

Western Libraries Assessment Plan

(Last updated 3/14/2017)

I. Purpose

In alignment with the Libraries Strategic Plan to *create high impact outcomes with transparent, data-driven decisions focused on stakeholder needs*, the Libraries Assessment Plan informs strategic planning, supports decision making, evaluates the impact and quality of library services and resources, and promotes transparency within the Libraries and the university community. Assessment activities, combined with communication strategies, are utilized to tell the story of Western Libraries, to identify and plan for future resource and staffing needs, and to determine and improve the impact of library services on institutional outcomes.

This is a living document, updated annually (at a minimum) by the Assessment Team.

II. Ongoing Assessment Needs and Activities

A. Building a culture of assessment

Western Libraries engages every summer in a planning activity to provide strategic direction for the organization over the coming academic year. In this process, library staff work together across organizational boundaries to identify and prioritize library-wide initiatives that further the Libraries' strategic goals and can realistically be accomplished within the year. In the development of each initiative, library staff articulate action steps, a communication plan, and identify the assessment needs and activities related to that initiative (see planning template and Organizational Initiatives for the current year).

At the unit level, faculty and staff also develop assessment measures during the annual planning process. Units define their functional roles within the Libraries and describe how they measure their success as a unit. These measures are then used in describing their accomplishments the following year. Particularly for Professional and Classified Staff, strategic and unit goals inform personal goals and annual performance evaluations (See planning template and Unit level Goals and Accomplishments for the current year).

B. Assessment Team

Charge: The Assessment Team maintains the Assessment Plan and reviews and provides consultation for assessment at the strategic and unit level. The team reviews organizational initiatives and unit plans annually for assessment measures. Individuals on the team may facilitate, review, lead, or plan library assessment projects in the areas of assessment in Section III.

Membership: Under the direction of the Associate Dean, membership includes representation from each of the following programmatic areas: teaching and learning, scholarly resources, the Libraries online presence and digital initiatives, facilities and patron services, and communications. The Associate Dean reviews Assessment Team membership in advance of each annual planning cycle.

Membership for 16/17: Andy Peterson, Sarah McDaniel, Rebecca Marrall, Kate Cabe, Frank Haulgren, Clarissa Mansfield.

II. Areas of Assessment

A. Teaching and Learning

Teaching and learning programmatic initiatives include faculty, professional exempt staff, classified staff, and student staff working across the Western Libraries and Learning Commons, including the Research-Writing Studio, Writing Instruction Support, Heritage Resources, and the Teaching-Learning Academy as well as in a rich array of curricular (Libraries credit-bearing courses), curricular embedded, and co-curricular activities. All assessment activities across this broad teaching and learning landscape are grounded in three shared learning outcomes:

- Use and value inquiry for gaining and sharing knowledge.
- Collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community.
- Demonstrate a sense of agency for managing own learning.

1. Current Goals (See [Western Libraries Annual Plan](#), and [Western's Assessment of Student Learning Outcomes](#))

2. Accomplishments (See Appendix 1)

B. The Libraries Online Presence and Digital Initiatives

Assessment for the Libraries online presence and digital initiatives inform the on-going improvement of users' experiences in discovering relevant services, spaces, materials, and information through the Libraries website. In order to evaluate the online presence and digital initiatives and to assess overall user engagement, the Resource Discovery Unit, the Usability & Design Working Group, and the Digital Initiatives Taskforce work with Western Libraries campus constituents to gather, analyze, and interpret usage metrics and to conduct user research about Western Libraries digital collections, website, catalog, discovery services, document delivery, interlibrary loan, mobile interfaces, and other areas as needed.

1. Current Goals (See Western Libraries Annual Plan)

2. Accomplishments (See Appendix 2)

C. Collections

Faculty, staff, and students work together across the Libraries to manage and facilitate sustainable access to quality, impactful physical and digital collections for teaching, learning and research. Assessment projects inform the expenditure of the resource access budget and digital initiatives funds rationally and transparently – i.e., in clear, complete, timely, and unbiased and actionable ways. Assessment projects support data-driven decision-making, as identified in the Libraries annual planning process.

Examples of assessment activities include:

- *Triennial assessment:* The Coordinator of Facilities and Assessment – working with the Dean of Libraries, Associate Dean, and Director of Scholarly Resources and Collection Services – conducts a “Western Libraries Resource Use and Needs Survey.” The survey solicits information from Western’s undergraduates, graduate students and faculty about their scholarly resource needs and how they use the collections.
- *Annual assessment:* SRCS analyzes *cost per use* and other metrics associated with Western’s journal and database subscriptions.

1. Current Goals (See [Western Libraries Annual Plan](#))

2. Accomplishments (See Appendix 3)

D. Facilities and Patron Services

The Libraries currently has a three-year assessment cycle in place which is outlined as follows:

- Year 1 - Utilize a strategically selected national instrument (ex. LibQUAL+, ITHAKA Local Surveys) in order to make peer comparisons.
- Year 2 - Triennial “Western Libraries Facilities Use Survey.” Assesses space utilization and service point use.
- Year 3 - Triennial “Western Libraries Resource Use and Needs Survey.” Assesses scholarly resources and patron services use and needs by undergraduates, graduate students, and faculty.

Other assessment projects are undertaken as needed to support the Libraries’ data driven decision making processes and as identified in the annual planning process. Reports from previous assessment initiatives are [available here](#).

1. Current Goals (See [Western Libraries Annual Plan](#))

2. Accomplishments (See Appendix 4)

Appendix 1: Teaching and Learning Deliverables and Accomplishments, 2015 / 16

See Libraries section of [Western’s Assessment of Student Learning Outcomes](#)

Development of Student Learning Outcomes:	
Western Libraries and the Learning Commons	GUR Academic Competencies:
Use and value inquiry for gaining and sharing knowledge.	<ul style="list-style-type: none"> Analyze and communicate ideas effectively in oral, written, and visual forms. Analyze and interpret information from varied sources, including print and visual media. Identify and analyze complex problems. Explore, imagine and create.
Collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community.	<ul style="list-style-type: none"> Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society. Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities. Work collaboratively and manage projects to effective completion.
Demonstrate a sense of agency for managing own learning.	<ul style="list-style-type: none"> Apply tools of technology, with an understanding of their uses and limitations. Reflect on one’s own work and on the ethical dimensions of academic pursuits.

Development of Assessment Rubric for LIBR 201

Western Libraries and the Learning Commons Student Learning Objectives mapped to ACRL Framework for Information Literacy

Teaching & Learning Outcomes	Association of College & Research Libraries’ Frames	Assessment through Activities / Assignments
<i>Use and value inquiry for gaining and sharing knowledge.</i>	Information Has Value: Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination. <i>Dispositions</i> for this Frame are available here . Check the <i>Knowledge Practices</i> that you plan to access:	
	<input type="checkbox"/> Give credit to the original ideas of others through proper attribution and citation.	
	<input type="checkbox"/> Understand that intellectual property is a legal and social construct that varies by culture.	
	<input type="checkbox"/> Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.	
	<input type="checkbox"/> Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information.	

	<input type="checkbox"/> Recognize issues of access or lack of access to information sources.	
	<input type="checkbox"/> Decide where and how their information is published.	
	<input type="checkbox"/> Understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online.	
	<input type="checkbox"/> Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.	
	Research as Inquiry: Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field. Dispositions for this Frame are available here.	
	<input type="checkbox"/> Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.	
	<input type="checkbox"/> Determine an appropriate scope of investigation.	
	<input type="checkbox"/> Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.	
	<input type="checkbox"/> Use various research methods, based on need, circumstance, and type of inquiry.	
	<input type="checkbox"/> Monitor gathered information and assess for gaps or weaknesses.	
	<input type="checkbox"/> Organize information in meaningful ways.	
	<input type="checkbox"/> Synthesize ideas gathered from multiple sources.	
	<input type="checkbox"/> Draw reasonable conclusions based on the analysis and interpretation of information.	
<i>Collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community.</i>	Authority Is Constructed and Contextual: Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required. Dispositions for this Frame are available here.	
	Scholarship as Conversation: Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations. Dispositions for this Frame are available here.	
<i>Demonstrate a sense of agency for managing own learning.</i>	Information Creation as a Process: Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences. Dispositions for this Frame are available here.	
	Searching as Strategic Exploration: Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops. Dispositions for this Frame are available here.	

Project 1: Teaching and Learning Activity: Integrated Research & Writing Workshop Series, Curricular-Embedded Instruction

Integrated Research & Writing Workshop Series, Curricular-Embedded Instruction	
Project Name	Workshop Fast Feedback Forms and Quarterly Faculty Surveys
Strategic Goal Alignment	Integrate teaching and learning activities by using an innovative approach across the Libraries and the Learning Commons
Scope / Purpose	<ol style="list-style-type: none"> 1. Discern the concepts and strategies that both faculty and students find useful from participating in individual workshops/ the series. 2. Use results to revise/refine workshop curriculum and pedagogies.
Projected Outcomes	<ol style="list-style-type: none"> 1. Fast feedback forms will record what students and faculty perceived as useful concepts and strategies provided in each workshop. 2. Quarterly faculty surveys will record what faculty participating in the workshops observed about effects on students' research/writing performance after participating in a workshop(s).
Intended Applications	To give workshop facilitation team a better sense of how workshop participants are understanding and valuing concepts and strategies provided.
Method	Facilitators administer the paper fast feedback forms to participating faculty and students during the last few minutes of each workshop. Forms include title of workshop, list of main concepts and strategies addressed, plus a place for "other comments" as well as date, and facilitator number(s). Learning Commons student staff enter data from the forms to electronic data base. Learning Commons Coordinator emails participating faculty a link to an electronic survey just before end of quarter in which they participated. Coordinator compiles data from fast feedback forms and faculty surveys and posts on facilitator workshop Canvas site.
Timeline	<ol style="list-style-type: none"> 1. Fast feedback forms administered at close of each workshop session, faculty surveys gathered at close of each quarter. 2. Workshop facilitators review data from each workshop sequence after it ends (every 3-4 weeks); they review faculty survey data at first meeting of subsequent quarter.
Project Lead	Carmen Werder
Stakeholders	Faculty and students in writing courses; workshop facilitators & assistants
Progress to date	Data show evidence that participants perceive the workshop concepts and strategies as highly useful in helping them understand and value inquiry for gaining and sharing knowledge and that they demonstrate a sense of agency for managing their own learning. The data also show that participants value the specific concepts and strategies provided. Facilitators/co-facilitators continue to negotiate how to tailor each workshop session for specific course/students' needs while maintaining

	the integrity of the workshop model. Current assessment method does not yet measure direct learning gains.
Communication Plan	Facilitators regularly review data and discuss implications for revising curriculum/delivery. Co-facilitators increasingly review together data from their workshops. Research Writing Studio Assistants sometimes have an opportunity to review fast feedback forms, but they need to be more systematically brought into the communication loop. Sharing data regarding individual workshop facilitators' performance is not part of the communication plan

Project 2: Teaching and Learning Activity: Research-Writing Studio, Curricular-Embedded Instruction

Research-Writing Studio, Curricular-Embedded Instruction	
Project Name	Consultation Transcripts Assessment Project
Strategic Goal Alignment	Integrate teaching and learning activities by using an innovative approach across the Libraries and the Learning Commons
Scope / Purpose	<ol style="list-style-type: none"> 1. Evaluate whether transcripts provide data that reveals student learning outcomes 2. Assess delivery of the incremental strategy-based instruction in the studio method
Projected Outcomes	<ol style="list-style-type: none"> 1. Transcripts should provide a window into learning outcomes for Studio users 2. Given that studio pedagogy is new, studying transcripts should reveal fruitful avenues for professional development in pedagogically sound practices
Intended Applications	Results will be communicated back to the staff to increase awareness of teaching practice; results will inform future staff development topics for LIBR 473.
Method	Each quarter, all assistants transcribe a session, which serves as the basis for individual self-assessment. Transcripts will be anonymized and used with written permission. A subset representing at least 25% of the staff will be chosen at random for analysis by professional staff.
Timeline	<p>Part 1: examine fall transcripts; implement PD session—complete.</p> <p>Part 2: examine winter transcripts to evaluate uptake of winter professional development and suggest follow up SD topic, by 4/16.</p> <p>Part 3: examine 50 transcripts from F/W/S specifically for “check-in” excerpts, summer 16.</p>
Project Lead	Roberta Kjesrud
Stakeholders	Studio staff, users
Progress to date	<ul style="list-style-type: none"> • Transcripts can be used as evidence of student learning • Students are evidencing more agency as a result of studio-based learning pedagogies (compared to previous reader-response pedagogies)

	<ul style="list-style-type: none">• Studio assistants inadequately scaffold students in using new process strategies, and they largely fail to guide post-use the meta-reflection that will insure students transfer new strategies to future research-writing assignments
Communication Plan	Results of Part 1 & 2 are used internally to improve program practice; Part 3 will be used to communicate learning outcomes from Studio consultations.

Appendix 2: Online Presence Deliverables and Accomplishments, 2015/16

Online Presence

Assessment for the Libraries online presence is intended to inform the on-going improvement of our users' experiences in discovering valuable and useful services, spaces, materials, and information through our website. In order to evaluate the online presence and to assess overall user engagement, the Resource Discovery Unit and the Usability & Design Working Group works with the Western Libraries campus constituents to gather, analyze, and interpret usage metrics and to conduct user research upon the Western Libraries website, catalog, discovery services, document delivery, interlibrary loan, mobile interfaces, and other areas as needed.

2015-2016 Accomplishments:

Metrics Reporting Plan: The Resource Discovery Unit (RDU) wrote an analytics plan, which was designed to gather and share usage metrics associated with user behavior in multiple online platforms.

Content Audit: The Discovery Services Librarian conducted a content audit of the Libraries existing website in order to inform the re-design of the Libraries future web presence. This audit reviewed unique page views, frequency of use, and user behavior associated with each webpage.

Card Sort Usability Activity: The Usability & Design Working Group (UDWG) conducted a usability activity designed to create a user-centric IA for the new website. [See here for an overview of that process.](#)

Appendix 3: Scholarly Resources Deliverables and Accomplishments, 2015/16

Project 1: Sustainable Access Task Force

Sustainable Access Task Force	
<u>Strategic Goal Alignment</u>	<p>III. Scholarly resources and digital initiatives -- Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources.</p> <p>This assessment of how we currently spend our resource access budget will help the Libraries reduce collections spending in an intentional, data-driven way that moves us toward our commitment to, and need for, sustainable access to scholarly resources.</p>
Scope / Purpose	Due to projected scholarly resource deficits between FY 2016 and FY 2021, recommend broad principles and/or criteria to be applied when reducing or adding scholarly resources (particularly journals and databases) to support faculty and students' teaching, learning, and research needs.
Projected Outcomes	Advisory report
Intended Applications	Apply recommendations from report to subscriptions data in order to help determine which resources to keep and which to cut while working toward balancing our resource access budget.
Methodology	Respond to data and information requests from task force, including compiling data as needed and providing data that is already regularly collected, i.e. cost and use
Start / End	October 2015/June 2016
Assessment Lead	Mike Olson
Affected Partners	Resource Access Budget Team, Library Faculty, Collections Services staff, RDU, Senate Library Committee, Faculty Senate

Communication Strategy	<p>Internal: updates at various library meetings, including Scholarly Resources, RAB Team, and Faculty meetings in order to keep everyone apprised of their role in the process and what data, information, or action may be needed from them</p> <p>External: review and approval of report by Senate Library Committee and Faculty Senate; transparency of process by posting FAQ and related documents, as they become available, on the Libraries website; designation of a Libraries point of contact for related questions regarding the report and its application</p>
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Project 2: Assessment of Subscriptions

Assessment of subscriptions	
Strategic Goal Alignment	<p>III. Scholarly resources and digital initiatives -- Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources.</p> <p>This continued assessment of the Western Libraries subscriptions will enable us to make intentional, data-driven decisions in order to provide sustainable access to the most desired, useful, and impactful scholarly resources..</p>
Scope / Purpose	<p>The purpose of this ongoing assessment project is to address projected scholarly resource budget deficits by reducing our subscriptions expenditures by 10% for FY16 and FY17 and by 5% FY18 and FY19. The Libraries will use the criteria recommended by the Sustainable Access Task Force in order to minimize impact of the reduced expenditures.</p>
Projected Outcomes	<p>An annual list of titles identified for cancellation</p>
Intended Applications	<p>Identify which titles to cancel in order to meet our expenditure reduction needs</p>
Methodology	<p>Cost per use analysis at the title level, review and response by campus faculty, library faculty review and score campus faculty responses</p>
Start / End	<p>January 2016 – June 2016</p>
Assessment Lead	<p>Mike Olson</p>
Affected Partners	<p>Resource Access Budget Team, Library Faculty, Collections Services staff, RDU, Senate Library Committee</p>

Communication Strategy	<p>Internal: updates at various library meetings, including Scholarly Resources, RAB Team, and Faculty meetings in order to keep everyone apprised of their role in the process and what data, information, or action may be needed from them</p> <p>External: transparency of process by posting FAQ and related documents, as they become available, on the Libraries website</p>
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Project 3: ILL Cost-per-use analysis

ILL Cost-per-use analysis	
Strategic Goal Alignment	<p>III. Scholarly resources and digital initiatives -- Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources.</p> <p>This assessment of ILL cost-per-use will support the above strategic goal by providing information that will allow the Scholarly Resources team to make informed decisions about future journal subscriptions.</p>
Scope / Purpose	<p>The purpose of this project/assessment was to provide data to help compare the cost-per-use of article subscriptions vs ILL requests. To do this, we performed a literature review, reviewed the process of borrowing articles at WWU, and calculated the average cost of an ILL article.</p>
Projected Outcomes	<p>Issuing a final report that defines an average price for ordering articles through various Interlibrary Loan services.</p>
Intended Applications	<p>To be submitted to the SATF for use in conjunction with journal cost per use data to inform subscription reduction strategies.</p>
Methodology	<p>ILL team met with Julie to learn the scope of the project.</p> <p>ILL team conducted a literature review and researched industry standards for conducting cost-per-use analyses.</p> <p>ILL Team collaboratively compiled the data from various ILL services to assess what costs were relevant to the project.</p> <p>ILL Team met on multiple occasions to compile data, review conclusions, and create the final report that was submitted to the Scholarly resources team.</p>
Start / End	<p>November 2015/March 2016</p>

Assessment Lead	ILL Team
Affected Partners	Resource Access Budget Team, Collections Services staff, SATF
Communication Strategy	Internal: Updates at various ILL Team meetings, including stand-up meetings. Final report was presented to Julie who forwarded it on to the Scholarly Resources team. External: N/A

Appendix 4: Facilities and Patron Services Deliverables and Accomplishments, 2015/16

Project 1: Building and furniture usage assessment

<p><u>Strategic Goal Alignment:</u></p>	<p>Enhance barrier-free access and life-long learning by optimizing physical and virtual environments.” & “Create high impact outcomes with transparent, data driven decisions focused on stakeholder needs.”</p>
<p>Scope / Context / Summary:</p>	<p>The 2014 Facilities Use Survey indicated a strong need for more and better study space for students. We’ve observed heavy usage of library space, with students sitting on the floor, waiting in lines to use computers, etc. The intent of this project is to collect data about the use of library space in order to inform changes to these spaces creating a better match for student study and collaboration needs.</p>
<p>Projected outcomes:</p>	<p>Clarity about which spaces and which furniture are most used. This data will show us which kinds of furniture are most in use or preferred, which spaces most need attention, and, along with 2014 survey data, inform potential building changes and furniture improvements. Additionally, sessions with student focus groups, or surveys, or informal dialogue with students, will further inform how to improve under-utilized spaces to better meet student needs.</p>
<p>Intended Application:</p>	<p>Determine where and what kinds of furniture improvements are needed to support student collaboration and study. This will aid in determining how best to expend limited available funds for the biggest impact.</p>
<p>Methodology:</p>	<p>SUMA is open source software developed at the North Carolina State University libraries specifically for headcount projects. It allows tablet carrying students or staff to feed headcount data directly to a central database via the wi-fi network. Data collected can then be analyzed using a number of canned reports or exported to a spreadsheet for further manipulation. Collected data will be analyzed to determine hourly occupancy rates and student seating preferences for a variety of spaces throughout the library complex.</p>
<p>Start / end dates:</p>	<p>Fall 2015 – Spring 2016</p>
<p>Project Lead:</p>	<p>Frank Haulgren</p>
<p>Project staff involved:</p>	<p>Student staff from Information desk</p>

Project 2: Winter Quarter 2016 SUMA Headcount Project: Executive Summary – Frank Haulgren, Facilities & Assessment, Western Libraries, June 28, 2016

<p><u>Strategic Goal Alignment:</u></p>	<p>Enhance barrier-free access and life-long learning by optimizing physical and virtual environments.” & “Create high impact outcomes with transparent, data driven decisions focused on stakeholder needs.”</p>
<p>Data Collection:</p>	<p>During Winter Quarter, 2016, Western Libraries conducted a study of how library spaces and furniture types within the facility are used. Using SUMA, an open source software developed for such work, student employees recorded use of all primary open study and work spaces (quiet and collaborative) collecting data over a total of 723 hours.</p> <p>Gathered data was analyzed to determine overall use as well as seat-hour use (available seats x 723) of library spaces. Data was further analyzed looking at the kinds of furniture in use such as soft seating, carrels, computer stations, etc. (Complete report here.) Analysis showed that the main floorplate of the library complex is by far the most popular with students. Combined headcounts for all floors above and below the main floor were less than that of the main floorplate.</p>
<p>Analysis:</p>	<p>While a number of areas of particular interest surfaced from this study we have initially focused on the designated “quiet study” floors of Wilson 4 & 5 which saw less use than was anticipated. These floors are primarily stacks area with study spaces at the perimeter windows. The 4th floor is furnished primarily with larger four seat study tables and the 5th with individual study carrels. Due to building age both floors 4 & 5 suffer from a lack of available power outlets.</p> <p>Study carrels, as a type of seating, had the lowest seat-hour use of any seating option. While not the focus of the Headcount Project it is easy to see that existing study carrels are increasingly ill suited for the way 21st century students work. Most students, observed anywhere in the building, work with an array of materials such as laptop and/or tablet, smart phone, print materials, as well as food and drink. The small table top of a study carrel (approximately 6 sq ft) combined with a lack of available likely conspires making the quiet spaces less than desirable study locations.</p>
<p>Action Taken:</p>	<p>Based on data analysis funds were expended during Summer Quarter 2016 to add considerable electrical and device charging capacity to Wilson 4 West and 5 West. This project not only added capacity but also positioned the added electrical / charging outlets at table height. Prior to this work these areas had few outlets all of which required students to search on hands and knees and search underneath existing radiators.</p>
<p>Start / end dates:</p>	<p>Winter Quarter 2016</p>
<p>Project Lead:</p>	<p>Frank Haulgren</p>

Communication Strategy:	When students return in the fall the Libraries will promote these improvements and indicate that the work was accomplished without impacting our ability to build collections or provide services to students or faculty. The project was paid for using discretionary overdue fine monies and in a way uses funds provided by library users to improve their experience.
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