SPEC Kits?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results; survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, Web sites, records, brochures, and statements; and a selected reading list—both print and online sources—containing the most current literature available on the topic for further study.

Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC Kit purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits are available in print and online. For more information visit: **http://www.arl.org/resources/pubs/**. The executive summary for each kit after December 1993 can be accessed free of charge at **http://www.arl.org/resources/pubs/spec/complete.shtml**.

SPEC Kit 330

Library Contribution to Accreditation

September 2012

Holly Mercer

Associate Dean, Scholarly Communication and Research Services

University of Tennessee

Michael Maciel

Assessment Coordinator

Texas A&M University

Association of Research Libraries

Series Editor: Lee Anne George

SPEC Kits are published by the

Association of Research Libraries
21 Dupont Circle, NW, Suite 800
Washington, DC 20036-1118
P (202) 296-2296 F (202) 872-0884
http://www.arl.org/resources/pubs/spec/
pubs@arl.org

ISSN 0160 3582

ISBN 1-59407-885-8 / 978-1-59407-885-9 print
ISBN 1-59407-886-6 / 978-1-59407-886-6 online

Copyright © 2012

This compilation is copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of this work for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the US Copyright Act.

The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (R1997) Permanence of Paper for Publications and Documents in Libraries and Archives.

SPEC Kit 330

Library Contribution to Accreditation

September 2012

SURVEY RESULTS

Executive Summary 11
Survey Questions and Responses 17
Responding Institutions 51

REPRESENTATIVE DOCUMENTS

Accreditation Process Descriptions
Duke University
Duke University Accreditation Process 56
Georgetown University
Middle States Accreditation. Introduction 58
Georgia Institute of Technology
Office of Assessment | Documents 61
Howard University
Library Assessment Plan—Goal 1 Objective 1a 62
Library Assessment Plan—Goal 1 Objective 1b 63
Library Assessment Plan—Goal 1 Objective 1c 65
Library Assessment Plan—Goal 2 Objective 2a 67
Library Assessment Plan—Goal 2 Objective 2b 68
Library Assessment Plan—Goal 2 Objective 2c 70
Library Assessment Plan—Goal 2 Objective 2d 71
Library Assessment Plan—Goal 3 Objective 3 72
Library Assessment Plan—Goal 4 Objective 4a 73
Library Assessment Plan—Goal 4 Objective 4b 74
University of Illinois at Urbana-Champaign
Library Assessment @ Illinois 75
University of Tennessee
Program/Accreditation Review Process 76

Programmatic Accrediting Agency Reports

University of Calgary
American Veterinary Medical Association (AVMA). Standard 5: Library and Information Resources (October 2009) 78
Iowa State University
American Veterinary Medical Association (AVMA). 21.5. Library and Information Resources 82
Johns Hopkins University
Council for Accreditation of Counseling & Related Educations Programs. Sheridan Libraries 2012 CACREP Report 84
Accreditation Board of Engineering Technology. Sheridan Libraries 2011 ABET Report 86
Oklahoma State University
Library Report for American Medical Association Accreditation Review 88
University of Waterloo
Architecture Library Accreditation Report August 2010 91

Regional Accrediting Agency Reports

Brigham Young University
Northwest Commission on Colleges and Universities (NWCCU). Library and Information Resources 5 98
University of Colorado at Boulder
Examples of University Libraries Evidence for Criteria 1, 3, 4, 5 of the North Central Association Higher Learning Commission Requirements for Re-accreditation 2010 121
Massachusetts Institute of Technology
Institutional Self-Study Prepared for the New England Association of Schools and Colleges. Chapter 7: Library and Other Information Resources 127
Texas A&M University
SACS Reaffirmation of Accreditation. Core Requirement 2.9 138
SACS Reaffirmation of Accreditation. Comprehensive Standard 3.8.1 149
SACS Reaffirmation of Accreditation. Comprehensive Standard 3.8.2 157
SACS Reaffirmation of Accreditation. Comprehensive Standard 3.8.3 164
University of Virginia
Core Requirements 2.9 – Learning Resources and Services 170
Comprehensive Standards 3.8.2 – Access to Instruction 175

SELECTED RESOURCES

Journal Articles and Other Works 181
Regional Accrediting Agency Reports 182
Other Resources 183
Assessment Management Systems 183

SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

According to the Council for Higher Education Accreditation, "Accreditation in higher education is a collegial process of self-review and peer review for [the] improvement of academic quality and public accountability of institutions and programs."[1] Accreditation is a cyclic endeavor, generally involving five steps: 1) a self-study, 2) a site visit by peers, 3) a follow-up report, 4) a pronouncement by the accrediting agency on whether to accredit the program or institution, and 5) a mid-term report and review. At the end of the term, the process cycle begins again.

Within the boundaries of this formula there is potential for great variation in the standards by which institutions or programs are measured. Institutions have the flexibility to establish their missions, set goals, and explain how they achieve them. Accreditors are moving away from inputs-based measures to outcomes-based measures. As a result, guidelines and standards are less prescriptive.

The purpose of this survey was to identify the scope of accreditation standards and the data provided by libraries to meet the requirements of accrediting bodies. The results may help libraries identify and understand what standards exist, and how their contributions lead to successful accreditation and reaccreditation for their parent institutions. Additionally, this survey sought to identify how deeply ARL libraries are involved in the accreditation process at the institutional level. As libraries strive to establish their impact and value in higher education, this measure is one way to gauge how institutional leaders perceive their libraries' contributions. Forty-one of the 115 academic ARL member libraries (36 US and 5 Canadian) responded to the survey between March 26 and April 30 for a response rate of 37%.

Regional and Programmatic Accrediting Agencies

There are six regional accrediting agencies in the United States. Canadian accreditation is done at the provincial rather than the federal level. Each of the responding US institutions is a member of one of the six regional agencies. The distribution of respondents' membership in a regional accrediting agency is shown in Table 1 below.

Table 1. Respondents' and Institutions' Membership in Regional Accrediting Agencies

Regional Agency	Survey Respondents	Agency's ARL Members	%
North Central (NCA-HMC)	12	32	38%
Southern (SACSCOC)	9	24	38%
Middle States (MSCHE)	7	20	35%
Northwest (NWCCU)	3	5	60%
Western (WASC)	3	9	33%
New England (NEASC-CIHE)	2	9	22%
Canadian	5	16	31%
TOTAL	**41**	**115**	**37%**

The survey also asked respondents if their institutions belonged to various programmatic accrediting agencies. All but two (95%) reported they are members of one or more programmatic accrediting bodies. They identified 127 agencies that can be organized into 15 categories: 1) architecture and construction science; 2) agriculture; 3) business; 4) computer science, engineering, engineering technology, and science; 5) dentistry; 6) dietary; 7) education; 8) health care management; 9) medicine; 10) nursing; 11) pharmacy; 12) psychiatry, psychology, and social work; 13) therapy; 14) veterinary medicine; and 15) other programs. The agencies most frequently identified were ABET (applied science, computing, engineering, and engineering technology), the Association to Advance Collegiate Schools of Business (AACSB), the American Psychological Association (APA), the National Council for Accreditation of Teacher Education (NCATE), and the American Association of Colleges of Nursing (CCNE).

Accreditation Reports and Site Visits

Thirty-nine of the responding libraries (95%) have participated in a regional or programmatic report in the last five years. Of these, 37 indicated they have participated in between one and 18 reports, for a total of 201. This is an average of 5.43 accreditation reports per library ($\sigma = 3.83$) during the last five-year period.

The highest number of reports were prepared for the National Architectural Accrediting Board (16) and ABET (15). The National Association of Schools of Music (8), NCATE, and the Council on Social Work Education (7 reports each) followed distantly. The survey asked respondents to select one report and briefly describe the library elements the agency asked for and what recommendations the agency had for the library. Seventeen respondents described regional agency reports; 27 described programmatic reports. In most cases, the accrediting agencies' follow up reports did not contain any specific recommendations regarding the institution's libraries.

Of the 37 survey respondents who have participated in the preparation of an accreditation agency report, 28 (76%) indicated they had participated in a regional or programmatic accreditation visit in the last five years. These added up to a total of 100 visits with an average of 3.70 per library ($\sigma = 2.49$). Visits at each institution ranged from 1 to 10 in the five-year span. Eleven respondents briefly described a visit by a regional accrediting agency; 17 reported on a programmatic agency visit.

Staff Participation in the Accreditation Process

The library staff who participate in the accreditation process varies, but associate directors (17 responses, or 55%) and directors (15, or 48%) are the most frequentparticipants. Other individuals who participate in report preparation, committee work, or site visits include subject librarians (such as "subject librarian for Journalism and Mass Communication") and branch librarians (e.g., "Head Veterinary Medicine Library")—particularly in the programmatic accreditation process—collection management librarians, and bibliographers. While survey comments indicate that library participation is not treated as a single-person assignment in many cases, only a few respondents indicated that a committee was formed for the accreditation process.

Associate directors have the broadest involvement, from serving on institutional accreditation groups, to preparing reports, to meeting with site visitors. Subject librarians and department or branch library heads most often prepare reports and meet with the visiting evaluation team. Directors most often play a role in the accreditation team visit.

Although respondents indicated that library staff worked with their institutional research office to prepare the accreditation report (36%) or to prepare for the site visit (29%), a greater percentage (58%) responded there was no interaction with that office. However, since some responses were for programmatic reviews rather than regional accreditation, involvement with the central institutional data office might not be warranted. The college, department, or faculty under accreditation review would typically address programmatic accreditation requirements. So, library involvement in the accreditation process may have been at the college/departmental rather than at the institutional level.

Online Assessment Management Systems

The survey asked whether the respondent's institution is using an online assessment management system (OAMS) to document outcomes, improvements, and quality enhancement plans. The implementation of these systems follows the trend among accrediting agencies to not only require institutions to report on their current states of compliance, but also demonstrate continuous evaluation and improvement within schools' processes and outcomes. Only 14 respondents (37%) report that they are using an OAMS.

Although there are several products on the market, most of the institutions use a system developed in-house (8 responses, or 57%). The commercial products being used by ARL institutions include WEAVEonline, StudentVoice, CollegeNet, Compliance Assist, iQuest, LiveText, Nuventive, and Taskstream. None of the respondents are using Academic Management Systems, Concord, Dataliant, Insight Assessment, Smarter Services, TK20, Waypoint, or WIDS.

Note: The survey did not inquire about the use of faculty reporting systems that can generate formatted reports that match agency standards or requirements, such as faculty qualifications and research productivity for accreditation purposes.

Data Reported

The data each accrediting agency requires to meet standards runs the gambit of specificity. Some agencies have precise data sets that must be reported as evidence of compliance. Other agencies require that institutions not only demonstrate compliance but also identify and justify the types of data used to support the school's claim to compliance. Some examples:

> "The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty."
> ABET, Inc. Criterion 7

> "Library Resources. Library collections and other resources are sufficient to support the program's mission and educational objectives."
> American Society of Landscape Architects (ASLA) — Landscape Architectural Accreditation Board (LAAB) Criterion 7C

Table 2: Library Data Reported for Accreditation

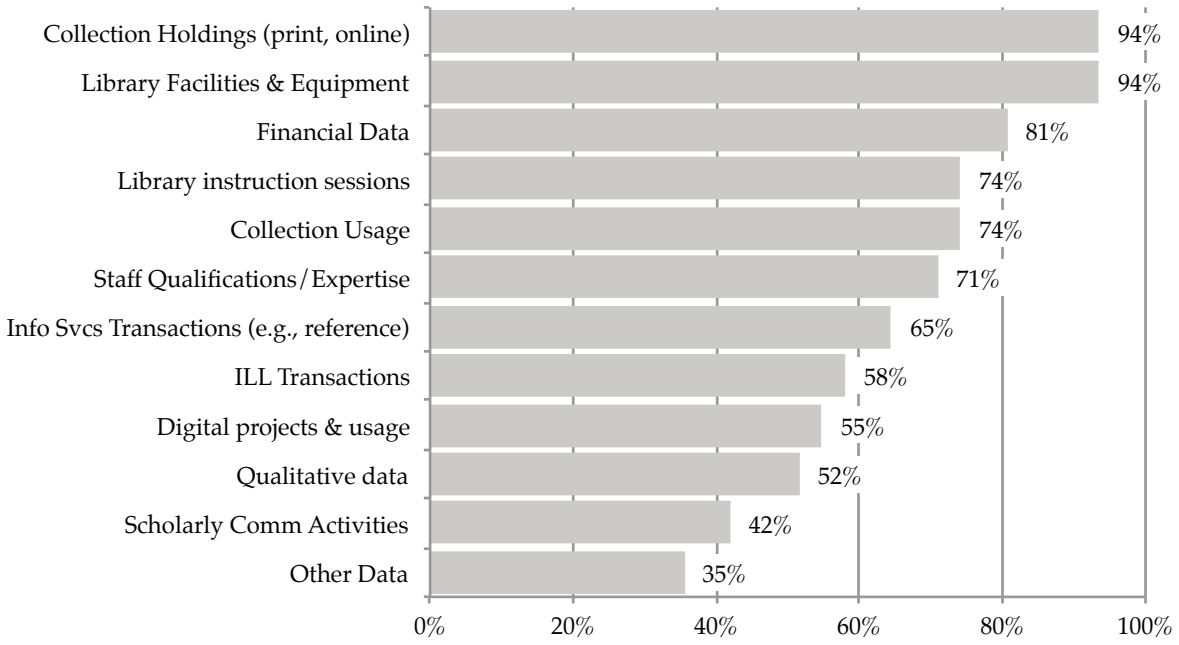
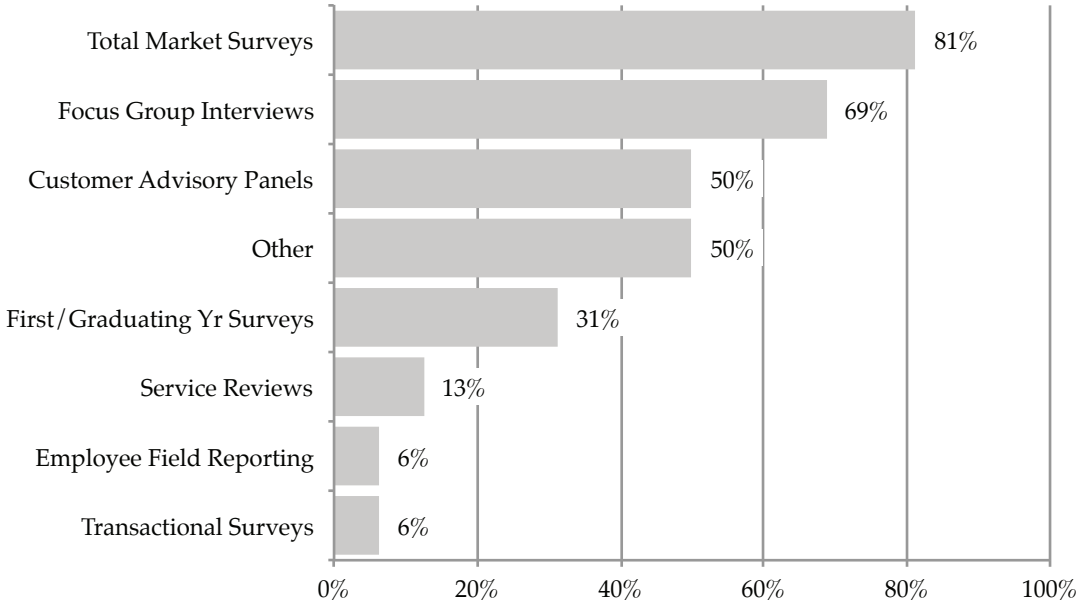


Table 3: Methods Used to Collect Qualitative Data



Survey respondents were asked to indicate what quantitative library data they reported for accreditation purposes. Not surprisingly, libraries contributed data to demonstrate institutional commitment, such as print and online holdings data, facilities and equipment, and financial data. They also contributed data that demonstrate engagement, such as circulation and interlibrary loan data, library instructional sessions conducted, and reference transactions. Most respondents (71%) indicated they provided evidence of staff qualifications and expertise, ranging from academic credentials to library faculty journal editorship and editorial board membership.

The survey also asked what methods the library uses to collect qualitative data for accreditation purposes, specifically those types identified by Leonard Berry.[2] Eighty-one percent reported using a total market survey such as LibQUAL+®. Focus groups are the next most frequently employed method, with customer advisory panels and other qualitative methods being used less frequently. Only one respondent reported using transactional surveys, even though these types of surveys have the broadest possible applications (e.g., in person reference transactions, online reference transactions, use at the conclusion of a website transaction, completion at the end of an instructional session, etc.) and are, relatively speaking, the easiest to construct.

Overall, 31 of the survey respondents (76%) indicated they used quantitative devices to collect data for accreditation purposes, compared to only 18 (44%) that use qualitative tools to demonstrate library impact for accreditation reporting.

Conclusion

As one respondent noted, "Library staff do not always know how library-contributed data is summarized for inclusion in [a] final report to the agency. Library staff have also noted that often the questions asked by the accrediting agency about library resources and services seem 'out of date' with current collection and service models." The data collected in this survey supports that perspective; those accrediting agencies that ask libraries to provide data still tend to ask for a report of volumes or subscription counts. However, another respondent noted, "Over the past several years, we've seen a trend away from a lot of very detailed questions (e.g., about numbers of volumes) to a more open-ended 'describe library resources' sort of approach. When we meet with reviewers, we are hearing slightly less emphasis on collections overall (though more emphasis on off-campus access to e-collections) and more emphasis on facilities than in the past, e.g., questions about ample study space—including availability of separate spaces for group work and quiet study, 24-hr access to the building, adequacy of wireless service."

It may be that the survey was conducted during an extended time of transition for accrediting agencies and higher education institutions. Accrediting bodies are shifting quantitative measures of library effectiveness (volume counts, hours open) to outcomes-based, qualitative measures. Libraries now must explain how their operations enhance student learning and institutional effectiveness, and, as a result, have a great deal of flexibility in how justification is provided. Libraries must determine what is appropriate and adequate, and make the case they meet the standards set by accrediting bodies.

For the time being, ARL member libraries can neither stop counting nor avoid justifying their effectiveness in supporting the mission of the larger institution. While a one-size-fits-all approach to program reviews and accreditation is neither feasible nor desirable, there is merit in a holistic approach to collecting and reporting library assessment data for accreditation. In 2005, ARL library directors indicated that the current ARL statistics failed to adequately describe or measure the effectiveness and impact of a 21st century research library. Since then, ARL has begun to lead the way in identifying more flexible statistics, including both quantitative and qualitative metrics, which can be collected and used as comparisons and benchmarks to each of its member institutions.

1 Council for Higher Education Accreditation. "CHEA-at-a-Glance" (2006), http://www.chea.org/pdf/chea_glance_2006.pdf Accessed August 18, 2012.

2 Berry, Leonard L. *On Great Service: a Framework for Action*. New York: Free Press, 1995.

SURVEY QUESTIONS AND RESPONSES

The SPEC Survey on Library Contribution to Accreditation was designed by **Holly Mercer**, Associate Dean, Scholarly Communication and Research Services, University of Tennessee, and **Michael Maciel,** Assessment Coordinator, Texas A&M University. These results are based on data submitted by 41 of the 115 academic ARL member libraries (37%) by the deadline of April 30, 2012. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Libraries conduct assessment exercises for a number of reasons, including improvement of practice, service alignment with community needs, fiscal responsibility, and improved customer satisfaction. Increasingly, and more fervently, academic libraries are also called upon to demonstrate their value and contributions to student learning outcomes. This is especially true when libraries participate in institutional accreditation or reaccreditation reporting, strategic continuous improvement processes, and quality enhancement plans.

Libraries, academic programs, and higher education institutions may all be subject to accreditation processes that require documentation of library services and collections. These exercises demonstrate how libraries contribute to student learning and institutional mission. As the authors prepare for the reaccreditation process at our own institutions, we reflected on the types of information we gather to illustrate how the libraries support research and teaching excellence and community engagement. A common set of data analyses among ARL libraries may help to demonstrate relevancy of library programs and services to the accrediting agencies. Further, institutions would benefit from shared technical knowledge of online assessment management databases often used to collect and report data for accreditation and assessment.

The purpose of this survey is to identify the scope of accreditation standards and requirements from accrediting organizations, and to demonstrate how libraries are contributing to their institutions' successful accreditation and reaccreditation. While most accreditation requirements have one or more standards or criteria devoted to libraries, institutions may also ask libraries to contribute data to other standards, such as faculty qualifications or student services. The study will provide libraries with a list of peer contacts to seek assistance concerning an accrediting agency's requirements and analysis methodology, as well as support when using online assessment management databases.

TYPE OF INSTITUTION

1. Please indicate whether your library is in a US higher education institution or a Canadian higher education institution. N=41

US higher education institution	36	88%
Canadian higher education institution	5	12%

US REGIONAL ACCREDITING ORGANIZATION MEMBERSHIP

2. Please indicate to which regional accrediting organization your institution is a member. N=36

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)	12	33%
Southern Association of Colleges and Schools (SACS)	9	25%
Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)	7	19%
Northwest Commission on Colleges and Universities (NWCCU)	3	8%
Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)	3	8%
New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)	2	6%

PROGRAM ACCREDITING AGENCY MEMBERSHIP

3. Is your institution a member of any program accrediting agencies, such as ABET (applied science, computing, engineering and engineering technology accrediting agency) and/or AACSB (business and accounting accrediting agency)? N=41

Yes	39	95%
No	2	5%

4. Please indicate which of the following program accrediting agencies your institution is a member. Check all that apply. N=39

Architecture, Construction Science N=31

National Architectural Accrediting Board, Inc. (NAAB)	17	55%
Council for Interior Design Accreditation (CIDA) Formerly Foundation for Interior Design Education Research (FIDER)	14	45%
Planning Accreditation Board (PAB)	13	42%
Landscape Architectural Accreditation Board (LAAB)	12	41%
American Society of Landscape Architects (ASLA) Landscape Architectural Accreditation Board (LAAB)	11	39%
American Council for Construction Education (ACCE)	7	23%
Canadian Architectural Certification Board	3	10%
Canadian Engineering Accreditation Board	3	10%
Association of Landscape Contractors of America	1	3%
Canadian Society of Landscape Architects (CSLA)	1	3%
National Association of Schools of Art and Design (NASAD)	1	3%
Society of Wood Science and Technology	1	3%

Agriculture N=14

Society of American Foresters (SAF)	11	79%
National Recreation and Park Association Council on Accreditation of Parks, Recreations, Tourism, and Related Professions (COAPRT)	7	50%
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	3	21%
American Association for Leisure & Recreation	1	7%
Canadian Forestry Accreditation Board	1	7%
Council on Hotel, Restaurant and Institutional Education	1	7%
Institute of Food Technologies	1	7%
Society of Range Management	1	7%

Business N=35

AACSB International – The Association to Advance Collegiate Schools of Business (AACSB)	27	77%
Association to Advance Collegiate Schools of Business (AACSB)	14	40%
Association of Collegiate Business Schools & Programs (ACBSP)	3	9%
European Quality Improvement System (EQUIS)	1	3%

Computer Science, Engineering, Engineering Technology & Science N=33

ABET, Inc. (ABET)	31	94%
American Chemical Society (ACS)	15	46%

Association of Technology, Management, and Applied Engineering (ATMAE)	6	18%
Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board (CSAC/CSAB)	3	9%
Commission on Accreditation in Clinical Chemistry	2	6%
American Institute of Chemical Engineers	1	3%
American Society of Agricultural and Biological Engineers	1	3%
Computing Accreditation Commission (CAC) of ABET	1	3%
Engineering Accreditation Commission (EAC) of ABET	1	3%
National Association of Industrial Technology	1	3%

Dentistry N=7

Commission on Dental Accreditation of the American Dental Association (CODA)	5	71%
Canadian Dental Association Commission on Dental Accreditation of Canada (CDAC)	2	29%

Dietary N=11

American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE)	8	73%
Accreditation Council for Education in Nutrition and Dietetics/Academy of Nutrition and Dietetics (ACEND/AND)	2	18%
Dietitians of Canada	1	9%

Education N=30

National Council for Accreditation of Teacher Education (NCATE)	22	73%
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	17	57%
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	12	40%
Teacher Education Accreditation Council, Inc. (TEAC)	7	23%
National Association of School Psychologists (NASP)	5	17%
National Association for the Education of Young Children	3	10%
University Council for Educational Administration (UCEA)	2	7%
American Association of Colleges for Teacher Education (AACTE)	1	3%
American Association of Intensive English Programs	1	3%
California Commission on Teacher Credentialing (CTC)	1	3%
Canadian Association for Co-Operative Education (CAFCE) Accreditation Council	1	3%
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1	3%
Commission on English Language Program Accreditation (CEA)	1	3%
Committee on Education (AAVMC COE)	1	3%
Council for Exceptional Children	1	3%
Council for Standards in Human Service Education (CSHSE)	1	3%
Department of Education, State of Iowa	1	3%
Illinois State Board of Education	1	3%
National Alliance of Concurrent Enrollment Partnerships	1	3%

National Association of State Directors of Teacher Education and Certification	1	3%
National Association School Psychologists	1	3%
Pennsylvania Department of Education	1	3%
State Board of Educator Certification	1	3%
State of Oregon: Teachers Standards and Practices Commission (TSPC)	1	3%
Virginia Board of Education	1	3%

Healthcare Management N=9

Commission on Accreditation of Healthcare Management Education (CAHME)	6	67%
Association of University Programs in Health Administration (AUPHA)	3	33%
Commission on Accreditation for Health Informatics and Information Management	1	11%
National Association of Boards of Examiners for Long Term Care Administrators (NAB)	1	11%

Medicine N=35

American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology	17	52%
Liaison Committee on Medical Education (LCME)	16	49%
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	10	30%
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	9	27%
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	5	15%
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	5	15%
Council on Education for Public Health (CEPH)	5	15%
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)	5	15%
Commission on Accreditation of Medical Physics Educational Programs, Inc.	4	12%
Accreditation Council for Continuing Medical Education (ACCME)	3	9%
Accreditation Commission for Midwifery Education (ACME)	2	6%
Accreditation Council for Graduate Medical Education (ACGME)	2	6%
American Association of Physicists in Medicine	2	6%
American Medical Association	2	6%
American Optometric Association (AOA) Accreditation Council on Optometric Education (ACOE)	2	6%
College of Family Physicians Canada	2	6%
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	2	6%
Royal College of Physicians and Surgeons (RCPS) / College of Family Physicians Canada (CFPC)	2	6%
ACCME Accredited Providers	1	3%
American Podiatric Medical Association (APMA) Council on Podiatric Medical Education (CPME)	1	3%
Association of American Medical Colleges	1	3%
College of American Pathologists	1	3%
Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association	1	3%
Committee on Accreditation for Respiratory Care (CoARC)	1	3%
Council on Education of the Deaf (CED)	1	3%

Council on Podiatric Medical Education (CPME) Accreditation Committee	1	3%
Osteopathic Postdoctoral Training Institutions (OPTI)	1	3%

Nursing N=26

American Association of Colleges of Nursing (CCNE)	21	81%
National League for Nursing Accrediting Commission, Inc. (NLNAC)	6	23%
Canadian Association of Schools of Nursing (CASN)	3	12%
Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)	2	8%
Ohio Board of Nursing Education and Nursing Registration (OBNENR)	1	4%
Pennsylvania State Board of Nursing	1	4%
Virginia State Board of Nursing	1	4%

Pharmacy N=11

Accreditation Council for Pharmacy Education (ACPE)	9	82%
Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	3	27%

Psychiatry/Psychology/Social Work N=28

American Psychological Association (APA) Commission on Accreditation (CoA)	26	93%
Council on Social Work Education (CSWE)	13	46%
American Association for Marriage and Family Therapy	5	18%
Canadian Association for Social Work Education (CASWE-ACFTS)	2	7%
Administrative Council on Social Work Education	1	4%
Canadian Counseling and Psychotherapy Association (CCPA)	1	4%
Canadian Psychological Association	1	4%
Commission on Accreditation for Marriage and Family Therapy Education	1	4%

Therapy N=15

American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy	7	47%
Council on Rehabilitation Education (CORE)	5	33%
American Occupational Therapy Association (AOTA) Accreditation Council for Occupational Therapy	4	27%
Commission on Accreditation in Physical Therapy Education (CAPTE)	3	20%
Physiotherapy Education Accreditation Canada	2	13%
Accreditation Council for Occupational Therapy Education (ACOTE)	1	7%
American Art Therapy Association	1	7%
American Music Therapy Association	1	7%
Canadian Association of Occupational Therapists (CAOT)	1	7%

Veterinary Medicine N=14

American Veterinary Medical Association (AVMA)	11	79%
Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)	4	29%
American Association of Veterinary Laboratory Diagnosticians (AAVLD)	3	21%
American Animal Hospital Association	2	14%

Other Programmatic Accrediting Agencies N=35

National Association of Schools of Public Affairs and Administration (NASPAA)	16	46%
National Association of Schools of Music (NASM)	14	40%
American Library Association (ALA)	12	34%
American Bar Association (ABA)	9	26%
National Association of Schools of Art and Design (NASAD)	9	26%
National Association of Schools of Theatre (NAST)	9	26%
American Association of Family and Consumer Sciences (AAFCS)	6	17%
American Association of Museums (AAM)	5	14%
Association of American Law Schools (AALS)	4	11%
Aviation Accreditation Board International (AABI)	3	9%
Commission on Accreditation of Athletic Training Education (CAATE)	3	9%
Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)	3	9%
National Association of Schools of Dance (NASD)	3	9%
National Athletic Trainers' Association	3	9%
American Apparel and Footwear Association	2	6%
Human Factors and Ergonomics Society	2	6%
Professional Golf Association	2	6%
American Alliance for Health, Physical Education and Dance	1	3%
American Planning Association	1	3%
Association for the Accreditation of Human Research Protection Programs, Inc.	1	3%
Canadian Institute of Planners	1	3%
Commission on Office Laboratory Assessment	1	3%
Commission on Sport Management Accreditation (COSMA)	1	3%
Federal Aviation Administration	1	3%
Federation of Law Societies of Canada	1	3%
Military Installation Education Review	1	3%
National Environmental Health Science and Protection Accreditation Council (EHAC)	1	3%
North American Society for Sport Management	1	3%
Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)	1	3%
University/Resident Theater Association	1	3%

RECENT ACCREDITATION REPORT

5. Has the library participated in a regional or programmatic report in the last five years? N=41

Yes	39	95%
No	2	5%

If yes, how many reports? N=37

Minimum	Maximum	Mean	Median	Std Dev
1	18	5.43	5.00	3.83

Total Reports Completed	1	2	3	4	5	6	7	8	9	10	11	13	18
Libraries that completed this number of reports in a 5 year period	7	2	4	3	6	3	2	2	4	1	1	1	1

For which accrediting agency(ies)? N=37

Accrediting Agency	**Reports**
ABET	15
Academy of Criminal Justice Sciences (ACJS)	1
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	4
Accreditation Council for Graduate Medical Education	1
Accreditation Council for Pharmacy Education (ACPE)	2
Accrediting Council on Education in Journalism and Mass Communications (ACEJME)	5
American Bar Association (ABA)	3
American Bar Association Standing Committee on Paralegals	1
American Board of Funeral Service Education	1
American Chemical Society	4
American Council for Construction Education (ACEE)	1
American Library Association (ALA)	4
American Optometric Association	1
American Planning Association (APA)	2
American Veterinary Medical Association (AVMA)	6
Association of Theological Schools in the US and Canada	1
Association to Advance Collegiate Schools of Business (AACSB)	6
Aviation Accreditation Board International (AABI)	1
Canadian Architectural Certification Board	4
Canadian Association of Schools of Nursing (CASN)	1

Canadian Association of Schools of Nursing	2
Canadian Association of Social Work Education	1
Canadian Council for Accrediation of Pharmacy Programs (CCAPP)	1
Canadian Council For Accreditation of Pharmacy Programs	1
Canadian Dental Association	1
Canadian Engineering Accreditation Board	1
Canadian Engineering Certification Board	1
Canadian Institute of Planners	1
Canadian National Organization of Occupational Therapists (CAOT)	1
Canadian Psychological Association	1
Canadian Society of Landscape Architects (CSLA)	1
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1
Commission on Accreditation in Physical Therapy (CAPTE)	1
Commission on Collegiate Nursing Education (CCNE)	3
Commission on Osteopathic College Accreditation (COCA)	1
Commission on Peer Review and Accreditation Planning Accreditation Board (PAB)	2
Commission on Sport Management Accreditation (COSMA)	1
Commission on the Accreditation of the Council on Social Work Education	1
Computer Science Accreditation Council	1
Council for Education on Public Health (CEPH)	4
Council for the Accreditation of Athletic Training Education	1
Council of Accreditation of Counseling and Related Programs (CACREP)	1
Council on Social Work Education (CSWE)	7
Counsel on Accreditation for Recreation	1
Federation of Law Societies of Canada	1
Foundation of Distance Learning Accredittation (FDLP)	1
Human Factors and Ergonomics Society	1
Illinois State Board of Education (ISBE)	1
Landscape Architectural Accreditation Board (LAAB)	5
Liaison Committee on Medical Education (LCME)	6
Middle States Commission on Higher Education (MSCHE)	6
National Academy of Sports Medicine (NASM)	1
National Architectural Accrediting Board (NAAB)	16
National Association of Boards (NAB)	1
National Association of School Psychologists	1
National Association of Schools of Art and Design (NASAD)	6
National Association of Schools of Music (NASM)	8
National Association of Schools of Public Affairs and Administration (NASPAA)	3
National Association of Schools of Theatre (NAST)	5
National Council for Accreditation of Teacher Education (NCATE)	7
New England Association of Schools and Colleges–Commission on Institutions of Higher Education (NEASC-CIHE)	2

North Central Association of Colleges and Schools–Higher Learning Commission (NCA-HLC)	4
Northwest Commission on Colleges and Universities (NWCCU)	2
Park Resources and Leisure Services	1
Physiotherapy Education Accreditation Canada	1
Public Relations Society of America (PRSA)	1
Residency Review Committee of the Accreditation Council for Graduate Medical Education	2
Royal College of Physicians and Surgeons Canada / College of Family Physicians Canada	1
Society of American Foresters	1
Southern Association for Colleges and School - Commission on Colleges (SACSCOC)	4
Teacher Education Accreditation Council (TEAC)	1
Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)	2

RECENT ACCREDITATION REPORT CONTENT

If the library participated in more than report in the last five years, select one representative accreditation report and answer the following questions. (If your library had multiple reports, please use a regional accrediting agency report, if applicable). N=37

6. Identify which agency the report was prepared for.
7. Enter the year of the report.
8. Please briefly describe what elements the accrediting agency asked the library to include in the report.
9. Please briefly describe what the accrediting agency recommended for the library.

Regional Accrediting Agencies N=17

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2008

The university selected undergraduate education as the focus of the accreditation. The Libraries provided a report with recommendations as part of the self-study process. The report included a brief description of our library system, mission and goals, vision/leadership and governance, collections/assessment, facilities/assessment, instruction/information literacy assessment, relation to the undergraduate curriculum. We also provided supplemental reports on governance and policy making, graduate program and student support, and information literacy.

We received no specific recommendation. The evaluation report noted: "There are adequate learning resources, facilities, instructional equipment, and library resources to support the educational programs. Despite the budgetary challenges for sustaining electronic databases and journal subscriptions, the libraries are committed to assisting in the infusion of information literacy into the core curriculum. The library resources and services are outstanding and the

library staff is very dedicated and enthusiastic about collaborative opportunities relating to the TUE* initiative." *TUE = Transforming Undergraduate Education

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2009

No library specific recommendations for either 2004 or 2009.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

In addition to an overview describing the library, we were asked by the campus to respond specifically to two questions posed by Middle States: (1) To what extent is there an effective working relationship between the academic programs and the University Libraries? To what extent do the librarians and faculty collaborate to teach and foster information literacy across the curricula, develop collections, and to implement new information technologies and resources? What changes have resulted from this collaboration? (2) What evidence is there that students are meeting the university's goals for student information literacy? How are such goals assessed, what have been the finding, and what actions have been taken in response?

The report from Middle States was favorable and essentially encouraged us to continue our current efforts and direction. They endorsed the university's long-range plan to construct a new library building in order to remedy problems caused by the present outdated facility. No other significant recommendations were made.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

The accrediting agency did not ask the library to include any elements in the report.

The accrediting agency did not recommend anything for the library.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2012

From Middle States Standard 11: Educational Offerings - Documentation of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats. Documentation of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty. Documentation of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources. Copies of formal agreements with other institutions for the use of their information resources and/or reference services. The library also had documentation for a number of the other standards, but Standard 11 is the only standard that specifically mentions the library.

Unknown at this time. The Middle States team had their final visit April 2–4, 2012. The final report and any recommendations have not been received, yet.

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

Standard Seven in effect in 2009. Standards were revised in 2011.

"Research, study, and teaching are heavily dependent on rich information resources, especially resources in electronic form; the acquisition of such resources must be sustained as a high priority." "Further consolidation of libraries, most notably, the Engineering and Science Libraries..."

North Central Association of Colleges and Schools – Higher Learning Commission (NCA - HLC)

2010

Library evidence for the following institution-wide criteria: Understanding of and support for the mission pervade the organization. The organization creates effective learning environments. The organization's learning resources support student learning and effective teaching. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. The organization has the capacity and the commitment to engage with its identified constituencies and communities. The organization demonstrates its responsiveness to those constituencies that depend on it for service. Internal and external constituencies value the services the organization provides.

"University Library: The strategic direction identified and being followed by the university library appears to be a good one. The challenges facing the redefinition of the modern university library are well articulated in the self-study. Consciousness of these challenges will help the institution to engage in conversations with others that will help achieve the vision of recreating the library as an intellectual commons for the university community. This consciousness has practical value: by articulating these goals, institutional leaders will be better able to identify university development activities that contribute to the library's needs – for example, "friends of the library" drives may focus on particular initiatives, or the library could develop partnerships with learning communities and teaching efforts (e.g., as a satellite location for tutoring programs). The libraries might look also to extending services to the broader community, by extending the principle of the intellectual commons to the community."

North Central Association of Colleges and Schools – Higher Learning Commission (NCA - HLC)

2010

Strategic plan. List of library faculty committees; committee reports/minutes for previous year. Current and potential collaborations between library and other campus units. Library faculty professional development data: name of

development activity, category (e.g., leadership development, recognition and awards), number of faculty, source of funds and amount distributed per year. Library faculty constitution and bylaws. Library faculty curriculum committee responsibilities, teaching assessment methods, teaching workshops, professional development funds for teaching and innovative practices. Library faculty professional association membership and offices held, journal editorship and editorial board membership.

The accrediting agency made no recommendations specific to the library.

Northwest Commission on Colleges and Universities (NWCCU)

2006

Areas in which the library "complies, shines, or needs to improve" for the following categories: Purpose & Scope; Information Resources & Services; Facilities & Access; Personnel & Management; Planning & Evaluation.

Update collection development policies. Better integrate and evaluate library instruction with courses and student learning outcomes. Expand assessment efforts. Better training of reference desk employees.

Northwest Commission on Colleges and Universities (NWCCU)

2009

An explanation of how the library supports teaching, learning, and research in ways supportive of the university's mission and goals; information about resources and services, facilities and access, personnel and management, and planning and evaluation, together with supporting documentation.

No library-specific recommendations were made.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2007

Core Requirements 2.9 - Learning Resources and Services. The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. 3.8 Library and Other Learning Resources. 3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources). 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use). 3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff).

The Libraries were compliant. There were no recommendations.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2007

SACS has a Core Requirement related to library collections and other learning/information resources. This covered print, non-print and electronic collections, how the libraries provided user access to collections, and consortial relationships that expanded access to collections. In addition, SACS had three comprehensive standards covering services, facilities, information literacy, and staffing.

We did not receive any recommendations.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2009

SACS Core Requirement 2.9 Learning Resources and Services. SACS Comprehensive Standard 3.3.1.3 Institutional Effectiveness of Educational Support Services. SACS Comprehensive Standard 3.8.1 Learning/Information Resources. SACS Comprehensive Standard 3.8.2 Instruction of Library Use. SACS Comprehensive Standard 3.8.3 Qualified Staff.

No recommendations specific to the library were made.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2010

Collections, Staff, Facilities, Instruction.

No recommendations were made. Reports and planning were found satisfactory.

Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)

2006

Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)

2012

There were no accrediting agency requirements for a library involvement. The campus requested the libraries involvement in describing co-curricular student learning outcomes assessment programs on campus.

No recommendations for library.

Programmatic Accrediting Agencies N=20

ABET

2009

ABET no longer asks a series of detailed questions about library resources. When we wrote our report for this review cycle, the ABET criteria document simply stated: "The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty." We wrote a two-page narrative highlighting our collections, services, and facilities.

They were pleased with the information we provided and they had no recommendations for us.

ABET

2009

Data related to library technology, collections, services, space, and instruction.

No recommendations.

Accrediting Council on Education in Journalism and Mass Communication

2011

Allocations and expenditures for books, periodicals, and databases (total and what is in support of the program). List of reference works and databases supporting the program. List of newspapers, magazines and periodicals supporting the program. Usage statistics for the above.

None to date.

American Association of Colleges of Nursing (CCNE)

2009

II.B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

No library recommendations provided.

American Board of Funeral Service Education

2011

Number of monographs related to funeral service management, death & dying, grief, mortuary science. Tour of facility.

Not applicable.

American Veterinary Medical Association (AVMA)

2010

Adequacy of information retrieval and learning resources; Academic credential(s) for the librarian in charge of the library; Learning resources support for faculty and students, including personnel; Access to library information resources for faculty and students when they are on and off campus; Current plans for improvement.

There were no recommendations for the library.

American Veterinary Medical Association (AVMA)

2009 & 2012

12.5. Library and Information Resources. Standard 5, Library and Information Resources. Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials. 12.5.1. Describe and comment on the adequacy of information retrieval and learning resources. 12.5.2. Describe the academic credential(s) for the librarian in charge of the library. 12.5.3. Briefly describe the availability of learning resources support for faculty and students, including personnel. 12.5.4. Describe the methods of access to library information resources for faculty and students when they are on and off campus. 12.5.5. Describe current plans for improvement. Compliance with Standard 5, Library and Information Resources is judged on the basis of availability of library materials (either copy or electronic), credentials of the librarian, and learning resources support for the teaching program.

2009 response: The agency stated that, "The Faculty is in compliance with this standard" [i.e., Standard 5: Library and Information Resources]. 2012 response: preliminary report has no comments related to Standard 5: Library and Information Resources.

Canadian Architectural Certification Board

2010

Information about: 1) Collections: coverage of teaching and research needs; holdings; document types, usage; budget; access and search tools. 2) Digital projects. 3) Library staff (number, expertise, professional development). 4) Library instruction program. 5) User services in general (lending, interlibrary loans, opening hours...) 6) Facilities and equipment.

There was no recommendation for the library; the accreditation agency was satisfied with the library and its services.

Canadian Architecture Certification Board

2008

Administration & personnel; collection size & expenditures; collection policy & description including of slides/digital images, DVDs, maps; services such as access to electronic resources, reference & information literacy, circulation & ILL, physical environment & equipment.

Concern about the basement level of the library indicating it was 'sub-optimal', and the university has since put in a proper floor capable of bearing the load of the library.

Canadian Association of Schools of Nursing

2011

Library consortial partnerships, depository library status (Canadian government documents), resource access information, number of licensed and open access e-journals, list of licensed and open access databases, list of point-of-care resources, list of instructional video series and ebook collections, special print collections, institutional repository, citation management software and support, ILL information, reference services, liaison librarian services.

Results not yet returned.

Canadian Engineering Accreditation Board

2010

Library location, hours, information services, access to information resources, ILL, study space, print holdings, number of items acquired in specified time period, information resource expenditures, self assessment.

There were no library specific recommendations.

Council for Education on Public Health (CEPH)

2009

"A concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services."

No recommendation.

Each institution within the university system is required by the Bylaws of the Board of Regents and by Legislative Bill 663 to periodically review all academic programs.

2010

The purpose of the Review Team is to consider the role of the program in the university environment, in addition to an assessment of the program quality. The Review Team integrates external peers with faculty and other representatives, such as members of industry, alumni, and staff, to provide the broad perspective required. The Review Team will submit a final report within 30 days of the site visit. The report should be factual and explicit. All review teams are asked to relate their comments to the program or college strategic plans and to the core values of the university. The Review Team is asked to keep in mind that many recommendations that would improve a given program might not be feasible because of the expense involved and the requirements of other programs within the university. The team is, therefore, encouraged to: 1) focus their recommendation on what can and should be done within existing resources, and 2) make one or two suggestions for new investment that would have the greatest impact on program quality.

They recommended that we reorganize the administrative team to balance workload, among other things.

National Architectural Accrediting Board (NAAB)

2008

The NAAB report asked for the following to be included in library report: "I.2.5 Information Resources: The accredited program must demonstrate that all students, Faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning. The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]: • A description of the institutional context and administrative structure of the library and visual resources. • An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following: • Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented. • Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program. • Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic). • Demonstrates sufficient funding to enable continuous collection growth. • Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

In past years, the NAAB found deficiencies in the lack of studio space, however a new studio building was opened in 2011. The other recommendation was to improve diversity of architecture faculty.

National Architectural Accrediting Board (NAAB)

2011

The accredited program must demonstrate that all students, faculty, and staff have access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

There were no recommendations. There were comments on improvement of the facility due to new construction/ renovation from the previous visit as well as positive comments on the way the independent architecture library is integrated with our main library and the development of a writing center outpost in the architecture library.

National Architectural Accrediting Board (NAAB)

2012

Information resources for the Department of Architecture and the School of Architecture & Design. Institutional context and administrative structure of the library and visual resources. Assessment of collections, services, staff, facilities, and equipment. Overview of fiscal resources.

The university is waiting for the agency's report with recommendations.

National Architecture Accrediting Board (NAAB)

2010

Total number of cataloged titles in the architecture library collection. Total number of cataloged titles that have Library of Congress NA or Dewey 720–729. ARL ranking. A description of the institutional context and administrative structure of the library and visual resources. An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following: o Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented. o Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program. o Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic). o Demonstrates sufficient funding to enable continuous collection growth. o Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities. Policies on library and information resources collection development

Nothing specific to library.

National Association of Schools of Music

2012

Acquisitions budget; collections; cooperative arrangements (e.g., consortial memberships); personnel; opening hours; catalogs; user instruction; special collections; available technologies.

N/A

National Association of Schools of Theatre (NAST)

2012

The NAST accrediting agency asked for a description of theatre library holdings and learning resources; student and faculty access (hours, catalogs, indexes, other institutions' holdings); resource sharing; budgetary data; staffing; acquisition, preservation, replacement policies and procedures; and facilities' equipment and maintenance plans. The accrediting agency also asked for an evaluation of the extent to which NAST standards are met regarding library, learning, and information resources as well as governance and administration, collection development, personnel services, resource sharing, facilities, and finances.

1) There should be a close intra-institutional administrative relationship for theatre students and faculty to make the best use of library resources. 2) Cooperative inter-institutional resource sharing arrangements should be established to augment holdings for student and faculty use. 3) It is desirable that a separate line budgetary item for theatre be an explicit element in the library budget. 4) Fund allocation management should be the responsibility of a designated staff person. 5) An organized system of involvement by theatre faculty and students should exist to advise the librarian in fiscal planning.

National Council for Accreditation of Teacher Education (NCATE)

2010

Library holdings, expenditures, accommodations for distance students (accessibility), hours of library, technology

(computers) available at library, specialized research guides to library resources.

No recommendations for the library.

RECENT ACCREDITATION VISITS

10. Has the library participated in a regional or programmatic accreditation visit in the last five years? N=37

Yes	28	76%
No	9	24%

If yes, how many visits? N=27

Minimum	Maximum	Mean	Median	Std Dev
1	10	3.70	3.00	2.49

Number of Visits	1	2	3	4	5	6	7	8	10
Libraries that had this number of visits in a 5 year period	5	8	2	2	3	3	2	1	1

For which accrediting agency(ies)? N=27

Accrediting Agency	**Visits**
ABET	11
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	4
Accreditation Council for Pharmacy Education (ACPE)	1
Accrediting Council on Education in Journalism and Mass Communication (AEJMC)	3
American Bar Association (ABA)	2
American Board of Funeral Service Education	1
American Council for Construction Education (ACCE)	1
American Library Association (ALA)	2
American Veterinary Medical Association (AVMA)	4
Association to Advance Collegiate Schools of Business (AACSB)	1
Aviation Accreditation Board International (AABI)	1
Canadian Architectural Certification Board	2
Canadian Association of Schools of Nursing	1
Canadian Association of Social Work Education	1

Canadian Engineering Accreditation Board	1
Canadian Psychological Association	1
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1
Commission on Accreditation in Physical Therapy (CAPTE)	1
Commission on Collegiate Nursing Education (CCNE)	2
Commission on Osteopathic College Accreditation (COCA)	1
Council for Accreditation of Counseling and Related Education Programs (CACREP)	1
Council on Social Work Education (CSWE)	5
Landscape Architectural Accreditation Board (LAAB)	3
Liaison Committee on Medical Education (LCME)	3
Middle States Commission on Higher Education (MSCHE)	3
National Academy of Sports Medicine (NASM)	1
National Architectural Accrediting Board (NAAB)	9
National Association of Boards (NAB)	1
National Association of Schools of Art and Design (NASAD)	1
National Association of Schools of Music	2
National Association of Schools of Public Affairs and Administration (NASPAA)	1
National Association of Schools of Theatre (NAST)	2
National Council for Accreditation of Teacher Education (NCATE)	3
New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)	2
North Central Association of Colleges and Schools – Higher Learning Commission (NCA-HLC)	4
Northwest Commission on Colleges and Universities (NWCCU)	1
Osteopathic Postdoctoral Training Institution (OPTI)	1
Royal College of Physicians and Surgeons Canada / College of Family	1
Society of American Foresters	1
Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC)	5

AN ACCREDITATION VISIT

If the library participated in more than one visit in the last five years, select one representative accreditation visit and answer the following questions. (If your library had multiple visits, please use a regional accrediting agency visit, if applicable). N=28

11. Identify which agency visited.
12. Enter the year of the visit.
13. Which standards did the agency review?

Regional Accrediting Agencies N=11

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2008

Standard 1: Mission and Goals. Standard 2: Planning, Resource Allocation, and Institutional Renewal. Standard 3: Institutional Resources. Standard 4: Leadership and Governance. Standard 5: Administration. Standard 6: Integrity. Standard 7: Institutional Assessment. Standard 8: Student Admissions and Retention. Standard 9: Student Support Services. Standard 10: Faculty. Standard 11: Educational Offerings.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

All. The actual report dealt with the library in connection with Middle States' standard #11: The fundamental elements of Middle States Standard #11, Educational Offerings, as they relate to library facilities and instructional technology, encompass evidence of analytical program reviews in four key areas: 1. Learning resources, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs. 2. Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum. 3. Programs that promote student use of a variety of information and learning resources. 4. Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2012

Georgetown elected to do a "selected topics" self-study that focused on four of the fourteen standards described by Middle States. Those topics are: Institutional Planning and Resource Allocation (#2), Institutional Assessment (#7), General Education (#12), and Assessment of Student Learning (#14).

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

All standards, this was the university-wide review.

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

Standard Seven: Library and Information Resources (2009).

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)

2010

None.

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)

2010

Note: No standards specifically focused on library. NCA – HLC criteria: Mission and Integrity; Preparing For the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; Engagement and Service. Federal Compliance Program components: Credits, Program Length, and Tuition; Student Complaints; Transfer Policies; Verification of Student Identity; Title IV Program and Related Responsibilities; Institutional Disclosures and Advertising and Recruitment Materials; Relationship with Other Accrediting Agencies and with State Regulatory Boards; Public Notification of an Evaluation Visit and Third Party Comment.

Northwest Commission on Colleges and Universities (NWCCU)

2009

1. Institutional Mission and Goals; Planning and Effectiveness. 2. Educational Program and its Effectiveness. 3. Students. 4. Faculty. 5. Library and Information Resources. 6. Governance and Administration. 7. Finance. 8. Physical Resources. 9. Institutional Integrity.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2007

SACS/Core Requirements 2.9: Learning Resources and Services. SACS/Comprehensive Standards 3.8.1: Facilities, Resources, Services. SACS/Comprehensive Standards 3.8.2: Access to Instruction. SACS/Comprehensive Standards 3.8.3: Qualified Staff.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2009

Our most recent SACS review was using the 2009 version of SACS standards. Standards specific to the library were included in Q8 above.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2012

SACS 2.9 and 3.8.

Programmatic Accrediting Agencies N=17

ABET

2009

Programmatic visits may include a tour of space, but we have not had visits that focused specifically on the library. We are currently preparing for SACS reaffirmation (2014).

ABET

2010

See response to question 8.

ABET

2011

In ABET the libraries fall under General Criteria 7 Facilities, which states: "The library services and computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty."

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

2011

No apparent library-specific standards.

American Association of Colleges of Nursing (CCNE)

2009

II.B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

American Board of Funeral Service Education

2011

Number of monographs related to subject areas. Tour of library facilities.

American Library Association (ALA)

2011

American Veterinary Medical Association (AVMA)

2010

Standard 7.5, Library and Information Resources.

American Veterinary Medical Association (AVMA)

2011

They reviewed all of their standards. The self-study and the site visit report reflect that all standards were addressed.

American Veterinary Medical Association (AVMA)

2009 & 2012

For both site visits (2009 and 2012), the team from the team assessed the full set of standards, including Standard 5: Library and Information Resources.

Canadian Architectural Certification Board

2011

The CACB Conditions and Procedures for Accreditation. [same as answer for Question 6; report + visit for this agency]

Canadian Engineering Accreditation Board

2011

We're not sure what to make of this question. In the context of the library, we're not aware of any particular standard that was being reviewed.

Council on Social Work Education (CSWE)

2009

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.5.4. AS 3.5.4. The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals. • Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research. • Staffing pertinent to the provision of library services to social work students • Budget for social work library resources for the last, current and upcoming academic years. • Circulation or utilization data for items relevant to social work. • Equipment and technology available to social work (computers, copiers and printers). • Circulation polices and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students). • Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work). •

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students). • Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.) • Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development? • Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff. • How often are new acquisitions in social work listed and reported to program faculty? • Traffic or other counts of users of social work collection or social work resources. • Instructional sessions (number and type of presentations, number of participants, evaluation data). • Location of library/social work collection relative to classroom and other social work student services. • Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library's response). • Samples and results of assessment/evaluation surveys of library services. • Strengths, areas of concern, projections for and assessment plans of the social work collection.

National Architectural Accrediting Board (NAAB)

2008

The NAAB report asked for the following to be included in library report: "I.2.5 Information Resources: The accredited program must demonstrate that all students, Faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

National Architectural Accrediting Board (NAAB)

2012

NAAB

National Association of Schools of Theatre (NAST)

2011

Their primary interests were the collections and information literacy instruction for students.

National Council for Accreditation of Teacher Education (NCATE)

2010

LIBRARY STAFF PARTICIPATION IN THE ACCREDITATION PROCESS

14. Please indicate which library position(s) or group(s) participated in the accreditation process. Check all that apply. N=31

Associate director	17	55%
Library director	15	48%
Deputy director	3	10%
An ad hoc library committee/task force	3	10%
A standing library committee/task force	2	7%
Assessment Coordinator	1	3%
Other individual or group	23	74%

If a standing committee participated, please specify the committee and the number of members. N=2

University Council Committee on Research Activities and Libraries. Membership of 8: 4 faculty and 4 administrators.

University Librarian's Cabinet, 13 members.

If an ad hoc committee participated, please specify the committee and the number of members. N=3

Architecture Library Committee (6 members).

Two ADs participated in preparing the report. One AD met with the on-campus committee.

University Accreditation Steering Committee Standard 5 sub-committee (11 members).

If another individual or group participated, please specify the individual or group and the number of group members. N=22

A committee included member from outside the library, two library dean and one deputy director plus a member of the faculty, and a member of the university program committee, so the committee consisted of five.

Assistant University Librarian for Organizational Development (who was our ARL statistics compiler) provided statistical data. The Head of Reference & Instructional Services provided text concerning assessment, information literacy, etc.

Collection Management Librarians and Subject Librarians.

Director for Planning and Research (SACS); Collection Management personnel and branch librarians (programmatic).

Engineering Librarian.

Group consisting of subject specialist, bibliographer and library data analyst.

Head Librarian, subject librarians, and Assistant to the Director of Libraries worked on the report. The Head Librarian and the subject librarians participated for the visit.

Head, Veterinary Medicine Library.

Health Sciences Information Management Librarian (Liaison to School of Nursing).

Instructional Services Coordinator.

Liaison library participated in the review.

Librarian assigned architecture subject responsibilities.

Librarian, Veterinary Medicine.

Library Liaison to the department.

Planning and Promotions Librarian.

Special Projects Manager (reporting to the Deputy University Librarian).

Subject librarian for Journalism and Mass Communication.

Subject librarian for which a specific discipline for which the accrediting agency is conducting a review. Library department head.

Subject specialists participate, as appropriate to the program accreditation process.

The liaison librarian responsible for the program and his department head.

The library had a number of staff involved in campus-wide working groups formed to respond to specific research questions posed by the Middle States Reaccreditation Steering Committee. Staff involved included: Director of Planning and Assessment, Associate University Librarian for Scholarly Resources and Services, Humanities Librarian, Research Instruction Coordinator/Senior Reference Librarian, and Asian Studies & Linguistics Bibliographer.

The subject librarian for Veterinary Medicine (and related subject areas) was the sole library employee to participate in this particular accreditation process.

15. **Please indicate the nature of library staff involvement in the accreditation process. Check all that apply. N=31**

	Director	Deputy/ Associate	Assessment Coordinator	Standing Cmte	Ad hoc Cmte	Other staff	N
Served on institutional accreditation group(s)	5	10	1	—	1	5	15
Prepared part of the institutional report	8	13	2	—	1	19	30
Met with visiting evaluation team	14	12	1	1	—	13	27
Other activity	—	1	—	—	—	2	3
Number of Responses	15	18	3	1	1	22	31

If you selected "Other activity" above, please specify that activity below. N=1

Associate director served on campus task force and reviewed draft of portion of campus report.

16. Did the library staff work with the institutional research office to prepare for the visit or to prepare the report? N=31

Yes, to prepare the report	11	36%
Yes, to prepare for the visit	9	29%
No	18	58%

If yes, how closely did the library staff work with the institutional research office? N=13

Both served on Self Study Coordination Team.

Current preparation for SACS: IR staff are available for consultation and will review compliance reports before broader campus review.

Data collection process conducted in library's Program Management Office in coordination with librarians working in the academic department.

Institutional Research Office met regularly with library participants and provided guidance on report and site visit preparations including providing list of possible questions that could be asked at the site visit.

Our Associate Director of Information Services was on the university-wide accreditation committee that worked with the North Central Association of Colleges and Schools on the university's accreditation process.

Our AUL worked directly with Assistant Director of Institutional Research on the compliance report for sections pertaining to the library or sections where the library contributed information for the report.

Our institutional research office was not the lead on the reaccreditation process or in preparing the final report. Two of our Associate Provosts were tasked with leading this process and preparing the final report. The institutional research office was certainly involved — most heavily in the documentation phase at the beginning of this process. The University Librarian was on the campus Steering Committee for the reaccreditation process, and the Director of Planning and Assessment was on the "roadmap"/documentation working group that was most involved with the institutional research office.

Provided data and information. Revised text drafted by institutional research office.

Provided examples of evidence in support of the specific institution-wide criteria listed in #8 above.

The Associate University Librarian for Research & Instructional Services was a member of the institutional accreditation self-study committee in which capacity he worked with the faculty chair of the accreditation committee. There was a member of the institutional research office on that steering committee, but we did not have much interaction with them otherwise.

The Head of the Architecture Library worked closely with the College of Architecture on four accreditation reports and visits: NAAB (National Architectural Accrediting Board); ACEE (American Council for Construction Education); NASAD

(National Association of Schools of Art & Design); and PAB (Planning Accreditation Board).

University Librarian served on university-wide accreditation team, which included director of Institutional Research.

DATA REPORTED FOR ACCREDITATION

17. Please indicate which of the following library data your institution reports for accreditation purposes. Check all that apply. N=31

Collection holdings (print, online)	29	94%
Library facilities & equipment	29	94%
Financial data	25	81%
Collection usage	23	74%
Library instruction sessions	23	74%
Library staff qualifications and expertise	22	71%
Information services transactions (reference, consultations)	20	65%
Interlibrary loan transactions	18	58%
Digital projects & usage	17	55%
Qualitative data	16	52%
Scholarly Communication activities	13	42%
Other data	11	36%

Please describe the other data.

ARL rankings on specific indices; key LibQUAL+® findings; number of submittals to Library Undergraduate Research prize.

Assessment data (e.g., survey results).

Computer workstations/laptops for public use; Assistive technology for public use; Formal collaborations, community partnerships and consortial relationships.

Consortia holdings.

Contributed data on process improvement to institutional effectiveness.

Description of collection growth since last visit in 2009. Note: The Faculty of Veterinary Medicine was established in 2005. The first class (Class of 2012) entered the program in 2008.

It depends on the agency and what they are looking for. We generally cover our collections and services including an overall idea of spending.

SACS asks for evidence related to collections, services, instruction, learning resources, facilities, and staff. The standards are not prescriptive, so it is up to the institution to produce evidence that shows it is meeting its mission.

Strategic plan. List of library faculty committees; committee reports/minutes for previous year. Current and potential collaborations between library and other campus units. Library faculty professional development data: name of development activity, category (e.g., leadership development, recognition and awards), number of faculty, source of funds and amount distributed per year. Library faculty constitution and bylaws. Library faculty curriculum committee responsibilities, teaching assessment methods, teaching workshops, professional development funds for teaching and innovative practices. Library faculty professional association membership and offices held, journal editorship and editorial board membership.

We provided white papers, peer comparisons, policies, staff survey results, space surveys, graduate student survey results, and results of a photo study within the library.

Website usage. Attendance in library instruction sessions. Tutorial usage and quiz scores.

18. **If your library collects qualitative data to report for accreditation purposes, what method(s) do you use? Check all that apply. [Source: Berry, Leonard L.,** *On Great Service: A Framework for Action*. **New York: Free Press, 1995.] N=16**

Total Market Surveys (to measure customers' overall assessment of library services, e.g., LibQUAL+®)	13	81%
Focus Group Interviews	11	69%
Customer Advisory Panels	8	50%
First year and/or graduating year student customer surveys	5	31%
Service Reviews (periodic visits with customers or class of customers to discuss service relationship)	2	13%
Transactional Surveys (done with customers in the aftermath of a service transaction)	1	6%
Employee Field Reporting (research of internal customers)	1	6%
Other method	8	50%

Please describe the other method.

Anecdotal evidence from customers.

Feedback provided through Questions & Comments page of library website.

Graduate Student Survey (designed and implemented by Reference & Instruction staff). Staff Survey (we use the Are We Making Progress surveys designed by the Baldrige Program). Photo Survey (designed and implemented by Reference & Instruction staff - based on model from University of Dayton).

Library contributions to academic program reviews.

Periodic user surveys developed in-house.

Summary of instruction evaluations.

Usability testing.

We conduct, and report on, regular surveys to assess the satisfaction of students and faculty with our services, facilities, and resources.

Please enter any additional comments about library data your institution reports for accreditation purposes. N=4

The above represent data that has been reported to accreditation bodies; not all of the categories are reported to any one accreditation body.

Unless the accrediting agency asks very specific questions, we write a narrative that highlights what we offer the program in terms of: collections (normally only in round numbers); staffing (normally only the number and qualifications of reference librarians, and highlighting any special qualifications of the appropriate subject librarian); the reference, instruction, and collection development services that we offer (but we normally do not report numbers of these transactions). The financial data is normally round numbers related to collection expenditures and overall library budget, unless more specific information is required. We tend to be more detailed in our description of library facilities and services that demonstrate strong support for students, including the amount of study space available in the building, the number of hours we are open, the general services we offer around the clock, off-campus access to ejournals and databases.

We also used and reported on data from our Library Balanced Scorecard.

We collect qualitative data to improve services. The data are not collected for the purposes of, or to report for, accreditation purposes.

ASSESSMENT MANAGEMENT SYSTEM

19. Does your institution use an online assessment management system(s) to document assessment, ongoing improvement, and quality enhancement plans? N=38

Yes	14	37%
No	24	63%

If yes, please indicate the online assessment management system(s) used. Check all that apply. N=14

System developed in-house	8	57%
WEAVEonline	3	21%
StudentVoice	2	14%
CollegeNet	1	7%

Compliance Assist	1	7%
IQuest	1	7%
LiveText	1	7%
Nuventive	1	7%
Taskstream	1	7%

ADDITIONAL COMMENTS

20. Please enter any additional information regarding the accreditation process at your institution that may assist the authors in accurately analyzing the results of the survey. N=13

2004 was our last regional accreditation review; we are currently preparing reports for the 2014 review (due to SACS in September 2013). The SACS process involves an offsite review team that identifies issues for more intensive scrutiny by a visiting team. If library standards are determined to be in compliance by the offsite team, they will not receive further review by the visiting team.

Institutional accreditation occurs through the MSCHE while the college-specific accreditation and processes are maintained by each unit. The University Libraries does not have an accrediting body, but does provide documentation for the institutional accreditation.

Our most recent SACS review was using the 2009 version of the standards. The newly released version has changes to the number and definitions that would not match the standards listed in Question 8. Our AUL not only participates in accreditation activities in his role as AUL but he also has for the past three years been serving as the co-chair of an institutional assessment oversight group for administrative and educational support.

Participation in accreditation processes is not centralized at the Libraries. Each library (we have 19) is responsible for requests related to their subject areas. Therefore it is very difficult to have a broad overview of this participation over the years. Perhaps we'll try in the future to collect centrally and share this precious information!

Some accrediting agencies, such as SACS, have discrete sections about library resources, facilities and services, and in those instances, we prepare documents that are included in the report. In some instances, we also participate in the site visit. In most instances, however, we are contacted by someone in the program under review and are asked for data that they incorporate into a report that we do not necessarily see.

The information provided by the library was made available to the visiting evaluation team in a resource room, rather than incorporated into the self-study report or the appendices to that report.

The library staff have been asked to assist with past regional and programmatic accreditation visits, but these fell outside the five-year window. We also are helping to prepare for upcoming programmatic site visits in fall 2012 and 2013, and would be happy to answer questions about these visits on request.

The library's involvement in supporting a program accreditation process varies quite a bit and generally is dependent on to what extent the library is asked to participate in the process. Library staff do not always know how library-contributed data is summarized for inclusion in final report to the agency. Library staff have also noted that often

the questions asked by the accrediting agency about library resources and services seem "out of date" with current collection and service models.

The Libraries Dean and Associate Dean participated in the 2010 NCA University Accreditation Review. Other library faculty have participated in previous NCA reviews. However, specific library data is not requested by NCA.

The WASC reaccreditation process began in 2006 with an institutional proposal that was accepted. Capacity and Preparatory Review reported with approvals in 2009; the Educational Effectiveness Review was approved in 2010.

This was a challenging survey to complete because the nature of program accreditation is such that it is often completed at the unit or librarian level, and may not even be communicated to library administration in a consistent fashion. Likewise, it was a challenge to find a single resource at the university level that noted "all" of the bodies accrediting our programs (below the level of institutional accreditation).

When writing the report, we look at the criteria for accreditation and try to cover all the bases as succinctly as possible. We also work closely with the program undergoing review to be sure that we are covering everything they would like to see. Over the past several years, we've seen a trend away from a lot of very detailed questions (e.g., about numbers of volumes) to a more open-ended "describe library resources" sort of approach. When we meet with reviewers, we are hearing slightly less emphasis on collections overall (though more emphasis on off-campus access to e-collections) and more emphasis on facilities than in the past, e.g., questions about ample study space – including availability of separate spaces for group work and quiet study, 24-hr access to the building, adequacy of wireless service.

RESPONDING INSTITUTIONS

University of Alberta
University of Arizona
Boston University
Brigham Young University
University of Calgary
University of California, Irvine
University of California, Los Angeles
University of Chicago
University of Colorado at Boulder
Duke University
Georgetown University
Georgia Institute of Technology
Howard University
University of Illinois at Urbana-Champaign
Iowa State University
Johns Hopkins University
Kent State University
University of Kentucky
University of Louisville
University of Manitoba
Massachusetts Institute of Technology
Michigan State University
Université de Montréal
University of Nebraska–Lincoln
North Carolina State University
Ohio University
Oklahoma State University
University of Oregon
Pennsylvania State University
Purdue University
Rutgers University
Southern Illinois University Carbondale
Syracuse University
Temple University
University of Tennessee
Texas A&M University
Texas Tech University
University of Virginia
University of Washington
Washington State University
University of Waterloo

REPRESENTATIVE DOCUMENTS

Accreditation Process Descriptions

Duke UNIVERSITY

Office of the Provost

Office of the Provost
Provost History
Schools
Other Academic Units
Committees
Duke University Strategic Plan
Policies and Documents
Accreditation
Senior Academic Leadership Searches
Algernon Sydney Sullivan Award
Nannerl Keohane Distinguished Visiting Professorship
Duke Mission Statement
Contact Us

Search Duke
Search Duke

Search Provost
Search Provost

DUKE UNIVERSITY ACCREDITATION PROCESS

Duke University is accredited by the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

Reaffirmation of accreditation occurs every ten years. The process has two components: a Compliance Certification (demonstration of compliance with 88 core requirements, comprehensive standards, and federal regulations) and a Quality Enhancement Plan (self-study on a topic pertaining to the enhancement of student learning). General information on these components and the overall process may be found in the SACS Handbook for Reaffirmation of Accreditation. Duke-specific details on committees and process are available in this presentation from January 2007, when the process was rolled out to various Duke constituencies.

A leadership team headed by President Richard Brodhead has overall responsibility for oversight of the reaffirmation process and products.

COMPLIANCE CERTIFICATION

For more than 1.5 years, from February 2007 through early September 2008, two teams from around the University worked collaboratively to develop Duke's University's compliance certification report: primary responsibility rested with the Compliance Certification Team; an Assessment Working Group assisted with the assessment components of the report. On September 8, 2008, Duke submitted its report to the ten external reviewers from around the region, as well as to SACS: a Web site with 3,000 links; a DVD; and a print version. The external reviewers asked for more information in several areas and Duke provided it in a "focused report" in early February 2009.

[illegible]econd team of reviewers is coming to campus from March 22-25, 2009, to discuss the Quality Enhancement Plan as well as the focused report.

[illegible]ALITY ENHANCEMENT PLAN (QEP)

Duke's QEP is entitled "Global Duke: Enhancing Students' Capacity for World Citizenship." The three components of the QEP are:

> 1) Winter Forum: a 2.5-day symposium before the start of spring semester, examining a global challenge in interdisciplinary and international perspective;
> 2) Global Semester Abroad: a study abroad program examining a global issue in comparative perspective in two different locations;
> 3) Global Advising Program: a cadre of specially trained advisors to assist students in making more intentional use of the many opportunities available for addressing global challenges and building intercultural competencies.

The QEP submitted in February 2009 may be found here; it includes the history of Duke's development of the QEP, a literature review, supporting documents, and other features required by SACS. Some QEP documents

are presented only online: case statement June 2007; summary of "blue sky" conversation May 2007; case statement Sept. 2008; Global Semester Abroad budget; and report on fall 2008 focus groups.

For further information on the accreditation process or products, please call Vice Provost Keith Whitfield, Duke University's liaison to SACS, at 660-0330, or email him at keith.whitfield@duke.edu.

Duke Home | Libraries | Computing | Events Calendar | Contact Us
Duke Departments | Subscribe to eDuke | Giving to Duke | Disability Access

©Duke University 2012

GEORGETOWN UNIVERSITY
Middle States Accreditation. Introduction
http://blogs.commons.georgetown.edu/middlestates/

MIDDLE STATES ACCREDITATION
GEORGETOWN UNIVERSITY

Search...

- Home
- News & Updates
- Accreditation
- Timetable
- Standards
- Committee
- Self-Study
- Resources
- Roadmap

For more information, contact:
Vanessa Krebs
202-687-6400
vjk5@georgetown.edu
Office of the Provost

Introduction

Georgetown has begun its self-study in preparation for its review in the spring of 2012 for reaccreditation through the Middle States Commission on Higher Education. This process takes place every 10 years, and applies to the entire University. The whole University community is encouraged to participate. On this website you will find key documents and links pertinent to the review process.

Our self-study is led by a Steering Committee that is co-chaired by Professor of English and Assistant Provost for Teaching and Learning Randy Bass and Associate Provost, Academic Marjory Blumenthal. I am grateful to them and to the many other faculty members and administrators who are serving in this important process, including members of working groups and participants in ad hoc activities that will provide specific inputs.

This is an important opportunity to assess the life and culture of our University and consider how we can become even stronger as an academic institution. In the latter stages of the process, we will seek feedback from senior administrators and faculty members from peer institutions who will serve on a visiting evaluation team. Throughout the coming months, we will use this process to explore opportunities for using our resources more effectively to renew Georgetown as a prominent research university.

On this website you will learn more about our 2010-2012 self-study and review. I hope you find our approach interesting and productive. You will also find places to contribute your own ideas – and as I said above, I hope you do.

John J. DeGioia
President, Georgetown University

Powered by the Georgetown Commons
Terms of Use and Privacy Policy

GEORGETOWN UNIVERSITY
Middle States Accreditation. Accreditation
http://blogs.commons.georgetown.edu/middlestates/accreditation/

MIDDLE STATES ACCREDITATION
GEORGETOWN UNIVERSITY

Search...

Home
News & Updates
Accreditation
Timetable
Standards
Committee
Self-Study
Resources
Roadmap

For more information, contact:
Vanessa Krebs
202-687-6400
vjk5@georgetown.edu
Office of the Provost

Home » Accreditation

Accreditation

Accreditation in higher education is a process of external review (through peer evaluation), that allows for quality assurance of colleges, universities and educational programs. Through the process of accreditation, schools and programs are better able to develop standards and channels for self-examination.

Georgetown University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The Middle States region includes the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico and the U.S. Virgin Islands.

Accreditation is essential, as it instills confidence in the University's mission, goals, performance and resources through the enforcement of its rigorous standards. Accreditation is a requirement for the University's access to federal financial aid dollars and is a marker of prestige of the University. Additionally, the self-study process involved in accreditation is an opportunity for in-depth analysis of the University's strengths and areas for improvement. Student, faculty and staff input is vital to this process.

Specialized and Professional Accreditation

In addition to the University's overall accreditation, each of Georgetown's schools and certain programs are accredited by specialized accreditors.

Law Center

The Georgetown University Law Center is accredited by the American Bar Association and is a member of the Association of American Law Schools.

McDonough School of Business

The McDonough School of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB). Founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer undergraduate, master's, and doctoral degrees in business. Only 620 schools of business, or less than 5% worldwide, have earned this distinguished hallmark of excellence in management education. To maintain accreditation, a business program must undergo a rigorous internal review every five years, at which must demonstrate its commitment to the 21 quality standards relating to faculty qualification, strategic management of resources, interactions with faculty and students, as well as a commitment to continuous improvement and achievement of learning goals in degree programs.

School of Medicine

The Georgetown University School of Medicine is accredited by the Liaison Committee on Medical Education (LCME). LCME is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools.

School of Nursing & Health Studies

The Georgetown University School of Nursing & Health Studies is accredited by the following agencies:

The Accreditation Commission for Midwifery Education (ACME) for the basic certificate and graduate nurse-midwifery education programs for registered nurses. The ACME has been recognized by the U.S. Department of Education as a programmatic accrediting agency for nurse-midwifery education programs since 1982.

The Commission on Accreditation of Healthcare Management Education (CAHME) for the graduate programs in health services administration. CAHME serves the public good through promoting, evaluating, and improving the

quality of graduate healthcare management education in the United States and Canada. CAHME is proud to be officially recognized by both the Department of Education and the Council for Higher Education Accreditation. CAHME is also a member of the Association of Specialized and Professional Accreditors (ASAPA) and adheres to the ASPA Code of Good Practice.

The Commission on Collegiate Nursing Education (CCNE) for the nursing education programs at the baccalaureate and graduate degree levels. Officially recognized by the U.S. Secretary of Education as a national accreditation agency, CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

The Council on Accreditation of Nurse Anesthesia Educational Programs for nurse anesthesia programs at the certificate and master's degree programs. Founded in 1931, the American Association of Nurse Anesthetists (AANA) is the professional association representing more than 40,000 Certified Nurse Anesthetists (CRNAs) and student nurse anesthetists nationwide.

Athletics

Georgetown University is certified by the National Collegiate Athletic Association (NCAA) as a Division I school. The NCAA is a membership organization of colleges and universities that participate in intercollegiate athletics. Its primary purpose is to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body. Activities of the NCAA membership include formulating rules of play for NCAA sports, conducting national championships, adopting and enforcing standards of eligibility and studying all phases of intercollegiate athletics.

Powered by the Georgetown Commons
Terms of Use and Privacy Policy

GEORGIA INSTITUTE OF TECHNOLOGY
Office of Assessment | Documents
https://www.assessment.gatech.edu/documents/

Georgia Tech Office of Assessment

"the systematic collection, analysis, interpretation and use of information to understand and improve teaching and learning" - Tom Angelo

CAMPUS MAP | DIRECTORIES | Search

- Director's Message
- Current News
- Mission Statement
- Documents
- Resources
  - Guidelines for writing program outcomes
- Staff
  - Jonathan Gordon
  - Caroline Noyes
  - Joe Ludlum
  - Sue Woolard
  - Shawn Carnley
- FAQ
- ADORS
- OATS
- SACS

DOCUMENTS

Show All Media Categories

Downloads

- OATS End User License Agreement
- OATS Updated Source Code

General Education Assessment

- Assessment Report - Health & Wellness, Spring 2004
- Assessment Report - Math, Spring 2004
- Assessment Report - Presentation Skills, 2003-2004
- Assessment Report - Science, Spring 2004
- Assessment Report - Writing, 2003-2004

Guidelines

— Assessment Plans

- Checklist for Assessment Plans
- Guidelines for Assessment Plans
- Sample Annual Assessment Plans: Physics BS

— OATS

- Annual Assessment Updates: OATS Users Guide
- OATS End User License Agreement
- OATS Updated Source Code
- Sample Annual Assessment Report: Aerospace Engineering BS

SACS

- Quality Enhancement Plan
- What is Adequate? Developing Online Reaffirmation Documentation Handouts
- What is Adequate? Developing Online Reaffirmation Documentation Slides

SAIR

- SACS Online Compliance Reporting: Surviving and Thriving
- Using OATS at Georgia Tech

Special Projects

- 2002 Your First College Year Survey (YFCY)
- 2003, College of Computing, Undergraduate
- Academic Advising Report
- Should Students Co-op?
- Survey of Non-Returning Students

Surveys

— Baccalaureate Alumni Employer Survey

- Baccalaureate Alumni Employer Survey (1998-2001)

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 1

Objectives: 1a | 1b | 1c

Department/School/Administrative Unit: University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 1: ***ACCESS TO INFORMATION -- Patrons informational needs for education, research and service are fully met***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 1a: ***Patrons have access to resources that adequately support their information needs, regardless of format, time, or location***

- **Performance Criteria/Indicators for Success** — When seeking information resources, patrons will experience the following:
  - Students will locate all required readings in campus libraries or through the library
  - Students will be able to do required reading through the e-reserve collection
  - Undergraduate students will locate the monographs and journals they need
  - Students will use evaluative webliographies, annotated guides and other finding aids compiled or identified by library staff to locate appropriate resources
  - Graduate or professional students, researchers and faculty will locate the resources they need in or through the library
- **Performance Activities**
  - Bibliographers will review course syllabi on the University website and ensure that required and recommended readings are available or accessible
  - Bibliographers will acquire every monograph authored, edited, or contributed to by an HU author
  - Bibliographers will maintain regular contact with liaisons and departmental faculty to keep abreast of new courses, programs or changing emphases.
  - Bibliographers will be alert to important, free electronic resources and generate orders for pertinent, authoritative titles
  - Bibliographers will submit faculty requests expeditiously and will provide periodic updates about the status of the orders. If the requested items are needed immediately, bibliographer will advise user to request material through Interlibrary Loan while awaiting the processing and fulfillment of the orders or borrow needed items directly from reciprocating libraries
  - Bibliographers will notify interested users of new acquisitions pertinent to their specialization
  - Bibliographers will review holdings in collaboration with faculty
  - Bibliographers will prepare, upload and maintain pertinent, up-to-date help guides and webliographies
- **Methods of Assessment**
  - Survey Questionnaire (to measure satisfaction/adequacy)
  - Analysis of selected theses and faculty publications
- **Use of Findings**
  - Order or provide access to publications needed for teaching and research
  - Review consortial agreements
  - Revise collection policies
- **Feedback Channel and Assessment Timeline**
  - Bibliographers -each semester or academic year
  - Library administrators- before end of budget cycle
  - Department chairs and faculty liaisons
  - University Assessment Committee
  - University administrators

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

© Howard University. All rights reserved.

HOWARD UNIVERSITY
Library Assessment Plan—Goal 1 Objective 1b
http://www.howard.edu/library/assessmentplan/main/Goal%201b.htm

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 1

Objectives: 1a | 1b | 1c

Department/School/Administrative Unit: University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 1: ***ACCESS TO INFORMATION -- Patrons informational needs for education, research and service are fully met***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g..., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 1b: ***Patrons use high performance technologies to locate the information they need, regardless of format, time, or location***

- **Performance Criteria/Indicators for Success**
  - OPAC usability; information accuracy and currency
  - Website usability; information accuracy and currency
  - Public-domain workstation availability, accessibility, age, maintenance
  - Print service readiness
  - Network availability (sub-networks)
  - Network server availability
  - Technology user problem-tracking effectiveness
- **Performance Activities--**Criteria (CR) and Achievement Targets (AT)
  - OPAC usability
    - CR= Easy, intuitive navigation; information is accurate and current; iii Millennium is current version
    - AT= Common interface; pleasant design; optimal page load; 98% links effectiveness
  - Website usability:
    - CR= Easy, intuitive navigation; information is accurate and current; authenticated full access to restricted resources
    - AT= Common interface; pleasant design; optimal page load; specialized easy-link subject lists; 98% link effectiveness
  - Published information currency:
    - CR= Continuing scrutiny, excluding archives
    - AT= 90% of documents to have last-reviewed date no earlier than 1 year
  - Public-access workstation availability of use:
    - CR= Throughout core working hours
    - AT= 98% availability, in workstation-hours, over a rolling quarter
  - Public-access workstation accessibility
    - CR=
    - AT=At least 1 workstation fitted with adaptive technologies
  - Public-access workstation maintenance:
    - CR= Repair/replacement w/in 2 working days of diagnosis
    - AT= 95% of jobs completed within specified time
  - Public-access workstation age profile:
    - CR= Retire machine from service by 4th anniversary
    - AT= 75% of public-access machines have a commissioning date no earlier than 4 years

- Print service readiness:
  - CR= Throughout core working hours
  - AT= 96% accessibility, measured over a rolling quarter
- Network availability (sub-networks):
  - CR= Anytime
  - AT= 98% availability for each sub-network, measured over a rolling quarter
- Network server availability:
  - CR= Anytime
  - AT= 98% availability for each server, measured over a rolling quarter
- Communication plant room equipment fault resolution:
  - CR= Complete resolution w/in 12 working hours of receipt of fault report
  - AT= 98% of jobs fall w/in time frame, measured over a rolling quarter
- User problem-tracking effectiveness:
  - CR= Initial response (w/in 2 workdays); problem identification (w/in 3 work days; closure (w/in 5 work days)
  - AT= 95% of jobs fall within the given time
- PC/peripheral problem-tracking effectiveness:
  - CR= Initial response (w/in 5 workdays); problem identification (w/in 2 work days; closure (w/in 3 work days)
  - AT= 95% of jobs fall within the given time, measured over a rolling quarter

- **Methods of Assessment**
  - Survey Questionnaire (to measure satisfaction/adequacy)
  - Network performance statistics
- **Use of Findings**
  - Update iii Millennium records
  - Update affected Web pages
- **Feedback Channel and Assessment Timeline**
  - Bibliographers
  - Systems administrator
  - Webmaster
  - Technical Services
  - Department chairs and faculty liaisons
  - University Assessment Committee
  - University administrator

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234

HOWARD UNIVERSITY
Library Assessment Plan—Goal 1 Objective 1c
http://www.howard.edu/library/assessmentplan/main/Goal%201c.htm

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 1

Objectives: 1a | 1b | 1c

Department/School/Administrative Unit: University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 1: ***ACCESS TO INFORMATION -- Patrons informational needs for education, research and service are fully met***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 1c: ***Patrons obtain information not available at Howard libraries, promptly and with minimum effort***

When seeking information resources, patrons will experience the following:

- **Performance Criteria/Indicators for Success**
  - New acquisitions are promptly listed in OPAC and made available
  - Bibliographers have current information of account balances
  - URLs in Sterling, webliographies, annotated guides and other finding aids are working, accurate and up-to-date
  - Staff assistance in locating materials/processing requests is prompt, courteous, and confidential
  - Borrowing/return/clearance procedures/services are prompt, consistent and courteous
  - Patrons will obtain materials listed as available in the Channing Pollock Theatre Collection expeditiously or by a specified time on weekdays
  - Processing of course reserves is prompt and accurate
  - E-reserves are ubiquitous and promptly available
  - Processing of ILL requests is prompt and informative
  - Shelving of materials is prompt and orderly
  - Reciprocal libraries' resources collections are accessible through direct borrowing or ILL (AS)
  - Library policies and procedures are up-to-date and clear
- **Performance Activities**
  - Assigned staff will oversee the continuous shelf reading of the collections
  - Bibliographers will prepare new subject guides or update existing ones each semester, as needed
  - Bibliographers will check web pages pertaining to their assigned disciplines monthly and ensure that the links are working and up-to-date
  - Technical services will report monthly to bibliographers on new acquisitions and cataloging information
  - Technical Services will collaborate with bibliographers to create quick-link subject lists of online periodicals accessible through Sterling
  - Technical Services will collaborate with bibliographers to expand Sterling into a "meta-catalog"--a comprehensive tool providing a national level of bibliographic description and subject analysis for all accessible academic resources, including links to the best available databases and bibliographic services
  - Bibliographers will report irregularities in Sterling or non-working links in Web records as soon as they are discovered and on a weekly log that is emailed to the Head Cataloger, Systems Administrator or other appropriate library administrators
  - Bibliographers will oversee the annual inventory of selected subsets of the collections in order to replace missing items or request adjustment of Sterling entries

- The Special Collections Curator will inventory the Pollock Theatre Collection continually and request catalog adjustments for missing items that cannot be replaced

- **Methods of Assessment**
  - Survey Questionnaire (to measure satisfaction/adequacy)
  - Analysis of requests for stack searches, ILL and direct borrowing requests
- **Use of Findings**
  - Order or provide access to publications needed for teaching and research
  - Update Sterling records
  - Update affected Web pages
  - Customer service training
- **Feedback Channel and Assessment Timeline**
  - Bibliographers
  - Library administrators
  - Department chairs and faculty liaisons
  - University Assessment Committee
  - University administrator

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234
Questions? Comments? - Contacts - WWW Disclaimer

HOWARD UNIVERSITY
Library Assessment Plan—Goal 2 Objective 2a
http://www.howard.edu/library/assessmentplan/main/Goal%202a.htm

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 2

Objectives: 2a | 2b | 2c | 2d

Department/School/Administrative Unit: University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 2: ***INFORMATION EMPOWERMENT -- The student's information skills as foundations for life-long learning are developed or enhanced***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 2a*: Patrons receive effective ready reference and consultation assistance*

- **Performance Criteria/Indicators for Success**—When seeking information/reference/consultation assistance, the patron experiences the following:
  - Enthusiastic, innovative and courteous service
  - Prompt and effective service
- **Performance Activities**
  - Staff the service point adequately and appropriately
  - Provide electronic reference service for remote users
  - Conduct training to ensure each employee possesses
    - thorough professional knowledge and technical skills
    - excellent communication skills--listening, understanding, and speaking
    - excellent personal qualities
  - Conduct regular employee appraisals to assess and evaluate performance
  - Communicate with University constituencies about services and collections (Bibliographers; Webmaster; Systems)
  - Produce print and electronic general and specialized guides to services and resources (Bibliographers; Webmaster; Systems)
  - Conduct user surveys to assess customer expectations and perception
- **Methods of Assessment**
  - Survey Questionnaire
- **Use of Findings**
  - Accelerate training and plan future staff development
  - Revise staffing patterns
  - Test alternative staffing models
  - Adjust recruitment strategy
- **Feedback Channel and Assessment Timeline**
  - Data collected/analyzed quarterly by research assistants
  - Results reported to library administrators, managers, public service staff
  - External stakeholders (faculty, students, University administrators

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234
Questions? Comments? - Contacts - WWW Disclaimer

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 2

Objectives: 2a | 2b | 2c | 2d

Department/School/Administrative Unit: University Libraries	
Submitted by:	Academic Year: 2003-2004
Program Title and Degree (if applicable)	
GOAL 2: ***INFORMATION EMPOWERMENT -- The student's information skills as foundations for life-long learning are developed or enhanced***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 2b: ***First-year students can use finding tools effectively to identify useful resources and locate needed information*** (learning outcome)

- **Performance Criteria/Indicators for Success** (What will students/customer be able to do, to be, possess or perceive when the goal is accomplished? The National Center for Research, Evaluation, Standards, and Student Testing (1996) defines *criteria* as "guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products, or performances." The student will be able to do the following:
  - Identify the campus library as a primary source for class-related information
  - Delineate the elements of information (e.g., author, title, topic, call number, etc.) that are used as access points in the library's basic finding tool
  - Describe how typical citation elements help differentiate publications as books, journals, newspapers, non-print media, or Web sites
  - Identify potential sources of information
  - Create search strategies appropriate to the finding tool (e.g., online catalog, printed index or electronic database), using appropriate keywords or phrases, Boolean operators, or subject headings
  - Interpret search results to access full-text online or to locate physical copy in a campus library or externally through Interlibrary Loan.
- **Performance Activities**
  - Students enrolled in the Freshman Experience will attend an interactive multimedia presentation highlighting library services, resources, policies and library layout.
  - English 002 students will attend 1-2 hour library instruction sessions to learn how to navigate the library home page, Sterling, and general databases
  - International Students will attend an interpretive tour and hands-on library session to familiarize themselves with library layout, policies and procedures.
  - Center for Academic Reinforcement enrollees and students in the Graduate Expository Writing Program will complete online library tutorials with embedded quizzes to master basic searching techniques
- **Methods of Assessment**
  - Pre- and post-tests to measure participants' learning
  - Focus group comprised of 10-12 students who participated in library sessions or completed the online tutorial.
  - Survey Questionnaire
  - Bibliography prepared by CAR or Expository Writing students
- **Use of Findings**
  - Advise English 002 Coordinator of any shortcomings detected
  - Revise exercises for CAR and Expository Writing participants

Revise library tour and workshop for international students'orientation

- **Feedback Channel and Assessment Timeline**
  - Teaching librarian
  - Class or Program Instructor
  - Student
  - University Assessment Committee

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234
Questions? Comments? - Contacts - WWW Disclaimer

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 2

Objectives: 2a | 2b | 2c | 2d

Department/School/Administrative Unit University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 2: ***INFORMATION EMPOWERMENT -- The student's information skills as foundations for life-long learning are developed or enhanced***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 2c: ***Upper-level undergraduates and graduate students completing departmental research methods courses can readily identify appropriate finding tools expeditiously, evaluate information sources and their content critically, and document information content accurately*** (learning outcome)

- **Performance Criteria/Indicators for Success** — An information competent user will be able to:
  - Articulate his/her information need
  - Select finding tools according to the type of information source needed or specified time frame
  - Construct strategies for basic and advanced searches to obtain information at the desired level of specificity
  - Critically evaluate citations retrieved or material accessed in full-text and determine whether or not the information is credible, authoritative, accurate and appropriate for the intended use
  - Cite the information included in papers, reports, and proposals according to documentation guidelines in particular subject areas or disciplines.
- **Performance Activities**
  - Upper-level undergraduates and graduate students completing departmental research methods courses will complete at least one session of advanced, discipline-specific library instruction
  - Distance learners will complete an online tutorial on advanced search techniques
  - Graduate and professional students will complete online questionnaire on scholarly communications, copyright, intellectual property, plagiarism and documentation
- **Methods of Assessment**
  - Pre- and Post-Tests
  - Course Portfolio
  - Course Diary or Journal
  - Bibliographic Essay
- **Use of Findings**
  - Revise online modules
  - Adjust pedagogy
  - Order publications recommended in student papers
- **Feedback Channel and Assessment Timeline**
  - Teaching librarian - at end of session or semester
  - Faculty teaching course or seminar - at end of semester
  - Student
  - Library-faculty assessment committee
  - Library administrators- before end of budget cycle
  - University Assessment Committee

HOWARD UNIVERSITY
Library Assessment Plan—Goal 2 Objective 2d
http://www.howard.edu/library/assessmentplan/main/Goal%202d.htm

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 2

Objectives: 2a | 2b | 2c | 2d

Department/School/Administrative Unit University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	

GOAL 2: ***INFORMATION EMPOWERMENT -- The student's information skills as foundations for life-long learning are developed or enhanced***

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 2d: ***Students and faculty will acquire advanced skills in searching particular finding tools--Sterling Online Catalog; WWW; specialized databases*** (learning outcome)

- **Performance Criteria/Indicators for Success** — Information competent users will be able to:
  - Select an online catalog, Internet search engine, or commercial database according to the type of information source needed or specified time frame
  - Construct strategies for advanced searches utilizing limiting features, truncation, proximity searching, relevance weights and other advanced techniques according to the finding tool used
  - Critically evaluate citations retrieved or material accessed in full-text and determine whether or not the search strategies should be modified further
- **Performance Activities**
  - Students will complete at least one session of advanced, discipline-specific library instruction conducted by a librarian or a database vendor
  - Distance learners will complete an online tutorial on advanced search techniques
- **Methods of Assessment**
  - Pre- and Post-Tests
- **Use of Findings**
  - Revise online modules
  - Adjust onsite pedagogy
  - Prepare additional help guides
- **Feedback Channel and Assessment Timeline**
  - Teaching librarian - at end of session or semester
  - Student
  - Library-faculty assessment committee
  - Library administrators
  - University Assessment Committee
  - University administrators

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234
Questions? Comments? - Contacts - WWW Disclaimer

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 3

Department/School/Administrative Unit University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	
GOAL 3: ***APPROPRIATE ENVIRONMENT -- Presentation and exchange of knowledge and ideas are facilitated by appropriate spaces***	

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 3: ***Patrons will experience an inviting, safe, secure and resourceful environment that nurtures creative thinking, productivity and intellectual fulfillment*** (Satisfaction)

- **Performance Criteria/Indicators for Success**
  - Contrasting venues for study and reflection ranging from wide open rooms, smart presentation rooms, and small, intimate spaces.
  - Easy to retrieve books from library shelves that are well maintained and uncrowded
  - Clean, well-maintained, fully functioning ergonomic equipment and furniture
  - Sufficient stack space for existing collections and growth
  - Adequate study space for individuals, groups, and visiting scholars
  - Adequate space for readers and staff
  - Adequate environmental control
  - Conformity to ADA standards
  - Security and safety incidents minimized or eliminated.
- **Performance Activities**
  - Provide free and equal access to all patrons per American Library Association's guidelines
  - Provide special terminals, materials and aids for the physically challenged
  - Provide expanded access to facilities in off-peak hours
  - Provide a diversity of seating and study options
  - Creating spaces for quiet study and contemplation, and relaxation
  - Provide clear and appropriate signage
- **Methods of Assessment**
  - Survey to assess satisfaction levels of different categories of users
- **Use of Findings**
  - Revise policies and procedures
  - Update resources or get new equipment
  - Adjust staffing patterns to ensure adequate coverage to meet specialized needs of users
- **Feedback Channel and Assessment Timeline**
  - Library-faculty assessment committee
  - Library administrators
  - University Assessment Committee
  - University administrators

HOWARD UNIVERSITY
Library Assessment Plan—Goal 4 Objective 4a
http://www.howard.edu/library/assessmentplan/main/Goal%204a.htm

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 4

Objectives: 4a | 4b

Department/School/Administrative Unit University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	

GOAL 4: ***EFFECTIVE ORGANIZATION -- Enhanced organizational effectiveness and efficiency, and sustained financial growth***

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 4a: ***Worksforce is effective, informed and motivated***

- **Performance indicators/Indicators for Success**
  - A work environment that fosters team cohesiveness, mutual commitment and cooperation
  - Increased job satisfaction and morale
  - Increaseed cross-training and shared expertise
  - Widespread staff proficiency and awareness of new technologies
  - Continual generation and testing of new ideas
  - Increased staff interest in library programs and presentations
  - Adequate funding and opportunities for training and development
  - Development of training opportunities in supervision and evaluation
- **Performance Activities**
  - Hold regular staff meetings, special programs, social activities and an annual staff retreat for sharing information and developing community
  - Create library-wide teams and a system for team records management and inter-team communication
  - Encourage active participation, evaluation and leadership opportunities
  - Conduct a needs assessment survey on staff training
  - Develop a program of continuous in-service education
  - Explore job sharing and cross-training
  - Provide workshops in communication, customer service, student supervision and teamwork
  - Create a team to monitor and assess effectiveness of programming
- **Methods of Assessment**
  - Surveys to assess satisfaction levels of different categories of end-users
- **Use of Findings**
  - Revise policies and procedures
- **Feedback Channel and Assessment Timeline**
  - Library-faculty assessment committee
  - Library administrators
  - University Assessment Committee
  - University administrators

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

Library System

HOURS | CONTACT US

HOWARD UNIVERSITY

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

HUL HOME > Assessment > Goals & Objectives >

Library Assessment Plan—Goal 4

Objectives: 4a | 4b

Department/School/Administrative Unit University Libraries	
Submitted by:	Academic Year
Program Title and Degree (if applicable)	

GOAL 4: ***EFFECTIVE ORGANIZATION -- Enhanced organizational effectiveness and efficiency, and sustained financial growth***

Intended Educational (Student), Research or Service Outcomes, Administrative Objectives or Expected Results (In this section, clearly articulate the expected results related to each goal. Try to make the objectives results-oriented). It is best to specify the objectives for each goal--e.g., Goal 1 may have two objectives labeled as Objective 1a and Objective 1b)

OBJECTIVE 4b: ***Library has a financial management strategy***

- **Performance indicators/Indicators for Success**
  - Identify opportunities for funding from private foundations and public agencies and prepare two proposals each year to solicit funding for Library priorities
- **Performance Activities**
  - Evaluate Library funding needs and prepare a financial plan for the University Administration
  - Link development activities to Library priorities to optimize resource allocation
  - Create a plan to increase private donations to the Library, working with Alumni Affairs and University Advancement to coordinate with University initiatives.
  - Actively participate in the University Campaign for Howard
  - Encourage staff to become actively and regularly involved in library fundraising
- **Methods of Assessment Use of Findings**
- **Feedback Channel and Assessment Timeline**
  - Library administratorsUniversity Assessment Committee
  - University administrator

HOME | SEARCH / BROWSE | RESEARCH ASSISTANCE | SERVICES | SPECIAL PROGRAMS | ABOUT US SITE MAP

© Howard University. All rights reserved.
HOWARD UNIVERSITY LIBRARIES, 500 Howard Place, NW, Washington, DC 20059 - (202) 806-7234
Questions? Comments? - Contacts - WWW Disclaimer

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Library Assessment @ Illinois
http://www.library.illinois.edu/assessment/

Home Services Get Help About Us

search library site Search

UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Ask A Librarian Contact Us My Library Account

News Feed RSS

Strategic Planning presentation
Jul 29, 2011
Strategic Planning Forum presentation Assessment powerpoint

New Desk Tracker Documentation
Apr 4, 2011
By Eric Phetteplace
A new set of documents described the use of different Desk Tracker fields has been added to the Desk Tracker Information page.

Desk Tracker Macro Update
Mar 19, 2011
A new option has been added to the Desk Tracker Macro: you can now compile reference data by day of the week.

Desk Tracker Link Troubles
Mar 14, 2011
By Eric Phetteplace
The LAWG GA has produced a document explaining how to add a hyperlink to a field name in Desk Tracker. Click on the article title to learn more!

READ Pilot
Feb 21, 2011
By Eric Phetteplace
In anticipation of the upcoming READ Scale training and pilot program, the Assessment website has linked to some READ resources.

Library » Library Assessment @ Illinois

Library Assessment @ Illinois

Assessment at UIUC

Library Assessment Working Group
Membership and minutes of the working group

Current Assessment Projects
A list of ongoing activities at the University of Illinois

Library-Wide Surveys
Information on library-wide surveys, including LibQUAL+

Departmental Library Statistics
Data from departmental libraries, including MPAL's WOREP report

Faculty Publications
Bibliography of assessment publications by UIUC faculty

Assessment Resources

Survey Tools
Websites, such as Survey Monkey, which can generate online surveys

Desk Tracker Information
Documentation on custom fields and Excel tools to aid in data processing

READ Scale
Information on the implementation of the READ Scale at UIUC

Assessment Bibliography
Fundamental publications on assessment in the context of libraries

Assessment at Other Institutions
Links to other assessment programs, including several research universities

Data Sources

UIUC Demographic Data
Sources of demographic data at UIUC

Library Unit Annual Reports
The annual reports of library units [UIUC NetID required]

ARL Resources
Assessment resources at the Association of Research Libraries

ACRL Metrics
ACRL and NCES library statistics from 2000 to present [UIUC NetID Required]

NCES Academic Libraries
The National Center for Education Statistics collects data biennially from over 3,700 postsecondary institutions

University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2291

For comments on this page contact: Assessment

Last modified by: Wendi Shen on 8/30/12

UNIVERSITY OF TENNESSEE
Program/Accreditation Review Process
www.lib.utk.edu/colldev/proview.html

THE UNIVERSITY of TENNESSEE UT KNOXVILLE

Libraries

MyUTK | Online@UT | Tmail | Volmail | A-Z Index Search Campus

- University Libraries Home
- Research Collections
- Find Resources
- Databases
- Course Reserves
- Request Materials
- Services
- Hours
- Branch Libraries & Collections
- About the Libraries
- Libraries A to Z
- My Account

AskUsNow! Chat is Online

– Help from a Librarian –

Walk-Ins
Chat
E-Mail
Phone
Appointments

Program / Accreditation Review Process

Campus departmental program and accreditation reviews offer an opportunity to assess faculty and student satisfaction with library services, and to evaluate the effectiveness of the library collection in support of instruction and research. Subject librarians and Research Collections staff collaborate to prepare the library portion of departmental reviews.

Research Services and Collections staff will distribute to all subject librarians the calendar for program reviews that is prepared by the Office of the Vice Chancellor for Academic Affairs. Schedule revisions received in RSC will be forwarded to subject librarians and coordinators. A complete file of program reviews prepared by the Libraries is available in the Research Collections office in room 146 of Hodges Library, and subject librarians may request copies as needed. Research Services and Collections uses boilerplate from Libraries publications and Web pages to compile descriptive sections about collections and services.

Sample Program Review

Program Review Library Assessment Form

CALENDAR

July: Subject librarians and other library staff revise library boilerplate used in departmental review documents.

August - Sept.: RSC sends the current Academic Affairs program review calendar to all subject librarians.

September: Subject librarians contact department heads to determine if an accrediting board exists, and if reviews are scheduled for the academic year.

September: RSC prepares for the Web pages a calendar of program reviews and accreditation reports planned for the current academic year. Page is updated as new dates are discovered.

3-4 months before report due: Subject librarian contacts academic department head to determine the kind of library information desired for the review.

3-4 months before report due: Immediately following the meeting with academic department head or designated review coordinator, subject librarian meets with Delight to discuss data needed and overall content of the library portion, and evaluative sections. Librarian and Delight determine production timetable.

2 weeks before report due: Delight sends draft of report to subject librarian for review.

1 week before report due: Subject librarian returns corrected draft to Delight.

Report due date: Delight or subject librarian delivers completed report to academic department.

Ongoing: Research Collections refers questions from academic departments about program reviews to appropriate subject librarian.

University Libraries - University of Tennessee, Knoxville
1015 Volunteer Boulevard, Knoxville, TN 37996-1000 · (865) 974-4351 · Contact Us

Departments | Staff Directory | Maps and Directions | Employment

Top of Page | Electronic Resource Use Guidelines | Web Privacy Statement

Programmatic Accrediting Agency Reports

STANDARD 5: LIBRARY AND INFORMATION RESOURCES

5.1. The adequacy of information retrieval and learning resources

The collections serving UCVM are housed in the Health Sciences Library at the Foothills Campus. In addition, they have access to extensive biological sciences, biochemistry and environmental sciences collections of the MacKimmie Library on the main campus. Network access to all online journals, databases and e-books noted below is available to UCVM faculty (including DVLC clinical faculty), students and staff via the University Library website on campus and off-campus via an authentication ID and proxy server. The Library and its resources are supported by the U of C.

The University Library subscribes to 97% of the titles on the combined Veterinary Medicine standard lists (current[1] and previous[2]) and lists of titles recommended by UCVM faculty. Approximately 2000 print books have been ordered to date with the majority of these now available in the Health Sciences Library. Additional orders are in progress. The Wiley Veterinary Medicine e-book suite of 115 titles has been purchased in February 2009, and will be made available via the Library website. The University Library already subscribes to over 220 e-book titles in areas directly relevant to veterinary medicine including: animal behavior, animal genetics, animal welfare, animal nutrition, comparative medicine, environmental health, food safety, laboratory animals, production animals, wildlife, veterinary research methodology and zoonoses. Books and journal articles not available in the University Library system may be requested via a web form, with average desktop delivery of journal articles in 2 to 5 working days.

The University Library subscribes to the following veterinary medicine and life sciences databases: Agricola, Animal Behavior Abstracts, Animal Health & Production Compendium, Biological & Agricultural Index, BIOSIS Previews, CAB Abstracts, Global Health, OVID Medline, PubMed, Scopus, Web of Science, Wildlife & Ecology Studies Worldwide, WildPro Encyclopedia and Zoological Record. The Health Sciences Library web pages provide a rich, quality-filtered gateway to both licensed online resources and open access information.

5.2. The academic credentials of the librarian in charge of the library

The Director of the Health Sciences Library has an MLS (Masters of Library Science), twenty-five years of experience in academic and special libraries, and is a senior member of the Medical Library Association's Academy of Health Information Professionals. The veterinary medicine librarian has a MLIS (Masters of Library Science), fourteen years of experience in academic health sciences libraries in liaison, instruction, and collection development for veterinary medicine, human medicine and nursing. Three other librarians qualified at the Masters level also work in the Health Sciences Library, and a biological sciences librarian and an environmental sciences librarian work in the MacKimmie Library on the main university campus.

5.3. The availability of learning resources support for faculty and students, including personnel

The Health Sciences Library provides an excellent learning and study environment with computer classroom instruction space, 52 public computers, network printing, photocopiers, a scanner, individual study carrels, bookable study rooms and access to the University wireless network in all areas of the library. The library is open 80.75 hours per week including weekends.

The Health Sciences Library is undergoing a major renovation, with improvements in study space, more wired, bookable meeting rooms, and more public computers, for a total of 80 public workstations.

Support for faculty and students is provided not only by the veterinary medicine librarian, but by 16.2 FTE Health Sciences Library staff. The veterinary medicine librarian is a member of the UCVM Curriculum Committee, and works with this committee, the Associate Dean, Curriculum, and the coordinators of the UCVM professional skills course to incorporate formal veterinary informatics (the lifelong learning skill set of information literacy) instruction into all years of the undergraduate curriculum.

5.4. Describe current plans for improvement

The library is undergoing a renovation that will make it more user friendly. The renovation will increase the number of small group rooms and work stations. Expansion of the collection with new material relevant to expanding program is an on-going process.

1.Crawley-Low J. Bibliometric analysis of the American Journal of Veterinary Research to produce a list of core veterinary journals. *Journal of the Medical Library Association* Oct 94(4):430-434 2006.

2.Boyd CT, Hull DC, MacNeil KJ, Malamud J, Anderson DC. Basic list of veterinary medical serials. 2nd edition, 1981, with revisions to April 1, 1986. *Serials Librarian* Oct 11 (2):5-39 1986.

STANDARD 5: LIBRARY AND INFORMATION RESOURCES (edits by Lorraine Toews, Jan 11, 2012)

5.1 Describe and comment on the adequacy of information retrieval and learning resources.

The UCVM program is supported primarily by the veterinary medicine, basic science and human medicine collections of the Health Sciences Library at the Foothills campus. The Library and its resources are supported by the U of C.

The Health Sciences Library subscribes to 94% of the titles on the most current published standard list of veterinary medicine journals [1], and 93% of these subscribed titles are available online. The University Library system as a whole subscribes to over 25,000 electronic journals, of which over 3900 are health and biomedical titles. Over 2900 print veterinary medicine and related basic science books have been added to the Health Sciences Library collection since 2006, and the University Library subscribes to over 500 e-book titles in veterinary medicine, animal behavior, animal genetics, animal welfare, animal nutrition, comparative medicine, environmental health, food safety, laboratory animals, production animals, wildlife, veterinary research methodology and zoonoses. The University Library subscribes to the following veterinary medicine and life sciences databases: Agricola, Animal Behavior Abstracts, Animal Health & Production Compendium, Biological & Agricultural Index, BIOSIS Previews, CAB Abstracts, Global Health, OVID Medline, PubMed, Scopus, Web of Science, Wildlife & Ecology Studies Worldwide, WildPro Encyclopedia and Zoological Record. The Health Sciences Library web pages provide a rich, quality-filtered gateway to both licensed online resources and open access information.

5.2 Describe the academic credentials of the librarian in charge of the library.

The Director of the Health Sciences Library has an MLS (Masters of Library Science), twenty-seven years of experience in academic and special libraries, and is a senior member of the Medical Library Association's Academy of Health Information Professionals. The veterinary medicine librarian has a MLIS (Masters of Library and Information Science), sixteen years of experience in academic health sciences libraries in liaison, instruction, and collection development for veterinary medicine, human medicine and nursing. Two other librarian**s** qualified at the Masters level also work in the Health Sciences Library, and a biological sciences librarian and an environmental sciences librarian work in the Taylor Family Digital Library on the main university campus.

5.3 The availability of learning resources support for faculty and students, including personnel.

The Health Sciences Library, which has undergone a complete renovation, provides an excellent learning and study environment. It has a 48 seat computer classroom, 52 public computers, 7 bookable, wired small group study rooms, 44 wired individual study carrels, network printing, photocopiers, a scanner, and access to the University wireless network in all areas of the library. The library is open 82 hours per week including weekends.

Support for faculty and students is provided not only by the veterinary medicine librarian, but by 11 FTE Health Sciences Library staff, in person and via email, phone and instant messaging service. The veterinary medicine librarian teaches veterinary information literacy classes in the first and second year Professional Skills courses.

UCVM also maintains a small learning commons at the Clinical Skills Building to support student learning. This library runs on the honour system and is not part of the university library system.

5.4 Describe the methods of access to library information resources for faculty and students when they are on and off campus.

Network access to all Library online journals, databases and e-books is available to UCVM faculty, students and DVLC clinical instructors via the University Library website on campus and off-campus via

an authentication ID and proxy server. Students and faculty also have access, at no cost to them, to the extensive print biological sciences, biochemistry and environmental sciences collections of the main campus libraries via a photocopy and book delivery service to the Foothills campus. Books and journal articles not available in the University Library system may be requested via a web form, with average desktop delivery of journal articles in 2 to 5 working days. From the feedback that we receive, access to library information resources is adequate, regardless of student or faculty location.

5.5 Describe current plans for improvement

Development of the collection with new material relevant to an expanding program is an on-going process. New library and information technologies relevant to the DVM program are monitored on an ongoing basis.

1. Ugaz AG, Boyd CT, Croft VF, Carrigan EE, Anderson KM. Basic list of veterinary medical serials, third edition: using a decision matrix to update the core list of veterinary journals. Journal of the Medical Library Association 2010 Oct 98(4):282-92

21.5. Library and Information Resources

21.5.1 Adequacy of information retrieval and learning resources. The Veterinary Medical Library, a part of the Iowa State University Library system is a facility of 6,600 square feet, housed in the CVM complex. The library provides access to a variety of print and electronic information resources for veterinary science and related disciplines. The physical collection includes 27,995 volumes. The ISU Library subscribes to 97,352 journals, and 84,174 are available online. The library maintains subscriptions to major online bibliographic databases such as Biosis Previews, CAB Abstracts, and the Web of Science. From these databases, library users can often link directly to the full text of the indexed journal article.

For items that are not owned by the library, users can easily request journal articles and books from the library's interlibrary loan service. In many cases, these requests are filled within two to three days. Currently, the library has adequate funds for purchasing books for research and teaching, including multiple copies of student texts where necessary to support classes. Beginning in 2009, the library started purchasing electronic books for the collection. There are currently 27 books related to clinical veterinary medicine available online.

21.5.2 Academic credential(s) for the librarian in charge of the library. The veterinary medical librarian holds a Bachelor of Science degree in Biology from Nebraska Wesleyan University, a Doctor of Pharmacy degree from the University of Nebraska Medical Center, and a Master of Science degree in Library and Information Science from the University of Illinois. She has been at Iowa State University since October 2003 and is an assistant professor. She assumed the veterinary medical librarian duties in January 2008 after the former veterinary medical librarian retired. Her time is divided between the veterinary medical library and Parks Library on main campus. She is at the veterinary medical library two to three days per week. She provides reference, instruction, and collection development services to a number of life sciences departments and the animal science department on main campus.

21.5.3 Learning resources support for faculty and students, including personnel. Besides the veterinary medical librarian, learning resources support for library users is available from the Head of the ISU Library Branch Facilities Department, two full-time library merit staff employees, and several student assistants. The Veterinary Medical Library is open seven days per week, for a total of 83.5 hours, during its regular fall and spring semester schedule. During dead week and finals week, the library is open extended hours.

Since her arrival in 2008, the veterinary medical librarian has been providing instructional sessions to DVM students, faculty, and staff. First-year students receive an orientation to library resources and services in BMS 345: Case Studies I. She has also provided instructional sessions to students who participate in the Summer Scholars research program and students who are hired by the Center for Food Security and Public Health as summer interns. These sessions provide more in depth information about how to search PubMed, CAB Abstracts, and other library resources as well as information about using EndnoteWeb, an online bibliographic management tool. In spring 2010, the veterinary medical librarian and a colleague from Parks Library offered three instructional sessions to CVM faculty and staff about Endnote and Endnote Web. Also, an instructional session was offered to VM-3 students in late spring 2010; this presentation provided

information about finding resources for grand rounds presentations. The presentation was recorded and is available in WebCT.

The veterinary medical librarian has also created a number of online guides that are included on the ISUCVM's library homepage. These guides include: information about library resources, a listing of books that are on reserve for ISUCVM courses, and a listing of resources available for use in studying for the board exam.

The Veterinary Medical Library's environment for learning and research has been improved in a number of ways. Since all DVM students have a laptop, the library removed four public computers and added tables/chairs in the group study area of the library. Additional electrical outlets have been installed throughout the library. All of the lights were replaced with energy efficient bulbs; the new lights are much brighter. A public scanner was also added to the library. Library users can scan articles free of charge and can either email the PDF file or save it to a USB drive.

21.5.4 Access to library information resources for faculty and students when they are on and off campus. The online resources (e.g. electronic books and journals, article databases) are available on and off-campus. When off-campus, library users can access these resources with their ISU identification number and a library PIN number. The online resources are also available to the DVM students who are attending classes at the University of Nebraska-Lincoln.

Vet Med Express is a free delivery service for obtaining books and journals between the main library and the Veterinary Medical Library. It continues to be a very popular service for students and faculty, for requesting materials not held by the veterinary medical library, such as older journals and books, and for subjects that may be out of scope for the veterinary medical library. Requests are made directly by the library user, via an electronic form at the library website. Items are retrieved from the main library or the library storage building and delivered to the Veterinary Medical Library.

21.5.5 Current plans for improvement. Journal subscriptions will continue to be switched by the library from print to electronic format where practical and economically feasible, in order to provide students, faculty, and staff with remote, desktop access to full-text articles. The veterinary medical librarian is also interested in developing and providing more instructional sessions for CVM students, faculty, and staff.

Submitted 9/28/2010

Overview
The Sheridan Libraries have a history of strong and continued support of the counseling programs in the School of Education at Johns Hopkins University. Significant resources are allocated to build collections and provide academic liaison services that support the research and teaching of the faculty and help students with the knowledge they need to become effective counselors.

Liaison Services
The counseling and education program at the School of Education are served by four academic liaison librarians who provide instruction, research, and collection development to support the faculty and students. Three of these librarians serve the students based in Washington, D.C., Columbia and Montgomery County, Maryland; the fourth is based at the main Homewood Campus in Baltimore, and supports work based at the main School of Education building. This combined service approach allows the librarian to develop a deep understanding of the faculty's research and teaching needs. In addition, it gives faculty the benefit of one contact point for all things library, and allows the librarians to be deeply embedded in the School and program to better understand user needs. Research agendas can change over time, so the ability to monitor these shifts allows us to provide the necessary library collections and instruction to support these changes.

For students, program-specific instruction in research methods takes the form of individual and small group research consultations; course-related, classroom-based library instruction; orientation to the library's services, collections, and principal resources in education and counseling; and development of curricular materials to assist faculty and students in navigating and evaluating information sources and content. During FY11, the liaisons taught a total of 41 education- and counseling-related classes and reached almost 400 students.

Our librarians are aware of the highly interdisciplinary nature of the education and counseling programs at Johns Hopkins and of the required standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Given Johns Hopkins strength in science and medicine, the education liaisons have a strong support system provided by liaison librarians that cover basic sciences such as psychology, human development, and the life sciences that are core to research and teaching in counseling. Because basic science is practiced across the Hopkins campuses, the education librarians work with colleagues on the Hopkins medical campus and the School of Public Health to support cross-campus research programs and initiatives.

The library has developed two guides that serve as a launching point for education and counseling research: http://guides.library.jhu.edu/education and http://guides.library.jhu.edu/counseling . They are both actively used; the education guide had almost 4000 hits in 2011 and the counseling almost 2000.

Budget
The library fully understands the resource needs of the education and counseling programs and funds those needs accordingly. Over the past five years, the library has been moving aggressively from print to electronic resources, including e-books, a format that the faculty tells us they prefer. The library has a unique model for funding electronic resources; we work closely with the Medical School to extend our buying power by avoiding duplication and negotiating for resources as one institution. Working closely with the Medical School allows us to extend access to resources that focus on clinical aspects of a subject to students and faculty.

Collections
The library has a strong education and counseling collection. Faculty and students have access both on campus and at home to all of the core databases including ERIC, Education Full Text, and PsychInfo. In addition, we have Counseling and Therapy in Video and Counseling and Psychotherapy Transcripts, Client Narratives, and Reference Works.
The librarian works closely with faculty to understand their needs for handbooks and diagnostic and clinical material to maintain an appropriate level of those materials to support research and teaching. To see the complete list of resources available, please see the Libguides for Education and for Counseling http://guides.library.jhu.edu/education and http://guides.library.jhu.edu/counseling, respectively. Off-campus access to these collections is available through IP authentication and via EZProxy or Shibboleth. We also use SFX, a standard linking program, to connect users to resources quickly.

The strong liaison program allows us to not only keep current with faculty needs but allows faculty an easy access point for requesting material. We have an online form for anyone – faculty or students – to request material. Generally, any book that is suggested is purchased immediately with the exception of year-end when we are closing our accounting books; those orders are held until the start of the new fiscal year. Requests for continuations (journals) are discussed within the Social Sciences Discipline Group and with the head of collection development to ensure appropriate funding across all the disciplines.

For access to print materials that we do not own, our Interlibrary Loan (ILL) department is a member of Rapid ILL, a consortium of libraries that guarantees a 24-hour turnaround time. We also have a delivery service for faculty and graduate students, Eisenhower Express, which delivers library materials to their offices; journal articles are delivered to them electronically.

Finally, the library has worked closely with Hopkins Career Centers to license institution-wide resources for career placement support. Students have online access available to online career resource library that allows them to gather unbiased information on companies, industries, and specific jobs.

Overview
The Sheridan Libraries have a history of strong and continued support of the engineering programs at Johns Hopkins University. Significant resources are allocated to build collections and services that support the research and teaching of the faculty and students. One floor of the library building is dedicated to Engineering and Science and houses a dedicated reference area, the offices of the engineering and science librarians, current periodicals, computers, and study space. The library is aware that, in terms of student enrollment, 3 of the top 10 undergraduate and 4 of the top 10 graduate programs at JHU are in the School of Engineering. The library serves the Engineering School with core services for collection development and liaison services which includes instruction and reference.

Liaison Services
The School of Engineering is served by three liaison librarians who provide instruction, research, and collection development support to the faculty, graduate students, and undergraduates. This combined approach to service allows the librarians to develop a deep understanding of the research and teaching needs of the faculty in various engineering programs at JHU. In addition, it gives faculty the benefit of one contact point for all things library. This also allows for the librarian to be deeply embedded in the department so they can better understand user needs and anticipate changes in library collections and instruction to support changing research agendas.

Discipline-specific instruction in research methods takes the form of individual and small group research consultations; course-related, classroom-based library instruction; orientation to the library's services, collections, and principal resources in engineering; and development of curricular materials to assist faculty and students in navigating and evaluating information sources and content. During FY 10, the liaisons taught a total of 57 engineering- and science-related classes and reached over 1,000 students.

Because our engineering programs are highly interdisciplinary, the liaisons also cover basic sciences such as mathematics, life sciences, and physical sciences that fulfill core requirements in engineering. They also work with business and economics librarians to serve those programs that include business development and technology transfer. Because engineering is practiced across the Hopkins campuses, the engineering librarians work with colleagues on the Hopkins medical campus and Applied Physics Laboratory to support cross-campus research programs and initiatives.

The library has developed a guide that serves as a launching point for engineering research: http://guides.library.jhu.edu/engineering. It is routinely one of the top 10 most frequently consulted guides, with over 11,000 page hits in 2010.

Budget
The library fully understands the resources needs of the engineering programs and funds those needs accordingly. Of the total library materials budget of $11.5M in FY11, 45.2 percent goes toward engineering and science resources. Over the past five years, the library has been moving aggressively from print to electronic resources; 85 percent of the funds allocated to engineering are dedicated to electronic resources. Given the highly interdisciplinary nature of engineering and its dependency on core science and mathematics as foundations, the budget is allocated for science and engineering as a whole, with the librarians balancing the specific needs of all of their departments within a very large $5.4M annual budget allocation. Approximately 69 percent of that budget is allocated for serials/journals. The library has a unique model for funding electronic resources as we work closely with the Medical School and Applied Physics Laboratory to extend our buying power by avoiding duplication and negotiating for resources as one institution.

Collections
The library has an extremely strong engineering collection. Faculty and students have access both on campus and at home to all of the core engineering databases including Compendex, INSPEC (both of these include archival access back to the 1800s), Scopus, IEEE Xplore, and Web of Science. In addition we have the ACM Digital Library, AIAA Electronic Library, Aerospace and High Technology Database, GoeBase, GeoRef, Gray Sheets, Optics InfoBase, PubMed, SPIE Digital Library, CHEMnetBASE, REAXYS, SciFinder Web, CRCnetBASE, Jane's Online, and Safari Technical books, to name a few. The librarians work closely with faculty to understand their needs for technical handbooks, technical reports, standards, and patents to maintain an appropriate level of those materials to support research and teaching. To see the complete list of resources available please see the Engineering LibGuide http://guides.library.jhu.edu/engineering and for Computer Science http://guides.library.jhu.edu/cs

Access to these collections is available generally through IP authentication and via EZProxy or Shibboleth from off campus. In addition to the LibGuides, we use SFX, a standard linking program, to connect users to resources quickly.

The strong liaison program allows us to not only keep current with faculty needs but allows faculty an easy access point for requesting material. We have an online form for anyone – faculty or students – to request material. Generally, any book that is suggested is purchased immediately with the exception of year-end when we are closing the books; those orders are held until the start of the new fiscal year. Requests for continuations (journals) are discussed in the Engineering and Science Discipline Group.

For access to print materials that we do not own, our Interlibrary Loan (ILL) department is a member of Rapid ILL, a consortium of libraries that guarantees a 24-hour turnaround time. We also have a delivery service for faculty and graduate students, Eisenhower Express, which delivers library materials to their offices; journal articles are delivered to them electronically.

Library Report for American Veterinary Medical Association Accreditation Review at Oklahoma State University (report prepared 2010)

SECTION 5. LIBRARY AND INFORMATION RESOURCES
The Veterinary Medicine Library (VML) is a subject-focused branch of the Edmon Low Library (ELL). The VML is funded and administered under an agreement between the College of Veterinary Medicine and the Oklahoma State University Library System

21.5.1: Adequacy of information and retrieval and learning resources

Overall Collection:
We perform a continual analysis of materials to support DVM curriculum, MS and PhD curricula, faculty research, house officer needs, clinical faculty needs, OADDL needs, general materials (e.g. ethics, animal law, animal rights, publishing and presenting in the sciences, teaching in the sciences). Our goal is to address collection weaknesses in the one or two fiscal years in which they are identified. Journal subscriptions are constantly reviewed, and booklists from syllabi and bookstore are reviewed twice per year. We aggressively pursue moving materials to online format to facilitate on demand at desktop use 24/7. The physical space available to the library is adequate and IT support is excellent.

Online Access to Holdings
While on campus, no additional login/passwords are needed to access resources. Off-campus access is provided through the college's intranet site using login and password.

Print and online holdings
- Print books-20,427
- Print bound volumes-22,749
- Nonprint materials-1,499
- Print serials-190
- Print total-44,865
- E-books-24,241
- Total e-serials-90,494
- Unique e-serials-67,674

Funding
In 1997 a permanent budget transfer to ELL from CVHS was made for the operation of VML and ELL assumed responsibility for personnel, budget, and operations. The VML Librarian operates within this budget. In addition to the direct college allocation for maintenance of services and collections, the CVHS maintains two accounts in the OSU Foundation with combined endowment of approximately $194,000. $3,000-$6,000 in interest is available annually.

21.5.2: Academic credential(s) for the librarian in charge of the library
Heather K. Moberly: May 2001 – present
- B.A., The Pennsylvania State University, 1989, General Anthropology, Emphases: medical anthropology, archaeology, theater management;
- M.S. Clarion University of Pennsylvania, 1994, Library Science, American Library Association (ALA) Accredited, Emphases: reference services and rural libraries;

- Association of Health Information Professionals (AHIP), 2008, Distinguished Membership

21.5.3: Availability of learning resources support for faculty and students, including personnel

Remote Access to Resources:

Remote access to OSU Library resources for the authorized OSU population is available 24/7 for off-campus use. Authentication is through the unified university O-Key login

Customized Services

OSU Libraries provides Endnote and Reference Manager software for all authorized OSU population. The VML provides custom training and assistance in this software. The VML also provides custom instructions for downloading citations from PubMed. A customized PubMed presence is available that links to OSU online journals, most at article level using NCBI Outside Tool at http://www.ncbi.nlm.nih.gov/sites/entrez?otool=okstlib

Access to VML Personnel and Facilities

On-site access is available in 102 McElroy Hall. Budget strain and use analysis have led library to decrease hours of operation from 93/week to 79.5/week during the regular semester since last self-study. This was accomplished by opening later and closing earlier Mon-Fri and Sunday. Access to copiers had determined the previous opening time (7:30 am, before 8am classes begin. The change to a later opening time (8:30 am) was justified by an increase in availability of copiers elsewhere in CVHS, building wide Internet access, increase in DVM student laptop ownership and use, and an increase in library resources provided online. The decision to close earlier was driven by use statistics. Overall, the VML schedule is tailored to the schedule of the college as a whole, including the BVMTH and OADDL. The VML operates on an extended schedule during finals weeks. Staffing during this extended schedule is supported by contributions from SCAVMA, demonstrating a strong commitment from the CVHS year 1-3 DVM students.

Reference Service:

In response to one of the last self-study recommendations: remote reference service during VML operating hours has been expanded to include Instant Messaging. Additionally, Chat reference is available during select hours through ELL. Frequently used services include on demand instruction, debugging incorrectly cited references, facilitating unusual Interlibrary Loan requests, referring reference questions not covered by the scope of VML (gov docs, humanities, quotes, statistics)

21.5.4: Current plans for improvement
Instruction and Outreach:

- Investigate adding a series of short seminars for house officers about services and resources they, in particular, could benefit from using
- Investigate adding series of in library short seminars to raise awareness and competence.
- Investigate providing assistance and instruction outside the physical library at select location in the CVHS. For example, sessions could be scheduled at OADDL, the BVMTH, student lounges, and other locations suggested by CVHS patrons.
- Study lessons learned from participating in the CABI Publishing / Pfizer project to provide access to VetMed Resource to alumni from 2007-2009

- Leverage resources available statewide for all Oklahoma residents who have a public library card. The resource targets in-state alumni and Oklahoma practitioners to provide awareness and training in resources available through public library access.
- Continue to assess effectiveness of Web 2.0 projects
  - LibraryThing http://www.librarything.com/catalog/OkStateVetMedLib.
  - Facebook http://www.facebook.com/home.php?ref=home#/pages/Stillwater-OK/Veterinary-Medicine-Library-Oklahoma-State-University/8309738405?ref=ts
- Explore new technologies for upgraded tutorials for on-site and remote use for current CVHS faculty/staff/students and local practitioners/alumni

Reference Services:

- Assess use of remote reference service to see if continuing Instant Messaging and pursuing Chat is warranted.

Administrative:

- Continue strategic planning through the CVHS Library Committee

Funding:

- Continue to investigate new revenue sources
- Continue to develop justification for increased funding for collections, services, staffing

Collections:

- Continue systematic assessment of collection in all formats with regard to teaching and research mission of CVHS and OSU Libraries.
- Upgrade IEATPLANTS garden and website

Personnel:

- The VML librarian will be on sabbatical January 1-June 30 2010. We look forward to the suggestions and observations of the librarian who will be filling in.

UNIVERSITY OF WATERLOO

Search:

LIBRARY STAFF WEB

- Library
- Bookings
- Contacts
- Departments
- **Groups**
  - Ad hoc Discovery and Access Committee
  - Chat Reference
  - Davis Renovation
  - EDS
  - Email Reference
  - IRMC
  - ISD Training
  - LINC
  - Library Managers
  - Online Reference Shelf
  - UW Stats & Reports
  - WebOps
  - UW Committee / Councils
  - TUG Committees
- Library Info
- News
- Tools

Information Resources Management Committee

Architecture Library Accreditation Report

August, 2010

The Library

Musagetes Architecture Library is a full-service branch of the UW Library system. It is centrally located within the School of Architecture in Cambridge, ON making it easily accessible to students and faculty. The Library is open every day, excepting statutory holidays:

Mon – Thursday	8:30 am – 8:30 pm
Friday	8:30 am – 6:00 pm
Saturday – Sunday	1 pm – 5 pm

The library opened in this off campus location in 2004 and offers all the same services available to patrons in main campus libraries.

1. Library Collections

Material is collected to support teaching and research for the Honours Pre-Professional, four-year Bachelor of Architectural Studies degree followed by an eighteen month professional plan of study for the Master of Architecture degree. The purchase of library materials for Architecture is the responsibility of the Liaison Librarian in consultation with the Faculty Library Representative. Materials are obtained in a variety of ways including firm orders, open orders, approval plans and subscriptions. Selection is guided by the Architecture Collection Development Policy and the Approval Plan subject profile (both available upon request) which are reviewed and updated regularly.

Print Resources

Musagetes Architecture Library houses the primary print resources for Architecture. The 24,000+ book collection (including 16,069 titles in the NA call number range) includes titles on architectural design, theory, history and criticism, historic preservation, building technology, industrial design, landscape architecture, interior design, and urban design. Titles purchased on behalf of other departments, such as Classical Studies, Anthropology, Fine Arts,

Philosophy, Engineering, and Planning supplement the Musagetes collection.

Patrons may charge out materials during the hours that the Library is open and renew items online anytime. Each patron is limited to twenty-five Musagetes books at any time, with two renewals allowed. With the exception of the current issues of print journals and reference materials, most of the material in the Musagetes collection circulates. Faculty, graduate students, and staff may borrow most monographs for a term at a time.

UW Library, along with the libraries of the University of Guelph (UG) and Wilfrid Laurier University (WLU), is a member of the Tri-University Group of Libraries (TUG) consortium. Collections from Wilfrid Laurier University and the University of Guelph, particularly titles purchased on behalf of Landscape Architecture, enhance the depth and breadth of local materials available in subject areas of interest to Architecture. Faculty and students can request books and copies of print journal articles from any UW library location as well as from of UG and WLU for pickup at the Musagetes public services desk. Delivery time is within three working days. The cost is of these services is absorbed by the Library. Access to the entire Library collection, as well materials held by UG and WLU, is available through the web-based enhanced catalogue known as PRIMO.

The Interlibrary Loan/Document Delivery (ILL) service provides faculty, students, and staff with books, copies of journal articles, theses, and government documents from libraries within Canada and abroad. The UW Library uses the RACER Web based interlibrary loan system (http://racer.scholarsportal.info/vdx/index.html) to facilitate ILL access and service for users. With minor exceptions, the Library absorbs the cost for this service. Canadian university libraries extend in-person borrowing privileges to students, faculty, and staff from across the country. Graduate students, faculty and staff are entitled to borrowing privileges at participating libraries (http://www.coppul.ca/rb/rbindex.html).

One advantage to the School of Architecture's location is its proximity to Cambridge Public Library (CPL). Although small, this library has an excellent collection of fiction and non-fiction titles, a substantial newspaper and journal collection, searchable online databases, and a huge selection of DVD's. When the School of Architecture

opened, CPL generously set aside $20,000. from their acquisitions budget to build a core collection of architecture titles to supplement Musagetes Library holdings. Since then, CPL has devoted around $5,000. annually to purchase books and journal subscriptions in support of the School. Every September, the Head of Reference and Information Services provides a brief outline of their resources to first year students and explains how to get a library card. It is my understanding that our students make heavy use of their collection.

Rare Books

A separate, environmentally controlled Rare Book Room houses one of Canada's most outstanding collections of rare books on architecture and design. The Rare Book Room collection features landmark titles in the history and theory of architecture, exemplary treatises from the sixteenth to the twentieth century supportive of the School of Architecture's cultural history emphasis, and texts outlining architectural developments in Northern Europe and on the North American frontier, which have a profound effect on architectural theory and urban development in Canada. All rare book materials are listed in Primo and are available for viewing at Musagetes Library upon request.

Each term the Branch Head prepares a themed display of titles from the collection. Some of these have been:

- Architecture of Ancient Cultures
- The Birth of Modernism
- Great Gothic Cathedrals
- Skyscrapers
- Toronto Neighbourhoods

While many of the displays have been timed to coincide with a particular course offering, this has had little effect on the use of the collection.

The Architecture book budget cannot support the purchase of titles for addition to the Rare Book collection. Its growth depends on donations-in-kind or the transfer of older, out-of-print titles in need of additional protection. Unspent, end of year funds in March 2010 allowed for the acquisition of some expensive new titles which will surely become rare in the years to come:

Julius Shulman: Modernism Rediscovered (3 vol.)

Glenn Murcutt, Architect,

Oscar Niemeyer

Villa Girasole: The Revolving House

These contemporary titles may prove to be more appealing to our students.

Journals

Journal subscriptions may be purchased by the Branch Head using funds designated for Architecture or they may be purchased through the central Electronic Resources library fund. Titles purchased through the Electronic Resources fund are available in an electronic format. Titles purchased using the Architecture serials fund may be print and/or electronic.

The Architecture serials fund supports the cost of 77 current print subscriptions relating to architecture, design, interior design, landscape architecture, and others of general interest to architecture students (titles available upon request). When a title ceases publication, students are asked for suggestions of replacement titles of equal value.

Electronic Resources

Publishers of architecture materials have been slow to produce electronic equivalents' of their print materials. As a result, there are very few electronic resources that directly relate to architecture in the collection. At this writing there are fewer than one hundred books on architecture related topics and fewer than 5 of the 77 print journals to which Musagetes Library subscribes are replicated online in their entirety. Those limited titles that are made available in fulltext through databases like the *Avery Index* or *Factiva* do not include accompanying images.

In other subject areas, UW Library has purchased or subscribes to a range of electronic resources including research databases, fulltext journals, monographs, numeric data, and government publications. In addition, the Library identifies and provides access to select material freely available through the Internet. Such material includes open access journals, catalogues of libraries around the world, dictionaries, encyclopedias, and style guides.

The following are some of the electronic resources of particular interest to Architecture:

ARTstor – image collections

Avery Index to Architectural Periodicals

CumInCad: Cumulative Index for Computer-Aided Design

Factiva

JStor

Oxford Reference Online – selected titles relating to architecture

Proquest Digital Dissertations and Theses

RIBA: British Architectural Library Catalogue Online

Urban Studies Abstracts

Worldcat – library catalogues worldwide

UW Library has embedded linking technology into the research databases which allows users to link directly from the database to the full text electronic journal subscription or to the Primo catalogue record for holdings and call number information. UW Library also provides free access to the bibliographic management software RefWorks.

GIS

All licensed digital datasets, previously available only from the campus Map Library, are now accessible directly from Musagetes Library. An online research guide describing the software and data available, both licensed and freely available, has been prepared by the Library Associate responsible for providing GIS assistance. The guide is updated regularly and the link to it easily found on the Musagetes Library homepage http://www.lib.uwaterloo.ca/musagetes/index.html

The library's GIS workstation is equipped with a variety of programs to help students with their mapping, including *ArcInfo*, *Google Earth Pro*, *GeoViewer*, and *AutoCAD*. The computer is accessible during library hours. Additionally, student versions of *ArcInfo* can be purchased for $25. from Architecture Computing and Media (ACM).

Student Film Collection

Since the School of Architecture is located some distance from the main commercial district on Hespeler Road, the undergraduate and graduate student groups sponsored the creation of a locally owned film collection. With funds from various sources and suggestions from fellow students, a now 400 title DVD collection is available for rent by members of the School community. Academically oriented titles on architecture and design sit beside commercial hits and obscure art films in a special section of Musagetes library. While the collection is owned and administered by the students, the library houses the collection and collects rental and late fees on their behalf. All money collected goes back to the students for new purchases.

2. Staff

Three full-time positions, a limited contract position, and limited contract casual positions staff Musagetes Architecture Library. Job descriptions for full-time staff are available upon request.

Branch Head (FT):

- Oversees the daily performance of library operations
- Liaises with School of Architecture faculty and students
- Provides reference assistance/information literacy workshops
- Selects library resources, developing the general and Rare Book collection
- Supervises the Library Associate and hires full-time staff

The Branch Head has an Honours B.A. (Visual Art), B.Ed., and MLIS with 30 years of service as an Architecture Librarian. She was also UW's Fine Arts Librarian before accepting her current position five years ago. The Branch Head reports to the Head of Branch Libraries on the main UW campus.

Library Associate (FT):

- Provides GIS assistance/workshops to faculty and students
- Provides general reference and circulation assistance at the Public Services Desk
- Supervises the Library Assistant and hires and supervises casual staff

The Library Associate has a B.A. in English and several years of increasingly responsible positions in various university libraries. She attends conferences and workshops to maintain and upgrade her GIS knowledge.

Library Assistant (FT):

- Provides circulation assistance
- Processes course-related materials for the reserve collection
- Ensures the book and journal collection is maintained and accessible
- Deals with patron accounts and cash handling

The Library Assistant has a B.A. in History and a Library and Information Technician Diploma. She previously

worked for several years at a local community college library.

Contract Position (FT, 2 year limit):

- Provides circulation assistance
- Processes new books and journals for addition to the collection
- Processes materials for hold and ILL requests
- Makes basic book repairs
- Prepares books and journals for binding

This is a trial position that was extended from one year to two. It ends August 2011.

Casual Staff (PT, 15 term limit)

- Provide circulation assistance, particularly evenings and weekends
- Reshelve books and journals
- Shelf read and maintain the book stacks in good order

Musagetes Library employs three casual staff currently.

If the current staff complement is maintained, we can continue our current hours of operation and offer adequate circulation, reference, and GIS service to support the architecture curriculum.

Information Services

Reference Service is available in person, by e-mail, telephone or through an on-line chat service located from the Musagetes Library homepage. Reference hours and GIS assistance are generally 9 am – 5 pm weekdays dependent upon the schedules of the Branch Head and the Library Associate.

The Branch Head and Library Associate work with faculty members to help students develop the information competencies that are vital for lifelong learning. In consultation with faculty, they develop and conduct class specific information literacy sessions for undergraduate and graduate students. Lectures, hands-on-instruction, and web pages support these activities.

Outreach

Library staff reach out to students and try to bring them into the library with new book displays, contests, a fall open house featuring activities, draws, and snacks, and a Christmas craft corner. We communicate with them through the Musagetes Library blog, Facebook page, and Twitter feed (we have more followers than the large campus libraries). In turn, the library has recently hosted displays of student work. Last year, library staff participated in critiquing a second year project based on our library and accompanied another class on a field trip.

3. Facilities and Equipment

Musagetes Library is a warm, inviting space featuring scenic views of the Grand River through its large glass windows. Undergraduate studios and grad and faculty offices are steps away. The library has a seating capacity of over 60, spread amongst tatami mat window seats, oversize comfy chairs, group study tables, and individual study areas. Computer workstations, situated opposite the public services desk, and tables near the Reference collection, create an area in which students can search the library catalogue, consult with library staff, or talk amongst themselves without worrying about noise levels. Corner window areas hold comfy chairs for relaxing and sleeping when required.

The north wing of the library holds the book stacks. In response to student requests, labeling on each range identifies not only what call numbers are shelved there but also the subject areas covered. Students find browsing much easier with this system in place. This summer, the entire collection is being shifted with the bottom shelf of each range used to hold books for the first time. Around eleven inches of growth space per shelf is being left. This move should accommodate regular yearly growth for the next five years.

Since the last accreditation visit, the seminar room has been upgraded. It now has whiteboards, pin-up boards, and a digital projector that can be used to watch movies from the student film collection or to give presentations. It is now booked on a regular basis by students and faculty. When funding allows, future upgrades include the replacement of the large table and wooden chairs with more versatile and comfortable office furniture.

Other furnishings needed include individual task lights along the perimeter seating areas of the stacks, a high quality scanner for student and staff use, plus two, more powerful GIS workstations with larger monitors.

Students love Musagetes Architecture Library – at least according to a prize-winning song, student comments to staff, and a recent message on a library blackboard. They find the library environment a place of respite from the stress of studio and coursework.

4. Acquisitions and Financial Support

Architecture Book Acquisitions:

Year	Books	Rare Books	Journals
2006/07	1,363	21	179
2007/08	890	10	219
2008/09	1,074	3	246
2009/10	1,100	3	569*

***** Due to a larger than normal binding effort

The Collection Development Policy for Architecture does not include the purchase of microfiche or microfilm, slides, drawings, or photographs. DVD's may be purchased upon request.

Architecture Budget Expenditures:

Year	Books	Approvals	Serials	Total
2006/07	$13,960.	$41,045.	$11,212.	$66,217.
2007/08	$17,736.	$23,609. *	$11,790.	$53,135.
2008/09	$20,505.	$16,097.	$12,868.	$49,470. **
2009/10	$20,265.	$31,643.	$12,483.	$64,391

* $13,781. of the approval budget remained unspent because the vendor, Ballenford, went out of business.

** The drop in book expenditures and approval plan support for 2008/09 was the result of a temporary, and partial freeze on monograph purchasing imposed because of the significant decline in the value of the Canadian dollar in the fall of 2008, and the consequent drop in UW Library's purchasing power. The freeze was lifted in May 2009.

5. Conclusion

Musagetes Architecture Library provides a solid collection of current and retrospective books and journals to support the undergraduate programme in Architecture. The majority of resources required by undergraduate students for studio research and coursework are available on site. Supplementary resources that may be needed for architectural history and iconography courses can be requested from TUG libraries. Free and subscription-based image archives like *ARTstor* provide a wealth of photographs, drawings, and illustrations to select from.

Graduate students are also heavy users of the Musagetes collection. The Branch Head normally purchases all material requests made by these students. However, thesis work often strays from a strict interpretation of architecture into the fields of urban design, history, politics, philosophy, literature, etc. Design sites may be situated anywhere around the world and require supporting maps and geographic material that is not available through local sources. Graduate students appreciate the abundance of online fulltext articles in these other subject areas available through the library website. Additionally, Interlibrary Loan becomes an important service on which many of our graduate students rely.

I would be pleased to discuss Musagetes Library's holdings and services with the accreditation team at the time of a campus visit.

Prepared by:

Michele Laing, Branch Head, Musagetes Architecture Library

Information Resources Management Committee
LibIRMC@library.uwaterloo.ca.
March 2, 2011

University of Waterloo Library
200 University Avenue West
Waterloo, Ontario, Canada N2L 3G1
519 888 4883

MAKING THE FUTURE SUPPORT WATERLOO

contact us | give us feedback | privacy statement | © 2011 University of Waterloo

Regional Accrediting Agency Reports

Library and Information Resources 5

OVERVIEW

The following chapter outlines how the Lee and Hunter Libraries strive for excellence in furthering the mission of Brigham Young University.

The Harold B. Lee Library and Howard W. Hunter Law Library support university objectives by focusing on building collections and providing services that support a broad university education through intensive degree-related study and original research. The libraries provide rich information resources and opportunities for students to develop lifelong learning habits.

Of all the wonderful buildings that we have on this campus, none, I believe, is as important as the library. A library is the very heart and substance of a university. Without access [to] vast quantities of information, neither faculty nor student can do an accurate job. It is the foundation of research. It is the source of information, both old and new. It is a place for the ever-present challenge to dig for knowledge beyond that which is given in the classroom. President Gordon B. Hinckley, Chairman of the Board of Trustees

5.A Purpose and Scope

DESCRIPTION AND ANALYSIS

The Harold B. Lee Library and Howard W. Hunter Law Library are vital to BYU's teaching and learning environment. Library programs reflect a deep commitment to the vision articulated by President Gordon B. Hinckley by providing opportunities for students to extend learning experiences beyond the classroom. Library programs are anchored firmly in university values and guiding principles as stated in institutional documents such as The Mission of Brigham Young University, The Aims of a BYU Education, and BYU's Institutional Objectives.

The Lee Library recently reviewed and updated its mission statement to ensure consistency with the university's direction. The current library mission statement reads as follows:

> The mission of the Harold B. Lee Library is to assist individuals in their quest for perfection by providing information resources and services that support education, encourage learning, and promote spiritual and intellectual growth.
>
> The library accomplishes this by doing the following:
>
> - Serving as a center of learning where students and faculty actively engage in study and research;
> - Using technology to extend access to library resources and services;
> - Selecting, acquiring, organizing, preserving, and providing access to scholarly information related to the university's curriculum and research programs;

- Assisting and instructing students and faculty in finding and using scholarly information available at the university and elsewhere;
- Supporting lifelong learning; and
- Fostering scholarly communication.

The libraries support university objectives by focusing on building collections and providing services that support a broad university education, intensive degree-related study, and original student and faculty research (RE 5.2). The libraries offer instructional programs that provide students with information literacy skills in support of formal educational experiences and in preparation for lifelong learning. In addition, the libraries make digital collections available to learners everywhere, making friends for the university and its sponsoring church.

The Harold B. Lee Library serves all undergraduate and graduate programs at the university with the exception of law school graduate students, who are served by the Hunter Law Library. The conscious decision to consolidate library services into one central facility has guided collection and service policies over the years. Since library services are deeply interwoven with the Office of Information Technology (OIT), this chapter will highlight OIT contributions to library-related accreditation standards. But because OIT services are also integrated with almost every aspect of the university community in developing and supporting the technical infrastructure essential to a twenty-first-century university, OIT contributions are also highlighted in Standard 8 and mentioned throughout this report.

The Lee and Hunter Libraries offer a wide variety of information services for students and faculty. These services, coupled with strong collections, distinguish the libraries as learning centers on campus, attracting over 15,000 students and faculty daily during fall and winter semesters. Students come to the library for various reasons, as detailed in a rigorous usage study conducted during 2001. This study verified that the libraries' quiet study areas, comprehensive research tools, and numerous computers are vital to undergraduate and graduate students alike (RE 5.14).

Access Services

Book circulation, one of the libraries' fundamental services, is high. Table 5.1 reflects BYU's ranking as twenty-eighth in this category among the 113 research libraries in the U.S. and Canada that comprise the Association of Research Libraries (ARL). BYU libraries offer a document-delivery program that regularly brings unsolicited praise from faculty who make online requests to have items delivered either physically or electronically to their offices.

Students as well as faculty make frequent use of the online interlibrary loan request service that accelerates delivery of materials. By effectively using technology, the Lee Library has an average interlibrary loan turnaround time for books of 1.15 days and fewer than 24 hours for electronic articles. Our delivery is third best among Greater Western Library Alliance (GWLA) institutions. The Hunter Law Library has turnaround rates of 1.4 days for books and 1.2 days for articles. ARL rankings for interlibrary loan services, as detailed in table 5.1, reflect the fact that BYU borrows slightly more items than it lends, but compared with other research libraries, BYU ranks near the median in number of materials loaned.

For a number of years the libraries have offered electronic reserves to facilitate student online access to assigned course materials. Electronic reserves outnumber traditional print reserves by 3 to 1 and were accessed over 150,000 times during 2004. In that same year, 63

courses using the university's online course-management system integrated electronic reserve materials with the system to provide students with a single point of access for course-related content. By fall 2005 all courses offered through the university course-management system linked directly to the library's electronic reserve system.

Reference and Information Services

Reference service is provided at nine subject-related desks in the Lee Library and one desk in the Hunter Library. Typically each desk is staffed by student assistants and staff employees with professional subject librarians providing backup. Professional librarians, many with an advanced degree in their subject specialty, also provide one-on-one research assistance by appointment and through e-mail. The total number of reference queries fielded at library reference desks places BYU high in ARL rankings (16th), reflecting the success of staffing multiple service points near related research tools and collections (table 5.2).

In February 2005 the Lee Library participated in the Wisconsin-Ohio Reference Evaluation Program (WOREP) study to measure the effectiveness of reference service provided at reference desks. Findings showed that reference personnel at the Lee Library satisfied 72.5 percent of patrons' requests in helping them find exactly what they wanted. BYU was the top scoring library among the 116 institutions that participated in WOREP (RE 5.14).

Since 2001, BYU has participated three times in LibQUAL+™, a nationwide ARL-sponsored assessment of library users' perceptions of the quality of library service. This program asks students and faculty to express their personal expectations (both minimum and desired) for library collections and services and then to rate their own library's performance relative to those expectations on a Likert scale from 1 to 9, with 1 being low and 9 high. Results from the 2004 survey, as reflected in figure 5.1, indicate how patrons perceive the service they receive in the library ("Affect of Service"). The 2004 LibQUAL+ results showed that the Lee Library exceeded student and faculty minimum expectations in this category (RE 5.5). The Hunter Law Library achieved even better results, with student and faculty perceptions of Affect of Service approaching desired expectations. Although reference service is perceived to be strong, the library has set the goal of improving outreach efforts with students and faculty. Figure 5.1 also shows the overall results of the survey for the other ARL institutions that participated.

Librarians provide reference service via e-mail, accounting for about 3 percent of total reference activity. Between January 2002 and June 2005 the Lee Library provided an online "chat" reference service which gave students and faculty the opportunity to interact with a librarian in real time from any computer with Web access. Although this service was received positively, it failed to grow to supportable levels and was therefore discontinued.

Information Literacy

BYU's libraries operate one of the country's outstanding information literacy programs, teaching over 30,000 individuals each year. The libraries rank fourth among ARL libraries in numbers of students reached through information literacy sessions conducted by librarians (table 5.2). With a library unit embedded in both the freshman and advanced levels of University Core English composition courses, students learn fundamental as well as subject-specific research tools and strategies. Subject librarians also work directly with faculty to develop instruction sessions for courses with research- or library-based assignments. During 2004,

students came to the library 34,659 times to attend an instruction session. They came in a total of 1,875 sessions scheduled through 69 different courses.

LibQUAL+ results show that users turn to Google or other nonlibrary gateways more regularly than to library resources (either electronic or print). Information literacy sessions are designed to increase student awareness of academic research tools and teach strategies for locating and evaluating the quality of information resources. These skills translate into lifelong information-seeking behaviors.

Information literacy sessions are taught in technology enhanced rooms with workstations that enable hands-on learning experiences. An online tutorial supplements classroom instruction and provides transfer and advanced placement students with learning opportunities comparable to the on-campus University Core course program. The Lee Library has collaborated with the Division of Continuing Education to develop library units in online credit courses offered through Independent Study.

In February 2005, the Lee Library participated in the ARL project for the standardized assessment of information literacy skills (SAILS) (RE 5.14). In this outcomes-based assessment of the library's information literacy programs, students were tested on national standards reflecting their ability to determine the nature and extent of information needed and their ability to access, evaluate, and incorporate information into their knowledge base. On average, BYU students performed at or slightly above the level of the average student from 67 U.S. and Canadian institutions. BYU students were significantly above average in their ability to develop research strategies, a concept that is heavily emphasized in the BYU information literacy program.

Information Commons

In February 2004, the Lee Library joined with OIT in implementing an Information Commons in space formerly occupied by General Reference print resources and open study space. The Information Commons combines traditional reference service with enhanced computer hardware and software. The pedagogical value of collaborative learning is realized in this environment where students work together on technology-based course assignments. Signs designating it a "No Shhh" zone encourage lively interaction and collaboration.

From the day of its opening, the Information Commons has been heavily used, with as many as 800 students logging in at its workstations daily. Specialized equipment is in use an average of 15 hours per day. Checkout of digital equipment has tripled during the past year.

The Information Commons includes 52 collaborative learning workstations with furniture and computers in configurations that encourage group work. Two creative learning rooms with computers, projectors, and smartboard technology accommodate more advanced needs. Students from all disciplines can create sophisticated multimedia presentations using digital cameras and recorders available for checkout. Students also have access to six high-end digital editing stations and two workstations for Web design and scriptwriting. Trained library proctors are available to assist students with multimedia hardware and software.

Several nonlibrary entities were invited to provide services from inside the Commons area. Currently publications lab assistants tutor students in the preparation of manuscripts for publication and in strategies for locating appropriate publishing venues. Other university entities may offer services in the Information Commons in the future.

Web-Based Research Tools

Library Web sites connect students and faculty to a rich suite of research tools, such as online catalogs, Web-based indexes, electronic reference sources, and online reference assistance. Much of the Lee Library's Web space is dynamic, delivering content customized by subject librarians to meet the unique needs of students and faculty in the various disciplines. In addition, during September 2004, the libraries implemented a federated search engine that offers Google-like functionality for searching multiple indexes simultaneously. This tool, coupled with links to full-text electronic books and electronic journals, improves student success in finding needed information and connecting to it quickly. Distance learners access Lee Library resources through a library Web portal embedded in the university coursemanagement system. Several course-specific library portals designed jointly by the professor and the appropriate subject librarian have been developed.

The Lee Library Web page underwent a major redesign in September 2004 and was the focus of an in-depth usability study in spring 2005 (RE 5.14). Survey results indicate that the majority of users are satisfied with the Web page, but some changes were made based on data gleaned from focus groups and usability tests.

Summary

Strengths

- BYU libraries excel in both reference services and information literacy, ranking among the top 16 ARL institutions in each of these categories.
- Circulation and interlibrary lending programs are also strong.
- The new Information Commons delivers innovative services that support university aims to enhance both student-centered and lifelong learning. The Lee Library maintains dynamic online access tools that lead students to relevant information resources.

Challenges and Recommendations

The libraries face three service challenges:

- Focus on coordinating library services with those of other teaching and learning support programs. For example, the libraries must even more deeply integrate library services into the university's course-management system through a collaborative project (shared by the libraries, the Office of Information Technology, and the Center for Instructional Design) with the goals of increasing the number of course-specific Web portals within the course-management system and simplifying and enriching library support for a greater number of students.
- Expand the Information Commons to other areas of the Lee Library and enrich its services to include technology instruction offered in collaboration with OIT and other interested university partners.
- Embed information literacy instruction more deeply into the university's curriculum, including courses offered to students enrolled with the Division of Continuing Education.

5.B Information Resources

DESCRIPTION AND ANALYSIS

Book and journal collections are the most basic and most important resource of the libraries. The libraries' holdings have grown from 300,000 volumes in the early 1960s to nearly 3.5 million items available for student and faculty use today. The libraries' collections are broad in scope and deep in research value, and they reflect the university's degree and research programs.

General Collections

The libraries maintain strong collections in support of all university degree programs. In addition, a number of collections reflect institutional emphases, including business management, music, education, biology, engineering, Mormon studies, family studies, genealogy, and language competencies. For example, the Lee Library has the largest university library collection of genealogy and local history materials in the nation; only the church-owned Family History Library in Salt Lake City is larger. These collections support the university's family history degree program as well as the research efforts of genealogists from around the world.

The Lee Library has developed strong vernacular collections that support BYU's extensive language and area studies courses. Music students find a wealth of texts, audio recordings, and scores, including the world's largest viola music collection. The Lee Library's map collection is one of the most comprehensive in the Intermountain West and is heavily used by students and faculty in the social and physical sciences.

Special Collections

Complementing the libraries' general materials and adding to their research potential are the holdings of the L. Tom Perry Special Collections. Founded in 1957 with just over 1,000 books and 50 manuscript collections, Special Collections now houses approximately 300,000 books and pamphlets, 8,000 manuscript collections, and over 1,000,000 photographs. Among the diverse and important research materials in Special Collections are the Western Americana, Film Music, Motion Picture History, Renaissance and Reformation, History of Printing, Fine Printing, Nineteenth-Century Literature, Photograph, and Folklore collections.

Faculty and students alike are drawn to Special Collections by the opportunity to conduct research using original source materials. Faculty and researchers from many disciplines, but particularly those in humanities and social sciences, regularly note that they enjoy immediate access to source materials while their colleagues at comparable undergraduate institutions must travel great distances to locate such resources.

Digital Collections

The Lee and Hunter Libraries aggressively acquire and produce digital content to supplement traditional holdings and support student and faculty research efforts. Today's students rely on Webaccessible content and assume that library resources will be available at any time and from any location through online connections. Faculty expect ready access to digital library content to incorporate it into their teaching. To meet faculty and student expectations,

the libraries partner with the Center for Instructional Design (CID) and OIT to make library digital content available through the university's course-management system.

The Lee and Hunter Libraries have purchased or licensed access for students and faculty to more than 350 electronic research tools, approximately 7,000 online journals, and more than 100,000 digital books. Many of these resources are also licensed for use by alumni and community patrons. In addition to these commercially produced electronic resources, the libraries operate a robust program for digitally reformatting print, photographic, and multimedia materials, particularly those in fragile condition or those unique to local collections. Nineteenth-century diaries and maps reflecting the Overland Trails experience and digital learning objects from the History of Civilization course represent two strong examples of successful digitization projects. Within two years of its beginning in 2003, the digital library holdings have grown to more than 1.5 million individual objects in diverse collections ranging from the Museum of Art Collection to BYU theses and dissertations. The libraries plan to expand their multimedia digitization program, increasing the number and quality of digital formats that can be embedded in online courseware. The libraries will also continue discussions with OIT and CID to determine where to archive an ever-increasing number of digital learning objects and how to make them more accessible to faculty and students.

Collection Development and Management

BYU's library collection development program is designed to ensure that books, journals and other library materials acquired by the library correspond with the Mission, Aims, and Objectives of the university. Collection development policy statements guide all acquisitions and are updated as necessary to reflect changes to university programs. The libraries are in the process of rewriting all collection development policies. As they are completed, they will be made available to faculty through the libraries' Web sites.

Materials that support programs with high enrollment or those offering graduate degrees are collected at a more aggressive rate than programs with lower emphasis at the university. The actual selection of library materials is managed by over 30 subject librarians, each assigned to work with specific departments and colleges. Subject librarians collaborate with teaching faculty to acquire materials critical to each academic area.

Every BYU student and faculty member can also directly request library purchases through the Lee Library's online "Suggest a Book" service, with faculty having the added advantage of the faculty expedited delivery service. This service, coupled with acquisitions generated through direct librarian-faculty interaction, accounts for approximately 40 percent of the 45,000 items added annually. The balance of new acquisitions comes through approval and standing-order programs developed by librarians in consultation with their faculty and students.

Assessment of Collection Strength

Historically, the libraries have enjoyed unusually strong financial support from university administration. Even in lean years the library collection budget has received additional funding, and generous support from donors has allowed the library to build a collection that outshines the libraries of most predominantly undergraduate institutions. This has proven to be fortuitous in recent years as the university has placed increased emphasis on student mentored learning. As

undergraduate students are engaged with faculty in research at levels comparable to graduate programs at other institutions, the libraries' collections support this unusual paradigm. The strength of the libraries' collections is an outgrowth of the emphasis the church has always placed on education and lifelong learning as evidenced from this quote from the university's namesake, Brigham Young:

> It is the business of the Elders of this church . . . to gather up all the truths of the world pertaining . . . to mechanism[s] of every kind, to the sciences, and to philosophy, wherever [they] may be found in every nation, kindred, tongue, and people, and bring it to Zion. Every accomplishment . . . every useful attainment . . . in all science and art belong to the Saints.

The strength of BYU's library collections can be assessed in terms of both quantitative measures and data on student and faculty satisfaction with holdings. The best quantitative measures are comparative and come from the ARL annual statistical report, which shows that BYU libraries rank among the top 50 research libraries in North America in most categories of collection data (table 5.3). Rankings are in line with BYU's strong focus on undergraduate programs and quality teaching. The high ranking of audio recordings reflects the strength of BYU's School of Music and an equally strong music library. The library's photograph collection was acquired through donation of several significant historical collections. As might be expected from the libraries' relatively low ranking in journals, faculty in some disciplines find the journal collection to be insufficient for supporting their teaching and research. The Lee Library has designated an additional 2 percent of the collection budget to modestly expand journal and electronic database collections in response to faculty and student requests and based on documented usage data. Future plans to implement processes to more carefully analyze collections in light of university programs, to track journal needs, and to involve faculty more deeply in reviewing collections will address any gaps that become evident.

The Lee Library considers the responses of its own students and faculty regarding collection quality to be even more important than data from national rankings. Results from the 2004 LibQUAL+ survey, as reflected in figure 5.2, indicate that in the area of Information Control (amount, variety, and ability to access materials), the Lee and Hunter Libraries exceed minimum expectations of students and faculty but fall somewhat short of their desired level.

LibQUAL+ data suggest that the libraries must place greater emphasis on assessing where collections fail to meet the needs of faculty and students. Subject librarians will be asked to conduct more frequent collection assessments. They will also be asked to increase outreach efforts to their constituent faculty. A newly organized communications team will assist subject librarians by preparing promotional materials that can be distributed directly to faculty and students, highlighting current library resources, how to use research tools more effectively, and how to communicate with the library to request improved collections.

In 2000 the Lee Library began to collect data reflecting the use of all print journals (RE 5.3). Subscription rates and usage data are factored together to generate cost-per-use data that inform decisions regarding retention or cancellation of journal subscriptions. Although faculty have been peripherally involved in this decision process, future workflows will include them more deeply. Usage of electronic journals is more difficult to monitor but is an area where the libraries plan to refine methodologies for future data collection.

Collection patterns in the future will likely place greater emphasis on electronic resources, including digital books and online journals. There will be some shift of resources from the purchase of books to journals, particularly in science and technology disciplines. Increasingly the libraries will rely on licensing access to content rather than purchasing materials that will be housed at the university. The libraries will collect fewer microfilms and fewer government documents but plans to continue acquiring manuscript and Special Collections materials at the same pace as in the past. Acquisition of these materials comes primarily through gifts and endowment funding.

Scholarly Communication and Institutional Repository

The libraries have partnered with the nationally sponsored Scholarly Publishing and Resources Coalition (SPARC) to support the development of new modes of scholarly communication that will improve access while reducing institutional costs for scholarly publications. As part of this movement, the libraries and OIT have jointly launched an institutional repository, which is a digital collection of the intellectual output of university faculty. One department is fully involved and others have expressed interest as a way of complementing the existing scholarly publishing model. Many faculty members see the institutional repository as a more permanent solution to the practice of self-posting research to the Web. Additionally, the Lee Library has become a member of several nationally sponsored open-access journal projects. Faculty members have expressed appreciation for the library's membership since it allows them to support emerging alternative modes of scholarly communication by publishing in open-access journals at no personal cost.

Library Catalog

The libraries place a high priority on having their collections completely and accurately cataloged for student and faculty use. Catalog records comply with the highest international standards for bibliographic description, and the Lee Library is not only a regular contributor but also a national leader in the national authorities databases for names (NACO), subjects (SACO), and bibliographic records (BIBCO). With increasing numbers of digital resources coming into the library collection, it is difficult to balance needs between traditional cataloging and metadata-related functions. The libraries must investigate alternative staffing and work-flow possibilities and reassign personnel appropriately. To ensure that needed materials are cataloged quickly, the Lee Library offers an online "fastcat" request service for students and faculty. This service is used, on average, 760 times per year.

Summary

Strengths

- Over the years, the BYU libraries have benefited from ongoing institutional budget support for collection development. This support came even in years when many libraries were forced to dramatically reduce materials acquisitions. As a result, outstanding library collections support the university's curricular and research programs.

- One area that enjoys endowment funding is the L. Tom Perry Special Collections library, an unusually robust collection in a wide variety of subject areas.
- The libraries' digital reformatting program is another strength which has developed as a result of funding from generous donors.
- The Lee Library takes pride in its contributions to national authorities databases and its high-level cataloging, which consistently complies with international standards for bibliographic description.

Challenges and Recommendations

The libraries have set several strategic goals for the continued strengthening of collections.

- Rewrite all collection development policies and make them available to faculty through the library's Web site
- Designate 2 percent of the collection budget to expand journal and electronic database collections in response to faculty and student requests and based on documented usage data.
- Continue to participate in national and international efforts to develop new modes of scholarly communication, including collaboration with the Office of Information Technology in refining the institutional repository model currently in place at the university.
- Continue to expand digital reformatting programs, placing new emphasis on audio and video formats that can be electronically streamed to classrooms, accessed through the online course-management system, and embedded in online courses.
- Determine the appropriate balance between traditional cataloging and metadata functions related to digital resources. Achieving this goal will become particularly important as the libraries and the Office of Information Technology implement the institutional repository and expand digital library collections.

5.C Facilities and Access

Description and Analysis

Between 1994 and 1999 both the Hunter and Lee library buildings were renovated with additional collection and study space, adding a total of 285,000 square feet. Today, the Lee Library has approximately 665,000 sq. ft. and the Hunter Library nearly 97,000 sq. ft. These large buildings reflect the university policy favoring centralized rather than branch library services. Student and faculty satisfaction with library facilities is evident in their consistently high use. It is also reflected in results of the 2004 LibQUAL+ survey, where user perception of "Library as Place," the facility and its overall ambience, was near the desired expectation for both libraries. (See figure 5.3.) According to the survey, students and faculty perceive library facilities to be comfortable, inviting, and conducive to study, research, and learning.

The libraries continually aim to maximize availability of their books and journals through a highly efficient shelving operation. Shelvers focus on returning items as rapidly as possible after they are used. The ambitious standard to shelve all materials within 24 hours is consistently met or bettered throughout the year, even during the busiest weeks near the end of each semester. The Lee Library's extensive book repair program ensures future availability by repairing and preserving damaged materials. The library operates two repair labs, one dedicated to general

materials and the other to rare books and manuscripts. Broader responsibility for conserving library collections is assigned to a preservation team that formulates policies and procedures for emergency preparedness, disaster response, environmental controls, security, and care and handling of materials.

Facilities for Students

The libraries offer pleasant study environments in well-lit, open-seating areas with cherrywood furniture. The Lee Library offers seating for over 4,000 and the Hunter Library for nearly 1,000 additional users. With this combined seating capacity, approximately 16 percent of BYU's student body can be accommodated in the libraries.

Library facilities are designed to accommodate evolving study habits of twenty-first-century students who desire ready access to technology and often prefer to study in collaborative group settings.

The libraries have embraced technology as a powerful means of delivering scholarly information to the campus community by providing sufficient access tools and strong network connectivity crucial to library service. The Lee Library's 1999 building addition includes a floor grid that provides power and network connections every five feet in any direction. This grid currently supports 324 computer workstations near reference desks, 60 in Information Commons areas, 276 in library open access labs, and 100 in four technology- enhanced library instruction rooms. A total of 57 group study rooms have an average occupancy rate of 60 percent over the course of a semester, with nearly 100 percent use during peak periods of the semester.

Older areas in the building were remodeled to provide essentially the same level of connectivity as in new spaces. Wired furniture was installed throughout the Lee and Hunter buildings to facilitate student and faculty use of computers for accessing digital content. By 2004, both the Lee and Hunter Libraries offered wireless connectivity that reached into most major study areas within their facilities, and laptops are frequently in use in all study areas of the libraries.

In the Lee Library, four technology-enhanced classrooms equipped for hands-on instruction are heavily scheduled. Three similar rooms are available in the Hunter Library. A large technologyenhanced classroom adjacent to the Special Collections exhibition gallery provides a secure venue where rare books and manuscripts can be incorporated into lectures and presentations to students and library guests. In the Learning Resource Center there are four viewing rooms for classes using audio-visual resources. The Lee Library's 213-seat, technology-enhanced auditorium is a popular venue for both library-sponsored and university-sponsored lectures, symposia, film screenings, and large class instruction. Many of the outreach events held in the auditorium are captured on video for later broadcast on KBYU and BYUTV. Classroom and auditorium facilities in the libraries are popular resources for the entire university as well as for guests from the surrounding community.

Library facilities are fully accessible to students with disabilities. Aisle width and accessible furniture ensure ease of use for individuals with mobility impairments. An eight-workstation lab equipped with the latest assistive technology supports students with sight, hearing, or mobility impairments. On average, 60 students use the facility for a total of 1,700 hours each semester. Another lab provides quiet study space for students with learning disabilities. Both facilities are proctored in collaboration with the University Accessibility Center.

Facilities for Collections

When Lee and Hunter library facilities were renovated, one goal was to significantly expand shelving space for print materials. To help achieve this goal, compact shelving was installed in the Periodicals Room, Special Collections, and Government Information areas. The Lee Library houses over 98 miles of shelving with a capacity of over 5 million volumes. The Hunter Library has 12.5 miles of shelving and sufficient space to store over 500,000 books and journals.

Shelving in both libraries is secured to the floor in order to limit damage and protect life in the event of an earthquake. Standard security and book theft protection technology is installed in both libraries, and the Lee Library also has a sophisticated card access and video surveillance system that guards Special Collections and other sensitive areas. The 1999 building addition has environmental controls that protect collections by maintaining appropriate temperature and relative humidity.

A space audit conducted in early 2005 revealed that the Lee Library will fill its shelf capacity by 2012 (RE 5.5). The periodicals section, however, is already in crisis mode, reaching capacity during 2005. The Hunter Law Library has growth capacity through 2017. Several strategies are being pursued to address the situation, including remote storage of journal titles available electronically and investigation of a remote, high-density storage facility for seldom-used materials. It seems likely that such a facility would be shared with members of either the Consortium of Church Libraries and Archives or the Utah Academic Library Consortium.

Professional Associations and Consortia

Collaborating with other libraries through state, regional, national, and international associations is a critical strategy for both the Lee and Hunter Libraries. Among the many associations the libraries participate in are the American Association of Law Libraries (AALL), Association of Research Libraries (ARL), Consortium of Church Libraries and Archives (CCLA), Desert States Law Library Consortium, Greater Western Library Alliance (GWLA), and the Utah Academic Library Consortium (UALC) (see RE 5.11 for the complete list). Membership in these groups has resulted in improved services to students and better access to information through interlibrary loans, cooperative database licensing, and collaborative digitization. Additionally, consortia participation has fostered cooperative purchase agreements that enable the libraries to better leverage collection budgets and, in a number of cases, lower expenditures. These efforts supplement fundamental library programs by expanding access to scholarly information while at the same time minimizing costs.

Summary

Strengths

- "Library as Place" consistently receives the highest ratings in LibQUAL+ studies.
- Intensive use seems to evidence student and faculty satisfaction with library facilities.

- The libraries provide a large number of computer workstations in a variety of configurations and maintains both wired and wireless connectivity through most public areas of the buildings.

Challenges and Recommendations

- Continue to remodel and equip public areas to meet the growing demand for technology enhanced, collaborative learning spaces.
- Update strategic plan for managing collection growth and find solutions to the space crisis into the future.
- Plan multiple approaches to address space needs, including judicious weeding of paper journals for which digital copies are available and shelving of infrequently used materials in a dense storage facility remote from campus.

5.D Personnel and Management

Description and Analysis

BYU libraries enjoy unusually strong support from university administration in funding library collections and services. Library personnel are highly qualified professionals committed to service and excellence. In recent years the libraries have repurposed numerous positions to accommodate evolving personnel needs.

Library Personnel Resources

The Lee Library currently employs 118 FTE faculty and other professionals, 57 FTE support staff, and 215 FTE student employees. One full-time development officer from LDS Philanthropies is dedicated to fund-raising on behalf of the library. University Police assign one full-time police officer and 35 student employees to maintain security in the library. The Physical Plant allocates five full-time custodial managers and 40 student custodians to the library.

The Lee Library's strong cadre of professional employees and support staff is dedicated to providing the highest quality collections and services. Students benefit directly from the 66 FTE in Public Services who provide research assistance and instruction. The 47 FTE in Technical Services and Collection Development acquire and organize library collections, with an additional 26 FTE providing similar services in Special Collections. There are 13 FTE in the systems support group and 13 FTE associated with administration. These numbers are supplemented by a large number of students employed in the Lee Library.

ARL rankings, as shown in table 5.4, highlight BYU's practice of employing large numbers of student employees who assume responsibilities that other libraries typically assign to full-time support staff. Though student employees are well trained and function adequately in all areas of the library, frequent turnover presents a training challenge in maintaining quality library services.

The Hunter Library employs 9 faculty, 2 administrative, 3 staff, and 55 student employees who fulfill multiple functions. Again, a larger-than-usual number of student employees supplement and assist the efforts of full-time employees.

Both the Lee and Hunter Libraries have set strategic goals for improving their staffing. The Hunter Library hopes to add one full-time professional librarian in the near future. The Lee Library plans to continue an ongoing effort to reallocate positions to understaffed areas or emerging programs as employees terminate or retire. Many positions have been reassigned since 2000 to redirect resources to new programs, including
electronic resources processing, information commons management, digitization programs, metadata production, multimedia production, library assessment, personnel management, communications, and public relations functions (RE 5.7).

Library Organization

The administration of the Lee Library consists of a university librarian, an associate university librarian, and three assistant university librarians. These administrative officers are responsible for setting the library's vision, mission, core values, and performance expectations. Reporting administratively through the associate academic vice president for graduate studies and research, the Lee Library is considered equivalent to a college at the university.

The university librarian serves as the library's chief executive officer and, in addition to his broad administrative responsibilities, directs the library's technology programs. He chairs the library administrative council, which is responsible for setting strategic plans, establishing librarywide policies, formulating budgets, allocating resources, and acting on recommendations from committees, task forces, and project teams. Council membership includes the university librarian, associate university librarian, assistant university librarians, library controller, the administrative assistant, department chair of library information systems, representative of the library faculty, and chair of the Library Support Staff Association.

The associate university librarian functions as the library's chief operating officer and directs the library's budget, personnel, physical facilities, and assessment programs. The associate university librarian also chairs the Library Coordinating Council, which is responsible for making broad operational decisions and coordinating library functions. This council serves as an important venue for deploying library goals, values, and expectations to all library employees through their department chairs. It includes department chairs, assistant university librarians and administrative assistants for personnel, budget, physical facilities, and communication.

Lee Library departments and employees are organized into three divisions: Public Services, Collection Development/Technical Services, and Special Collections. Each division is led by an assistant university librarian. Though each employee reports administratively through only one assistant university librarian, many fulfill responsibilities that span divisions. For example, subject librarians have both collection development and public service responsibilities (including reference and instruction), many catalogers provide library instruction, and curators are involved in reference activities.

Duties and responsibilities of Lee Library staff, administrative, and faculty employees are clearly defined in individual job descriptions. Annual performance reviews and planning sessions are held in which an assistant university librarian or the department chair evaluates employee performance. During these meetings employees articulate goals and administrators ensure that these goals are consistent with the mission and objectives of the library and the university.

All librarians at BYU are professional faculty (distinct from professorial faculty). Library faculty must obtain continuing faculty status (tenure) after satisfactory performance during a six-year probationary period. There is a formal review during the third and sixth year of employment

in addition to the annual performance evaluation. Faculty members are expected to demonstrate significant accomplishments in librarianship (specific job assignment, professional development, and creative works) and in citizenship (professional service in the libraries, university, community, and professional organizations). In addition to achieving continuing faculty status, library faculty are expected to move through a sequence of ranks, including assistant librarian, associate librarian, and senior librarian (RE 5.7).

Formal and informal training occurs within library departments under the direction of the department chair. The staff development officer sponsors training that applies to employees from more than one department. The libraries, in conjunction with the University Faculty Center, offer an extensive mentoring and training program for new library faculty.

As professional faculty, librarians are involved in scholarly and creative work that improves their expertise. During a typical year, approximately one-third of Lee Library faculty either publish or give formal presentations at state, regional, and national conferences. Funds to support their scholarly work are budgeted annually and administered through the Library Creative Projects Committee. Generous funding is also provided for faculty to travel to and participate in professional associations and scholarly conferences. Administrative and staff employees are likewise encouraged to be involved in professional associations, and they are eligible to receive travel funding. During 2004, 93 Lee Library employees (representing 53.5 percent of all faculty, staff, and administrative employees) received professional development support.

As a university benefit, all full-time employees may take BYU courses tuition free. Additionally, the Lee Library provides tuition assistance for selected staff and administrative employees who wish to pursue a Webbased master of library science (MLS) degree from other universities. Since 2001, 11 individuals have received tuition assistance, and 5 have completed degrees.

The Lee Library values open communication among its employees and broad discussion of professional and university issues. To strengthen internal communication and to facilitate unified progress toward strategic goals, the library sponsors three open forums: a monthly librarywide town meeting, a bimonthly library faculty meeting, and a monthly library collections forum. These meetings allow broad discussion of library goals, values, and expectations and provide opportunities for employee feedback. During the past three years, as these councils and meeting structures have been implemented, the library has experienced more timely resolution of operational problems, involvement of all library employees in key strategic decisions, and greater congruence between librarywide and individual goals.

Hunter Library

The administration of the Hunter Library includes the director, a deputy director, and five associate directors. Titles represent major areas of stewardship rather than separate departments. Those areas are Reference, Technical Services, Access Services, Information Technology, and Collection Development. The Hunter Library organization chart delineates the relationships. Faculty and staff serve in multiple areas of stewardship. The library employs nine professional faculty and two administrative and three staff members, as well as 55 student employees. Eight faculty members have both JD and MLS degrees.

The director of the library is a professorial faculty member who teaches substantive law courses in addition to directing the library. The director reports to the dean of the law school, who reports to the academic vice president.

Cooperation with Campus Community

The libraries value strong communication with the campus community as the basis for aligning library programs with the university mission and for meeting student and faculty information needs. To foster communication, the Lee Library participates on many university councils, including the Dean's Council, Faculty Advisory Council, University Curriculum Council, and General Education Council. The assistant university librarian for collection development/technical services sits on the University Curriculum Council to represent library interests as new academic courses and programs are implemented. Likewise, information literacy needs are addressed through the assistant university librarian for public services who sits on the General Education Council. Involvement with faculty is further strengthened through the Faculty Library Council, which is chaired by the university librarian and includes a faculty representative from each college. This group meets monthly to provide input on library programs. The university librarian meets regularly with the university Student Advisory Council to seek student feedback.

The libraries recognize that they can best meet the needs of students and faculty by collaborating with other campus units. In keeping with this objective, the libraries work closely with the Office of Information Technology (OIT), the Center for Instructional Design (CID), the Division of Continuing Education, and the Faculty Center. As a member of the university's educational resources group, the university librarian plays an important role in coordinating support services for teaching and learning.

With provision of ready access to scholarly information as one of their primary goals, the libraries work to leverage technology in every way possible. Deep collaboration between the libraries and OIT has resulted in a strong technical infrastructure and capable staff that are critical to an excellent teaching and learning environment. In recent years, the libraries and OIT collaboratively developed the user interface now used in the Information Commons and all open access labs. Similarly, the libraries and OIT jointly manage the servers and software that support many Web-based information services. The libraries and OIT operate on the philosophy that each organization should focus on what it does best and then cooperate with the other to improve information services for the campus community.

BYU's libraries and OIT are organizationally independent but collaborate on many services fundamental to the university's curricular and research programs. In fact, the close working relationship between the libraries and OIT has become one of BYU's strengths. It enables the university to rapidly adopt and integrate proven new information technologies critical to higher education in the twenty-first century.

Three OIT-managed open access computer labs that support 285 workstations are housed in the Lee Library, demonstrating how the two organizations work together to maximize convenient service for students. The Lee Library and OIT also collaborate in the Learning Resource Center, where analog audio/visual equipment is being replaced with technology that supports the growing demand for delivery of digital multimedia content. These programs, along with efforts to integrate library resources with the university online course-management system,

demonstrate the two units' commitment to support student learning both inside and outside the classroom.

Overall Library Funding

The Lee Library is funded almost entirely by university- budgeted resources. Figure 5.4 indicates that while the Lee Library's largest budget allocation is for personnel (52.6 percent in 2005), over one-third is allocated for collections (35.6 percent). University funding allocated for information technology and other capital equipment reflects an unusually strong commitment from university administrators to support library needs. As digital content expands and as the libraries stream digital multimedia to increasingly larger audiences, the need for increased digital storage capacity continually grows.

Library programs are also supported through endowment funds, gift monies, and limited business income. Endowment earnings help finance collection development (particularly in Special Collections), digital initiatives, mentored student learning projects, and accessibility lab equipment. Gift monies are used primarily for collections but also finance an increasing number of special programs and events, such as an annual book collecting conference and a popular film series where items from the Lee Library Film Archives are screened for both campus and local community patrons.

Funding for Collections

Both Lee and Hunter collection development programs are strongly supported by the BYU administration and the board of trustees.

As shown in figure 5.5, the Lee Library's annual budget allocation for collections (including books, journals, databases, and other materials) has increased by just over 6 percent each year since 2001. The Hunter Library collections budget has not grown as rapidly, but during the past two years the university has increased support for books and journals in the law library as well. Expenditures for journals and databases in the Lee Library make up the largest category of the collections budget. As expenditures for electronic resources grow, both book and journal expenditures feel the impact. Figure 5.6 reflects 2005 collection expenditures, with 72.4 percent spent on journals and databases and 22.1 percent on books.

Rapidly increasing prices make it difficult to sustain the libraries' journal collections. Electronic resources, such as commercially produced databases and texts, as well as locally digitized materials, carry a high price tag and demand a growing percentage of the libraries' collections budgets. Despite these challenges, strong university support allows the libraries to maintain and even modestly expand collections during a time when many research libraries have been forced to cancel journal subscriptions and reduce book purchases.

Even with strong budgetary support from the university, escalating costs have motivated the libraries to set goals to dramatically increase their collection development endowments. The Lee Library hopes to raise $8 million for general collections, $2 million for Special Collections, and $10 million for digital content.

The ARL annual statistical report provides the best means of assessing the relative strength of BYU's support for library collections. Table 5.5 details all collection expenditures at BYU, including budgeted and endowment funds, as compared to the ARL median. It also

reflects the fact that in 2003 (the most current rankings available), BYU ranked near the median among ARL research libraries.

Summary

Strengths

- BYU libraries have been organized to encourage strong communication between the libraries and their various constituencies, as well as internally among library departments.
- Structures are in place to encourage input and discussion of ideas from students, faculty, and library employees at all levels and to foster professional and staff development.
- The libraries enjoy a positive working relationship with the Office of Information Technology and continues to cooperatively build and maintain technology-based programs and services that benefit the entire academic community.
- BYU libraries benefit from strong institutional budgetary support, as well as endowments to fund Special Collections acquisitions and digital reformatting programs.
- BYU libraries successfully repurpose positions as individuals retire or terminate.

Challenges and Recommendations

- Add to library endowments to supplement collection development and support digitization programs.
- Continue to reallocate positions to areas of greatest need; the Hunter Library will seek one additional full-time librarian.
- Work with OIT and CID to find resources to accommodate the ever-increasing storage capacity needs for digital library content and other learning objects used in online courses.

5.E Planning and Evaluation

Description and Analysis

In a 2004 address, President Samuelson reminded the university that preparing for the future requires both recognizing those things that must change and those things that should never change. The libraries seek to follow President Samuelson's directive by annually updating their strategic plans and setting tactical objectives that lead to appropriate change while remaining true to the missions of the university and The Church of Jesus Christ of Latter-day Saints.

The Lee Library's strategies for creating change are stated in a Web-accessible document titled Moving Toward the Future (RE 5.2). This document brings together the library's vision, mission, values, strategies, and goals. Long-term strategies and goals are set for a five-year period and are reviewed and updated annually. Each year, the library prioritizes a subset of goals that become the focus of activity for the next 12 months. Librarywide goals prioritized for 2005–2006 deal primarily with planning for future space needs and improving outreach services for students and faculty.

Strategic planning and goal setting for the Lee Library as a whole are the responsibility of the administrative council. An ongoing process that invites input and comment at all levels of the organization ensures that strategic plans and goals are widely disseminated to library departments and employees. After a series of discussions, held primarily during the spring and

summer terms, senior library leaders establish annual and multiyear goals for the library and its divisions.

Evaluation of Services and Collections

Establishing a culture of assessment in the Lee Library was one of the key objectives to emerge from the Lee Library's 2000 strategic planning process. Consequently, the Lee Library repurposed an existing position to hire an assessment officer. This process improvement specialist coordinates the collection and dissemination of library measures and leads specific assessment projects.

Traditionally, research libraries measured their quality in terms of collection size and expenditures, but recently the trend has shifted toward outcomebased assessments that gauge performance and improvement. The Lee Library's process improvement specialist is responsible for designing and conducting studies aimed at measuring the effectiveness of library services. Under his direction, the library conducts faculty and staff focus groups, formal and informal surveys, and one-on-one observations. In addition, students and faculty can express opinions and provide feedback at any time through the library Web site.

Both the Lee and Hunter Libraries have participated in LibQUAL+, the library service quality assessment tool sponsored by ARL in conjunction with Texas A&M University. The Lee Library participated in 2001 and 2003, then in 2004 and 2006 joined member libraries of the Consortium of Church Libraries and Archives (CCLA) in a consortia-wide LibQUAL+ assessment. Results led to changes in both strategic and operational directions in the libraries. For example, LibQUAL+ comments about lack of resources resulted in an annual budget allotment for new databases and journals. Feedback led to additional studies of reference service and the role of subject librarians, which in turn resulted in more direct interaction with students and faculty. LibQUAL+ concerns over noisy study areas resulted in establishment of both "Noise-Free" and "No Shhh" zones. (For more LibQUAL+ results, see RE 5.5.)

The libraries regularly seek formal input from students in library instruction sessions, and in early 2005 the Lee Library participated in the ARL project for the standardized assessment of information literacy skills (SAILS). Reference activity was also assessed in 2005 through WOREP, the Wisconsin Ohio Reference Evaluation Program. The Lee Library conducts usability tests as revisions and updates are made to the library Web page. Other formal feedback mechanisms are regularly developed to measure satisfaction with specific library programs.

An extensive resource usage study of the Lee Library was conducted in 2001–2002 at the request of the associate academic vice president for research and graduate studies (Harold B. Lee Library Resource Usage Study). Results of the study indicated that the Lee Library "continues to remain the 'heart of campus'" and contributes to the academic and social well-being of students, faculty, and staff (RE 5.14).

This study served as the foundation for establishing a Web-based statistical information system where critical library data are made available online and on demand. A wide variety of current and historical data related to utilization of collections, services, and facilities are reported through this system (RE 5.14).

The libraries continue to support statistical surveys administered by library consortia and national agencies. Changes in collecting and reporting methods have improved data accuracy and altered library rankings generated from the surveys. Detailed collection and use statistics are in RE 5.3 and RE 5.4.

Under the guidance of the process improvement specialist, the libraries conduct evaluations of work processes, including acquisitions, cataloging, and access services. Work flow was changed to ensure more rapid processing of books for students and faculty. The libraries have also established procedures for monitoring collection growth, evaluated alternative cataloging methods, studied space needs, reviewed the role of subject librarians, and analyzed reference service. There has been increased emphasis on subject librarian outreach and, through attrition and repurposing of positions, the number of subject librarians who interact directly with the university community is being increased.

Summary

Strengths

- BYU libraries have developed a strong culture of assessment, now integral to their organizational structure. They continue to assess programs and services through a variety of measurement tools that are both locally developed and nationally validated.

Challenges and Recommendations

Although the libraries have made significant strides in creating a culture of assessment, there is still room for improvement in several arenas:

- Establish procedures to collect standardized data on usage of electronic resources.
- Conduct collection assessments on a regular basis to ensure that the libraries are building collections appropriate to university needs.
- Monitor existing data regularly and incorporate data review more deeply into decision making processes.

General Summary

Strengths

Information Services
- Strong reference, information literacy, circulation, and ILL programs.
- A new Information Commons to support collaborative student-centered learning.

Information Resources
- Strong collections that support curricular and research programs.
- Consistently strong institutional budgetary support.
- Endowments to fund Special Collections acquisitions and digital reformatting programs.
- Contributions to national authorities databases and compliance with international cataloging standards.

Facilities and Access
- Superb facilities that receive intensive use and consistently high ratings in LibQUAL+ studies.

- Many workstations in a variety of configurations and wired/wireless connectivity throughout buildings.

Personnel and Management
- Strong communication between the libraries and their constituencies.
- Positive relationship with OIT in maintaining technology-based services.
- Successful program of repurposing positions as individuals retire or terminate.

Assessment
- Strong culture of assessment using local and national measurement tools.

Challenges and Recommendations

Information Services
- Integrate more library services with other teaching and learning support programs, including increasing the number of course-specific Web portals with the university's online course-management system to include delivery of library content.
- Expand the Information Commons and increase technology instruction.
- Embed information literacy instruction deeper into the university's curriculum.

Information Resources
- Rewrite collection development policies and place them online.
- Allocate an additional 2 percent of collections budget for scholarly journals and databases.
- Participate in efforts to develop new modes of scholarly communication and refine the institutional repository.
- Expand the digital reformatting programs with added emphasis on audio and video formats.
- Determine appropriate balance between traditional cataloging and creation of metadata; then allocate resources accordingly.

Facilities and Access
- Continue to remodel and equip public spaces to accommodate technology.
- Establish a strategic plan for managing collection growth and find solutions to the space crisis.

Personnel and Management
- Increase library endowments for collection development and digitization programs.
- Continue to reallocate positions in the Lee Library to areas of greatest need and add one new full-time librarian to the Hunter Library.
- Plan and develop massive storage capacity for digital library content.

Assessment
- Routinely gather data on usage of electronic resources.
- Continue to conduct collection assessments.
- Incorporate assessment data review into library decision making.

Supporting Documentation

NWCCU Required Exhibits (RE)

RE 5.1 University Libraries Policy
Online Information
Reference Materials
Exhibit #1—Hunter Law Library
Management/Economics Reference Materials
Other Reference Materials

RE 5.2 Miscellaneous Policies
Moving Toward the Future
Digital Policy
Faculty Guide
Online Request Forms
Selected Step-by-Step Guides
Selected Research Guides
Selected Subject Pages
Lee Library Collection Development Policy Statement
Exhibit #2—Hunter Law Library

RE 5.3 Circulation Statistics
In-house Use
Periodicals Use Statistics
Re-shelf Statistics
Exhibit #3—Hunter Law Library

RE 5.4 ARL Statistics
ARL Inventory Statistics
Exhibit #4—Hunter Law Library

RE 5.5 LibQUAL+ Summary (Spring 2001, 2003, and 2004)
LibQUAL+ Spring 2004 CCLA Summaries
Space Audit Report for Executive Board
Exhibit #5—Hunter Law Library

RE 5.6 Collection Assessments Report

ILL Journal Requests
Circulation Reports and Charts
Periodicals Cost per Use for 2004
PAA Survey Question 9
Exhibit #6—Hunter Law Library

RE 5.7 Number and Assignments of Staff
Rank and Advancement
Exhibit #7—Hunter Law Library

RE 5.8 Library and Information Resources Reporting Structure
Exhibit #8—Hunter Law Library
Lee Library Organization Charts
OIT Organization Charts

RE 5.9 Lee Library Budget for 2005
Exhibit #9—Hunter Law Library

RE 5.10 Faculty Vitae
Administrative Personnel Vitae
Exhibit #10—Hunter Law Library

RE 5.11 Association and Consortia
ILL Reciprocal Agreements
Exhibit #11—Hunter Law Library

RE 5.12 Electronic Course Reserve
Web Site Usage Stats—Guides and Resources
Electronic Database Usage Statistics
Web Site Usage Statistics

RE 5.13 Computer Labs
Laptop Help
Printing and Wireless Access Information

RE 5.14 Web Usability Study
WOREP Spring 2005
SAILS
2003 Internal Review Self-Assessment Document
Exhibit #12—Hunter Law Library

University Libraries
UNIVERSITY OF COLORADO **BOULDER**

Examples of University Libraries Evidence for Criteria 1, 3, 4, 5 of the North Central Association Higher Learning Commission Requirements for Re-accreditation 2010

CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component C. Understanding of and support for the mission pervade the organization.

The first item of the Libraries three-part mission statement reads, "Be central to the University community's discovery, communication, and use of knowledge by providing materials, information, and services that support the University's mission." All goals and objectives of the Libraries 2006 Strategic Plan emanate from that primary mission (http://ucblibraries.colorado.edu/dean/strategicplanfinal.pdf). Subsequent goals are closely tied to Flagship 2030**.**

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component C. The organization creates effective learning environments.

Because the library is every student's "lab" for studying, collaborating, information-seeking, and researching, extended hours, up-to-date discovery tools, and a conducive environment are essential. For the first time in more than 30 years, a major renovation in Norlin Library will add a new 24-hour entry into a physical learning portal with facilities and services that respond to the needs students have been communicating for years and include a 15,050 square feet Learning Commons, 7,770 square feet Research Floor, and a new study space for graduate students. This renovation, scheduled to be completed in May/June 2009, is the first of five phases included in a program plan for a Norlin retrofit. A space planning consultant will be engaged to update the program plan for the remaining stages, with the intent to initiate phase 2 on the completion of phase 1. http://ucblibraries.colorado.edu/learningcommons/index.htm

Core Component D. The organization's learning resources support student learning and effective teaching.

The Business Library facility had become inadequate for serving the information requirements of business faculty and students. It was expanded and renovated as part of the Business School's major remodel. http://ucblibraries.colorado.edu/business/index.htm

The **P**reservation and **A**ccess **S**ervice Center for **C**olorado **A**cademic **L**ibraries (PASCAL) is a high-efficiency storage facility on the UCDHSC Anschutz campus funded by the Colorado Legislature to help reduce library operational costs for the Auraria Library at UCD, Denison Memorial Library at the HSC, UCB Libraries, and the libraries of the University of Denver. Valuable but low-demand research materials are stored in the temperature and humidity controlled environment to provide more usable space at the libraries' main sites. A second storage bay is now under construction. Materials are provided rapidly via courier upon request by researchers or via digital delivery to the desktop. The success of digital delivery in this context has led to an expansion of electronic desktop service for additional materials.
http://ucblibraries.colorado.edu/about/pascal.htm

Despite the Libraries ranking in the bottom of its AAU comparison group in terms of staffing, the Libraries takes an active role in the provision of and instruction for electronic sources. Through direct reference assistance, course-integrated instruction, information literacy initiatives, credit courses, and online guides, students are supported in their effective use of information technology. Because electronic access to information resources is so critical to student success, the Libraries collaborates actively with state, regional, and national organizations to leverage funding. Because the Libraries ranking is also in the bottom of its AAU comparison group in terms of collections expenditures, internal budget reallocations have been required for the Libraries to expand costly online holdings.

The Libraries is a state and national leader in the digitization of resources to enhance access, creating the metadata standard and architecture for the Colorado Digitization Project (CDP), and receiving several CDP grants for digitization projects, including Aerial Photography of Colorado, Ben Gray Lumpkin Folk Music Project, Building Colorado Story by Story: The Sanborn Fire Insurance Map Company**,** and Digital Sheet Music Collection. Many other projects are in-process or planned for the future.
http://ucblibraries.colorado.edu/systems/digitalinitiatives/index.htm

The University of Colorado Digital Library (CU-DL) is a gateway to digital collections from University of Colorado at Boulder Libraries and University of Colorado academic units, as well as digital collections from other institutions that use Luna Insight software. The University Libraries Digital Asset Library (DIAL—a subset of CU-DL) is a web site for University of Colorado at Boulder Libraries' digital collections.

Team technology rooms in the Norlin, Business, and Engineering libraries are popular among students and more are included in the Norlin Learning Commons, as well as new electronic classrooms. Upgrades to existing tech rooms and classrooms are also included.

The Libraries are now completely wireless.

Most course reserves are now provided electronically by the Libraries.

The Libraries built a key partnership with Information Technology Services for the Norlin Learning Commons - at http://www.colorado.edu/its/oneonone/oneononespring08.pdf, scroll down to "A Word from Dennis Maloney: Norlin Learning Commons: Innovative Learning Spaces" (p.2)

The Libraries also partner with the Graduate Teacher Program to offer a Provost's Fellows Program that provides a semester long fellowship in the Libraries for graduate students who have an interest in some aspect of research librarianship. To date, at least nine Libraries Fellows are matriculating in schools of library and information science. http://ucblibraries.colorado.edu/librarianship/fellowship.htm

In a partnership with the Writing Center, operated by the Program for Writing and Rhetoric and located in Norlin Library, reference librarians work closely with the PWR first year writing classes, providing information literacy instruction and research support. http://ucblibraries.colorado.edu/pwr/index.htm

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Based on a shared commitment to supporting and providing access to the scholarship of graduate students, the Libraries has partnered with the Graduate School to enable submission of and access to electronic theses and dissertations (ETDs) since fall 2004. ETDs provide a technologically advanced medium for expressing and disseminating ideas. The full text of dissertations produced at any campus of the University of Colorado system from 1997 to the present are available as free PDF downloads from the Chinook online catalog.

Core Component D. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As a campus partner in the educational mission of the University of Colorado at Boulder, the University Libraries promotes information literacy through instructional programs that address the conceptual understanding of information, information retrieval, and information sources as well as critical thinking and analysis skills. The learning objectives are directly linked to the campus' Student Digital Literacy Goals.

Using a curricular-integration approach, University Libraries faculty and staff provide researchers with the conceptual understanding and technical skills necessary to:

- identify the ways in which knowledge is disseminated, organized and acquired;
- access the wide spectrum of information resources made available to the campus community;

- locate needed information through the construction and implementation of search strategies; and
- critically evaluate retrieved information and information sources in all formats.

Current University Libraries information literacy initiatives include:

- course-integrated research seminars for Program for Writing and Rhetoric (PWR) first-year courses
- RIOT @ CU BOULDER (Research Instruction Online Tutorial) for PWR first-year students
- drop-in research assistance center for students enrolled in WRTG courses
- research instruction sessions to targeted courses throughout the campus curriculum
- credit courses taught in the College of Music, the Department of Geological Sciences, and the Department of Theatre & Dance
- information literacy program integrated into Department of Communication undergraduate curriculum
- course-integrated library sessions for Leeds School of Business Profiles in Business and Society Program
  http://ucblibraries.colorado.edu/services/Instruction/literacy.htm

CRITERION FIVE: AS CALLED FOR BY ITS MISSION, THE ORGANIZATION IDENTIFIES ITS CONSTITUENCIES AND SERVES THEM IN WAYS BOTH VALUE.

Core Component 5a**:** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Since 2001, the University Libraries has determined, monitored, and adjusted central goals through a strategic planning process that engages workers and constituencies through a variety of information-gathering mechanisms.
- Since 2000, the University Libraries has participated in a national assessment program (LibQual) and other assessment activities, including focus groups, surveys, and environmental scanning to determine user satisfaction, preferences, changing information behaviors, and interests.
- In support of the campus 2030 Core Initiative 3 to enhance graduate education and increase graduate enrollment, the Libraries focused its 2008 assessment efforts on an in-depth analysis of graduate responses to LibQual surveys. As a result, the Libraries has been and will continue to implement a series of actions, notably the new graduate study lounge included in the current Norlin renovation.
- The Libraries as an entity and through activities of various individuals is an active participant in campus governance and committee activities, and the Boulder Faculty Assembly sponsors a Libraries Committee. This participation informs library policies and procedures and provides two-way communication between the Libraries and its on-campus constituencies.
- Most Libraries outreach programming is based on collaborative efforts with campus and community groups and is offered to address identified campus and community interests.
- The Libraries is diverse by its very nature; and emphasizes and enhances that diversity through its staffing, services, collection, events, and exhibits.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The current renovation in Norlin is designed to foster more personalized and focused connections between library staff and users, as well as among students and among students and faculty. The first floor Learning Commons is a joint project of the Libraries and Information Technology Services to create a learning library that integrates technology in a flexible innovative design to support the continuum of learning. The campus Program for Writing and Rhetoric is also integrated into the design for both space and service. The second level Research Floor provides centralized services and space for individual consultations, small group and classroom learning. The renovation is a direct response to user demand.
- Changes in staffing and budget allocations are also direct responses to user demands for enhanced and expanded electronic/digital resources.
- User requests for improved signage and communication are now met with the installation of a digital sign system and more participation in campus online communication venues.
- Exhibits and events develop many campus and community connections. Recent examples include several series of "dialog" events that were well attended by campus and community members and involved community organizations and science and research institutions as well as a variety of campus groups.
- Through the provision of online resources, the Libraries has dramatically expanded its user base both off and on campus and virtually supported the larger community.
- The Libraries consistently highlights expanded engagement and service in planning activities.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- As a result of extensive and in-depth analyses of "selection to access" processes, the Libraries adopted new technologies, implemented new work flow procedures, and revised relevant policies in order to speed information resources to users.
- Through participation in OCLC and PCC, the Libraries contributes expertise to those national and international databases, thus serving researchers worldwide.
- Collaborates with Writing Program to foster skill development on campus.
- Participates in and seeks representation from campus groups. Partners with the Office of Faculty Affairs for Program Review in the Humanities and with the Graduate School and Graduate Teacher Program to participate in the Provost's Fellowship Program to encourage graduate students to consider a career in research librarianship
- The Friends of the Libraries showcases resources to the community through its annual Information Day and CU Treasures events among others, all of which are consistently and highly attended by community members.
- The Libraries is a national leader in collaboration and partnership with other academic libraries and consortia. Examples include: PASCAL, the Colorado Alliance of Research Libraries (notably the shared collection development project), Prospector, national Interlibrary Loan activity, partnership with Emporia Library School Diversity Initiative, Great Western Library Association, Association of Research Libraries, and Center for Research Libraries global projects

Core Component 5d: Internal and external constituencies value the services the organization provides.

- Routine analysis of Senior Survey library-related responses, frequent use of focus groups representing primary audiences, and administration of a national survey instrument to both evaluate current offerings and plan new services
- The Libraries is valued as a community resource for general and specialized information for personal, educational, and professional needs. As an example, the Business Library is frequented by the business community.
- Community members access the Libraries web site and online catalog, use resources onsite, attend events, and visit exhibits.
- Community members volunteer to support the Libraries as members of the Friends of the Library and as BookFinders helping students to locate items in the stacks.
- The Libraries receives fiscal support for major projects and special purchases from both the campus and the community and via its Friends group and the University Foundation.

Important note about the University Libraries:

In comparison to our ten most closely aligned AAU peer institutions, the University Libraries is ranked last in terms of collections, staff, and total expenditures. In fact the Libraries' staffing level is nearly half that of the next lowest ranked AAU peer library. Because this significantly low staffing requires considerable reliance on student assistants, recent cuts to the Libraries' student budget have posed serious challenges. (Please see separately attached comparison charts.)

Compiled by:
Deborah Fink
Planning and Promotions Librarian
University Libraries, 184 UCB
voice: 303-492-8302
email: deborah.fink@colorado.edu

11 November 2008

Massachusetts Institute of Technology

Institutional Self-Study

Prepared for the New England Association of Schools and Colleges

October 2009

Chapter 7: **Library and Other Information Resources**

I. MIT LIBRARIES
Background
Service model
Training to make effective use of resources
Recent improvements to space
Planning
Collaboration
II. PROJECTIONS: LIBRARY
Digital Library Program requirements
Support for improved scholarly communication

III. OTHER INFORMATION RESOURCES
Office of Educational Innovation and Technology
Access to IT resources
Athena system
Policies regarding appropriate use of technology resources
Evaluating IT effectiveness
IV. PROJECTIONS: OTHER INFORMATION RESOURCES
Technology for managing course content
MIT Student Information System
Envisioning a new student-information system

MIT's library and information resources are integral to our teaching, learning, and research. From inventing digital platforms that make subjects come alive, to developing new ways to share course content with the world, MIT harnesses the educational potential of technology in creative, dynamic ways. Subjects like "Visualizing Cultures" wed images and scholarly commentary to illuminate social and cultural history, while our Technologically Enabled Active Learning classrooms use animated simulations to help students visualize concepts and carry out experiments. Reflecting our commitment to service to the nation and the world, our OpenCourseWare (OCW) site is a pioneering experiment in the sharing of knowledge. Through OCW, core teaching materials from virtually the entire MIT curriculum – over 1,800 classes – are published on the Web and made available to a worldwide audience for free.

These initiatives demonstrate that as MIT develops and adapts technology—and applies it to education—the daily experience of students at the Institute and around the world can be transformed. Within this environment, libraries continue to play a critical role. The MIT Libraries are realigning to better enable the design and delivery of information services based on the needs of a broadly networked interdisciplinary community. Informed and driven by a deep commitment to a service model, the MIT Libraries are well positioned to anticipate the emerging information requirements of faculty, students, and researchers. Through the development of new tools such as DSpace, an online repository, they have set a new global standard for how digital preservation can work in the life of a university. This chapter explores our work within the MIT Libraries and our IT infrastructure to ensure that our information resources meet the demands of MIT's educational mission.

I. MIT LIBRARIES

The mission of the MIT Libraries is firmly aligned with that of MIT:

Chapter 7: **Library and Other Information Resources**

> *The mission of the MIT Libraries is to create and sustain an intuitive, trusted information environment that enables learning and the advancement of knowledge at MIT. We are committed to developing strategies and systems that promote discovery and facilitate worldwide scholarly communication.*
> — MIT Libraries mission statement, adopted in 2003

This focus on quality, relevance, and distinction is manifested by a service culture that is constantly evolving to meet the needs of MIT's dynamic users. The ongoing goal is to provide immediate, quantifiable benefits to faculty and students in the Libraries' domains of responsibility.

Background

The MIT Libraries are centrally funded and managed, but physically dispersed. The system is composed of five large "divisional" libraries that map roughly to the five schools of MIT; two smaller, specialized branch libraries; a community space in the Stata Center academic complex; and several small, cost-recovered services units. In addition, the library system includes the Institute Archives and Special Collections, which have responsibility for the Institute's records-management program. Approximately 40 percent of the Libraries' collections are housed in two off-site storage facilities. For the most part, resource development, technical services, administration and budgeting, and technology support and service are centralized. In 2007, the Libraries assumed responsibility for managing Academic Media Production Services, providing the MIT community with support for video production and postproduction, online video, technology support for distance education, multimedia, and video conferencing.

MIT's physical collections total 2.8 million volumes. They exhibit the current and historical strengths of the Institute itself, reflecting MIT's deep intellectual commitment to "science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century." Serials, currently numbering about 23,000, dominate the collections and collection expenditures. In 1932, the MIT Libraries joined the Association of Research Libraries, becoming the first technically oriented member.

MIT's community of faculty, students, and researchers is highly mobile. At a time when no commercial services were available, the Libraries developed a tool known as Vera to provide a network-accessible, customized gateway to the licensed electronic databases, books, and full-text journals provided by the Libraries. Alternative discovery tools are also available through links within Barton, the Libraries' online catalog, and via full-text links from Google Scholar. A book- and- image scanning initiative is the latest addition to the Libraries digital library program. The Libraries' Technology Operations Group provides technical support to these digital library services as well as to DSpace@MIT. DSpace reflects MIT's tradition of responding to unsolved problems by building our own solutions. With support from Hewlett-Packard, we created the system as an online digital repository based on an innovative, open-source program we designed. The MIT research community produces a huge range of electronic documents, images, data sets, and other files. Through DSpace, MIT is housing over 32,000 items and keeping them readable, accessible, and searchable, effectively forever. Since its release as open source software in November 2002, DSpace has achieved widespread adoption at research universities throughout the world.

Leading-edge digital library research using grant and research funding is conducted by the Libraries Technology Research and Development Group. The unit collaborates extensively with faculty at MIT, the World Wide Web Consortium, technology companies, and other institutions to develop applications and address digital library challenges; projects include SIMILE,to enhance inter-operability among digital assets, and FAÇADE, to create preservation strategies for computer-aided architectural design documents.

The Libraries' endowment is for the most part restricted to the acquisition of materials and directed largely to the purchase of books and occasionally electronic back files. Recent resource-development

efforts have focused on attracting expendable and endowed gifts to support targeted collection needs and such common research-library needs as conservation, rare-book programming and stewardship, and the digitization of valuable historical collections.

Service model

The Libraries' service model is based on a strong, talented staff of some 35 subject-specialized librarians who have responsibility for liaising with discipline-specific communities at MIT. This subject-based approach to building and maintaining relationships with faculty and students not only provides deep knowledge of activities and needs in the predominant departments, laboratories, and centers at MIT, but also informs the ongoing development of new services and tools to anticipate the emerging requirements of faculty, students, and researchers. Close collaboration with MIT's central information-technology organization is also an essential component of the Libraries' service strategy, as many of the services provided rely on the security and robustness of MIT's network.

Integration of print and electronic resources has been supported through services designed to deliver print materials such as articles and books directly to faculty desktops. During the last decade, the Libraries also have invested in staff , technology, and information content to meet new and emerging interdisciplinary needs, including needs for social-science data services, geographic information systems, bioinformatics, and copyright management.

Layered onto this service core are the goals of simplifying access to the Libraries' materials, services, and staff expertise, as well as instructing students in the skills needed to effectively find, evaluate, and use information to support their learning and research at MIT and after graduation. One tactic for accomplishing these goals is to develop self-teaching tools that provide community members, no matter where they are, with unmediated, 24/7 access to resources and services, Another tactic is to partner with faculty and other teaching staff to integrate lifelong learning skills into classroom and laboratory work.

Training to make effective use of resources

Following the recommendations of the faculty Task Force on Student Life and Learning in 1998, the Libraries developed a program to become more engaged with the teaching activities of the Institute. Formal instructional programs are now offered throughout the year, but most notably in January, April, and July. A technology- and video-enabled classroom has been developed, and courses are increasingly available around the clock on the Web.

In 2007 the Libraries received a grant from the d'Arbeloff Fund to integrate core scholarly research skills into the curriculum of 3.091, a popular undergraduate chemistry General Institute Requirement (GIR). Partnering with faculty members and the Teaching and Learning Laboratory, the Libraries have begun a multiyear assessment to determine the impact of embedding these learning modules into the curriculum. Results to date suggest that the scholarly research curriculum has improved students' online search skills. The Libraries are now approaching faculty who teach alternative chemistry GIRs to consider including this same curriculum in those courses.

This past academic year, library instructional staff began an initiative to assess the effects of library instruction related to other courses. The pilot included 154 undergraduate students involved in 14 different courses from a variety of disciplines. Preliminary results suggest that students benefited from the library research training they received:

- Fifty-six percent agreed or strongly agreed that the training enabled them to identify appropriate databases/tools to complete class projects.
- Sixty percent agreed or strongly agreed that because of the library training, they are more likely to experiment with unfamiliar databases or tools for different subject areas.
- Fifty-three percent indicated they had used what they had learned in other classes.
- Twenty-six percent reported using what they had learned for purposes unrelated to coursework.

Other more routine surveys conducted by the Institutional Research arm of the Provost's Office confirm solid satisfaction rates among all key client groups of the Libraries. In 2005, in partnership with the Office of Institutional Research, the Libraries conducted their own major survey of faculty, undergraduates, graduate students, and research staff, with the goal of gathering information about the community's awareness of, use of, and satisfaction with the Libraries' services. Three priorities emerged for all library users: (1) improve access and navigation among and between print and electronic journals, books, and databases; (2) acquire additional years of electronic back files of heavily used digital information resources; and (3) develop a more systematic internal communication and marketing program. These findings contributed to a number of new service initiatives.

Recent improvements to space

Institute funds together with donor-supported investments have produced many improvements in facilities, including repairs to the Building 14 courtyard, a major project to repoint the Building 10 dome to protect the Barker Engineering Library, a much-desired 24-hour study room in the Hayden Building, substantial upgrades to security and the working environment in the Institute Archives, more shelving capacity in on-campus and near-campus facilities, consolidation of research and systems staff members into one location, a special-collections exhibition gallery, and a state-of-the-art preservation and conservation facility.

In 2007, the Committee for the Review of Space Planning committed to funding a three-year project to renovate the Dewey Library for Management and Social Sciences. This important initiative addresses many outstanding issues for this heavily trafficked facility and for its large, diverse community of users. Additional renovations at this scale are a high priority, and the Institute is considering its options.

Planning

The Libraries' planning efforts are firmly tied to the Institute's overall management and planning structure. The library director is a member of the Academic Council and the Deans Group, as well as a member of the faculty under the Rules and Regulations of the Faculty, and reports directly to the provost. The Faculty Committee on the Library System also provides oversight and guidance. In addition, MIT's visiting committees review and help shape the Libraries' activities and plans. Internally, the Libraries' organization is made up of four directorates: Administrative Services, Information Resources, Public Services, and Technology Research and Development. The Library Council, chaired by the library director and composed of the associate directors and department heads, coordinates the work of more than a dozen functional departments.

The Libraries' Strategic Plan (libstaff.mit.edu/lc/sp2005.html) guides current efforts. Planning is based on quantitative and qualitative assessment of existing services and resource provision, as well as methods for understanding user needs and views. A 2005 user survey referenced above was followed by another survey in fall 2008 to provide feedback on current services and future directions. In both surveys, 89 percent of respondents in all categories indicated being satisfied or very satisfied overall with the MIT Libraries, with the number of "very satisfied" respondents rising 4 percent in 2008

The Libraries also invest in understanding user behavior by conducting usability tests of their online systems and carrying out ethnographic studies to assess user needs.

Collaboration

Crucial to the success of the Libraries is fostering and maintaining key collaborations, both externally and internally. At the national and international levels, the Libraries are institutional participants in the Association of Research Libraries, the Coalition for Networked Information, EDUCAUSE, the DSpace Foundation, the International Federation of Library Associations, the International Association of Technical University Libraries, the Council on Library and Information Resources, and the Ivy Plus

Group. Locally, key partnerships with the Boston Library Consortium and the Harvard Libraries provide important professional relationships for MIT Libraries staff and valued resource-sharing benefits to faculty and students.

Within MIT, the Libraries' collaboration extends beyond the obvious core relationships developed with departments, centers, and laboratories through its service model. Working with Information Services and Technology, the Office of Educational Innovation and Technology, and OpenCourseWare, the Libraries provide leadership for the ACCORD initiative. ACCORD is designed to ensure that all campus providers of academic computing services work together in a cohesive and transparent manner to offer faculty and students seamless and responsive service. One initiative is the development of the Image Services website (web.mit.edu/teachtech/image.html), which provides a convenient, comprehensive list of various tools and services available for acquiring and using digital images. the design of new infrastructure and process workflow to support the key services that support the course content lifecycle—such as Stellar, OCW, and DSpace. Other ongoing initiatives include designing new infrastructure and workflow processes; clarifying the procedures for obtaining academic software; and reviewing policies and procedures relating to video production and management for courses.

The Libraries also participate in MIT's Council on Educational Technology, which oversees educational-technology policy; the Information Technology Strategic Planning and Resources Coordinating Council, which functions as the strategic coordinating body for information technology at MIT; and the Information Technology Architecture Group, which sets directions and makes recommendations for the Institute's information-technology infrastructure. Finally, the Libraries work closely with the associate provost and vice president for research, and with the MIT Press and *Technology Review,* to develop strategies for supporting the extended educational and research mission of MIT.

II. PROJECTIONS: LIBRARY

The Libraries' programs and financial planning in the years ahead will be affected by (1) the Institute-wide Energy and Environmental Initiatives; (2) the recommendations of the Task Force on the Undergraduate Educational Commons; and (3) MIT's growing international programs. Areas of future attention will include ongoing investments in library collections, contract complexities resulting from international collaborations, orientation programs for international students and visitors, tools for teaching, and technical infrastructure for the global delivery of education.

In fall 2008, the MIT Libraries initiated a planning process to consider options for revising their organizational structure. The expanded leadership of the Libraries believes that the MIT Libraries must realign in order to design and deliver information services that are based on the needs of a broadly networked interdisciplinary community. The initial phase of this effort—defining the desired future state—is well under way. An added sense of urgency to redesign the Libraries' organization has resulted from the Institute's current fiscal challenges. The Libraries will need to be creative and resourceful to continue supporting MIT's mission with reduced resources.

Digital Library Program requirements

The MIT Libraries have focused their digital library research interests primarily on the "born digital" aspects of information production, stewardship, and long-term preservation. To this end, the Libraries' digital library efforts are concentrated in such areas as tools development (Vera), digital archive functionality (addressing topics such as DSpace@MIT, MIT theses, and the MIT Press), information interoperability in the Web environment, and preservation strategies for proprietary works such as 3-D computer-aided-design systems. Donors have recently stepped forward to fund the digitization of portions of the Libraries' rare and unusual collections; these and other works are being scanned for inclusion in the

Libraries' locally hosted digitized collections, where they will be shared with the Open Content Alliance, an international collaboration to build an open archive of digital texts and multimedia material.

Archival materials deposited with the Institute archivist are increasingly in digital formats that require specialized handling and attention, as do the video and sound recordings of important institutional events. MIT faculty are similarly interested in the capacity of MIT's Archives to appropriately manage prestigious faculty papers in the digital age. OpenCourseWare courses, MIT World videos, and various teaching courses that produce and use video content for educational purposes must be archived in digital form. Policies and practices are being revisited to ensure a coherent strategy for managing this growing corpus of important multimedia materials.

The Libraries must also accommodate ordinary faculty research output and teaching materials, such as visual images and data sets, that are increasingly produced in electronic and multimedia formats. Participation in national solutions for preserving these resources, along with peer-reviewed digital serials and journals, is essential to MIT's future.

Support for improved scholarly communication

Under MIT policy, certain aspects of copyright education, advice, and management fall to the MIT Libraries. As this legal and regulatory environment has increased in complexity, the Libraries have added capacity and partnered with the Office of the General Counsel to better inform, advise, and support faculty and researchers on the issues associated with copyright management and scholarly communication. With assistance from the Office of Sponsored Programs and the vice president for research, mechanisms have been developed to facilitate compliance with regulations regarding publication of certain sponsored-research results.

In March 2009, the MIT faculty voted unanimously to make their scholarly articles openly available. The implementation of the MIT Faculty Open Access Policy is the responsibility of the Faculty Committee on the Library System, with support provided by the Libraries.

III. OTHER INFORMATION RESOURCES

Information technology (IT) at MIT actively supports the Institute's academic mission. Our goal is for information technology to be fully integrated into living and learning environments, whether in the classroom, in the residence halls, or in communal spaces. For prospective students today, campus technology is a key factor in selecting a school; therefore, upgrading technology and integrating it into the educational experience are priorities for MIT. For example, the School of Humanities, Arts, and Social Sciences is exploring the potential of new media technologies to enhance education and research in the humanities. Through Hyperstudio, the school's Laboratory for Digital Humanities, the Global Shakespeare subject allows students to explore cultural differences in Shakespeare texts and performances from around the world. For *Hamlet* alone, there are more than 1,000 works of art, illustration, and films from which students can learn.

Managing the technological platforms and providing support for MIT's information resources takes place at both at the school level and centrally. The faculty-led MIT Council on Educational Technology (MITCET), reviews programs and sets high-level strategy for technology in this arena. MITCET's mission is to enhance the quality of MIT education by encouraging the appropriate application of technology, both on and off campus.

Many IT services are provided by our central IT organization, Information Services and Technology (IS&T). A number of more specialized systems and services are provided by IT groups in the Libraries,

the Office of the Dean for Undergraduate Education, OpenCourseWare, and several schools and departments. These groups help us leverage technology as an academic tool to enhance the overall student experience and prepare students for what they will encounter in their chosen professions.

MIT is keenly aware of the need to provide coordinated support to the community. Several of the major programs currently under way across campus are highlighted below.

Office of Educational Innovation and Technology

Technology is frequently perceived as merely augmenting existing teaching and learning practices. In fact, it can alter the way that students process what they are learning, and consequently change the way they construct knowledge. Using interactive visual representations of astronaut motion and of protein molecules, to classroom clickers and wikis, MIT faculty are incorporating technology into their teaching in an variety of ways to support student learning. To accelerate these efforts, MIT's Office of Educational Innovation and Technology (OEIT), located within the Office of the Dean for Undergraduate Education, engages in exploratory activities to identify technology-based solutions for new modes of collaboration, production, and the sustainable delivery of educational resources and experiences.

As described in Chapters 4 and 5, OEIT not only acts as a conduit to communicate the availability of educational innovations more widely to faculty, but also facilitates the adoption of these innovations, wherever they may have been developed, to help improve teaching and learning at MIT.

OEIT focuses on three key areas: bridging research and learning, linking digital content to the curriculum, and fostering communities of innovation and practice. For example, through visualization tools used in Biology and Hydrology, the OEIT is transforming the research tools that faculty and researchers use daily into applications that support learning, thus providing early exposure to the research process. As demonstrated in its work with programs such as Visualizing Cultures and the Spoken Lecture Browser Project, the OEIT enables transparent and immediate access to image and video content from diverse sources, such as the Roche Visual Collection, Boston's Museum of Fine Arts, the Edgerton Archives, and MIT OpenCourseware.

OEIT is also helping MIT faculty explore educational opportunities with emerging technologies and innovative practices, such as Tablet PCs for collaborative learning; GIS Tools for spatial data analysis; high-performance computing for science and engineering education; as well as flexible learning spaces that incorporate intelligent combinations of situated, cyberspace, formal, and non-formal environments to support blended learning. More information can be found at: (http://web.mit.edu/oeit/index.html). OEIT's work over the past two years has involved 120 faculty and 110 courses. Tools developed for one class can often be expanded to others. For example, StarBiochem – a 3-D visualization tool that allows users to selectively view elements of a molecule, was first used in MIT's Introductory Biology course in the fall of 2006, and is now used by 800 students in three different Introduction to Biology (7.01x) subjects. = OEIT places particular importance on developing and supporting tools and applications for a wide range of courses that advance the recommendations of the MIT Task Force on the Undergraduate Educational Commons. Case studies and publications can be found at (web.mit.edu/oeit/browse/index.html).

OEIT receives strategic guidance from the MIT Council on Educational Technology and works closely with the Teaching and Learning Lab, the Office of Faculty Support, the Office of Experiential Learning, as well with IS&T and the MIT Libraries.

Access to IT resources

Through a rich array of computing resources, members of the MIT community can take advantage of educational technology, share information and programs, communicate with each other, and work together on problems and ideas in creative ways. The IS&T website provides information about many of MIT's resources, and IS&T encourages students to call or e-mail with questions and to visit the

department during orientation and at events throughout the year. In addition, before arriving at MIT, incoming first-year students receive a letter recommending options for computer purchases. Although students are expected to acquire their own computers (and 96 percent do), the Laptop Loaner Program was initiated to ensure that all students have the computational resources to do faculty-assigned academic work.

Athena system

The Athena system is a centrally managed, campus-wide computing environment consisting of networked client workstations, servers, and printers available to MIT students and faculty to help them achieve their academic goals. This scalable and secure system provides:

- Electronic "course lockers" for storing personal and course-related materials
- Electronic tools for easily and securely delivering Web pages
- Software for students and faculty to use in doing coursework
- Software for communication among students and between students and instructors

In addition to standard compilers, Web browsers, and communications tools, Athena offers both cross-disciplinary and specialized applications, including FrameMaker, Matlab, Maple, Mathematica, Molecular Simulations, SAS, S-Plus, Tecplot, ArcInfo, ArcView, and Xess.

Policies regarding appropriate use of technology resources

MIT's IT policies provide a framework for the responsible use of the Institute's computing and telecommunications resources. These policies require compliance with relevant legal, contractual, and professional obligations whenever information technology is used. In addition, individuals using Institute resources may not interfere with the appropriate uses of information technology by others. The MIT Libraries likewise specify the appropriate uses of library resources and technology, and outline the standards of behavior expected of members of the MIT community and visitors alike.

IT policies also cover the privacy of Institute records; information security and preservation; the privacy of electronic communications; and the acquisition and use of third-party products and services. Institute Archives policies similarly address the access and use of Institute records and related equipment.

The Institute also has a responsibility to present clear guidelines on the proper use of all copyrighted materials, particularly digital ones, and to disseminate information on these policies. Working with the Office of the General Counsel, IS&T and the MIT Libraries have helped produce a unified, online source of information on copyright for the MIT community: Copyright at MIT (http://web.mit.edu/copyright/).

Evaluating IT effectiveness

IS&T takes seriously community evaluation of IT resources and has several mechanisms for gathering this information and using it to guide strategy.

Since 2002, IS&T has conducted a customer-satisfaction survey every 18 months. This survey is distributed to a random sample of the MIT population in order to collect objective data about what is working and what could be improved. While certain survey questions have changed as technologies have evolved, other questions have been kept consistent to track changes in users' views over time. The most recent survey was distributed in October 2008 to approximately 1,500 faculty, staff, and students. IS&T received 605 responses—a robust 40 percent response rate.

When respondents were asked about their perception of IS&T services over the past year, 90 percent indicated that services had improved. Furthermore, the department's overall satisfaction score rose from 4.79—on a six-point scale—in May 2002 to 4.93 in October 2008. Survey respondents were most satisfied with the professionalism and technical ability of the help desk, with the wired network, with IS&T's ability

to consistently keep systems running, and with IS&T's network-services operation overall. In 2003 and 2005, customers expressed dissatisfaction with the help desk; now, in a comparison with 10 other universities surveyed by a consultant, MIT's help desk ranks the highest.

While the 2008 survey showed across-the-board increases in satisfaction, the data also revealed some areas for improvement. Principal concerns for all users were the effectiveness of spam-screening methods (which were subsequently upgraded), the process for setting spam thresholds, the signal strength of the wireless network in certain locations, and overall remote access from outside the United States.[37]

IS&T's higher ratings overall reflect concentrated efforts to improve three core services—the network, e-mail, and customer help. To address areas of current dissatisfaction, several projects are under way, including a new e-mail/calendaring solution, the rollout of campuswide VoIP (technology for delivering voice communications over Internet-protocol networks), and a full-scale overhaul of the wireless network infrastructure to one of controller-based 802.11n access points that can regulate their signal strength automatically. The satisfaction surveys help IS&T determine where needs are greatest, and they provide a systematic mechanism for gauging the department's effectiveness. We anticipate that the 2010 survey will show satisfaction rising in additional areas, while pinpointing weaknesses that still require attention.

To further guide our efforts, IS&T created a student advisory board, ISTAB, to gather input and feedback on services from student customers. ISTAB members raise issues directly with those responsible for particular services within IS&T. In addition, ISTAB engages with a wide variety of other student groups, including the MIT Undergraduate Association, Graduate Student Council, MIT Student Information Processing Board, Association of Student Activities, and student IT representatives from schools and departments. IS&T staff attend ISTAB meetings to respond to questions, make presentations, and facilitate the conversations.

IV. PROJECTIONS

Technology for managing course materials

MIT uses three primary services to support its course content lifecycle. MIT OpenCourseWare (OCW) is used for Web-based publication of virtually all MIT course content and is described more fully in Chapter 10, "Public Disclosure." DSpace, addressed earlier in this chapter, is MIT's institutional repository of online research materials, built to save, share, and search research documents that are in digital form (course materials, working papers, theses, conference papers, and more). Finally, Stellar is designed specifically to support individual courses at MIT, providing a framework for posting course content and other materials on the Web. In 2008-09 Stellar was used for over 80 percent of the classes at MIT.

Currently, these three course-content systems operate on independently developed platforms. Seeing the need for integration without compromising the separate objectives of DSpace, OCW, and Stellar, MIT launched the DOS (DSpace OCW Stellar) initiative. The goal of this initiative is to improve the effectiveness of MIT educational systems by providing a common infrastructure and processes that enable faculty to easily publish new teaching materials and easily use existing materials, while allowing students to access those materials using the technology medium of their choice. Key technology enhancements planned as part of this initiative include replacing OCW's aging content- management system, replacing or enhancing Stellar's current platform, providing enterprise infrastructure support for DSpace, and improving data interoperability.

[37] A summary of the changes in ratings from May 1999 to October 2008 can be found at http://web.mit.edu/ist/survey/2008/changes-in-ratings.pdf. For the complete report, see http://web.mit.edu/ist/survey/2008/report.pdf.

MIT Student Information System

The MIT Student Information System (MITSIS) comprises more than 100 administrative systems that serve all of the student services at MIT, including registration and academic records, student financial services, academic departments, housing, and medical.

MITSIS provides information and curriculum planning tools to aid students and their advisors in selecting courses and planning for the upcoming semester and future years. Using MITSIS tools, students can search online for subject offerings that meet their interests and degree requirements. They can then select subjects for pre-registration and view potential class schedules to identify time conflicts.

Advisors can view advisee information online to learn about their students and prepare for their advising discussions. Information available to advisors includes each advisee's pre-registration subjects, academic record, status of registration, degree audit, student photo, and other biographic information. Advisors use this information to stay up to date on their advisees' progress and plans, and to help students map out their curricula and activities.

As described in Chapter 4, MITSIS is also being piloted by faculty and students for online evaluation of subjects at the end of each term. Over the next few years, MIT intends to move away from paper-based forms and toward a central system of online evaluation. Parallel efforts will be taken to improve data on the quality of teaching and the ease with which it is collected. The Office of Faculty Support (under the direction of the dean for undergraduate education) administers the Institute's subject-evaluation process. The office is using MITSIS to improve this process and to provide meaningful data for the intra-departmental and cross-departmental evaluation of MIT's teaching. Sixteen departments pilot the system, and more are scheduled to come on board in the coming year.

Envisioning a new student-information system

While MITSIS is meeting the day-to-day needs of faculty and students, it was designed nearly 20 years ago. It was originally intended primarily for administrative use, but today's students and faculty expect a more student- and faculty-centric system. To plan for needed changes, MIT initiated the Student System Vision (SSV) study in 2007. The dean for undergraduate education, the dean for graduate education, the dean for student life, and the vice president of IS&T are sponsoring this collaborative project led by Information Services and Technology.

Understanding the needs of all constituents who work with student systems is of the utmost importance and requires Institute-wide collaboration. The SSV project team hosted workshops, meetings, focus groups, and presentations that involved faculty, staff, and students from across the Institute. These activities tapped into MIT's collective intelligence to ensure an in-depth understanding of immediate needs and long-term expectations regarding student systems. An SSV Faculty Advisory Group with participants from MIT's Council on Educational Technology joined the effort, and an outside consulting firm facilitated the overall process. MIT wanted to ensure that the recommendations coming out of the study represent a broad consensus on where MIT would like to be—a true vision of student systems in the future.

In spring 2008, the SSV team presented its findings, along with a plan for implementing the next-generation MIT student-information system. The team's report is now being evaluated by various faculty committees and the administration. Additional planning and analysis are continuing, and the implementation likely will span many years.

Core Requirement 2.9
Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

Judgment of Compliance:

In compliance

Rationale for Judgment of Compliance:

Executive Summary

The Texas A&M University Libraries offer a wealth of information resources to Texas A&M Health Science Center (TAM HSC) faculty and students. The expansive collection of resources of the University Libraries, coupled with the more targeted collections of the Medical Sciences Library and Baylor Health Sciences Library, provides a solid foundation for the diverse TAM HSC educational, research and service programs. The preferred format for information resources is electronic, so that they are available to students and faculty across the TAM HSC distributed campuses.

Institutional Response

The Medical Sciences Library (MSL) at Texas A&M University (TAMU) has served as the library of the Texas A&M Health Science Center (TAM HSC) since its beginnings as the College of Medicine within Texas A&M University. The growth of TAM HSC and its separation from the university led to the development of a formal agreement between TAMU and TAM HSC to clearly define and ensure established library services from the MSL and its parent organization within TAMU, the Texas A&M University Libraries (TAMUL). Through an Intrasystem Cooperation Contract (Agreement), the TAMUL provides a full complement of library resources and services to TAM HSC users regardless of their physical location. The contract establishes the annual TAM HSC financial support for TAMUL, an amount indexed to total TAMUL budget but which may not fall below a level of at least $1,500,000. It also provides a cost sharing basis and process for developing collections as new TAM HSC programs are added [TAMU-TAM HSC Intrasystem Cooperation Contract]. The TAM HSC Institute of Biomedical Sciences and Technology, located in the Texas Medical Center in Houston, has also maintained membership in the Houston Academy of Medicine-Texas Medical Center, with its associated library service privileges, since the institute began. The TAM HSC Baylor College of Dentistry (TAM HSC-BCD) located in Dallas, has long been served by the Baylor Health Sciences Library (BHSL) in Dallas.

As one of the libraries under the Texas A&M University Libraries (TAMUL) umbrella, the Medical Sciences Library (MSL) serves as the anchor library for delivering resources and services to the Texas A&M Health Science Center (TAM HSC). The MSL has four physical sites and serves all schools, centers, institutes, campuses and students of the TAM HSC. The central administration of MSL and the TAMUL is located in College Station, with specialized onsite collections and services provided at campuses in Bryan, Kingsville and Round Rock.

Library Collections

The TAMUL offers a wealth of information resources to TAM HSC faculty and students, with collections spread across numerous disciplines spanning the life sciences, social sciences, engineering and the humanities. The following table charts the growth of the TAMUL collections over all subject disciplines.

Table 2.9.1 Texas A&M University Libraries Collection Growth Summary

Class	Description	2009 Holdings	2010 Holdings	2010 Net Additions	% Growth compared to 2009
A	General Works	12,143	12,286	143	1%
B	Philosophy / Religion	107,717	112,476	4,759	4%
C	Auxiliary Sciences of History	11,290	11,663	373	3%
D	History	134,464	138,157	3,693	3%
E	History America	61,022	63,099	2,077	3%
F	History America	56,855	58,333	1,478	3%
G	Geography Maps Anthropology Recreation	88,707	90,606	1,899	2%
H	Social Sciences	273,162	283,042	9,880	4%
J	Political Science	44,113	45,967	1,854	4%
K	Law	31,258	32,480	1,222	4%
L	Education	56,898	59,259	2,361	4%
M	Music	44,978	51,326	6,348	14%
N	Fine Arts	68,351	71,553	3,202	5%
P	Languages and Literatures	405,874	423,276	17,402	4%
Q	Sciences & Preclinical Sciences	280,984	289,284	8,300	3%
R	Medicine	55,773	58,567	2,794	5%
S	Agriculture	50,227	51,081	854	2%
T	Technology	197,599	204,147	6,548	3%
U	Military Science	21,701	22,424	723	3%
V	Naval Science	7,308	7,413	105	1%
W	Medicine (NLM)	18,093	18,748	655	4%
Z	Bibliography Library Science	32,463	33,012	549	2%
	TOTAL	2,045,204	2,121,768	76,564	4%

Note: Above totals reflect LC & NLM holdings. They do not reflect other classification schedules (e.g. eResources, Gov Docs, Microform Collections)

TAMUL collections have continued an ambitious growth pattern over the past decade. With a 2010 volume count of over 4.6 million volumes, the greatest increase has been in electronic resources, with electronic books increasing by 68% between 2009 and 2010, and electronic journals increasing by 20%. TAMUL currently provide access to nearly 950,000 electronic books, over 101,000 electronic journals and over 1,200 databases [TAMUL Statistical Snapshot]. This expansive collection of resources provides a solid foundation for the diverse TAM HSC educational, research and service programs. The preferred format is electronic, so that they are available to students and faculty across the TAM HSC distributed campuses.

MSL collections have been built through varied input from a variety of user groups. Core lists of accrediting agencies for the TAM HSC professional schools play a foundational role in the development and assessment of collections. In addition, recommended lists from the National Library of Medicine and other health profession associations are consulted to develop, update and evaluate the collections. As part of the MSL user-driven approach to collection development, TAM HSC faculty, researchers and students are encouraged and able to request additions to the collection through the MSL website, email, telephone and written hard copy suggestions. MSL collection development is guided by formal collection development policies and the MSL Information Resources Council, which includes all MSL librarians and regularly solicits input from TAM HSC content experts [TAMUL and MSL Selected Collection Policy Examples]. A carefully managed approval plan provides suggestions for print monograph additions to supplement user requests for collection materials. Whenever new degree programs are added, MSL librarians meet with appropriate faculty to determine the collaborative process that will be followed to identify and add appropriate information resources. MSL collections have followed the historic growth of the TAM HSC educational and research programs. The growth of specifically TAM HSC focused collections is charted in the following table.

Table 2.9.2 MSL Collection Growth Summary

Class	Description	2009 Holdings	2010 Holdings	2010 Net Additions	% Growth compared to 2009
Q-QR	**Sciences**	4,596	4,835	239	5%
QS-QZ	**Preclinical Sciences**	11,180	11,596	416	4%
W	**General Medicine**	2,106	2,218	112	5%
WA	**Public Health**	2,206	2,272	66	3%
WB-WW	**Practice of Med - Spec Professions**	12,616	12,968	352	3%
WX	**Hospitals & Clinics**	247	274	27	11%
WY	**Nursing**	166	378	212	128%
WZ	**History of Medicine, Miscellany**	632	638	6	1%
	TOTAL	**33,749**	**35,179**	**1,430**	**4%**

Note: Above totals reflect LC & NLM holdings. They do not reflect other classification schedules (e.g. eResources, Gov Docs, Microform Collections)

The notable collection growth spurt in the areas of nursing and hospitals and clinics is due to the recent development of the TAM HSC College of Nursing and of a new healthcare administration program in the School of Rural Public Health.

The following detailed highlights provide a clear representation of the scope of the health sciences subject targeted resources that are tallied in the table above. These are available to students and faculty on all TAM HSC campuses through remote access:

- Nearly 950,000 full text electronic books, including targeted collections to meet the needs of Health Science Center students such as:
    - AccessMedicine
    - Access Pharmacy
    - Books@Ovid
    - Cold Spring Harbor Protocols
    - Current Protocols from Wiley
    - MDConsult
    - Merck Index
    - Psychiatry Online
    - Springer Protocols
    - Stat!Ref
    - Thieme electronic books collection
- Over 101,000 full text electronic journal titles from both major commercial and society publishers, including these of special interest to medicine
    - American Association of Cancer Research Journals
    - American Medical Association Journals, including complete backfile of JAMA and the Archives collection
    - American Psychiatric Publishing Journals
    - BioMed Central
    - British Medical Association Journals
    - Clinics (of North America) Collection from Elsevier
    - Elsevier ScienceDirect Journals
    - Informa Healthcare Journals
    - Lippincott Williams & Wilkins Legacy Archive Collection
    - Mary Ann Liebert Journals Collection
    - Nature Clinical Practice/Reviews/Academic Journals
    - Springer Journals
    - Wiley-Blackwell Journals
- Over 1,200 electronic databases, including these of special interest to medicine
    - MEDLINE back to 1950, including links to full text journal articles
    - Web of Science
    - SCOPUS
    - CINAHL Plus with Full Text
    - EMBASE
    - GIDEON (Global Infectious Disease and Epidemiology Network)
    - International Pharmaceutical Abstracts
- Numerous other types of combination online resources, evidence-based resources and point-of-care tools purchased for the TAM HSC students such as:

- AnatomyTV
- Clinical Pharmacology
- Cochrane Library
- Dynamed
- Epocrates
- Essential Evidence Plus
- Exam master (USMLE preparation online tool)
- Faculty of 1000 Biology and Medicine
- FirstConsult
- Global Health
- Henry Stewart Talks
- Lexi-Comp Drug Reference Tool
- MD Consult
- Natural Medicines Comprehensive Database
- Nursing Reference Center
- ProceduresConsult
- Protein Lounge
- Stat!Ref: ACP Pier
- UpToDate

Library Services

Facilities
MSL collaborates with other libraries and learning resource units that serve TAM HSC populations at all campus and clinical locations. Eleven separate libraries and learning resource centers have established a consortium, the TAM HSC Alliance of Libraries, to ensure information access to all HSC populations and to the librarians serving them [TAM HSC Alliance listing].

The units responsible for providing facilities and learning/information resources to support the teaching, research and service missions of the TAM HSC include the Medical Sciences Library, the Baylor Health Sciences Library, the Bryan campus Teaching and Learning Resource Center/Library, the Round Rock campus Teaching and Learning Resource Center/Library, the College Station campus Learning Resources, the Temple campus Learning Resources, The Scott and White Memorial Hospital Richard D. Haines Library, the Drug Information Library at Irma Lerma Rangel College of Pharmacy in Kingsville and the Houston Academy of Medicine-Texas Medical Center Library.

The following table summarizes the services available at the facilities mentioned in the paragraph above.

Table 2.9.3 Facilities and Services Summary

	Medical Sciences Library	College Station LRC	Bryan TLRC	Round Rock TLRC	Pharmacy Library (Kingsville)	Temple LRC	Richard D. Haines Library (Temple)	Baylor Health Sciences Library	Texas Medical Center Library (Houston)
Weekly Hours of Operation	119 hours	92.5 hours	168 hours	168 hours	45 hours	168 hours	168 hours	80[c] hours	89 hours
Seating	625	141	98	50	4	56	104	140	247
Group/Indiv Study Rooms	12/29	20	16	14	4	10	2	2[c]	8
Computer Workstations	68/15[a]	13	41	5	4	20	35	41	54
Wireless Access	Y	Y	Y	Y	Y	Y	Y	Y	Y
Printers / Scanners / Photocopiers	Y/Y/Y	Y/Y/Y	Y/Y/Y	Y/N/Y	Y/Y/Y	Y/Y/Y	Y/Y/Y	Y/Y/Y	Y/Y/Y
Audiovisual Equipment	Y	Y	N	Y	Y	Y	Y	Y	Y

[a] MSL also provides 15 laptops available for checkout
[b] Available through the MSL
[c] Additional study space available 24/7 within BCD

A more complete discussion of facilities can be found in the report on Comprehensive Standard 3.8.1, Learning/Information Resources [Comprehensive Standard 3.8.1, Learning/Information Resources].

Staff
The MSL staffing includes 14 tenure track faculty, 3 non-academic professionals and 9 paraprofessionals plus a number of part time student assistants whose collective work hours are equivalent to 5 full-time workers. Each MSL tenure track faculty holds the terminal degree of practice, a Master of Library Science, from an institution accredited by the American Library Association. In addition, 43% of them also hold graduate degrees in academic or professional fields such as nutrition, public health and information science and advanced certificates in informatics. Five of the tenure track faculty also hold joint appointments within the professional schools served by MSL. Staffing levels at MSL are stable, having only a 4% turnover rate for each of the past three years. MSL staff are experienced and well-trained; the composite years of library experience represented by all MSL staff is over 230 years. A more complete discussion of staffing can be found in the report on Comprehensive Standard 3.8.3, Qualified Staff [Comprehensive Standard 3.8.3, Qualified Staff].

Information Resource Services and Instruction
To meet the needs of the distributed TAM HSC campuses, the Medical Sciences Library provides 24/7 access to online resources and access to services beyond the hours physical facilities are open and staffed. All electronic resources are available to TAM HSC whenever and wherever the resources are needed by means of a proxy server and authentication service.

Whenever an electronic version of a resource is not available, TAM HSC users can request that articles or book chapters be scanned and posted to a time-limited website for their retrieval. This "Get It for Me" service is tremendously popular [Get It for Me brochure]. Requests have risen steadily since the inception of the service in 2003, and services have been expanded to include retrieving books from the library stacks for users and sending them to faculty offices. Over the past four years (2007-2010) the Medical Sciences Library has delivered 45,155 scanned articles and retrieved 434 books for TAM HSC students and faculty—in addition to borrowing over 8,000 items from other libraries through regular interlibrary loan services. In addition to online access to the Get It for Me service, TAM HSC users have online access to the library catalog, course reserves, reference services via chat, subject guides, online tutorials and an Electronic Resources HelpDesk service.

The MSL provides a rich and varied array of instructional programs and aids in the use of the library and other learning/information resources to the TAM HSC, unaffiliated health care providers and the general public of Central Texas. Types of instructional programs span library orientations, open houses and information fairs, personalized one-on-one sessions, clinical point-of-care focused instruction, customized group instruction, contribution of modules within Health Science Center courses, and provision of Health Science Center for-credit courses. In addition, library faculty create a variety of online guides and tutorials and provide point-of-need instruction in the use of online resources and access problem resolution through an Electronic Resources HelpDesk service. The following table documents that the productivity of the MSL instructional program is above the national mean established by the Association of Academic Health Science Libraries (AAHSL).

Table 2.9.4 2009 MSL Instructional Program Compared to AAHSL National Mean

	Group Presentations	Participants in Group Presentations	Online Tutorials	Outreach Programs
MSL	481	3,886	38	20
AAHSL Mean	211	2,654	26	25

A more complete discussion of instruction can be found in the report on Comprehensive Standard 3.8.2, Instruction of Library Use [Comprehensive Standard 3.8. 2, Instruction of Library Use].

The instruction offered through the MSL outreach program is made possible through a contract with the National Library of Medicine (NLM) through its Regional Medical Library Program. The intended audience for this instruction is not only unaffiliated health care providers but also the general public of this Central Texas region. The goals of this instruction program are to promote the awareness of the biomedical information resources of the NLM and to improve access to both the professional and consumer information resources available from the NLM. The ultimate goal is to improve the quality of care provided to the citizens of Texas and to enable Texas health care consumers to make informed decisions about their health and health care; these instruction efforts specifically support the TAM HSC public service mission. MSL faculty provide training on NLM databases and consumer health information to individual health care providers, professional organizations and community groups. A more complete discussion of

instructional programs targeting unaffiliated health care providers and the public can be found in the report on Comprehensive Standard 3.8.2, Instruction of Library Use [Comprehensive Standard 3.8.2, Instruction of Library Use].

External Resource Relationships

The MSL and TAMUL provide access to library and learning resources not owned by the institution through membership in regional, national and international library organizations and service networks. These networks facilitate the sharing of biomedical information, provide access to online databases and library catalogs, provide efficient document delivery request routing and delivery services for interlibrary loan, and result in competitive pricing for electronic resources.

National Library of Medicine's National Network of Libraries of Medicine
The National Library of Medicine (NLM), a unit of the National Institutes of Health, is the biomedical parallel to the Library of Congress. The NLM maintains a hierarchical network of libraries across the United States in order to accomplish its outreach mission, to improve the health and health care of all Americans. NLM has divided the United States into eight regions, each with a regional library to coordinate activities within their region. These regional libraries subcontract with large academic health sciences libraries to provide outreach fieldwork and resources across the region. The MSL serves as one of the resource libraries within the South Central Region (NN/LM SCR), covering Texas, Arkansas, Louisiana, Oklahoma and New Mexico. In this role MSL serves as a resource library for a 22 county region in Central Texas. [MSL Outreach Data Sheet] This outreach fieldwork, which has been part of the MSL mission and strategic plan for over 30 years, directly supports the TAM HSC service programs. The annual subcontract amount of about $15,000 covers the costs of MSL library staff to travel throughout the 22 county region to provide workshops on the use of various NLM biomedical professional and consumer health databases. These outreach efforts seek to provide in-service training for health care professionals and to enhance the health information literacy of health care consumers.

South Central Academic Medical Libraries Consortium
Founded in 1982, the South Central Academic Medical Libraries Consortium (SCAMeL) is a group of academic medical libraries from the five state region covered by the NN/LM SCR. MSL is a charter member of this group. The primary purpose of SCAMeL is to expand the access to biomedical information resources of its members and to support and facilitate the development and sharing of staff expertise across member libraries. The group has been particularly successful in achieving lower group pricing for key electronic biomedical resources, including journals, books and databases. Examples of electronic resources that have been purchased through SCAMeL include: AccessMedicine (McGraw-Hill); American Psychiatric Association's APPI (Psychiatry Online) collection; BioMed Central; BMJ Journals; Cold Spring Harbor Laboratory Protocols; Exam Master; Faculty of 1000; Mary Ann Liebert Journals; Natural Medicines Comprehensive Database; Protein Lounge and the Public Library of Science [South Central Academic Medical Libraries Consortium—SCAMeL Website].

Other Library Organizations and Consortia

MSL maintains accounts and obtains products and services from national and international document suppliers through AMIGOS Library Services (AMIGOS) and directly through OCLC. This relationship supports resource sharing and procurement of resources for TAM HSC users. MSL is also a member of the Association of Academic Health Sciences Libraries, the TexShare Electronic Databases Consortia, the Texas Council of Academic Libraries and the Texas Association of Health Science Libraries. Membership in these organizations allows MSL to participate in group purchases to bring a greater array of information resources to TAM HSC users.

Adequacy and Relevancy of Library Resources and Services

In addition to the input and participation of user groups in order to develop collections and services that are relevant to TAM HSC users, MSL regularly solicits feedback from users and benchmarks against external groups or institutions to assess the adequacy and relevancy of the resources and services provided.

The Medical Sciences Library Council is a committee of the Texas A&M University Faculty Senate. It serves as an advisory group to the MSL director and meets quarterly to provide direct feedback on library policies, collection directions and service initiatives [MSL Library Council]. Encouraged by the feedback and participation of student representatives on the Medical Sciences Library Council, the MSL director created a second advisory group, a Student Advisory Council in 2010. Composed of student representatives from all constituent colleges and TAM HSC units, the purpose of this Council is to provide feedback and make recommendations to the MSL director from a student perspective concerning the library as a place of study and research, library collections and services [MSL Student Advisory Council].

The MSL uses the LibQUAL+® survey to assess the effectiveness of its information and service efforts. LibQUAL+® is a user centered survey that asks respondents to rate a library's performance in three areas: Customer Service, Information Resources/Delivery and the Library as a Place of Study. In addition, the survey asks for demographic, library usage and satisfaction information. Since its beginning in 2001, LibQUAL+® has been taken by 1.2 million respondents from 1,200 libraries in 20 language versions throughout the world.

The following table presents levels of satisfaction expressed by TAM HSC students and faculty in the 2010 MSL LibQUAL+® survey concerning information resources and access.

Table 2.9.5 Information Resources and Access

	Information Resources and Access				
	Adequate Print/Electronic Journal Collections	Library Website Enables Discovery of Resources	Electronic Resources Accessible from Home or Office	Easy to Use Access Tools	Modern Equipment that Supports Easy Access to Information
HSC Students	60%	44%	49%	61%	57%
HSC Faculty	44%	46%	109%	4%	57%

Table 2.9.6 How to Read Adequacy Gap Ratio (AGR) Results

AGR	Description/determination
AGR > 100%	Services/resources **exceed user needs/expectations**
0% ≥ AGR ≤ 100%	Services/resources **meet user needs/expectations** *The greater the score, within this range, the more closely the service/resource meets a user's perception of an ideal resource or delivery.*
AGR < 0%	Services/resources **do not meet user needs/expectations**

Using Wordle™ software this graphic displays most prevalent words in user comments on information resources and resource accessibility from the 2010 LibQUAL+® survey for the Texas A&M Health Science Center.

Figure 2.9.1 Information Resources and Access

External benchmarking was undertaken in 2010 with the Association of Academic Health Science Libraries (AAHSL), a consortium of 132 North American academic health sciences libraries. AAHSL has developed a "core list" of electronic resources. A comparison of MSL resources available with that list for 2009/2010 reveals that TAM HSC users have access to 95% of the core resources [AAHSL Core Electronic Resources].

Other Learning/Information Resources

In addition to the learning and information resources provided by the TAMUL, the TAM HSC provides other learning resources to students and faculty including the following:

Continuing education/service programs
Academic support services
Information technology
Physical facilities

Examples of Compliance

External benchmarking was undertaken in 2010 to provide another measure of the adequacy of the MSL collection. The Association of Academic Health Science Libraries (AAHSL), a consortium of 132 North American academic health sciences libraries, developed a "core list" of electronic resources. A comparison of MSL resources available with that list for FY 2010 reveals that TAM HSC users have access to 95% of the 62 core electronic resources. TAM HSC access available to these resources by type of resource follows:

- Access to 100% of the 15 AAHSL Core eBooks
- Access to 97% of the 37 AAHSL Core eJournals
- Access to 80% of the 10 AAHSL Core Databases

Supporting Documentation and Evidence:

- AAHSL Core Electronic Resources
- Comprehensive Standard 3.8.1, Learning/Information Resources
- Comprehensive Standard 3.8.2, Instruction of Library Use
- Comprehensive Standard 3.8.3, Qualified Staff
- Get It for Me brochure
- MSL (Medical Science Library) Library Council
- MSL (Medical Science Library) Outreach Data Sheet
- MSL (Medical Science Library) Student Advisory Council
- South Central Academic Medical Libraries Consortium—SCAMeL website http://www.tulane.edu/~scamel/index.htm
- TAMU-TAM HSC (Texas A&M University -Texas A&M Health Science Center) Intrasystem Cooperation Contract
- TAMUL (Texas A&M University Libraries) and MSL (Medical Sciences Library) Selected Collection Policy Examples
- TAMUL (Texas A&M University Libraries) Statistical Snapshot

Comprehensive Standard 3.8.1
Learning/Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

Judgment of Compliance:

In compliance

Rationale for Judgment of Compliance:

Executive Summary

The Medical Sciences Library (MSL) serves as the anchor library for delivering learning/information resources to the Texas A&M Health Science Center (TAM HSC) to support its teaching, research and service mission. Eleven separate libraries and learning resource centers have established a consortium, the TAM HSC Alliance of Libraries, to ensure information access that is consistent across all HSC populations and the librarians serving them. In addition to physical facilities, the libraries provide a wide array of onsite and online resources and services. Onsite resources and services are provided at each TAM HSC campus and online resources and services are available wherever and whenever the TAM HSC user needs them.

Institutional Response

The Medical Sciences Library (MSL) at Texas A&M University (TAMU) has served as the library of the Texas A&M Health Science Center (TAM HSC) since its beginnings as the College of Medicine within Texas A&M University. The growth of TAM HSC and its separation from the university led to the development of a formal agreement between TAMU and TAM HSC to clearly define and ensure established library services from the MSL and its parent organization within TAMU, the Texas A&M University Libraries (TAMUL). Through an Intrasystem Cooperation Contract (Agreement), the TAMUL provides a full complement of library resources and services to TAM HSC users regardless of their physical location. The contract establishes the annual TAM HSC financial support for TAMUL, an amount indexed to total TAMUL budget but which may not fall below a level of at least $1,500,000. It also provides a cost sharing basis and process for developing collections as new TAM HSC programs are added [TAMU-TAM HSC Intrasystem Cooperation Contract]. The TAM HSC Institute of Biomedical Sciences and Technology, located in the Texas Medical Center in Houston, has also maintained membership in the Houston Academy of Medicine-Texas Medical Center, with its associated library service privileges, since the institute began. The TAM HSC Baylor College of Dentistry (TAM HSC-BCD) located in Dallas, has long been served by the Baylor Health Sciences Library (BHSL) in Dallas.

The Medical Sciences Library (MSL), as one of the libraries under the Texas A&M University Libraries (TAMUL) umbrella, provides facilities and learning/information resources in support of the Texas A&M Health Science Center (TAM HSC) teaching, research and service mission, which is to advance the knowledge and technologies of our professions, and to bring Texans the finest in health education, promotion and care. The HSC mission is clearly supported in the MSL mission, which is to "improve health by providing the finest information resources and exceptional service to the Texas A&M worldwide community." The MSL supports the TAM HSC service mission through its facilities and programs available across TAM HSC locations, through the delivery of learning/information resources and through educational outreach programs aimed at the general public and unaffiliated health care providers of the Central Texas region. To accomplish its mission, the MSL provides on campus and secured remote access to electronic information resources to the TAM HSC population wherever they are and whenever they need it.

Facilities

The units responsible for providing facilities and learning/information resources to support the teaching, research and service missions of the TAM HSC include the Medical Sciences Library, the Baylor Health Sciences Library in Dallas, the Bryan campus Teaching and Learning Resource Center/Library, the Round Rock campus Teaching and Learning Resource Center/Library, the College Station campus Learning Resources, the Temple campus Learning Resources, the Scott and White Memorial Hospital Richard D. Haines Library, the Drug Information Library at Irma Lerma Rangel College of Pharmacy in Kingsville and the Houston Academy of Medicine-Texas Medical Center Library.

The MSL serves as the anchor library for delivering learning/information resources to the TAM HSC. In order to effectively serve all TAM HSC schools, centers, institutes, campuses, faculty, staff and students, the MSL has four physical sites. The central administration of MSL is located in College Station, with specialized onsite collections and services provided at campuses in Bryan, Kingsville and Round Rock. In addition, the MSL collaborates with other libraries and learning resource units that serve TAM HSC populations at all campus and clinical locations. Eleven separate libraries and learning resources centers have established a consortium, the TAM HSC Alliance of Libraries, to ensure information access that is consistent across all HSC populations and the librarians serving them [TAM HSC Alliance listing].

The College Station MSL provides seating for 625 users, 12 group study rooms and 29 individual study rooms, a computer classroom with 40 workstations, 28 public workstations, 2 public printers, 1 public scanner, 2 photocopiers and a presentation practice room equipped with video recording capabilities. The MSL makes the following equipment available for checkout: 15 laptops/netbooks, 6 Kindle electronic book readers, a digital video camera and 2 Apple iPads. The entire second floor of the MSL is considered a quiet study area and is separated from the remaining library spaces through glass enclosure. Wireless network access is available throughout the MSL. The MSL is open 119 hours per week. Use of the MSL facility has increased steadily over the past several years. From September 2007 to August 2010 the use of the MSL facility increased over 42%.

The Teaching and Learning Resource Center/Library in the Health Professions Education Building (HPEB) at the Bryan Campus provides seating for 98 users, 16 group study rooms

(located throughout the building), a computer classroom with 36 workstations, 5 public workstations, and wireless network access available throughout the building. This library is staffed 8-5 Monday through Friday with 24 hour access for HSC students. One MSL librarian is home-based at the Bryan campus HPEB.

The Teaching and Learning Resource Center/Library at the Round Rock Campus provides seating for 50 users, 14 group study rooms (located throughout the building), a computer classroom, 5 public workstations, and wireless network access available throughout the building. This library offers 24 hour access for HSC students. One MSL librarian is home-based at the Round Rock campus.

The Pharmacy Library at Irma Lerma Rangel College of Pharmacy in Kingsville provides seating for 4 users, 4 public workstations and a public printer/scanner/copier. The College of Pharmacy has 4 group study/ breakout rooms, 2 study areas, a computer classroom with 40 workstations and 3 printers. Wireless network access is available throughout the Irma Lerma Rangel College of Pharmacy. The Pharmacy Library is open 45 hours per week.

The College Station campus Learning Resources (CSLR) provides seating for 141 users, 20 group study rooms, a computer classroom with 6 workstations, 7 public workstations, and wireless network access available throughout. The CSLR is open 92.5 hours per week.

The Temple campus Learning Resources (TLR) provides seating for 56 users, 10 group study rooms, a computer classroom with 7 workstations, 13 public workstations, and wireless network access available throughout. Access to the TLR is 24/7.

The Scott and White Memorial Hospital Richard D. Haines Library provides seating for 104 users, 2 group study rooms, a computer classroom with 10 workstations, 25 public workstations, and wireless network access available throughout. The library at Scott and White is staffed 45 hours per week, with after-hours access possible.

The Baylor Health Sciences Library (BHSL) in Dallas provides seating for 140 users, has 1 large quiet study room and 2 group study areas, a computer lab with 30 workstations, 11 additional public workstations, and wireless network access available throughout. BHSL, which serves both the TAM HSC Baylor College of Dentistry and the Baylor University Medical Center, is staffed by 7 professional librarians and 6 paraprofessionals. The library is open 80 hours per week; after-hours study space is available elsewhere within TAM HSC-BCD.

The Houston Academy of Medicine-Texas Medical Center Library (HAM-TMCL) provides seating for 247 users, 8 group study rooms, a computer classroom with 25 workstations, 54 public workstations, 2 public printers, 2 public scanners and 2 photocopiers. Wireless network access is available throughout the library. The HAM-TMCL is open 89 hours per week.

The MSL uses the LibQUAL+® survey to assess the effectiveness of its information and service efforts. LibQUAL+® is a user centered survey that asks respondents to rate a library's performance in three areas: Customer Service, Information Resources/Delivery and the Library as a Place of Study. In addition, the survey asks for demographic, library usage and satisfaction

information. Since its beginning in 2001, LibQUAL+® has been taken by 1.2 million respondents from 1,200 libraries in 20 language versions throughout the world.

The following table presents response ratings given to the library as a place of study in the 2010 MSL LibQUAL+® survey of TAM HSC student users. Results for the TAM HSC faculty were all above 100%, indicating that library facilities meet or exceed HSC faculty needs. TAM HSC students were very satisfied with library facilities; a score of 50% or greater is considered very successful.

Table 3.8.1.1 2010 LibQUAL+® Library as a Place of Study

	Environment			Group Study Facilities	Quiet Study Facilities
	Library space that inspires study and learning	A comfortable and inviting location	A getaway for study, learning and research	Community Space for group learning and group study	Quiet space for individual activities
HSC Students	67%	64%	64%	88%	81%

Table 3.8.1.2 How to Read Adequacy Gap Ratio (AGR) Results

AGR	Description/determination
AGR > 100%	Services/resources **exceed user needs/expectations**
0% ≥ AGR ≤ 100%	Services/resources **meet user needs/expectations** *The greater the score, within this range, the more closely the service/resource meets a user's perception of an ideal resource or delivery.*
AGR < 0%	Services/resources **do not meet user needs/expectations**

The following graphic, using the Wordle™ software, displays most prevalent words found in user comments from the 2010 MSL LibQUAL+® survey of TAM HSC comments on the library as a place of study.

Figure 3.8.1.1 2010 MSL LibQUAL+® Library as a Place of Study Comments

Other Learning/Information Resources

Collections and Online Services

The TAM HSC has access to extensive collections through the Texas A&M University Library and the Medical Sciences Library combined, as well as specialized dentistry resources available through Baylor Health Sciences Library. Specifically, access includes more than 4.6 million volumes, nearly 950,000 electronic books, over 101,000 electronic journals and over 1,200 databases. All libraries have been aggressive in their commitment to licensed electronic resources, acquiring both current and full-run backfile journals electronically. Collections and online resources are more fully discussed in the report on Core Requirement 2.9, Learning Resources and Services [Core Requirement 2.9, Learning Resources and Services].

To meet the needs of the distributed TAM HSC campuses, the Medical Sciences Library provides 24/7 access to online resources and access to services beyond the hours physical facilities are open and staffed. All electronic resources are available to TAM HSC whenever and wherever the resources are needed by means of a proxy server and authentication service. Whenever an electronic version of a resource is not available, TAM HSC users can request that articles or book chapters be scanned and posted to a time-limited website for their retrieval. This "Get It for Me" service is tremendously popular [Get It for Me brochure]. Requests have risen steadily since the inception of the service in 2003, and services have been expanded to include retrieving books from the library stacks for users and sending them to faculty offices. Over the past four years (2007-2010) the Medical Sciences Library has delivered 45,155 scanned articles and retrieved 434 books for TAM HSC students and faculty—in addition to borrowing over 8,000 items from other libraries through regular interlibrary loan services. In addition to online access to the Get It for Me service, TAM HSC users have online access to the library catalog, course reserves, reference services via chat, subject guides, online tutorials and an Electronic Resources HelpDesk service.

Results from the 2010 LibQUAL+® survey indicate that 48% of HSC students and 20% of HSC faculty use resources on library premises at least weekly. In comparison, 30% of students and 60% of faculty prefer to use the libraries' resources online rather than to visit its facilities.

External Resource Relationships

Over the past decade, the Texas A&M University Libraries has taken a leadership role in developing digital library services in collaboration with the General Libraries of the University of Texas in Austin. The Texas Digital Library (TDL) is now a fifteen member state-wide effort which provides institutional repository services for creating local collections of digital objects (faculty articles, research reports, electronic thesis and dissertations, etc.), software for creating and managing online electronic journals, software to manage collaborative research projects and information sharing through scholarly blogs, research wikis and online conference management. It also contains the Texas Learning Object Repository, a collaborative resource for sharing curriculum materials [Texas Digital Library website].

In addition to its role as the anchor library for the eleven member consortium Texas A&M Health Science Center Alliance of Libraries, the Medical Sciences Library serves as a Resource Library for the National Network of Libraries of Medicine, South Central Region. The Texas A&M University Library and the Medical Sciences Library both maintain membership in other

regional, national and international library organizations and service networks that facilitate the sharing of information resources, provide efficient document delivery request routing and delivery services for interlibrary loan, and result in competitive pricing for electronic resources. External collaborations to facilitate resource sharing are more fully discussed in the report on Core Requirement 2.9, Learning Resources and Services [Core Requirement 2.9, Learning Resources and Services].

Instruction of Library Use

The Texas A&M University Medical Sciences Library provides a rich and varied array of instructional programs and aids in the use of the library and other learning/information resources to the TAM HSC, unaffiliated health care providers and the general public of Central Texas. Types of instructional programs span library orientations, open houses and information fairs, personalized one-on-one sessions, clinical point-of-care focused instruction, customized group instruction, contribution of modules within Health Science Center courses, and provision of Health Science Center for-credit courses. In addition, library faculty create a variety of online guides and tutorials and provide point-of-need instruction in the use of online resources and access problem resolution through an Electronic Resources HelpDesk service. The following table documents that the productivity of the MSL instructional program is above the national mean established by the Association of Academic Health Science Libraries (AAHSL).

Table 3.8.1.3 2009 MSL Instructional Program compared to AAHSL National Mean

	Group Presentations	Participants in Group Presentations	Online Tutorials	Outreach Programs
MSL	481	3,886	38	20
AAHSL Mean	211	2,654	26	25

The effectiveness and assessment of MSL in-person instruction as rated by session participants is seen in the following table.

Table 3.8.1.4 2009 MSL In-Class Instruction Survey Results (on a 5 point scale)

Category	Question	Mean Score
Content	The amount of information presented was sufficient	4.2
	The information presented will be helpful to me	4.2
Delivery	I could see and hear the instructor clearly	4.4
	The instructor effectively presented the information	4.2
	The instructor encouraged questions/interaction	4.3
	The instructor showed interest and enthusiasm	4.5
Overall	The quality of the session was excellent	4.0
	I would attend another session in the future	3.6
	I feel more confident using the library's resources	4.1

The instruction offered through the MSL outreach program is made possible through a contract with the National Library of Medicine (NLM) through its Regional Medical Library Program. The intended audience for this instruction is not only unaffiliated health care providers but also the general public of this Central Texas region. The goals of this instruction program are to promote the awareness of the biomedical information resources of the NLM and to improve access to both the professional and consumer information resources available from the NLM. The ultimate goal is to improve the quality of care provided to the citizens of Texas and to enable Texas health care consumers to make informed decisions about their health and health care. MSL faculty provide training on NLM databases and consumer health information to individual health care providers, professional organizations and community groups. Instruction of library use is more fully discussed in the report on Comprehensive Standard 3.8.2, Instruction of Library Use [Comprehensive Standard 3.8.2, Instruction of Library Use].

Library Staff
The MSL staffing includes 14 tenure track faculty, 3 non-academic professionals and 9 paraprofessionals plus a number of part time student assistants whose collective work hours are equivalent to 5 full-time workers. Each MSL tenure track faculty holds the terminal degree of practice, a Master of Library Science, from an institution accredited by the American Library Association. In addition, 43% of them also hold graduate degrees in academic or professional fields such as nutrition, public health and information science and advanced certificates in informatics. Five of the tenure track faculty also hold joint appointments within the professional schools served by MSL. Staffing levels at MSL are stable, having only a 4% turnover rate for each of the past three years. MSL staff are experienced and well-trained; the composite years of library experience represented by all MSL staff is over 230 years. MSL staff qualifications are more fully discussed in the report on Comprehensive Standard 3.8.3, Qualified Staff [Comprehensive Standard 3.8.3, Qualified Staff].

Alignment of Library Facilities and Resources with TAM HSC Educational and Research Programs
Facilities are open extensive hours and some are available 24/7 to meet the needs of students. Individual and collaborative group study space, computers and other appropriate equipment are available for use in-house or for check-out. The emphasis on online information resources and website development makes resources and services available whenever and wherever the TAM HSC user needs them. Several MSL librarians are embedded in TAM HSC campus locations rather than having offices in the College Station library. All MSL librarians offer point of need instruction for TAM HSC users. Several MSL librarians teach within the TAM HSC curriculum. The extensive collection coverage afforded by the Texas A&M University Libraries, along with efficient document delivery and interlibrary lending networks, successfully supports the research and educational programs of the TAM HSC.

Alignment of Library Facilities and Resources with TAM HSC Mission
The HSC mission, to advance the knowledge and technologies of our professions, and to bring Texans the finest in health education, promotion and care is clearly supported in the MSL mission, which is to "improve health by providing the finest information resources and exceptional service to the Texas A&M worldwide community." The MSL supports the TAM HSC service mission through its facilities and programs available across TAM HSC locations,

through the delivery of learning/information resources and through educational outreach programs aimed at the general public and unaffiliated health care providers of the Central Texas region.

Examples of Compliance

The examples below demonstrate two facets of MSL's compliance to the SACS 3.8.1 Standard to provide facilities and information resources that are appropriate to support TAM HSC teaching, research, and service mission.

Facility Improvements Based on Comments from LibQUAL+® survey of TAM HSC users in spring 2009 and 2010:

- Additional power outlets
- Additional group study rooms constructed
- Additional study tables provided
- User seating capacity increased by placing collection materials that are also available electronically in remote storage
- Replacement of 100 study chairs with ergonomic chairs chosen by student vote
- Painting/refurbishing of all group and individual study rooms
- Enhancement of quiet study space with sound barriers

Information Resources Appropriate to Teaching, Research and Service Mission

Benchmarking MSL resources in 2010 against a listing of "Core Resources" developed by the Association of Academic Health Science Libraries (AAHSL), the MSL owns 95% of the resources listed [AAHSL Core Electronic Resources Listing].

Supporting Documentation and Evidence:

- AAHSL Core Electronic Resources Listing
- Comprehensive Standard 3.8.2, Instruction of Library Use
- Comprehensive Standard 3.8.3, Qualified Staff
- Core Requirement 2.9, Learning Resources and Services
- Get It for Me Brochure
- TAM HSC Alliance Listing
- TAMU-TAM HSC (Texas A&M University -Texas A&M Health Science Center) Intrasystem Cooperation Contract
- Texas Digital Library Website

Comprehensive Standard 3.8.2
Instruction of Library Use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

Judgment of Compliance:

In compliance

Rationale for Judgment of Compliance:

Executive Summary

The Texas A&M University Medical Sciences Library provides a rich and varied array of instructional programs and aids in the use of the library and other learning/information resources to the Texas A&M Health Science Center, unaffiliated health care providers and the general public of Central Texas. Types of instructional programs span library orientations, open houses and information fairs, personalized one-on-one sessions, clinical point-of-care focused instruction, customized group instruction, contribution of modules within Health Science Center courses, and provision of Health Science Center for-credit courses. In addition, library faculty create a variety of online guides and tutorials and provide point-of-need instruction in the use of online resources and access problem resolution through an Electronic Resources HelpDesk service.

Institutional Response

The Medical Sciences Library (MSL) at Texas A&M University (TAMU) has served as the library of the Texas A&M Health Science Center (TAM HSC) since its beginnings as the College of Medicine within Texas A&M University. The growth of TAM HSC and its separation from the university led to the development of a formal agreement between TAMU and TAM HSC to clearly define and ensure established library services from the MSL and its parent organization within TAMU, the Texas A&M University Libraries (TAMUL). Through an Intrasystem Cooperation Contract (Agreement), the TAMUL provides a full complement of library resources and services to TAM HSC users regardless of their physical location. The contract establishes the annual TAM HSC financial support for TAMUL, an amount indexed to total TAMUL budget but which may not fall below a level of at least $1,500,000. It also provides a cost sharing basis and process for developing collections as new TAM HSC programs are added [TAMU-TAM HSC Intrasystem Cooperation Contract]. The TAM HSC Institute of Biomedical Sciences and Technology, located in the Texas Medical Center in Houston, has also maintained membership in the Houston Academy of Medicine-Texas Medical Center, with its associated library service privileges, since the institute began. The TAM HSC Baylor College of Dentistry (TAM HSC-BCD) located in Dallas, has long been served by the Baylor Health Sciences Library (BHSL) in Dallas.

The Texas A&M University Medical Sciences Library (MSL) provides a rich complement of regular and timely instruction in the use of the library and other learning/information resources to the Texas A&M Health Science Center (TAM HSC), unaffiliated health care providers and the general public of Central Texas. MSL has four physical sites and serves the students and faculty at all of the TAM HSC's schools, centers, institutes and campuses. The central administration of MSL is located in College Station, with specialized onsite instructional services provided at campuses in Bryan, College Station, Kingsville, Round Rock and Temple. Instructional resources and services are being regularly developed and expanded to support the growth of the TAM HSC, its programs and areas of focus.

MSL provides standard, traditional in-person instructional programs, virtual online guides and tutorials and customized programs and services to best match specific TAM HSC needs and most effectively support TAM HSC initiatives. The desire to identify and serve the needs of the TAM HSC students, faculty and staff has led MSL to develop programs beyond the traditional classroom instruction efforts to reach out to its clients. This has been particularly challenging as more and more resources have become web-based and the user preference is also for online resources available when and where they need them. In 2009, 50% of the MSL's total expenditures were spent on electronic resources. Furthermore, findings in the 2010 LibQUAL+® survey (an internationally recognized library user centered survey) indicated that 57% of TAM HSC users are primarily online users. By necessity, MSL must continue to develop new and effective ways, other than strictly classroom instruction, to reach out and support the TAM HSC.

MSL employs two full time library faculty to develop the curriculum and manage the library's instructional programs for TAM HSC. Each TAM HSC unit has a dedicated MSL library faculty liaison. All of the other twelve faculty members participate in the MSL instructional programs at various levels. The total MSL staffing complement for instruction is about 4.5 FTE.

MSL Instructional Initiatives

In-Person Instructional Programs and Activities

The in-person instructional services offered to TAM HSC include library orientations, open houses and information fairs, personalized one-on-one sessions, clinical point-of-care focused instruction, customized group instruction, contribution of modules within Health Science Center courses, and provision of Health Science Center for-credit courses. The timing and content of instructional services is usually developed in collaboration with TAM HSC faculty. The sessions are often scheduled to best match the needs of TAM HSC students such as at the beginning of semesters or coordinated with course assignments; they may also be requested by individuals based on particular needs. The primary objective of MSL instruction efforts is to increase the information management skills of TAM HSC students, staff and faculty, including the ability to evaluate their professional literature and to integrate evidence into their patient care decisions. Between 2005 and 2009 the number of group presentations offered by MSL increased 150%. With its particular variety of instructional programs, MSL is able to reach every TAM HSC student at least once, and usually more often, with in-person instructional programs during their academic career.

In addition to the customary instruction on library use and information resources, MSL faculty and BHSL librarians provide a number of TAM HSC for-credit modules and courses including:

- Modules in the Nursing Informatics Course, NURS 322
- Modules in the College of Medicine Internal Medicine Clerkship [Syllabus: Internal Medicine Clerkship Informatics Rotation]
- Modules in the College of Dentistry Introduction to Evidence Based Dentistry and Clinical Research course, BCD 6860
- College of Medicine Fourth Year Elective
- Public Health Informatics, SRPH 640 (3 credit hours) [Syllabus: SRPH 640: Public Health Informatics]

They also participate in other TAM HSC courses, instructional programs and curriculum committees. For example, MSL faculty have had the following roles in support of TAM HSC instruction:

- Serve as facilitator for the Interdisciplinary Ethics course (College of Medicine and College of Nursing)
- Attend the College of Medicine Family Practice Residency Morning Report sessions on a weekly basis to provide support as needed
- Serve on the School of Rural Public Health Curriculum Committee
- Serve on the Internal Medical Education Committee
- Attend College of Medicine Curriculum Committee meetings

In September 2009 MSL piloted a new approach to provide instruction in the use of library resources, the information resources fair. The intent of the fair is to provide a concentrated, inter-active experience that enables faculty, students and staff to learn about and effectively use the information resources that MSL provides. The event usually spans two days and includes both a general open information resources event featuring selected information resources and an in-service formal presentation intended for faculty. Students, faculty, and staff receive free vendor items, brochures, and fact sheets in addition to learning about the services, expertise and resources that MSL provides. The information resources fair event has been successfully repeated in 2010 and will be expanded to reach each of the geographically disperse units of the TAM HSC.

Online Guides and Tutorials
In addition to the standard in-person instructional sessions, MSL faculty provide virtual instructional aids that are available 24/7 on the MSL website. Subject guide pages are available for medicine, nursing, pharmacy and public health. These guides were viewed over 30,000 times in 2009 [MSL Subject Guides]. Online tutorials are available for specialty health sciences resources such as AccessMedicine, Anatomy TV, DynaMed, Essential Evidence Plus, Exam Master, MD Consult, PubMed, Scopus and Web of Science. Additional general tutorials on subjects such as academic integrity and plagiarism, citation management software and library use tutorials [MSL Online Tutorials] are also available. Online tutorials are created as new online resources are added.

Electronic Resources HelpDesk
MSL, as part of the Texas A&M University Libraries (TAMUL), offers access to over 1,200 databases and over 101,000 journal titles available electronically. Emphasizing electronic resources is a strategic MSL choice which best supports our geographically distant TAM HSC

campuses. Achieving and maintaining reliable remote access to these resources is a long-standing and ongoing challenge. In 2006, when the number of *unresolved* online problems had reached over 500, MSL piloted the development and deployment of an Electronic Resources (ER) HelpDesk to reconcile not only the backlog of reported problems but to provide timely resolution and point-of-need instruction on the use of electronic resources. The program was staffed wholly by MSL personnel and served the TAM HSC and the Texas A&M University communities. Typical problems besides providing assistance and instruction in the use of online resources included correcting the libraries' electronic resources management systems, contacting vendors directly to remedy access and licensing issues and resolving user authentication credentials. The ER HelpDesk has evolved significantly since 2006. This electronic resources point-of-need instruction program and problem resolution system has now been folded into the virtual reference service offered by the TAMUL. With increased hours of availability, the ER HelpDesk service continues to provide an important component of MSL's online assistance in the use of library resources.

Instructional Programs Delivered to Unaffiliated Health Care Providers and the Public
Besides the instructional programs developed to support the academic and research goals of the TAM HSC, MSL offers a program of instruction and outreach to support the TAM HSC service goals. The instruction offered through the MSL outreach program is made possible through a contract with the National Library of Medicine (NLM) through its Regional Medical Library Program. The intended audience for this instruction is not only unaffiliated health care providers but also the general public of this Central Texas region. The goals of this instruction program are to promote the awareness of the biomedical information resources of the NLM and to improve access to both the professional and consumer information resources available from the NLM. The ultimate goal is to improve the quality of care provided to the citizens of Texas and to enable Texas health care consumers to make informed decisions about their health and health care. MSL faculty provide training on NLM databases and consumer health information to individual health care providers, professional organizations and community groups. MSL faculty also demonstrate and promote NLM products and services at local, regional and national conferences and events.

Participation in Library Instructional Programs
MSL instruction faculty have developed strategically scheduled and highly attended programs to deliver information to support the TAM HSC curriculum needs in a timely and regular basis. Additionally, MSL offers on-demand course support, instructional class delivery and one-on-one consultation efforts. Table 3.8.2.1 compares 2009 MSL instructional efforts to the Association of Academic Health Sciences Libraries (AAHSL) national mean values for instructional activities. As the table indicates MSL has developed and sustains a strong instructional program that is evidenced, among other factors, by the large number of participants and clearly exceeds the national mean in three of four areas. With the addition of MSL faculty and reorganization of responsibilities the MSL's outreach efforts are expected to grow in the coming years.

Table 3.8.2.1 2009 MSL Instructional Program compared to AAHSL National Mean

	Group Presentations	Participants in Group Presentations	Online Tutorials	Outreach Programs
MSL	481	3,886	38	20
AAHSL Mean	211	2,654	26	25

Effectiveness of Library Instructional Programs
MSL faculty in 2009 conducted a random sampling of TAM HSC students that participated in the in-class instruction sessions. Participants were asked to rate, on a 5 point scale, the effectiveness of the session. Table 3.8.2.2 documents the findings of these surveys. Most notably, MSL in-class session efforts left students feeling that the information presented was helpful and left them feeling more confident about using the library's information resources.

Table 3.8.2.2 2009 MSL In-Class Instruction Survey Results

Category	Question	Mean Score
Content	The amount of information presented was sufficient	4.2
	The information presented will be helpful to me	4.2
Delivery	I could see and hear the instructor clearly	4.4
	The instructor effectively presented the information	4.2
	The instructor encouraged questions/interaction	4.3
	The instructor showed interest and enthusiasm	4.5
Overall	The quality of the session was excellent	4.0
	I would attend another session in the future	3.6
	I feel more confident using the library's resources	4.1

Examples of Compliance
The examples below demonstrate two facets of MSL's compliance to the SACS 3.8.2 Standard. The first three examples list MSL's efforts to provide timely and regular instruction. The two remaining examples illustrate MSL's endeavors to provide access to instruction of the library's resources and services that go beyond the pale of classroom instruction.

Timely and Regular Instruction
Open Houses and Fairs

- At the beginning Fall Term, MSL sponsors an Open House at its College Station facility. MSL collaborates with various TAM HSC units and resource vendors.
- Informational material [MSL Open House], pertinent URL addresses, library tours, promotional materials and incentive prizes are offered.

- The College of Pharmacy Information Resources Fair is held at the Kingsville facility and is being expanded to other TAM HSC units

Orientation Classes

- In addition to the Open House events that MSL offers, the library also offers recurring orientation classes at the beginning of each school term:
  - College of Medicine 1st Year Students Orientation
  - College of Nursing 1st Year Students Orientation
  - College of Pharmacy 1st Year Students Orientation
  - School of Rural Public Health New Students Orientation
  - Individually scheduled sessions for any TAM HSC student, faculty or staff who is unable to attend these orientations

Regularly Scheduled Instruction Programs

- Citation Management Software classes – held monthly
- Library Brown Bag Instructional Series – also held monthly, typically highlight a particular library database, journal resources or service
- To quote one of the MSL faculty instructors, "regular is defined by the user group." Examples include College of Medicine monthly database training sessions for first year students, the weekly attendance at the Family Practice Residency Morning Report and the Temple campus onsite support.
- PubMed class for College of Pharmacy P1 students is scheduled just prior to the assignment of their semester research project.

College of Pharmacy Information Resources Fair

- In September 2009 MSL and Texas A&M Irma Lerma Rangel College of Pharmacy (COP) e jointly held an Information Resources Fair (IRF). The event spanned two days [CoP Information Resources Fair flyer]. The IRF is held in late September at the COP in Kingsville, scheduled to be held at the beginning of the fall school term to provide timely and effective information as the COP begins their new school year.
- The IRF Planning Team consists of librarians from MSL, the COP library, and the Coastal Bend Health Education Center library.
- The 2009 IRF attempted to reach 37 COP faculty, 235 students and the staff.
- In 2010 there were over 350 attendees.
- The IRF is a four-hour event with display tables featuring flyers and demonstrations of databases, services, and vendor products licensed by MSL and the Texas A&M University Libraries. MSL provides a free lunch for the attendees. In addition to learning about the services, expertise and resources that MSL provides, students, faculty, and staff receive free vendor items, brochures, and fact sheets.
- An in-service program, attended by about 25-30 faculty each year, provides training for faculty on MSL services and information resources that support functions and activities related to courses, research, grants, and administrative tasks [CoP Faculty Workshop flyer].
- A door prize contest was held for the 2010 IRF, with the first prize of an iPod Touch, provided by Epocrates, an online resource producer.

Texas A&M University Library Electronic Resources HelpDesk

- Pilot project begun in 2006 by MSL
- Provides point-of-need instruction in the use of electronic resources and access problem solving

- At the end of the 14 month MSL-piloted ER HelpDesk program
  - TAMUL endorsed the service and provided personnel to support the program
  - A tiered response program was implemented for online resources (also piloted by MSL)
  - Response times and rates of resolution decreased significantly
  - TAMUL Digital Initiatives Unit implemented a new software program to streamline the authentication process for remote users

Supporting Documentation and Evidence:

- CoP Faculty Workshop flyer
- CoP Information Resources Fair flyer
- MSL Online Tutorials
- MSL Open House
- MSL Subject Guides
- Syllabus: Internal Medicine Clerkship Informatics Rotation
- Syllabus: SRPH 640: Public Health Informatics
- TAMU-TAM HSC (Texas A&M University -Texas A&M Health Science Center) Intrasystem Cooperation Contract

Comprehensive Standard 3.8.3
Qualified Staff

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

Judgment of Compliance:

In compliance

Rationale for Judgment of Compliance:

Executive Summary

All Medical Sciences Library (MSL) staff are encouraged to enhance and build their professional knowledge and skills. MSL librarians must meet requirements for promotion and tenure, and are subject to post tenure review. Paraprofessionals on the MSL staff are encouraged to develop and enhance their skills through a library career ladder. MSL staffing levels are stable, having only a 4% turnover rate for each of the past three years. MSL staff are experienced and well-trained; the composite years of library experience represented by all MSL staff is over 230 years. Results from 2010 LibQUAL+® survey questions on Customer Service as well as 4 of the 7 satisfaction questions indicate that the library's users, both students and faculty, are very satisfied with the personnel and the services that the MSL provides.

Institutional Response

The Medical Sciences Library (MSL) at Texas A&M University (TAMU) has served as the library of the Texas A&M Health Science Center (TAM HSC) since its beginnings as the College of Medicine within Texas A&M University. The growth of TAM HSC and its separation from the university led to the development of a formal agreement between TAMU and TAM HSC to clearly define and ensure established library services from the MSL and its parent organization within TAMU, the Texas A&M University Libraries (TAMUL). Through an Intrasystem Cooperation Contract (Agreement), the TAMUL provides a full complement of library resources and services to TAM HSC users regardless of their physical location. The contract establishes the annual TAM HSC financial support for TAMUL, an amount indexed to total TAMUL budget but which may not fall below a level of at least $1,500,000. It also provides a cost sharing basis and process for developing collections as new TAM HSC programs are added [TAMU-TAM HSC Intrasystem Cooperation Contract]. The TAM HSC Institute of Biomedical Sciences and Technology, located in the Texas Medical Center in Houston, has also maintained membership in the Houston Academy of Medicine-Texas Medical Center, with its associated library service privileges, since the institute began. The TAM HSC Baylor College of Dentistry (TAM HSC-BCD) located in Dallas, has long been served by the Baylor Health Sciences Library (BHSL) in Dallas.

As one of the libraries under the Texas A&M University Libraries (TAMUL) umbrella, the Medical Sciences Library (MSL) serves as the anchor library for delivering information resources and services to the Texas A&M Health Science Center (TAM HSC). The MSL has four physical sites and serves all schools, centers, institutes, campuses and students of the TAM HSC. The central administration of MSL is located in College Station, with specialized onsite collections and services provided at campuses in Bryan, Kingsville and Round Rock. MSL librarians deliver services, expertise and educational programs to the campuses in Bryan, Kingsville, Round Rock and Temple. In addition, librarians at BHSL in Dallas provide resources and services in support of the programs at the TAM HSC-BCD.

The MSL staffing includes 14 tenure track faculty, 3 non-academic professionals and 9 paraprofessionals plus a number of part time student assistants whose collective work hours are equivalent to 5 full-time workers. Each MSL tenure track faculty holds the terminal degree of practice, a Master of Library Science, from an institution accredited by the American Library Association. In addition, 43% of them also hold graduate degrees in academic or professional fields such as nutrition, public health and information science and advanced certificates in informatics. Of the 14 tenure track faculty, 5 hold the rank of assistant professor, 7 are tenured as associate professors, and 2 are tenured with the rank of professor. Five of the tenure track faculty also hold joint appointments within the professional schools served by MSL. As members of the TAMUL faculty, MSL faculty are governed by a system of faculty governance [Library Faculty Bylaws] and criteria for tenure and promotion [Statement on Appointment, Promotion, and Tenure]. The criteria for promotion and tenure establish ongoing expectations for continuous faculty activity in a program of research and publication as well as professional service. One of the requirements for promotion and tenure specifically for MSL faculty is to achieve membership in the Academy of Health Information Professionals (AHIP), the credentialing program of the Medical Library Association [Academy of Health Information Professionals]. The MSL pays for any credentialing costs associated with AHIP. A program of post tenure review is in place at the TAMUL as required by Texas A&M University [Post Tenure Review Documentation]. All of these underscore the need for librarians to enhance and refine their professional expertise.

The other three non-academic professionals on the MSL staff include a Business Manager, an Administrative Coordinator, and a Computer Specialist, all of whom have the education and experience necessary to fulfill their responsibilities. The nine paraprofessionals on the MSL staff are encouraged to develop and enhance their skills through a library career ladder. As they gain expertise and meet performance benchmarks, they are rewarded with a promotion and salary increase which is currently 7% [Texas A&M University Classification Specifications for Library Career Ladder]. MSL staffing levels are stable, having only a 4% turnover rate for each of the past three years. MSL staff are experienced and well-trained; the composite years of library experience represented by all MSL staff is over 230 years.

The MSL annually budgets $2,000 per tenure track faculty and non-academic professional staff member to use at individual discretion for professional development and travel. All faculty and staff can request additional funding through the MSL director or through the TAMUL Personnel Development Committee (PDC) for job-related skill enhancement opportunities. Currently an additional $22,000 in travel funding is available through the MSL administration and the PDC's

annual budget is $80,000 [Guidelines for Personnel Development Funds]. The TAMUL Mclemore Educational Opportunity Scholarships are available to faculty and staff who wish to pursue graduate degrees. Since the inception of this scholarship program faculty and staff members from the TAMUL have completed 15 masters and 3 doctoral degrees, and the program is currently supporting 15 staff and faculty in degree programs [Educational Opportunity for Faculty and Staff of Texas A&M University Libraries]. The TAMUL also provides numerous opportunities for in-house and on campus skill enhancement, ranging from technology upgrade sessions to training in supervision and management. During the 2009 and 2010 academic years TAMUL administration brought trainers from the Disney Institute onsite to conduct sessions on customer service for all faculty and staff. During the 2010 and 2011 academic years the TAMUL Employee Services manager is engaged in a year-long project to conduct a series of Arbinger Institute workshops on improving interpersonal communications for all faculty and staff.

MSL librarians have partnered with faculty throughout the TAM HSC to deliver curricula in information management, interprofessional informatics and evidence-based practice. MSL librarian expertise has combined with input from TAM HSC faculty and staff to build relevant collections of information resources and to assess their ongoing relevance. MSL librarians are active professionally at regional, national and international levels.

The MSL uses the LibQUAL+® survey to assess the effectiveness of its information and service efforts. LibQUAL+® is a user centered survey that asks respondents to rate a library's performance in three areas: Customer Service, Information Resources/Delivery and the Library as a Place of Study. In addition, the survey asks for demographic, library usage and satisfaction information. Since its beginning in 2001, LibQUAL+® has been taken by 1.2 million respondents from 1,200 libraries in 20 language versions throughout the world.

The LibQUAL+® survey questions on Customer Service as well as 4 of the 7 satisfaction questions are used to rate the efficacy of the library's staff and their efforts. Results from 2010, which are given in Table 3.8.3.1, indicate that the library's users, both students and faculty, are very satisfied with the personnel and the services that the MSL provides.

Table 3.8.3.1 2010 MSL LibQUAL+® Satisfaction Question Results

	Library aid in the advancement of academic discipline or work	Satisfaction with library treatment	Satisfaction for library support of learning, research & teaching needs	Rating of overall service quality provided by the library
Students	82%	87%	82%	84%
Faculty	84%	86%	82%	85%

Results from the LibQUAL+® Customer Service questions, presented in Table 3.8.3.2, further indicate that TAM HSC users rate MSL's staff and services highly. Scores in both customer treatment and job knowledge validate the competency of MSL staff.

Table 3.8.3.2 2010 MSL LibQUAL+® Customer Service Question Results

CUSTOMER SERVICE CATEGORY	QUESTION	USER GROUP	ADEQUACY GAP RATIO (Performance Rating)
CUSTOMER TREATMENT	Giving users individual attention	Students	97%
		Faculty	104%
	Employees who are consistently courteous	Students	98%
		Faculty	101%
	Readiness to respond to users' questions	Students	100%
		Faculty	103%
	Employees who deal with users in a caring fashion	Students	98%
		Faculty	98%
	Willingness to help users	Students	99%
		Faculty	96%
JOB KNOWLEDGE	Employees who instill confidence in users	Students	101%
		Faculty	94%
	Employees who have the knowledge to answer user questions	Students	98%
		Faculty	100%
	Employees who understand the needs of their users	Students	96%
		Faculty	91%
	Dependability in handling users' service problems	Students	92%
		Faculty	93%

Table 3.8.3.3 How to Read Adequacy Gap Ratio (AGR) Results

AGR	Description/determination
AGR > 100%	Provided services/resources exceed user needs/expectations
0% ≥ AGR ≤ 100%	Services/resources meet user needs/expectations. *The greater the score, within this range, the more closely the service/resource Meets a user's perception of an ideal resource or delivery.*
AGR < 0%	Services/resources do not meet user needs/expectations.

The following graphic, using the Wordle™ software, displays most prevalent words found in TAM HSC user comments from the 2010 MSL LibQUAL+® comments on MSL customer service.

Figure 3.8.3.1. Word Cloud of 2010 MSL LibQUAL+® Customer Service Comments

Examples of Compliance

The following examples provide external validation of the competency of MSL librarians.

- Tenured MSL librarians, and some of the untenured, have achieved and maintain membership in the Academy of Health Information Professionals (AHIP), the credentialing program of the Medical Library Association [Academy of Health Information Professionals]. Twelve of the fourteen MSL librarians hold AHIP membership at the following levels, which indicate their expertise and professional development activities: 5 at the distinguished level, 5 at the senior level and 2 recent hires at the provisional level, pending 5 years of experience as a medical librarian. Only two tenured librarians, those without medical librarian responsibilities, have not earned AHIP membership.
- MSL librarians continue to teach the masters level course, Health Sciences Information Management, SLIS 5365, in the University of North Texas Department of Library and Information Science [University of North Texas course, Health Sciences Information Management, SLIS 5365 Syllabus].

Supporting Documentation and Evidence:

- Academy of Health Information Professionals, http://www.mlanet.org/academy/
- Educational Opportunity for Faculty and Staff of Texas A&M University Libraries
- Guidelines for Personnel Development Funds
- Library Faculty Bylaws
- MSL Roster of Librarians and Staff
- Post Tenure Review Documentation
- Statement on Appointment Promotion and Tenure
- TAMU-TAM HSC (Texas A&M University -Texas A&M Health Science Center) Intrasystem Cooperation Contract
- Texas A&M University Classification Specifications for Library Career Ladder and Medical Sciences Library Career Ladder Operating Guidelines
- University of North Texas course, Health Sciences Information Management, SLIS 5365 Syllabus

ABOUT INSTITUTIONAL ACCREDITATION
REAFFIRMATION (2007)
QUALITY ENHANCEMENT PLAN (2007)
FIFTH-YEAR INTERIM REPORT (2013)
SPECIALIZED ACCREDITATION
ACADEMIC COMPLIANCE
REVIEW & APPROVAL PROCESSES
CONTACT/LOCATION
HOME

Core Requirements 2.9 - Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

Compliance Certification

The University of Virginia is in compliance with this requirement.

Explanation

The University of Virginia provides and supports student and faculty access and user privileges to adequate library collections and other learning/information resources consistent with the degrees it offers. The University accomplishes this goal through ownership of materials, supplemented by formal arrangements and agreements with other institutions. The University's collections and resources are sufficient to support all of its educational, research, and public service programs.

This response provides (1) an overview of the University of Virginia's library system, (2) a description of the collections, (3) examples of collaborative associations with other institutions, (4) information on ongoing efforts to ensure the adequacy of the University's collections, and (5) a discussion of access and user privileges. A discussion (6) of other learning/information resources, including access to computing resources, completes the response.

1. Overview of the University of Virginia's Library System

The University of Virginia won the 2005 "Excellence in Academic Libraries Award," given annually by the Association of College and Research Libraries to recognize "academic librarians and staff who work together as a team to develop an academic library that is outstanding in furthering the educational mission of its parent institution."

The University of Virginia's Library System comprises four entities that use a single online system (VIRGO) and coordinate their activities to make the best use of resources:

- The University Library, which maintains 12 libraries and one high-density shelving facility to serve the University's undergraduate, graduate, and professional schools' educational, research, and public service programs.
- The Claude Moore Health Sciences Library, which supports and facilitates the clinical, research, and education needs of the University of Virginia Health System, which includes the School of Medicine and the School of Nursing.
- The Arthur J. Morris Law Library, which primarily serves law-related needs of students and faculty of the University of Virginia Law School.
- The Camp Library, which primarily supports the research and educational needs of the University's Darden Graduate School of Business Administration.

As of June 30, 2005, the University of Virginia Library System's combined printed collections contained 5,053,162 printed volumes; 53,370 serial subscriptions; 5,541,742 microforms; 151,461 maps; 676,334 government documents; and 17,013,606 manuscript items. The Library System's combined non-print materials contained 465,037 slides, photographs, and other graphic materials; 65,043 sound recordings; 29,667 film and video materials; and 264,989 digital objects. Expenditures for Library System's collections during the 2005 fiscal year topped $10 million for the first time. Just over $3.2 million of the $10.1 million materials budget was allocated to electronic resources.

For the 2004 fiscal year, the latest year for which comparative data are available, the University ranked 24th overall among 113 universities in the Association of Research Libraries, 41st in volumes added, 18th in serial subscriptions, 33rd in microform units, 21st in government documents, and 39th in expenditures for collections.

2. The University of Virginia Library System's Collections

The University of Virginia's ten schools offer degrees at the baccalaureate, master's, and doctoral levels. The University maintains an extensive library system with collections that support all of the degrees offered.

The University Library
The University Library maintains 13 facilities to house the collections that serve the institution's undergraduate, graduate, professional, and faculty research programs. One of these, the Ivy Stacks, is a high-density shelving facility that holds approximately 15 percent of the library's print collections. The remaining 12 facilities are the following.

- Alderman Library holds the majority of the university's collections in the humanities and social sciences, and contains outstanding collections in English and American literature, history, politics, and religious studies. A recent gift acquisition is the Tibetan Collection, one of the most complete collections of Tibetan documents in the world.

- Clemons Library contains a core collection of high-demand items primarily for the undergraduate user. Clemons also houses the Robertson Media Center, which supports many academic programs as well as the Media Studies Program. The media center's collection contains 20,000 video recordings on tape and disc, including the South Asian Video Collection, which comprises more than 2,000 videos in a variety of Indian languages. The RMC houses the Digital Media Lab where digital collections are acquired and produced (via student and faculty projects). Digital images include the Associated Press Archive of 500,000 photographs documenting news events from 1840 to the present day.

- The Harrison Institute/Small Special Collections Library houses the Mary & David Harrison Institute for American

History, Literature, and Culture and the Albert and Shirley Small Special Collections Library. The Harrison Institute fosters scholarly collaboration and interdisciplinary discourse through its exhibitions, conferences, symposia, and visiting scholars program. Foremost among the 286,000 rare books and over 15 million manuscripts of the Small Library are the Albert H. Small collection of autograph documents and rare, early printings of the Declaration of Independence; the Tracy W. McGregor Library of American History; the Clifton Waller Barrett Library of American Literature; the William Faulkner Collection; the Douglas H. Gordon Collection of French Books of the sixteenth to nineteenth century; and many Virginiana collections, including papers and architectural drawings of the University's founder, Thomas Jefferson.

- The Fiske Kimball Fine Arts Library serves the School of Architecture and the art and drama departments by supporting curriculum and research needs. The library's collection covers architecture, including building construction and engineering, architectural restoration, environmental design; history of architecture; landscape architecture; urban planning; studio art; art history, theater history, and technical aspects of theater production. Faculty and students in these programs use the library's extensive digital image and slide collections for their teaching, learning, and research.
- The Education Library primarily supports the teaching and research initiatives of the Curry School of Education. It is both a graduate- and undergraduate-level collection with research strengths in administration and supervision; clinical and school psychology; communication disorders; counselor education; educational psychology; higher education; instructional technology; kinesiology; prevention in education sciences; psychology and education of the gifted; risk and teacher education; social foundations; sport and exercise psychology; research statistics and evaluation; special education; and student affairs practice in higher education. The collection includes the ERIC Microfiche Research Collection, education dissertations and theses, and a juvenile and young adult collection.
- The Music Library collections support the curriculum of the McIntire Department of Music in performance, musicology, ethnomusicology, composition, and music theory. The library maintains additional collections in the science and physics of musical sound and musical instruments, sound recording techniques and equipment, computer-generated music and sound, vocal production, and psychoacoustics. Recent curricular changes have caused the collection to expand into areas of popular music and gender studies. Materials in the collection include not only books and journals about music, but also printed music for both study and performance, and sound and video recordings.
- The Charles L. Brown Science and Engineering Libraries provide resources and services to students and faculty in astronomy, biology, chemistry, engineering, environmental science, mathematics, physics, psychology, and statistics. These libraries include a main library and five smaller satellite libraries.
- The main Science and Engineering Library contains books, journals, and other materials in all areas of science and technology. The majority of undergraduate science materials are in this library, along with graduate-level collections in environmental science and all of the engineering specialties taught at the University. The library also maintains a comprehensive reference collection, a strong history of science and technology collection, and a growing collection of electronic journal databases, data sets, and other documents in electronic formats.
- The Astronomy Library is primarily a graduate- and research-level collection with strengths in astrometry, extragalactic astronomy, planetary astronomy, radio astronomy, space astronomy, stars and stellar evolution, and theoretical and high energy astrophysics. The library also supports the Virginia Institute of Theoretical Astronomy, which has programs in accretion disks, cosmology, galaxy clusters, the interstellar medium, protostellar evolution, and supernovae.
- The Biology/Psychology Library is a graduate- and undergraduate-level collection with research strengths in developmental biology, molecular genetics and cell biology, population biology and evolution, neurobiology and behavior, and seven areas of psychology (clinical, cognitive, community, developmental, psychobiology, quantitative, and social). The library also supports programs in biophysics and biological timing. In addition, the library works closely with the staff of the Mountain Lake Biological Station in support of their programs in ecology and evolutionary research.
- The Chemistry Library is primarily a graduate- and research-level collection with strengths in a wide variety of areas including laser spectroscopy, molecular emission, mass spectrometry, neutron activation analysis, chemometrics, infrared spectroscopy, microscopic level descriptions of molecular structure and processes, synthesis of natural and unnatural compounds, organometallic chemistry, catalysts, the interface of inorganic and biological chemistry, photochemistry, solid state chemistry, and the disciplines of bioorganic, bioinorganic, and biophysical chemistry.
- The Mathematics Library is primarily a graduate-level collection with strengths in applied mathematics, algebraic geometry, algebraic topology and K-theory, analytic number theory, combinatorics and coding theory, ergodic theory, group theory and representation theory, harmonic analysis and special functions, history of mathematics, mathematical physics, mathematical statistics, nonassociative algebra, operator theory and function theory, partial differential equations, probability, and real analysis.
- The Physics Library is both a graduate- and undergraduate-level collection with research strengths in atomic, molecular, and optical physics, biological and medical physics, chemical physics, condensed matter physics, engineering physics, experimental gravitational physics, high energy physics, mathematical physics, nuclear and particle physics, physics education, and theoretical physics.

In addition to the 13 facilities described above, the University Library also provides the following resources:

- The University Library's Electronic Text Center delivers a collection of electronic texts (numbering 22,312 for the 2005 fiscal year), including materials in 15 languages. Especially notable are the collections in English and American literature and the history of philosophy.
- The Geospatial & Statistical Data Center houses maps, geospatial data, and social science data sets. Much of the information is digital, but it also includes physical map collections, paper copies of many codebooks, software manuals, and reference books pertaining to spatial and statistical analysis. The center also provides a variety of online GIS data with a particular focus on data about the state of Virginia.
- In the 2005 fiscal year, the University Library owned 732,528 items of Government Information Resources in both print and electronic format. The University Library is a depository for publications issued by the United States and Commonwealth of Virginia governments as well as for the publications of the United Nations, the European Union, and the World Trade Organization. The library also collects extensively from the Organisation for Economic Co-operation and Development, World Bank, UNESCO, International Monetary Fund, International Labour Organization, and other international governmental organizations.

- Reference material collections include dictionaries and encyclopedias in both print and electronic format; online catalogs and book-finders such as *Books in Print*; directories with company and industry information; biographical sources and information about the U.S. and international governments.

The Health Sciences Library
The Claude Moore Health Sciences Library offers a comprehensive collection of materials in biomedical and health sciences literature to support the University of Virginia Health System patient care, teaching, and research programs. In addition, the Library serves as a resource for biomedical information for the community, the Commonwealth and the nation as a member of the National Network of Libraries of Medicine.

As of June 30, 2005, the Health Sciences Library collection contained 195,296 printed volumes, 2,281 serial subscriptions, and 15,296 microforms. The Health Sciences Library's non-print materials included 31,172 graphic materials, 1,304 sound recordings, 2,773 films and videotapes, and 67,378 digital objects. The Library's electronic resources included 1,688 journal titles and 382 book titles.

The Historical and Special Collections Division of the Library houses historical material. Included in this collection are the *Adolph Lomb Optical Collection, the Philip S. Hench Walter Reed Yellow Fever Collection, and the Kerr White Health Care Collection.*

The Law Library
The Law Library is one of the largest law libraries in the country. Its collection includes a comprehensive research library of Anglo-American law, with special emphases in several areas as determined by the curricular and research strengths of the School of Law. Maritime law scholars around the world know its outstanding Oceans Collection.

As of June 30, 2005, the Law Library contained 882,770 volumes and volume equivalents. The collection includes 260,265 printed monograph titles; 11,275 active serial subscriptions; and 13,392 microform titles. The Law Library collection surpasses the requirements set forth in the American Bar Association Standards for Approval of Law Schools.

The Law Library buys 22 percent of the Federal Depository Library Program holdings, tailoring Library collections to meet the needs of the University community. The library complies with the Government Printing Office's rules and recommendations for collection development and access.

Among the Law Library's special collections are titles chosen by Thomas Jefferson for the University Library when it opened in 1825, as well as first editions of leading scholars in English common law, including Glanville, Coke, Bracton, and Blackstone.

The Graduate School of Business Administration Library
This library supports the research and education needs of the University of Virginia's Darden Graduate School of Business Administration. This is accomplished by the acquisition, organization, preservation, and provision of access to business information resources pertinent to the curriculum and research activities of the Darden community.

As of June 30, 2005, the library contained over 103,175 printed volumes. The collection includes 1,600 printed monograph titles and 400 active serials subscriptions. The electronic journal collection includes access to over 8,400 titles. The library allocates 40 percent of the library annual operating budget for the purchase of business information resources.

The library includes a comprehensive research collection of business information resources in both printed and digital formats. Collection development activities reflect the graduate level business curriculum, faculty research activities, and mission statements of Darden research institutes.

3. Collaborative Associations

The University of Virginia supplements its library collections through collaborative associations with other institutions. For example, the Interlibrary Loan Service obtains materials not owned by the University from libraries around the world.

The University of Virginia is a member of The Virtual Library of Virginia, a consortium of the nonprofit academic libraries within the Commonwealth of Virginia that provides access to digital resources, including journals, reference sources, and citation/indexing/abstracting databases. The consortium is funded primarily through direct appropriation from the Commonwealth of Virginia, but funds from individual institutions, including the University of Virginia, supplement this appropriation. The University community benefits by receiving access to additional electronic resources; e.g., in the 2005 fiscal year, 32 percent of articles downloaded through the University Library were funded by this program

The University also participates in ad hoc collaborations with other college and university libraries in Virginia to purchase access to high-impact and expensive materials, such as Elsevier's *Science Direct* and *GeoRef.*

The University Library's participates in multiple digital library research and development associations to further the development of digital initiatives. Collaborations include: Aquifer; Digital Library Federation and its Open Archives Initiative (a project funded by the Institute of Museum and Library Services); Flexible and Extensible Digital Object and Repository Architecture (Fedora™), the underlying infrastructure for the Digital Library Repository, developed jointly by the University Library and the Cornell Digital Library Research Group; and CLOCKSS (preservation of access to web-based collections).

During the 2005 fiscal year, new and ongoing grants and partnerships included a $1,400,000 Mellon Foundation grant for the development of Fedora™ software and a $50,000 Florence Gould Foundation grant to produce digital facsimiles of 16th-century books in the Douglas Gordon Collection.

The University Library is collaborating with the California Digital Library and the University of California libraries to develop digital tools for a large collection of digital materials related to the social and ecological diversity of the American west. The project is funded by the Hewlett Foundation.

In conjunction with the University of South Carolina, the Library is in the process of completing negotiations with Thomson Gale to digitize the fragile Bruccoli Great War Collection. The published series will be freely accessible to the entire University community.

4. Selection and Adequacy of Collections

The University engages in ongoing efforts to ensure that its collections and resources are sufficient to support its educational, research, and public service programs. See, for example, the 2004-2005 University of Virginia Library Statistics Report.

The University Library
A Collections Group is responsible for the development of collections in all formats, materials fund allocation and

management, and coordination of selectors. Within the central University Library, more than 30 subject librarians manage over 300 funds accounting for $7 million of the $10 million collections budget. The subject librarians serve as liaisons to academic departments and programs in a decentralized manner, working with faculty and students to obtain library resources that meet their curricular and research needs. The University Library maintains subject guides relevant to each academic department that identify Internet and print resources located at the University and elsewhere.

The library determines the adequacy of its collections and its learning/information resources through review of user needs, as indicated through user requests; regular interactions between the various schools and the library's departmental liaisons; regular review of the University's academic programs and services; review of course curricula by the library's subject area specialists; and review of use statistics required by the Association of Research Libraries Standards for Libraries in Higher Education.

The Library's Management Information Services group is responsible for coordinating the gathering and reporting of management information throughout the library. The group uses the Library's Balanced Scorecard to provide specific metrics to determine the health and success of the organization. The metrics provide a view of the library organization from four perspectives: user, internal processes, financial, and future/learning potential. Results are reported to the library staff, are reviewed annually by the Library administration, and are used to evaluate and improve the performance of the Library.

One of the goals of the Management Information Services group is to assist with analyzing and evaluating library services and collections. For example, the following two metrics demonstrate that the Library is setting and meeting appropriate goals in these areas.

- *Metric:* The University Library strives to respond to the needs of its users in a timely fashion. *Goal:* The library has set an ambitious standard of filling requests for new materials: if a faculty member or student places a request for a title, the Library's goal is to have it in his or her hands in seven days. *Success:* In the 2005 fiscal year, the University Library succeeded in meeting this goal 62 percent of the time for books published in North America.
- *Metric:* In materials acquisition, the library gives priority to the research and curricular needs of current faculty and students. *Goal:* Reflecting this, it has set a goal that 50-60 percent of newly cataloged monographs should circulate within two years. *Success:* In the 2005 fiscal year, 59 percent of the books purchased two years earlier had circulated.

The University Library also assesses the adequacy of its collections and its learning/information resources during the annual review of its collections, collection size, number and types of resources, and expenditures in preparation for the University budget cycle.

The Health Sciences Library
The primary responsibility for selecting resources rests with the Health Science Library's Collection Development Committee. This committee determines the adequacy of the library's collections by adhering to its Collection Development Policy, which explains the criteria used when selecting materials and resources for the collection. The Assistant Director for Collection Development chairs the committee, which comprises members from all Library departments. Committee decisions are guided by the expert advice of other Library staff, the recommendations and advice from library patrons, analysis of interlibrary loan use patterns, and the Library's Mission. The Collection Development Committee prepares an annual Collections Budget that includes all of the print and online materials purchased or licensed by the Library.

Currently 43 percent ($1.8 million) of the library's operating budget is allocated for purchasing resources for the collection. On average the library spends 75 percent of the collections budget on print and online journals, with the balance spent on monographs (books), standing orders (e.g., reference materials), site licenses for online databases, journals, computer software, and audiovisuals. The collections budget also includes a subsidy of the library's interlibrary loan/document delivery services. In recent years, there has been a greater emphasis on acquiring/licensing resources in electronic form, which is expected to continue. Some of the electronic collection budget items are planned in conjunction with the Alderman Library Acquisitions Department, and the cost is shared proportionally.

The Law Library
The Law Library's Collection Development Policy presents guidelines for areas of selection, collection size, and scope. The Law Library Director, guided by the Collection Development Policy and in consultation with faculty of the School of Law, works with a committee of selectors composed of individual librarians. The Law Library encourages School of Law faculty recommendations for purchase and frequently consults directly with faculty regarding selection decisions. The Law Library also welcomes student selection recommendations. As a member of the Federal Depository Library Program, the Law Library complies with the Government Printing Office's rules and recommendations for collection development and access.

The Law Library assesses its collection through user surveys, focus groups, faculty interviews, and participation in the American Bar Association Annual Survey and the Association of Research Libraries survey.

The Graduate School of Business Administration Library
This library assesses its collection through user surveys, faculty interviews, an annual comparative review of collections among graduate business school members of the Academic Business Library Directors, as well as participation in the Association of Research Libraries annual survey.

5. Access and User Privileges

The University of Virginia's Library System uses VIRGO to provide online access to the University Library Catalog with keyword searches; searches by author, title, journal title, and subject and call numbers. Online help screens and printed materials provide directions for using VIRGO effectively, and include instructions for accessing VIRGO from home and office computers. Find@UVA, Journal Finder and Article Finder are tools that provide all patrons with online access to over 90 licensed indexing and abstracting services providing access to over 40,000 journal titles. VIRGO provides access to over one hundred bibliographic and full text databases, such as Lexis-Nexis, WorldCat, Infotrac, Dissertation Abstracts, MLA Bibliography, and Web of Science. Non-University patrons are provided temporary guest passwords to gain access to VIRGO.

The University of Virginia Libraries seek to provide all patrons with a welcoming, comfortable, and safe environment that promotes free intellectual exploration, research, and learning (for example, see the University Library's Vision and Guiding Principles). Although each library primarily provides facilities and services for their school, all libraries welcome faculty, students, staff, researchers, alumni, members of the University community, and the general public. Library information, circulation, and eligibility policies set out guidelines on library access and user privileges to collections, resources, and services (See the University Library Circulation Policy, the Health Sciences Library User Eligibility Policy, the Law Library's Circulation and Access Policies). Information is disseminated through library web sites, in paper publications and brochures; through meetings with the Faculty Senate, the University Libraries Committee, the Library

Student Advisory Board, and academic departments; and via e-mail communication from Subject Librarians.

Each library maintains its own Library Hours suited to its constituents. For example, Clemons Library, which primarily serves the undergraduate population, is open 24 hours Monday through Friday; 9 a.m. to midnight on Saturday; and from 10 a.m. on Sunday. Access to the Health Sciences Library is provided 96 hours per week, with extended hours available during exam periods. A 24-hour study room is available for nursing and medical students. The Law Library is open daily from 8 a.m. to midnight; and during examination periods, it is open until 2 a.m.

The Vice President and Chief Student Affairs Officer disseminates information for students with disabilities, which includes accessibility and contacts for each library. Access to the facilities is available through official ADA–compliant entrances. The library staff assists students with disabilities in accessing library resources and using special machinery.

Through the Library's services and resources for students affiliated with the School of Continuing and Professional Studies, the University Library complies with all national guidelines to provide comparable resources and services to students and faculty outside the Charlottesville region. A Librarian dedicated to this constituency is available via telephone and on-line; she also travels to distant locations in the State to insure appropriate services are available. Information and a Guide to Library Services for the Off-Grounds Students at the University of Virginia are available on the Library's web site.

The Interlibrary Services Department provides access to materials not owned by the University. For the 2004 fiscal year, the University borrowed 27,702 items (loaned 41,656 items). The Library Express on Grounds delivery service delivers all internal and external faculty requested materials directly to their departmental mailboxes, desktops or teaching assistants.

6. Other Learning/Information Resources

In addition to library collections, the University supports student and faculty access and user privileges to other learning/information resources consistent with the degrees offered.

All members of the University of Virginia community are granted accounts for the general-use computing resources managed by the Department of Information Technology and Communication (ITC), including Central Mail Service (electronic mail systems), Blue Unix/Home Directory (file storage, personal web space), Netbadge (MyUVa portal, WebMail, and Network Registration), ESERVICES (lab and library access) and Instructional Toolkit (Class homepages).

ITC provides and maintains the network infrastructure to allow users access to University resources and the Internet. Virtually all University offices are linked to the Internet and each residence hall room includes a port to accommodate each student. ITC provides detailed configuration information for connecting students' computers to the University network.

See Comprehensive Standard 3.4.14 for additional information about the University's uses of information technologies to advance teaching, learning, and research.

See Comprehensive Standards 3.8.1, 3.8.2, and 3.8.3 for more information about the University libraries.

See Core Requirement 2.10 for a discussion of student support services and Comprehensive Standard 3.4.9 for a discussion of academic support services.

References

- *University of Virginia Library Statistics Report: 2004/2005*
- Mary & David Harrison Institute for American History, Literature, and Culture
- Albert and Shirley Small Special Collections Library
- Electronic Text Center - link to live site
- Geospatial & Statistical Data Center - link to live site
- Historical and Special Collections Division of the Health Sciences Library
- Virtual Library of Virginia
- Subject Librarians
- Balanced Scorecard - link to live site
- Collection Development Policy - link to live site
- Health Sciences Library's Mission Statement
- Vision and Guiding Principles
- University Library Circulation Policy
- Health Sciences Library User Eligibility Policy
- Law Library Circulation and Access Policies
- Library Hours
- Guide to Library Services for the Off-Grounds Students
- Comprehensive Standard 3.4.14
- Comprehensive Standard 3.8.1
- Comprehensive Standard 3.8.2
- Comprehensive Standard 3.8.3
- Core Requirement 2.10
- Comprehensive Standard 3.4.9

Core Requirements Home

Maintained by: Institutional Accreditation webmaster
Last Modified: Tuesday, 05-Apr-2011 14:37:56 EDT
© Copyright 2012 by the Rector and Visitors of the University of Virginia
Institutional Accreditation
434-924-1342
434-982-2920
Booker House
P.O. Box 400308
Charlottesville, VA
22904-4308

UNIVERSITY OF VIRGINIA
Comprehensive Standards 3.8.2 – Access to Instruction
http://www.virginia.edu/sacs/standards/3-8-2.html

INSTITUTIONAL ACCREDITATION
UNIVERSITY of VIRGINIA

Search
This Site | U.Va. | People

Comprehensive Standards 3.8.2 - Access to Instruction

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Compliance Certification

The University of Virginia is in compliance with this standard.

Explanation

The University of Virginia provides extensive opportunities for regular and timely instruction in the use of the library and other learning/information resources.

1. Library Instruction

The University Library System provides orientation sessions, tours, individual tutorials, and a variety of short courses, in-class instruction, and online instruction. In 2004-05, the University Library offered 721 instructional sessions that were attended by 9,460 participants; the Health Sciences Library offered 559 instructional sessions attended by 4,531 participants; the Law Library offered 24 instructional sessions attended by 420 participants; and the Business Library offered 30 instructional sessions attended by 425 participants. (See Core Requirement 2.9 for an overview of the University Library system.)

The University Library asks participants to evaluate all user-education sessions conducted by library staff, except for some orientation sessions. The evaluation asks participants to assess the content and usefulness of the class and the effectiveness of the instructor, to provide an overall rating of the session, and to suggest improvements. The University Library's Management Information Services department maintains an online database (the User Education Database) of all evaluations. All instructors receive individual results, and the Balanced Scorecard User Perspective 2.0 reports overall instructor ratings. For 2005, overall user instruction met the target goal of 4.0 on a scale of 1 to 5, receiving a score of 4.35.

Orientation Sessions, Tours, and Individual Tutorials

At the beginning of the academic year, the Office of Orientation and New Student Programs includes scheduled 45-minute tours of the three main University Libraries (Clemons, Alderman and Harrison-Small) in their program. For the 2005-06 academic year, nine tours were offered over the first nine days of the Fall semester. All students can arrange individual library tours throughout the semester. The University Library offers in-depth research tutorials to University of Virginia students, faculty, and staff as an introduction to the research of a discipline, to assist with specialized research projects, and to provide individual instruction in the use of online databases and other library resources. All of the University's teaching locations offer orientation sessions, and individualized and tutorial assistance are available to all off-grounds students.

Short Courses

Each library provides general and customized one-time sessions to meet the needs of its users and offers short courses in a variety of subjects, including using library resources, performing database searches, and the use of library-related products (e.g., bibliographic management software). For an example of a monthly short-course calendar, see the Education Opportunities web site for the Health Sciences Library. The Education Library offers Short Courses, one-hour instruction sessions on a specific topic, at the beginning of each semester. In 2005-06, the classes included: 1) Introduction to RefWorks Bibliographic Management Software, 2) Getting Full Text Journal Articles Online, and 3) Doctoral Support Services.

In-Class Instruction

Faculty integrate research skills into their curricula in various ways, including by scheduling in-class library instruction sessions that may include general instruction in the use of the library, instruction on how to use specific technology, and classroom demonstrations on information-gathering skills. Library staff also assist faculty in designing sessions specific to their courses. For example, faculty can schedule sessions with the Geospatial and Statistical Data Center for classes that will use a data source housed there. Library instruction sessions can also cover such topics as citation of sources, evaluation of information from the Internet and other sources.

Library instruction is a requirement for all undergraduates enrolled in the English writing classes (ENWR 105) in the College of Arts and Sciences and for all first- and fourth-year students in the School of Engineering and Applied Science (STS 101 and 401).

Library staff teach both short courses and for-credit courses targeted to graduate students. These sessions include hands-on experience on all the significant databases in relevant fields of study (e.g., Law, Music), including research tools needed for specific methodologies and methods of access and retrieval. For example,

1. "Introduction to Literary Research" course (ENCR 801) is required for all new graduate students in the English Department; it includes two sessions in the library.
2. The Education Library offers a one-credit course called "Introduction in Information Technology" (EDLF 711), which introduces graduate students to information literacy skills.
3. The Fine Arts Library requires all beginning art history graduate students to take the one-credit course called "Library Methods in the Visual Arts" (ARTH 501).
4. The Law Library teaches customized courses in advanced legal research and a course in international and foreign legal research.

Online Instructional Aids

Many faculty members have worked with library staff to incorporate online instructional aids into the curricula for their classes. For example, the Fine Arts Library created the User Instruction web site for their three program areas (art,

architecture, and drama) includes research strategies specific to each program and links to relevant databases for each academic class. Library staff have created online Finding Aids (example from the Music Library) and Resource Guides to assist students and faculty. The Health Sciences Library's Information for Medical Students Web site includes program curricula, which links to course Web sites, lists of library resources available for each course, and user tutorials.

The libraries provide other online resources to students and faculty; e.g., the *Ask a Librarian* and Searching the Internet Web sites. Students and faculty may learn Refworks Bibliographic Software and Endnote Bibliographic Software through online instruction. In addition, the Library maintains Subject Guides by academic discipline identifying relevant internet and print resources

2. Library Reference Services

The University Library System offers reference services to University students, faculty, staff, and the public. During fiscal year 2005, the University Library recorded 70,080 reference questions (including one-on-one tutorials); the Health Sciences Library recorded 24,914; the Law Library recorded 18,400; and the Business Library recorded 5,800.

The University Library supplements its reference desks with an online E-mail Reference and Real-Time Reference site. Real-Time Reference is an instant-messaging service available 11 a.m. – 11 p.m., Monday to Thursday, 11 a.m. – 6 p.m. Friday and Saturday, and noon to 11 p.m. on Sundays. The Reference Tutorial Service is a research tutorial service that provides an introduction to the research of a discipline, assistance with specialized research projects, and individual instruction in the use of online databases and other library resources.

The Health Sciences Library offers the Electronic Reference Desk, which provides up-to-date, health-related information from the Internet compiled by the Library's Information Services staff.

The major service point for law faculty reference questions is *Refdesk*, an e-mail address for the exclusive use of law faculty. *Refdesk* can help with any inquiry about the Law Library, including acquisitions and circulation. Law Library staff fields more than 2,000 faculty queries each year, ranging from simple case requests to complex, substantive research projects.

3. Other Library Instructional Opportunities

Additional opportunities for library instruction include:

The Paper Clinic

The University Library collaborates with the Writing Center to offer the "Paper Clinic" to undergraduate and graduate students at the end of each semester. Students receive help from library staff and tutors from the Writing Center on refining their topics, finding books and articles, citing sources, and correcting grammar.

Harrison Partners

The University Library and the Undergraduate Research Network in the College of Arts and Sciences have established the Harrison Partners program to provide select undergraduate students with assigned subject librarians. The students conduct advanced research projects with the assistance of a subject librarian who can provide specific resources for their project.

4. Instruction in Other Learning/Information Resources

In addition to instruction and assistance in use of the library, the University also provides regular and timely instruction in the use other learning/information resources, which includes the information technology and software that supplement and enhance the learning and research activities of students and faculty. The University's central information organization, the Department of Information Technology and Communication (ITC), provides specific training programs for students on how to access the University network (e.g., password retrieval); how to configure personal hardware to conform to the University's technology infrastructure (e.g., laptops); and instruction in the use of institutional administrative technology (e.g., online registration). Comprehensive Standard 3.4.14 describes these programs.

Many University departments and units offer technical training to faculty, staff, and students, ranging from online tips to more formal skills-development programs. Centrally, the University's Office of Learning and Development provides fundamental skills classes. The following are examples of the various opportunities at the University of Virginia for regular and timely training in the use of a variety of learning/information resources.

Information Technology Short Courses

ITC provides targeted information technology courses and certain information technology training programs designed to meet the needs of medical and nursing students and persons conducting high-end computational research. Educational programs include one-on-one specialty classes, brief seminars, conferences, online videos, and computer- and video-based training. Programs cover such topics as Excel, PowerPoint, Web design and certification, and Dreamweaver. More advanced topics include animation and 3D, user collection tools, sound, still images, and video. During 2004-05, for example, ITC's Training Services Group conducted 113 classes, training more than 550 participants. During that same time period, the Office of Learning and Development offered 867 events to the University community.

Online Help and Training

The University Library system, ITC, and the Office of Learning and Development have extensive Web resources for online help and training. For example, ITC's Web site comprises some 11,000 pages of technical and IT security information, software distribution, and application tips, among other information. ITCWeb serves more than 1 million page views per month and people outside the University also use it extensively.

Web-based Training

The Office of Learning and Development's Web-based training service offers course content from the National Education Training Group (NETg KnowledgeNow). The program, which has been offered since 2003 to all University employees, includes access to more than 1,300 courses covering such topics as desktop applications, IT applications, and IT concepts and tools.

Advanced Research Topics

Staff in the Research Computing Support Center and Academic Computing for Health Sciences provide doctoral-level assistance for IT-intensive research. They also offer workshops, colloquia, and a monthly research computing newsletter. They train research assistants and provide workshops on the use of software for mathematical, statistical, and data analysis, among other topics. During 2004-05, the group logged 5,750 user contacts, a 27 percent increase over the previous year. Data from the fall 2005 semester showed that both students and faculty use the group's services, with 42 percent of contacts being with graduate students and 19 percent undergraduates.

UNIVERSITY OF VIRGINIA

Comprehensive Standards 3.8.2 – Access to Instruction

http://www.virginia.edu/sacs/standards/3-8-2.html

Arts and Sciences Center for Instructional Technology (ASCIT)

ASCIT supports the use of technology in teaching in the College of Arts and Sciences. ASCIT provides comprehensive consultation services with faculty on creative ways to enhance classroom instruction with technology using several easy-to-use Web-based tools.

References

- Core Requirement 2.9
- Balanced Scorecard User Perspective 2.0
- Library Orientation and Tour Contacts
- Research Tutorials
- Education Opportunities
- Short Courses
- Geospatial and Statistical Data Center Instructional Support
- Finding Aids
- Information for Medical Students
- *Ask a Librarian*
- Searching the Internet
- Email Reference Site and a Real-Time Reference
- Electronic Reference Desk
- Paper Clinic
- Comprehensive Standard 3.4.14
- Research Computing Support Center
- Academic Computing for Health Sciences
- Arts and Sciences Center for Instructional Technology - link to live site

Comprehensive Standards Home

Text Version | Print Version

Maintained by: Institutional Accreditation webmaster
Last Modified: Wednesday, 13-Apr-2011 11:43:23 EDT
© Copyright 2012 by the Rector and Visitors of the University of Virginia

Institutional Accrediation
☎ 434-924-1342
434-982-2920

Booker House
P.O. Box 400308
Charlottesville, VA
22904-4308

SELECTED RESOURCES

Journal Articles and Other Works

Berry, Leonard L. On Great Service: A Framework for Action. New York: Free Press, 1995.

Dupuis, Elizabeth A. "Amplifying the Educational Role of Librarians." Research Library Issues: A Bimonthly Report from ARL, CNI, and SPARC, no. 265 (August 2009): 9–14. http://publications.arl.org/rli265/10

El-Khawas, Elaine. Improving the Managerial Effectiveness of Higher Education Institutions: Accreditation in the USA: Origins, Developments and Future Prospects. Rep. N.p.: International Institute for Educational Planning, 2001.

Fraser, Bruce T., Charles R. McClure, and Emily H. Leahy. "Toward a Framework for Assessing Library and Institutional Outcomes." portal: Libraries and the Academy 2, no. 4 (2002): 505–28. http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/portal_libraries_and_the_academy/v002/2.4fraser.pdf

Gratch-Lindauer, Bonnie. "Comparing the Regional Accrediation [sic] Standards: Outcomes Assessment and Other Trends." The Journal of Academic Librarianship 28, no. 1 (2002): 14–25. http://www.sciencedirect.com/science/article/pii/S0099133301002804

Hernon, Peter, and Robert E. Dugan. An Action Plan for Outcomes Assessment in Your Library. Chicago: American Library Association, 2002.

Hernon, Peter, Danuta A. Nitecki, and Ellen Altman. "Service Quality and Customer Satisfaction: An Assessment and Future Directions." The Journal of Academic Librarianship 25, no. 1 (1999): 9–17. http://www.sciencedirect.com/science/article/pii/S0099133399801700

Lewis, Jan. "Using LibQUAL+ Data for an Accreditation Review." Poster presented at the Library Assessment Conference, Baltimore, Maryland, October 24–27, 2010. http://libraryassessment.org/bm~doc/lewis_jan.pdf

Malone, Debbie, and William Neal Nelson. "A Library Compliance Strategy for Regional Accreditation Standards: Using ACRL Higher Education Standards with the Middle States Commission." College & Undergraduate Libraries 13, no. 1 (2006): 89–105. http://www.tandfonline.com/doi/abs/10.1300/J106v13n01_10

Nitecki, Danuta A., and Craig N. Bach. "Assessment and Accreditation: Libraries Enter Stage Left." Paper presented at ACRL 2011: A Declaration of Interdependence, Philadelphia, Pennsylvania, March 30–April 2, 2011. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/national/2011/papers/assessment_accredita.pdf

Parrish, Darlene Ann, Malka Schyndel, and Jacquelyn Marie Erdman. "Using a Database as an Assessment Reporting Tool." Technical Services Quarterly 26, no. 3 (2009): 207–16. http://www.tandfonline.com/doi/abs/10.1080/07317130802520229

Potter, William Gray, Colleen Cook, and Martha Kyrillidou. "ARL Profiles: Qualitative Descriptions of Research Libraries in the Early 21st Century." Research Library Issues: A Bimonthly Report from ARL, CNI, and SPARC, no. 271 (August 2010): 25–32. http://publications.arl.org/rli271/27

Ratteray, Oswald M. T. "Information Literacy in Self-Study and Accreditation." The Journal of Academic Librarianship 28, no. 6 (2002): 368–75. http://www.sciencedirect.com/science/article/pii/S0099133302003403

Saunders, Laura. Information Literacy as a Student Learning Outcome: The Perspective of Institutional Accreditation. Santa Barbara: Libraries Unlimited, 2011.

———. "Regional Accreditation Organizations' Treatment of Information Literacy: Definitions, Collaboration, and Assessment." The Journal of Academic Librarianship 33, no. 3 (2007): 317–26. http://www.sciencedirect.com/science/article/pii/S0099133307000365

Smith, Kenneth R. "New Roles and Responsibilities for the University Library: Advancing Student Learning Through Outcomes Assessment." Journal of Library Administration 35, no. 4 (2002): 29–36. http://www.tandfonline.com/doi/abs/10.1300/J111v35n04_07

Stoffle, Carla, and Eileen Hitchingham. "Learning Outcomes, Research Outcomes, and Institutional Accreditation." Paper presented at the Association of Research Libraries 139th ARL Membership Meeting, Washington, DC, October 16–18, 2001. http://www.arl.org/resources/pubs/mmproceedings/139hitchingham.shtml

Regional Accrediting Agency Reports

North Carolina State University

Southern Association of Colleges and Schools (SACS)

http://www2.acs.ncsu.edu/UPA/auth/compliance/standards/core_2.9.htm

http://www2.acs.ncsu.edu/UPA/auth/compliance/standards/program_3.8.1.htm

http://www2.acs.ncsu.edu/UPA/auth/compliance/standards/program_3.8.2.htm

http://www2.acs.ncsu.edu/UPA/auth/compliance/standards/program_3.8.3.htm

Rutgers University

Middle States Association of Colleges and Schools

http://www.libraries.rutgers.edu/rul/staff/planning/reports-rul.shtml#middle_states

Temple University

Middle States Association of Colleges and Schools

http://www.temple.edu/provost/aaa/middle_states/documents/FINALTeamReportwithCover.pdf

Washington State University
Northwest Commission on Colleges and Universities (NWCCU)
http://accreditation.wsu.edu/WSUaccreditation2009.pdf

Other Resources

An Act to Amend and Extend the Higher Education Opportunity Act of 1965, and For Other Purposes, Pub. L. No. 110-315, § H, 122 Stat. 3324 (2008).
http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf

Association of Accrediting Agencies of Canada
http://aaac.ca/English/Links.html

Council for Higher Education Accreditation
Directory of CHEA-Recognized Organizations 2012–2013.
http://www.chea.org/Directories/index.asp

Library Accreditation Toolkit
http://librarytoolkit.wordpress.com/

US Department of Education. Office of Postsecondary Education.
The Database of Accredited Postsecondary Institutions and Programs.
http://ope.ed.gov/accreditation/

University of Oregon
University of Oregon Libraries Annual Report, FY 2010-11
https://scholarsbank.uoregon.edu/xmlui/handle/1794/11762

Assessment Management Systems

Academic Management Systems (AMS)
http://www.liaison-intl.com/about/ams.html

CollegeNET
http://corp.collegenet.com/

CompuLabs
Compliance Assist (formerly Dataliant)
http://www.campuslabs.com/products/compliance-assist/

Insight Assessment
http://www.insightassessment.com/

iQuest Discovery
http://iquestglobal.com/

LiveText
https://www.livetext.com/

Nuventive
http://www.nuventive.com/

SmarterServices
http://www.smarterservices.com/

StudentVoice
http://www.studentvoice.com/

TaskStream
https://www.taskstream.com/

Tk20
http://www.tk20.com/

Waypoint Outcomes
http://www.waypointoutcomes.com/

WEAVEOnline
http://www.weaveonline.com/

WIDS Worldwide Instructional Design System
http://www.wids.org/

Note: All URLs accessed September 5, 2012.