

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: University Library

Individual(s) Completing the Questionnaire/Report: Joyce Huang

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).

The University Library provides information resources in both traditional and digital formats for the university in support of its instructional programs, research, administrative, and outreach activities. Library staff develops, organizes, preserves, and maintains an adequate, functional, and balanced core collection housed in the library and selects appropriate electronic resources for online access; maintains a website which serves as a gateway to all its resources and includes selective relevant internet resources; ensures ready accessibility to the library collection by generating and maintaining an accurate, up to date, comprehensive, and integrated online catalog; provides efficient services in the circulation of library materials; offers high quality reference service and user education to faculty, staff, students, and community user groups including area high school groups; organizes and maintains the official records and archives of the University; participates actively in regional and national cooperative programs of resource sharing; and cooperates in the licensing and purchase of library resources with University of Wisconsin libraries to achieve the CUWL (Council of University of Wisconsin Libraries) goal of fostering the "one system, one library" concept.

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 - approximately 10,000 + undergraduate, graduate and special students
 - 1,100 faculty and staff including classified staff
 - all academic departments and non-academic departments
 - area high school groups - between 15 to 20 groups annually
 - local community members (individuals and businesses) and users from distant geographies (U.S. and international) - number of community people with an active community card is 525; there are walk-ins; and we serve around 300 public users in the Area Research Center many from outside the state as well as from other countries.
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The crew of 25.5 library staff works closely and effectively as a team to accomplish various library objectives. Talents of technical services staff complement those of public services. Staff has demonstrated expertises in areas of library instruction; print, electronic and media collection building, organization and preservation; web design; government documents; and archival work. Librarians have strong subject expertises in collection and instruction. An outreach liaison program allows reference librarians to engage with faculty/staff, especially through new faculty orientation, attend departmental/college meetings and events that are relevant to library issues, provide library instruction classes for academic departments, and seek inputs to build/develop collections to enhance support of academic curricula.

During the period of 1995- Feb, 2002 when the library was merged with the then Computing Services to operate under T&IR (Technology and Information Resources), the library lost 4 professional staff positions to the computing side: a cataloger, two reference librarians, and a dean's position (the former library Dean became the Assistant Vice Chancellor of Technology and Information Resources, and the former library collection manager assumed library director responsibilities in addition to the collection manager responsibilities). In addition, two office support staff for the library Dean, a secretary and a fiscal clerk responsible for student hiring, payroll and budget management, became T&IR office staff. When the University Administration decoupled in February of 2002 the library from T&IR, none of the six positions was returned. Consequently, many office details have been by-passed. More importantly, quite a few critical collection issues have been postponed. Projects such as interactive online tutorials, creative approaches to outreach, implementation of MetaLib and catalog authority work progress too slowly because the reduced workforce has to attend to the immediate needs of the daily operations such as the heavy demand for group instruction and the extensive library hours.

Data from the Academic Libraries Survey (2002) show that UW-Whitewater's library staffing (including student assistants) is below that of its peer campuses in the UW System: 31.64 (UWW) compared to 49.03 (Eau Claire), 34.41 (La Crosse), and 35.44 (Oshkosh); the number of librarians and other professional staff per 1,000 enrolled FTE for UW-Whitewater is 1.19 (UWW) as compared to 1.35, 1.4, and 1.34, for Eau Claire, La Crosse, and Oshkosh, respectively. Academic Libraries Survey is administered by the U.S. Dept of Education, National Center for Educational Statistics biennially. 2002 data is the latest comparative data available.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

6 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Since the installation of compact shelving in July, 2004, shelving space shortage of the circulating collection has been alleviated. In December 1996, the library lost 173 seating capacity of space to campus radio station. Some other space in the building was returned to the library in 2003 which allows the library to add three needed group study rooms, a staff meeting room which can also be used to hold instruction sessions, and several offices. Air handling project done in the summer of 2003 removed the mold problem; replaced ceiling tiles and improved lighting on the second and third floors. It improved overall heating and ventilation condition in the library. However, certain areas remain problematic and the new air handling system still needs fine-tuning. Carpet on the first and second floors was installed during the 1989 remodeling project and has shown increasing bad wear and tear as time goes by. After years of repeated rejections for recarpeting, the state finally approved (2005) partial replacement of the worst safety hazardous areas. The floor tiles on the third floor were from the original building addition in 1965, and many are loose or broken and some tiles were even replaced with tiles of different color and size.

Students responding to the library user survey of February 2004 commented on the poor aesthetics and lack of comfortable seating in the library. Indeed, most of the furnishings on the first and third floors were from forty years ago. Aesthetics and comfort invite learning.

Collaborative learning modes require contemporary library spaces that are conducive to a variety of learning activities. Such versatile spaces, for example, should allow students to do problem solving, study, learn to use a database effectively, hear an author, read, interact, write a paper, or use materials for active learning in a group. The library is short in this type of space.

Currently, the library has about 70 public workstations located at the first, main, and third floor, and an instruction lab with 25 workstations. Microsoft office applications are available on most public workstations. Wireless access became available in the fall 2003, the first building on campus to pilot it. Four laptops purchased through Student Tech Fee (restricted to students use only) and three purchased through library funds (use for faculty and students) are available for student two-hour checkouts and faculty overnight use. Heavy demand shows more laptops are needed. Also the library can use additional wired public workstations; at peak times patrons have been disappointed to find all workstations in use. In the past, library's public computer workstations were updated every three to four years with Student Tech Fee. However there is no university policy in place that the library's public workstations are updated on the same cycle as the general access labs.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

5 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The most significant portion of the library budget is the material budget. In recent years, increasing proportion of material budget has been allocated to electronic resources. The ever increasing cost of electronic resources is much higher than the print ones. Years of flat material budget have imposed severe constraints on purchasing/subscribing to collection materials. Faculty and students all have a strong preference for electronic resources, especially online journals. In the last ten years, the library had

at least three rounds of cuts in serial subscription to meet the inflation costs. These cuts impact the academic programs, hurting most the sciences because of the high periodical costs and relative low use.

The library has taken many cost saving measures. University of Wisconsin libraries jointly develop a shared electronic collection. Statewide Badgerlink subscriptions provide several basic fulltext databases. Cooperative purchasing through the regional network, WiLS (Wisconsin Library Services), is used whenever possible to benefit from lower consortial pricing. Recent implementation of Voyager Universal Borrowing enables users to borrow books, videos, etc. directly from other University of Wisconsin libraries free of charge. Participation in a statewide five days a week van delivery service enables these materials to be delivered in a timely fashion. Implementation of OCLC ILLiad streamlines interlibrary loan workflow and enables faculty and students to obtain non-owned journal articles from other libraries deliver to their desktop.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)

Since the last North Central Association Accreditation visit, there have been significant changes in the library.

Organizationally, the library was decoupled from computing in Feb, 2002 after its merger with computing to form the T&IR in 1995. Since then, the library is fiscally independent and its Director reports directly to the Provost. The library automation manager returned to reporting to the Library Director, and the library technical support no longer totally depends on campus helpdesk.

The technological/digital revolution led the other changes. The library migrated from KeyNotis to its third generation integrated library system, the web-based Endeavor Voyager, in 2000. It was collaborated with other UW libraries. The new library system enables simultaneous searching across UW library catalogs. Its Universal Borrowing feature allows the user to initiate borrowing on the catalog of the campus that owns the item. The user can also choose which campus to have the item delivered to. Users can view their personal data (titles checked out, fines, etc.) and renew items online. E-mail courtesy and overdue notifications becomes a routine, a feature that patrons appreciate very much.

The library started replacing MDAS (Multiple Database Access System), the shared tapeloaded databases of KeyNotis era, with several online subscriptions around 1998. The tapeloaded databases had drawbacks that the library needed to resolve: it yielded unacceptable slow response time for remotely mounted databases, and required monthly loading downtime. Several fulltext online databases, such as IAC's Expanded Academic ASAP, EbscoHost's Masterfile began to emerge on the market around that time. UW System pilot funding enabled the library to initiate such subscriptions. CD-ROM LAN failure created another incentive to quickly move as many of the CD-ROM databases to online access as available. The 99-01 biennium budget contained a library DIN which provided \$1.3 million to create a UW shared electronic collection which helped financially to develop the electronic collection. Currently the library provides access to 168 electronic reference resources; over 15000 ejournals (counting both the cover-to-cover online ones and those available through aggregators such as EbscoHost); and over 18,000 ebooks. TheEZProxy server, set up July 2001, authenticates off-campus users to enable University registered students and employees remote access to licensed electronic resources. Starting from 2003-2004, UW-Whitewater theses received by the library are made electronically available on the web.

The library initiated an inhouse electronic reserve system in 1997, starting with non-copyrighted material. Since 1998 full-fledged electronic reserve service has been offered to the campus.

The web was at its infancy in 1996, and so was the library existence on the web. Since then, the library has totally embraced the web. The library website is used as the gateway to all information resources, electronic, print and otherwise, paid and free. Library staff devote substantial time to maintain and enrich the contents of the library website as well as to ensure that it meets accessibility standards.

Implementation of ILLiad in 2003 enhances the interlibrary loan service. It allows patrons to place requests, verify the status and renew online. It provides a common document delivery service among UW libraries. And it enables delivery of documents to users' desktop. To compensate for serial cuts, the library dropped interlibrary loan charges to faculty.

Working with LTC (Learning Technology Center), direct link from Desire2Learn course management system log-in page to library resources and services has been created. In addition, faculty can choose to add links to library resources at the course level.

Implementation of SFX linking software in the fall, 2004 enables users to navigate across resources to locate full-text articles from citations be it available in electronic format or print. It can also be linked to ILLiad for those who wish to request interlibrary loans if the library does not own the item.

Collaborating with multi-type libraries in Wisconsin, the library participated in the virtual reference chat pilot using OCLC QuestionPoint in 2003-2004.

These changes open the library to 24*7 access. It also changes users' pattern of using the library. Circulation/usage of the print collection gradually decline, while usage statistics on the electronic collection increase enormously each year. Library gate count declined in the late 1990s and has reversed since 2002. Students are using library space for collaborative learning, quiet study and as a social/academic meeting place.

Wireless access and laptop check-out was implemented 2003-2004. The library was the first campus site to test wireless connectivity.

Many library internal operations have been improved as technology advances. For example, automated data transfer from the Voyager integrated library system to the university burser system replaced the laborous manual transfer; online forms are used to augment paper forms.

In another paragraph or two, describe why these changes occurred.

The decoupling of the library from computing took place when the University replaced the Assistant Vice Chancellor of T&IR due to retirement. University Administration found the library suffered adversely from lack of visibility on campus and loss of funding/human resources. Administration also found the library can more efficiently function on its own.

Other changes were led by technological/digital advancement. The advent of the public Internet and rapid progress on high speed network make the improvements possible. The new modes of electronic instructional delivery create the need to serve distance and web-based learners. Library staff keeps abreast with the library and technological trends and attempts to bring the best service and resources the budget can afford to its faculty and students.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
 - Implement Metalib, a library portal from Ex Libris which enables users to access library's e-collections, obtain relevant services, and work in a personalized environment. Users can conduct a metasearch across heterogeneous resources or link to the resources' native interface. Using it, the library can manage today's hybrid information resources— be they local or remote— under one umbrella. Such resources include, for example, catalogs, reference databases, digital repositories, and subject-based web gateways.
 - Experiment expanding virtual reference service using OCLC's QuestionPoint with 24*7 software. This will provide 24 hour reference service to users. Continual use of this service will depend on funding and amount of use.
 - Working with UWDC (University of Wisconsin Digital Collection) Center, digitize two archival materials: 1857 Walworth plat map; and 7 titles from the Custer collection. UWDC was created by CUWL in 2001 to develop and provide quality digital resources from appropriate collections in UW libraries to its faculty, staff and students, citizens of the state, and scholars at large.
 - Evaluate and revamp the library instruction program to move it from an instruction program to a learner-centered information literacy program.
 - Investigate the feasibility of offering targeted GIS application support.
 - Index Rock County court cases in cooperation with the Wisconsin Historical Society. Index Rock and Jefferson deeds. Begin the first phase of the long-desired file-level index to University Archives (which means every file in every box will receive an identification code and have its title entered into a database)
 - Implement the new OCLC cataloging software, Connexion.

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	35
Development of the individual	15
Personal and professional integrity	10
Commitment to serve	25
Commitment to develop a sense of community, respect for diversity, and global perspectives	15
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit's planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	25
Academic assessment data/information relevant to student performance against learning outcomes	8
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	5
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	5
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	12
Professional trends (e.g., changes evident at other universities/colleges)	8
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	12
Available physical resources (e.g., space, existing technology, etc.)	5
Other:	
Total=	100 points

8. Does your unit have a mission statement?
 Yes No

If you answered "yes," please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

The mission of the University Library derives from that of its parent institution, UW-Whitewater. The Core Mission of the University Cluster and The Select Mission of the University of Wisconsin Whitewater constitute the basis for defining the general mission of the Library Services that is to support UW-Whitewater in carrying out its institutional mission of teaching, research, and public service.
<http://library.uww.edu/libcd/missions.htm#lib>

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

All annual library and individual staff's objectives derive from it. The Library keeps abreast of new University initiatives and adjust its policies accordingly. The emphasis on online learning, for example, makes collecting online resources a priority. Chat reference is a new service created to assist remote users with library research. When UW adopted Desire2Learn as the course management software, all reference librarians attended training to be equipped to assist faculty to incorporate library resources into their courses. Library's implementations of ILLiad, Universal Borrowing, SFX, EZProxy, etc., are to facilitate student learning and faculty teaching and research.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

The University Library has established its operational goals and objectives as follows:

1. To provide access to electronic and traditional information resources of the University and the world.
 2. To develop, organize, preserve, and maintain an adequate, functional, and balanced core collection of library materials to support the instructional, curricular and research needs of the University.
 3. To ensure ready accessibility to the library collection by generating and maintaining an accurate, up-to-date, comprehensive, and integrated online catalog.
 4. To provide efficient services in the circulation of library materials.
 5. To offer high quality reference and information services and user education to faculty, staff, students, and other user groups.
 6. To organize and maintain the official records and archives of the University.
 7. To participate actively in regional and national cooperative programs of resource sharing.
 8. To cooperate in the licensing and purchase of library resources to create a UW System-wide electronic library.
 9. To use modern technology in innovative ways to enhance information services and delivery capability.
 10. To provide adequate physical facilities to meet the diverse needs of library users, and to maintain an attractive environment that is conducive to independent learning and research.
10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

Annual statistics on collection volume, services (reference, cataloging, interlibrary loan) and usage (gate counts, circulation, periodicals reshelving, electronic access) are collected and recorded in the annual report. CUWL (Council of University of Wisconsin Libraries) annually and U.S. Department of Education, National Center of Educational Statistics biennially collect library statistics which provide data for comparison with peers.

In the spring 2004, the library administered a user satisfaction survey and participated in the national LibQual+ survey as part of CUWL initiative.

Faculty requesting bibliographic instruction for their classes were surveyed for feedback.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)
- Yes x No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Annual statistics may be obtained from the Annual Reports --
<http://library.uww.edu/HLC/index.htm>
- Student user feedback survey result-- <http://library.uww.edu/survey/libsurveySturesults.htm>
- Faculty and teaching academic staff feedback survey result --
<http://library.uww.edu/survey/libsurveyfacresults.htm>
- Report of survey conclusions and recommendations --
<http://library.uww.edu/survey/surveyrpt.doc>
- LibQual+ survey result -- <http://library.uww.edu/survey/libqual+.pdf>

- Academic Libraries Survey -- <http://library.uww.edu/HLC/als2002.xls>
- CUWL statistics -- <http://library.uww.edu/HLC/index.htm>
- Faculty survey of library session 2003 --
<http://library.uww.edu/subject/surveys/r&isurvey2003.htm>

12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions? Please be specific.

A number of objectives for 2004/2005 have derived from the user satisfaction survey results. Compact shelving was installed to ease the shelving space crisis and move older, less used materials from the main collection so that the current material can be more visible. Steps are taken to promote higher awareness and use of library resources to faculty, expand involvement with New Student Seminar to impact first year students on information fluency, improve training for student assistants, and improve the study environment in the library within the ability of the library.

Quantitative data such as usage statistics as well as philosophical beliefs, professional trends/judgement, and faculty or student demands help to formulate decisions such as shifting funding allocation from books to periodicals and electronic resources; selecting databases/serials to subscribe or discontinue; continuing to offer online chat reference service but discontinuing the reference service in a residence hall, etc. Other recent changes resulted from data collection include offering follow-up sessions for English 102 or other classes to reinforce concepts learned in library instruction sessions and allow students hands-on time to work on their own topics with librarians.

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- Reference and genealogy assistance (available to anyone in person or via phone, e-mail, live chat or mail). Half of patrons using the library Area Research Center are non-University people.
 - Library instruction to Friends of the Library groups, general public, area high schools, and Entrepreneurial Training Series of the Small Business Development Center.
 - Circulating collection may be checked out by community users, through interlibrary loan or Universal Borrowing. The whole collection including licensed databases is open to in-person on site use.
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- OCLC (global) - in shared cataloging, shared resources
 - Federal Depository Library Program (Government Printing Office)
 - Wisconsin Document Depository Program, affiliate of State Data Center

- UW system (CUWL Directors, Reference Coordinators Committee, Collection Development Committee, Library Automation Managers, UW System Archives Council, etc.)
- WiLS Wisconsin Library Services (state resource sharing; consortia purchasing)
- Wisconsin Dept of Public Instruction (state) - BadgerLink, South Central van delivery service
- Area Research Center network (Wisconsin Historical Society)
- Walworth County Genealogical Society (local) - publishing indexes to the county naturalization, probate, and deeds.
- AskWisconsin consortium (statewide multitype library group providing e-mail and chat reference service, also part of the global network via QuestionPoint at OCLC)
- Friends of the Library (have partnered with local public library and its friends group, and the Wisconsin Humanities Council, to offer events)

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes No

If "yes," please list these outcomes/objectives.

From attending library instruction and learning research skills through using library resources, we expect students to acquire information literacy, life-long learning, and critical thinking skills as defined in:

- Association of College and Research Libraries' information literacy competency standards (<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>)
- Wisconsin Association of Academic Librarians' information literacy competencies and criteria for academic libraries (<http://www.wla.lib.wi.us/waal/infolit/ilcc.html>)

16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Student feedback related to Library instruction sessions -- a survey to Speech 110 students was administered in 2001. (<http://library.uww.edu/subject/surveys/r&isurvey2001.htm>)
- Faculty survey of library session 2003 (<http://library.uww.edu/subject/surveys/r&isurvey2003.htm>)

- Treasure Hunt exercise developed for New Student Seminar to educate first year students on information skills -- 64.3% of the sections used it in the fall 2004 vs. 43.75% in the fall 2003 (the first year it was offered), an increase of over 20%.
- Usage statistics of the collection, print and electronic -- available from annual reports.
<http://library.uww.edu/HLC/index.htm>
- Comparative usage statistics on CUWL shared electronic collection.
<http://library.uww.edu/HLC/index.htm>
- Library's Spring 2004 User Feedback Surveys <http://library.uww.edu/survey/surveys.htm>
- LibQual+ Survey Results (Spring 2004) <http://library.uww.edu/survey/libqual+.pdf>

17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #16? Please be specific.

Each semester the reference librarians re-evaluate the syllabus used for English 102 instruction: the licensed databases and new/updated features to the databases and integrated library system to include, new library services to emphasize, information skills to incorporate, etc.

The library treasure hunt exercise, first offered to New Student Seminar students in 2003-2004, was revised this year to improve on active learning of information skills. 20% more sections of New Student Seminar faculty (36 sections out of total 56) required their students to participate in this exercise in the fall 2004 than fall 2003 (14 sections out of 32).

Librarians adjust their instruction sessions for faculty based on feedback, when provided.

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: user-centered staff

- Supporting Evidence: The User feedback survey shows over 90% of faculty/staff respondents and 82% of student respondents strongly agree or agree on the two statements dealing with staff: "The library staff is readily available, courteous, professional, and inviting" and "The staff has

knowledge and expertise to help me". Written comments on User feedback survey by faculty and students on what they like most of the library include: "professional demeanor" of the staff; "friendly, knowledgeable, helpful staff"; "extremely courteous staff"; "willingness of the staff to help if I ask"; "dedicated staff"; "staff is able to direct one to the resources they need"; "services are good". LibQual+ survey shows this is particularly true from faculty responses.

2. Specific Strength: Ready adoption of technology to enhance library collection and services

- Supporting Evidence: Comments from User feedback survey on what they like most of the library: "electronic access from home, online renewal"; "UB --this is the best service ever"; "laptops for group projects"; 79% of the student respondents strongly agree or agree on the statement "Library resources (books, databases, videos, journal articles, etc.) provide the information I need for my class-related assignments and research".

3. Specific Strength: Library instruction program

- Supporting Evidence: User feedback survey shows 87% of student respondents who have had a library instruction session within the recent two semesters find the instruction helpful/useful. 100% of faculty respondents who have requested a session for their class find it helpful/useful.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Inadequate funding to maintain a collection that will sustain the campus instructional programs. Continual expansion of material available online, changes in periodical publications regarding pricing and online availability, frequent add/drop of publishers in databases (e.g. Duke U.P. journals withdrawing from Project Muse) and aggregators (e.g. Sage journals dropping from EbscoHost) and increasing expectations of users make collection management a major challenge. The flat material budget limits the library's ability to fill all the needs of the users.
- Supporting Evidence: LibQual+ radar charts for graduate students and faculty both show that these users perceive the library's print and electronic journal collection inadequate for their needs. Graduate students also perceive the print library materials to be inadequate though not as bad as the journal collection. (See LibQual+ Report p.49 for Graduates, p. 62 for faculty).

- Recommended Actions: CUWL has formed a Collection Management Task Force to recommend strategic, collaborative, cost-effective approaches to collection development. The goal is to eliminate unnecessary duplication of resources among UW System libraries, and maximize the limited funding resources of UW. However, license restrictions, copyright law, and common programs among campuses demand a fair amount of unavoidable duplications. Unless the University Administration can base re-allocate some funds to assist the material budget, further serial cancellation will be inevitable.
2. Specific Concern: Inadequate collaborative study rooms and insufficient public workstations to meet the needs of students.
- Supporting Evidence: Comments from students user feedback survey show that students want more contemporary group study rooms in the library where they can converse and collaborate on learning activities. Library staff has observed that students left the library because no vacant public workstation was available at peak time. Many public workstations are over four years old and below the campus standards.
 - Recommended Actions: The Campus Planner had been informed of the space needs and such needs hopefully will be included in the Physical Planning Issues. Several proposals have been submitted to Student Tech Fee Committee to acquire additional laptops and replace dated public workstations and printers. Because of many campus units competing for tech funding, there is concern that replacement of library public and instructional lab workstations, both heavily used by students, may not be approved.
3. Specific Concern: Many students have difficulty distinguishing a Google search from a search of licensed resources to seek information for research.
- Supporting Evidence: Faculty comments that students rely too heavily on Internet for research papers. Data on a number of English 102 sections using library instruction services shows that only 82% takes advantage of the program. NSSE (National Survey on Student Engagement) result on mental activities show that UWW students perceive their courses expect less on higher order cognitive activities (analysis, synthesis and evaluation) than their counterparts at peer institutions.
 - Recommended Actions: Plan to be more proactive in getting library instruction into New Student Seminar, Live and Learn (learning community), English 102, and Writing Across Disciplines. Evaluate and revamp the library instruction program to move it from an instruction program to a learner-centered information literacy program.