

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION SOURCES

DESCRIPTION

Library and information services have been transformed in the last decade by the digitization of journals and books, providing 24/7 access to those and other information resources. Significant external support for expansion and renovation allowed the Library to be named for a distinguished alumna and former Trustee, Claire T. Carney, and these donations leveraged major state funding for a full Library expansion and renovation. The Library, through its [Mission](#) statement and the [Library Building Plan](#), plays a crucial role in helping the campus achieve the overall Mission of UMass Dartmouth.

The Library's central location, as expressed in its vision statement, reflects its role as the center of campus discourse, learning, and scholarship, provides ready access to the services, resources and staff it houses: the Learning Commons and the Scholarly Commons, Archives and Special Collections, a wide array of books and journals, a well-qualified staff available to assist students; the Office of Faculty Development; and much of Computing and Information Technology Services. The Library staff and its scholarly resources, services and functions support the key aspects of the Mission and contribute to the goals outlined in the Strategic Plan to provide personalized education and promote scholarly research and creativity.

The Library's primary clientele are University students, faculty, and staff. As the largest information center in Massachusetts south of Boston, it is also open to the public to serve the regional community. Through coordination of efforts, [Computing and Information Technology Services](#) (CITS) provides the infrastructure, faculty training and support, and student support services that enable student access and success both online and in the classroom.

The campus provides an ongoing budget for staffing and operating expenses for both the library and instructional technology support. The principal sources of funds are state support and students fees; recent significant private donations have become an important third source of funding. These sources have been supplemented in recent years by the allocation of five percent of all grant and contract-based indirect costs to support the Library and scholarly use of technology. In addition, the campus has made significant one-time investments in classroom technology and in the renovation and expansion of the Library (described below), utilizing capital funds from the state and private contributions.

There are now 74 [technology enabled classrooms](#), and the [Faculty Instructional Laptop Program \(FILP\)](#), established in 2005, provides faculty with laptops on a 3 to 4 year refresh cycle. There are approximately 300 computers in CITS-managed [labs and computer classrooms for teaching](#). These computers are also refreshed every 3 to 4 years, and a standard software suite is upgraded annually. Requests for specialized course software are included in the software suite. The [Mobile Computing Lending Program \(MCLP\)](#) is designed to enhance the community's access to computer and network resources by lending computers and projectors. The Learning Commons contains two collaboration rooms that may be reserved for student use.

The [Blackboard Learning Management System](#), known as myCourses, is used in varying degrees for blended, fully online courses and collaboration. Faculty have access to [SafeAssign](#), a web-

based plagiarism detection service. In support of classroom personal response systems, the campus has adopted [IClicker](#). UMass Dartmouth's blog functionality was implemented in the Spring 2009 for faculty and staff and in the Fall 2009 for students.

As part of the UMass system, the institution benefits in two ways in the area of instructional technology. First, UMass Online provides an expanding suite of online software and services, including Blackboard and Wimba collaboration software. These are available for use in on-campus and blended courses, as well as fully online courses offered by the campus through UMass Online. Second, through its intercampus Subcommittee on Academic Technology, UMass has offered innovation grants and workshops/symposia that have been of great use to campus faculty and support staff.

The Dean of Library Services leads the Library and reports to the Provost, serving as a member of the Provost's Deans' Council and the Chancellor's Senior Leadership Team. The Dean also chairs the Library Leadership Team, which is composed of the Assistant Dean for Administrative Services; elected division heads for Access Services, Information Services, Library Systems, and Technical Services; head of Archives and Special Collections; and the Administrative Assistant. There are Collections and Instruction Committees, Better Workplace and Staff Development Teams, an advisory board associated with the Ferreira-Mendes Portuguese-American Archives, and committees and task forces associated with the Learning and Scholarly Commons.

In addition to the Dean and Assistant Dean, there are 13.5 librarians, 6 other professional staff, and 15 paraprofessional staff. All librarians hold a master's degree in library/information science; three librarians hold second master's degrees. Many Library staff participate on campus committees, in relevant professional activities, and in community engagement. Librarians are active in regional and national professional organizations.

CITS, part of the Division of Administrative and Fiscal Services, actively supports technology for the UMass Dartmouth community. Possessing a strong service culture coupled with a flexible team-based organization, [CITS](#) is led by the Associate Vice Chancellor for Information Technology, who oversees a management team including the Executive Director of IT Service Assurance, the Director of IT Development, and the Director of IT Infrastructure. Reporting to the Vice Chancellor for Administrative and Fiscal Affairs, the Associate Vice Chancellor is the campus' Chief Information Officer, and as such, is a member of the Chancellor's Senior Leadership Team and the University of Massachusetts' CIO Council and IT Leadership Council. Approximately 40 IT professionals form 8 function-based teams and participate in 4 cross-function teams. Each team has both a service mission and a specialized technology focus, described in the [CITS Service Catalog](#).

There is close collaboration between the Library and CITS. The Library Dean and the Associate Vice Chancellor/CIO co-manage the units with both strong library and technology components: the Learning and Scholarly Commons, Instructional Development, and Photographic Services.

Training is provided to both faculty and students in the Library's services. Librarians are assigned as liaisons to academic departments and work to support the instructional and the scholarly needs of faculty; they also provide an orientation session for incoming faculty at the New Faculty Institute. Undergraduate students receive information literacy instruction in the

freshman English sequence, and librarians provide instruction in upper division and graduate classes on request. There are also online guides and learning modules. The reference desk further supplements and supports student learning about information resources, and online reference services are provided as well.

The CITS [Instructional Development Team](#) supports the use of instructional technologies across all teaching/learning environments (face-to-face, blended and fully-online classrooms). The Faculty and Staff Training Center (FASTRAC) houses 11 computer stations (8 Windows-based and 3 Mac) and 1 instructor station for the purposes of training, workshops, and support services for faculty utilizing instructional technology. Approximately 50 percent of the faculty are trained in [myCourses](#) (Blackboard Learning Management System), and instruction in the use of myCourses is offered throughout the year.

CITS partners with administrative offices to provide training on the PeopleSoft administrative applications. Students receive training on the student system [COIN](#) during Orientation. Integrated help desk services are available during Library hours to students at the newly created Learning Commons Service Desk as well as satellite locations. Located in the Residence Hall, ResTech is available to students for technical support. Online requests for help are available to students at itstudent@umassd.edu. The Faculty and Staff IT Service Center offers support to faculty and staff for technology issues including hardware, software, connectivity, laptop use, and so forth. Scanning support for exams, surveys, and document images is available. Online requests for technical assistance are available at itscenter@umassd.edu.

The Library has established policies and procedures that promote compliance with the [copyright laws](#) and adheres to the [privacy and confidentiality laws and policies of the Commonwealth of Massachusetts](#) and the American Library Association.

There are a number of [UMass Dartmouth policies](#) that guide the students, faculty and staff on the appropriate use of technology. The [UMass Dartmouth Responsible Use Policy](#), [email communications policy](#) and a link to [University of Massachusetts system policies](#), procedures and [security guidelines](#) are provided to each member of the campus community upon receiving a [UMassD Logon](#) and again at the beginning of the academic year.

The Library owns 461,000 books, 884,000 microforms, 8,115 audiovisual materials, 2,000 linear feet of archives and manuscripts, 2,800 current serial subscriptions, and has access to 45,466 subscription-based online reference sources and journals. Liaison librarians work with faculty liaisons to develop collections to support the academic departments. The [Journal Locator](#) provides information about the years of availability for print and online journals. As electronic journal collections (such as JSTOR) are purchased, the Library evaluates and withdraws volumes from the print journal collection.

The Library benefits from guaranteed access to shared information resources and optimal pricing for access to electronic resources through membership in the [Boston Library Consortium](#) (BLC), [MCCLPHEI](#) (Massachusetts Commonwealth Consortium of Libraries of Public Higher Education Institutions), the [NorthEast Research Libraries](#), and the [Massachusetts Board of Library Commissioners](#) and its regional branch, [Southeastern Massachusetts Library System](#). The BLC is implementing WorldCat Local for enhanced resource sharing. The Provost also

supports full access to special collections at the Brown University Library for faculty who require such access for their scholarly work. Students, faculty, and staff have access to web-based interlibrary loan and unmediated [virtual catalog services](#). Interlibrary loan articles are delivered to the requestor's desktop. The Library is implementing the ILLiad and RapidILL systems for improved service.

The [Archives and Special Collections](#) preserve historical records of the University, the predecessor textile schools, and manuscript and photographic collections documenting the history of the Fall River and New Bedford regions. There is a collection of rare books, a regional folk music archives, and a Robert F. Kennedy Assassination Archives. A notable new feature is the [Ferreira-Mendes Portuguese-American Archives](#), which documents the history of Americans of Portuguese descent in North America. The result of a major fund-raising effort, donations for the Archive supported the newly enhanced space and preservation quarters for all the Archive collections. A recognized international resource, the Archive has the potential to become a major document resource center for the Luso-African-Brazilian world.

There are 66 public workstations in the Library and 63 workstations in two computer-training classrooms on the lower level. There is an ADA-compliant accessible workstation. The first phase of a Learning Commons on the first floor and Scholarly Commons on the second floor opened this year. The facility is open 90 hours per week during the academic year and reduced hours during breaks and on holidays. A portion of the Library, computer labs, and a study space, is open 24 hours per day at the end of the semester.

The Library offers standard [services](#) including circulation, reserves, reference, instruction, interlibrary loan, and loan of equipment. The [Photographic Services Department](#) provides images and video for the University website, fundraising, recruitment, conferences, and the presentation of scholarly and academic work. The Library provides reference service in person to walk-ins and by appointment, by email, by instant messaging, and by phone during most library hours. The Archives and Special Collections provide reference and research services during weekday business hours.

The Library participates in the BLC partnership with the Internet Archive Open Content Alliance, an international alliance of leading academic and cultural heritage institutions. The purpose of the Alliance is to build freely accessible digital collections. The Library digitized 136,251 pages from 381 pre-1923 texts by the end of 2008 through this program.

There is an extensive [instruction program](#) for all levels of students. Library staff have developed the information literacy program collaboratively with other UMass campuses and with UMass grant support. The Library provides instruction sessions for students each semester both in their general education classes as well as their upper-level sections. Almost every student takes ENL 101 and 102, and the librarians strive to provide information literacy instruction to each section.

Librarians have successful partnerships with individual faculty in working with upper-level sections. These include multiple visits, consultations, co-creation of assignments, and feedback from research projects. The difficulty at this level is instituting a consistent program that reaches all students because the upper level students do not all take the same classes. This results in some students attending several library sessions but others attending few or none. Nonetheless, the

existing instructional activity is broad and well received. Librarians gave 342 presentations to 8,448 students in FY08. In addition, librarians meet with students through the course management system; some provide “live” instruction using the Wimba collaborative learning software.

The Library supports distance learning and the course management system with [subject and course guides](#), customized [online tutorials and streaming video](#), and access to electronic resources. The Library provides access to its collections through the Ex Libris Voyager online catalog and SFX systems. Users can search for reserve materials by course, instructor, or department and can access them through the “ERES” and Voyager systems. Electronic databases are available through subject and alphabetical lists on the website and through the Ex Libris “MetaLib” federated search engine.

The Library website complies with University, W3C, and web content accessibility guidelines. Staff work with CITS to develop applications, plug-ins, and add-ins that will enable direct access to Library services and resources from other campus sites and services. Interactive distance learning and video conferencing technologies are utilized at multiple sites. A mobile unit offers the flexibility to provide video conference capability from multiple locations. There are facilities for streaming and archiving technology for major events including graduation.

The Library building consists of five general-use floors, as well as mezzanine and basement levels. It houses the entire collection described above, provides ever-evolving learning spaces, and houses an increasing range of campus entities and staff. The Library opened in 1972, and evolving needs and aging infrastructure have resulted in a building that is at or above capacity and not designed for current learners. Currently, it is in the process of a major \$43M expansion and renovation. The first phase created a state-of-the-art space for the Ferreira-Mendes Portuguese-American Archives and the Archives and Special Collections. The next major phase will expand the Library with over 26,000 square feet of new space, and provide a major redevelopment of space and an infrastructure upgrade to the existing 152,000 square foot Library building.

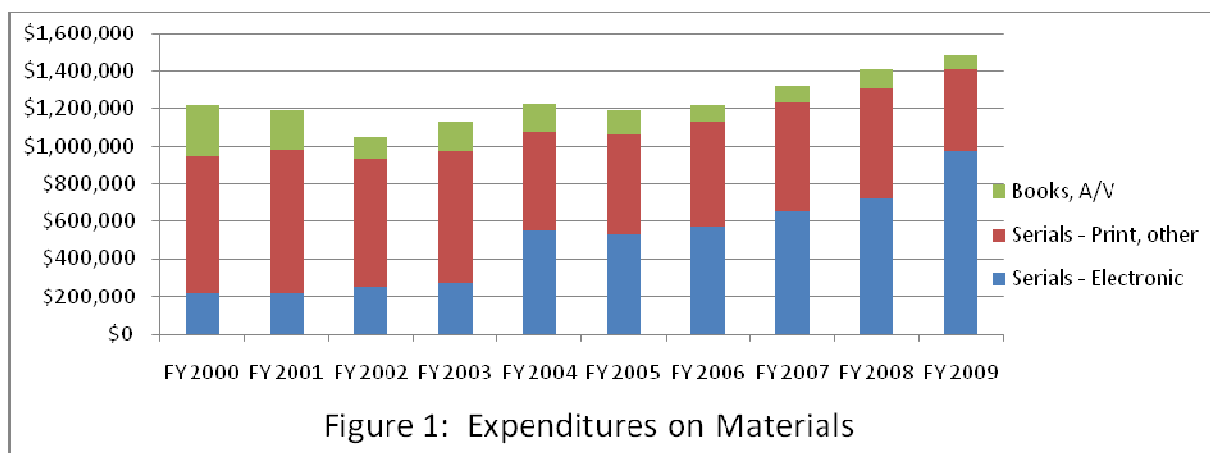
As addressed in Standard 8, the institution’s information technology needs are supported through its primary administrative systems and the desktop suite. The Office of Institutional Research and Assessment makes significant data resources available, and campus representatives participate in the UMass Business Intelligence Cabinet that works to improve reporting and analysis tools for the administrative systems. The Library contributes information services that support planning and administering the institution and its programs. In particular the Archives retain, catalog, and retrieve historical information that is pertinent to planning and decision-making. Also, a reference librarian has been assigned to perform research as needed in support of the senior administrative staff.

The Library conducts the LibQual+ survey on a regular, systematic basis and conducts other surveys as needed to gather data that lead to improvements in resources and services. Instructional technology evaluation mechanisms are less well defined but utilized nonetheless.

APPRAISAL

The UMass Dartmouth [Mission, Vision and Strategic Plan](#) provide a clear institutional vision. The Strategic Plan outlines objectives for developing library-based spaces, resources and services that appropriately meet 21st century undergraduate, graduate and community teaching, scholarship and learning needs, and for creating an "IT savvy" 21st century campus community. Strategies and tactics proposed for meeting these objectives and the recognition of the role of the Library and instructional technologies in their achievement provide a useful guide for making strategic and operational decisions in developing library and instructional technology services.

Consequently, there has been a consistent commitment of financial support to both the library and instructional technology during the review period, in spite of economic downturns in 2002-2003 and the current downturn that began in 2008. Expenditures on library materials provide a primary example of this commitment.



Through 2001 the Commonwealth provided nearly \$1 million per year in a separate appropriation for Educational Resources and Materials (ERM). During the 2002 downturn this item was eliminated over two budget years, and the campus made up the ERM amount in its entirety. In addition, inflation on library materials has been at around 7% for a number of years, and this has put great pressure on academic library budgets. As seen in figure 7.1 UMass Dartmouth has shown strong budgetary commitment to the Library. No journal subscriptions have been canceled due to budget cutbacks since 2001, and expenditures have increased at an average of 6.1% per annum since 2002 (7.5% per annum since 2005).

Other major commitments include the development of the new Ferreira-Mendes Portuguese American Archives, the upcoming renovation and expansion of the Library, \$2 million dollars of classroom technology upgrades and renovations, and ongoing funds for classroom operation and the faculty laptop program. Though there is still significant budget need for additional information resources, especially journals and databases, the financial commitment to Library services and instructional technologies is clear.

In assessing the use of instructional technology, it is useful to consider three factors: infrastructure, support, and faculty engagement and achievement. In terms of instructional technology infrastructure, for face-to-face classes UMass Dartmouth established a standard

classroom technology configuration and then renovated and equipped nearly 90% of its primary classrooms. Instructional Development staff have worked with faculty to introduce personal response systems (clickers) and have piloted a lecture capture system. Technology in instructional laboratories and studios, however, is still not well developed. All faculty have access through UMass Online to the Blackboard learning-management system and other online tools for face-to-face, blended, and fully online courses. In addition, the campus is piloting ePortfolio systems and integrating Web 2.0 tools such as wikis and blogs into its courses and programs.

In terms of user support, the Library and CITS provide on-call support for faculty using the classroom technology (via a phone in every classroom), as well as the underlying infrastructure support. The Instructional Development team in CITS works with faculty from a pedagogical perspective across the range of in-class and online instructional technologies. This team was initially led by a faculty member to establish credibility. The evolution now includes an Instructional Development Manager for daily operations who works closely with the newly appointed Academic Director of Online Education in Academic Affairs.

Faculty engagement has been significant. About half of the faculty have gone through pedagogical and technical training for myCourses/Blackboard, and others have focused on wikis because of the simplified start-up effort. Though 90% of classrooms have the standard technology suite, there has been recent pressure to complete the remaining classrooms due to increased demand. Innovative use of instructional technology is increasing, as evidenced by the large number of UMass Dartmouth faculty receiving UMass-wide grants despite comprising a small portion of faculty system-wide. In addition, Prof. Jeannette Riley received the prestigious Sloan Consortium Excellence in Online Teaching Award for 2008, given to only one person in the country. Prof. Riley has served as the faculty leader of Instructional Development, and is now directing online program development. These examples illustrate UMass Dartmouth's well-supported and robust use of instructional technology, though with an unfinished agenda to deepen adoption in ways that are pedagogically significant and to evolve with the technology.

Both library and the instructional technology support functions are adequately staffed. Overall, most critical positions have been approved and filled, and retirements and staff moves have permitted the reshaping of the Library and CITS workforces to meet evolving needs.

Training and support for library resources and services are delivered to faculty by academic department liaisons, to students through course-related in-class instruction and web-based resources, and by reference desk support for all Library patrons. The results of the LibQual+2007 Survey, which includes locally generated questions, revealed that Library users rated these Library orientation and instruction sessions among the "top-5" for quality of service. The ability of the Library's employees to instill confidence in users and to provide individual attention also rated in the top-5.

CITS provides support for instructional technologies through a collection of service points for resident students, commuter students, faculty, and staff. Support is available in person, through the CITS website and via email, and through training sessions. Assessment of effectiveness is through interactions with campus groups such as the Computer Users Committee, academic department chairs, and focused surveys, as opposed to a comprehensive, periodic user survey

like [LibQual+](#). Support appears sufficiently effective, but broader, periodic assessment should be undertaken. For both library services and instructional technology, there is much to do to support fully online instruction as it ramps up on campus. Initial efforts are sufficient for the current load, but insufficient for a future of expanded program offerings.

Both the Library and CITS have clear policies concerning appropriate use of technology systems and information resources. These are available on the campus website. In the case of IT use, the appropriate use policy is distributed with new accounts and then periodically by email reminder. For the Library, copyright, plagiarism and other usage concerns are part of the information literacy program. Procedures are well established for handling illegal or inappropriate use, including working with either student judicial or the campus police as appropriate.

The adequacy of the collection is supported both by physical holdings and guaranteed access through a number of consortia and partnerships. Many faculty depend heavily on guaranteed access to regional research libraries and interlibrary loan to augment campus-based information resources. For example, this past year, Brown University dropped out of the BLC. Due to the number of faculty who depend on Brown's libraries for their scholarship, the Provost is underwriting most of the cost of visitor borrowing privileges for individual faculty and graduate students. Although the 2007 LibQual+ survey showed that faculty were happy with interlibrary loan services, they would prefer that more resources were available on campus.

The LibQual+ survey also revealed that undergraduates, graduate students, and faculty are sufficiently satisfied with services from Library staff. However, while undergraduate students found the physical resources to be adequate, these do not uniformly meet the expectations of graduate students and faculty. In particular, for graduate students and faculty, the largest negative gap between perceived quality and minimum expectation was for "print and/or electronic journal collections I require for my work," reinforcing the need to expand campus-owned resources, a major challenge to the strategic goals of increasing scholarship and graduate education.

The information literacy program that begins in freshman English is well established. However, instruction at the upper division is not consistent and uniform for all students, and information literacy learning outcomes and improved assessment mechanisms are needed. Greater collaboration with faculty is needed to integrate information literacy outcomes into their courses; this was also a finding in Standard Four. The current effort to revisit Gen Ed is an opportunity to achieve this goal.

The Library technology group has a strong service approach and has developed an integrated framework of services and technologies to meet the wide array of student and faculty research needs while conforming to University, W3C, and accessibility guidelines. The Library website was perceived to be one of the top five strongest areas overall in the LibQual+ 2007 survey. Since the survey, the online catalog and its interface have been updated and a new interface design was implemented. Access to journals and databases was improved and expanded through the implementation of the Ex Libris SFX and MetaLib systems. Students and faculty can get research help in both the Learning and Scholarly Commons or via the online "Ask a Librarian" service.

The Library has begun to collaborate with CITS and others to develop support for blended and online courses. One librarian's title and job description have been changed to provide direction and coordination of the efforts to provide seamless library support for on-campus, blended, and fully online courses and their students. There are many library services that still need to evolve to support distant students, such as online tutorials for library research.

The Library's Building Program for renovation and expansion sets an ambitious agenda to provide effective spaces for cooperation and collaboration, technology required to access course activities and materials, and physical surroundings that support activities in information access, research, analysis, and synthesis. The campus is fortunate that in two years this vision should be realized; however, at the present time the Library is showing its age. While the 2007 LibQual+ survey documented user "appreciation for community space for group learning," it also revealed dissatisfaction with the lack of quiet space and issues related to ventilation, lighting, seating, hours, electrical outlets, and WiFi coverage. In addition, the collection placement was confusing, and students couldn't find what they need because of the building's physical organization.

Since the 2007 LibQual+ survey, incremental improvements have been made, most notably the initial development of the Learning Commons and the expansion of hours to 24-by-7 at the end of semesters. As the resident population has increased, the use of the Library has increased greatly. The renovation and expansion underway will do much to address needed improvements. In a similar vein, the information technology systems, Institutional Research and reporting tools, the archives, and reference services supporting the institution have continued to evolve to better support the institution's needs.

PROJECTIONS

The self-study process identified six primary areas for future action: library resources, library as place, academic impact, instructional technology, supporting all modalities, and continuous improvement.

Library Resources: Campus-owned library resources are viewed as sufficient for undergraduates but not for graduate students and faculty. To address this concern, the Library will develop a multi-year plan to improve the collection. The Dean of Library Services will lead this initiative, in collaboration with the liaison librarians and the chairs of the academic departments.

Schedule and Activities:

- In AY 2009-11, the Library staff will improve the ease of finding resources and requesting interlibrary loans by implementing WorldCat Navigator, RapidILL and OCLC's ILIAD.
- In AY 2010-11, the Dean of Library Services and the liaison librarians will conduct a thorough faculty needs assessment and develop a budget and plan for achieving a more robust and satisfactory collection that better supports campus aspirations for scholarship and graduate education. The plan will also address the sufficiency and budgetary commitment to the general collection that supports undergraduate as well as graduate education.

Library as Place: The appraisal of the Library as place addressed both the problems with the current physical environment and the potential issues associated with the \$43M renovation and expansion. The Dean of Library Services, with support from the Library leadership team, will lead the effort to manage both the renovation activity and the provision of library services with minimal disruption.

Schedule and Activities:

- Beginning in Spring 2009, the Dean of Library Services and the Library Leadership Team engaged constituent groups to ensure that the architects' design meets the vision for the expanded and renovated Library. These efforts will continue throughout the construction phase.
- In Spring 2009 and Fall 2010, the Library will continue to evolve, piloting new facilities and services, such as the Learning Commons and the Scholarly Commons, to gain experience that will guide full implementation in the renovated and expanded Library.
- In AY 2010-12, Library staff will work with the architects and the construction manager to keep the Library open and fully functioning during construction and renovation.

Academic Impact: Staff will work to enhance the Library's instructional program and facilitate students' attainment of proficiency in information literacy. Much of this work will take place in the context of the assessment and revision of the Gen Ed program (See Standard Four). This initiative will be led by the Dean of Library Services, in collaboration with the professional librarians working on the Gen Ed development effort.

Schedule and Activities:

- In AY 2010-11, learning outcomes for both general and discipline-specific use of information resources and technology will be more explicitly defined.
- In AY 2011-12, the pedagogy for achieving these outcomes will be developed, using best practices involving the active learning paradigm, and in a manner that is scalable to serving a large student population with a modest Library staff.
- In AY 2012-13, effective assessment methods will be developed and deployed.

Instructional Technology Resources and Services: Academic Technology for Teaching and Learning: Vision and Plan, a report of the UMass Subcommittee on Academic Technology, states

Forward-looking academic institutions will develop the infrastructure and support structures to enable both the innovators/early adopters and the pragmatic majority of faculty to explore and adopt these technologies, and they will develop and articulate the common vision that ties academic technology goals to their campus missions.

To expand faculty use of instructional technology in pedagogically significant ways and to provide opportunities for pedagogy to evolve with the technology, UMass Dartmouth will enhance support in this area. The Associate Vice Chancellor for CITS, with support from the Academic Director of Online Programs and the Dean of Library Services will lead this effort.

Schedule and Activities:

- In AY 2009-11, articulate a campus vision and strategic plan for academic technology usage by faculty and students. The plan will cover classroom, blended, and fully online

courses; exploration of new technologies through widespread adoption; and both faculty and student engagement and support.

- In AY 2010-14, implement the academic technology strategic plan through incentives, and campus-wide discussions, supported by robust technology infrastructure.
- In AY 2010-15, implement ongoing assessment of academic technology initiatives and identify ongoing needs.

Supporting all locations and modalities: Library and instructional technology services that more fully support distant students in blended or fully online programs will continue to evolve. The Dean of the Library, the Associate Vice Chancellor for CITS, and the Academic Director of Online Education will lead this initiative.

Schedule and Activities:

- In AY 2010-11, a phased plan for fully supporting blended and online programs will be developed. The plan will cover operational services such as reference support, virtual “Library cards,” interlibrary loan and materials delivery to online students, as well as library instruction integrated into online courses.
- In AY 2010-14, library and instructional technology staff will implement this plan, and will be integrally involved in overall campus efforts to develop online programs and to provide appropriate, equivalent and effective services to students in the programs.

INSTITUTIONAL EFFECTIVENESS

In support of the University’s Mission and the Strategic Plan, the effectiveness and assessment of library services and instructional technology is addressed through regular communications with user groups to address general and targeted service effectiveness issues; general survey instruments, as well as targeted and quick on-line surveys; and, reviews and recommendations from external evaluators from regional consortia and other consultants. These methods have been largely successful in keeping services aligned with campus strategic goals and higher education best practices. Over the next two years, the library and instructional technology staffs will continue to develop their service goals and outcomes and their assessment methods in order to better achieve effective and continuous improvement.