



Planning and Evaluation Tracking

College Year: 2010-2011

Division of: Academic Affairs

Person Responsible: Lou Ann Seabourn

Department of: Library

Person Responsible: Mark Hanna

Purpose Statement:

Our purpose is to:

- empower our patrons to be self-sufficient information consumers and to possess critical evaluation skills;
- create a physical environment that encourages personal study, collaboration, and networking, and inspires creative and academic growth; and
- place the best information and research tools for project completion at our patrons' disposal.

Goal Statement #1:

Students taking core courses will be information-literate on selected standards from the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards.

Objectives/Outcomes (including assessment tools and standards):

1a. After receiving instruction on one or more information literacy competencies, participating students will improve on their pre-test scores by at least 40 percent on the post-test, and students will average at least 70 percent correct on the post-test.

1b. After receiving instruction on one or more information literacy competencies via online micro-tutorials, participating students will average at least 70 percent correct on assessment questions. The assessment is optional.

Results:

[2009-2010]

1a. Library Instruction Classroom Assessment Averages

Fall 2009

Pre-instruction	58%
Post-instruction	85%
% improvement	<u>45%</u>
# of students:	523

Spring/Summer 2010

Pre-instruction	44%
Post-instruction	89%

% improvement: 101%
 # of students: 333

1b. Optional Online Tutorial Results

April-June 2010
 Number of participants 5
 Number of Lessons 7
 Average of scores 79%

DATA FROM PREVIOUS YEARS

(These data are classroom assessment averages.)

<u>2008-2009</u>	<u>2007-2008</u>	<u>2006-2007</u>	<u>2005-2006</u>
Fall 2008	Fall 2007	Fall 2006	Fall 2005
Pre-instruction 35%	Pre-instruction 56%	Pre-instruction 55%	Pre-instruction 53%
Post-instruction 83%	Post-instruction 78%	Post-instruction 76%	Post-instruction 66%
% improvement <u>137%</u>	% improvement <u>47%</u>	% improvement <u>37%</u>	% improvement <u>24%</u>
# of students 478	# of students 290	# of students 194	# of students 509
Spring/Summer 2009	Spring 2008	Spring 2007	Spring 2006
Pre-instruction 36%	Pre-instruction 47%	Pre-instruction 57%	Pre-instruction 72%
Post-instruction 83%	Post-instruction 89%	Post-instruction 82 %	Post-instruction 90%
% improvement <u>129%</u>	% improvement <u>91%</u>	% improvement <u>44%</u>	% improvement <u>25%</u>
# of students 427	# of students 233	# of students 334	# of students 372
	Summer 2008	Summer 2007	Summer 2006
	Pre-instruction 58%	Pre-instruction 32%	Pre-instruction 48%
	Post-instruction 85%	Post-instruction 78%	Post-instruction 77%
	% improvement <u>47%</u>	% improvement <u>148%</u>	% improvement <u>59%</u>
	# of students 11	# of students 76	# of students 20

Use of Results (including improvements and revisions):

Analysis

1a. Students are still deficient in information literary skills. Post-instruction assessment improvement goals were met.

1b. In Fall 2009, 21 micro tutorials were created for access by online students based on skills identified as priorities from classroom instruction and reference questions. Assessments were not added to tutorials until mid-Spring 2010. The initial mastery scores met our goal.

Plan of Action

1a. Instruction staff will increase outreach to new and part-time faculty regarding library research instruction.

1b. Instruction staff will remind students and faculty of micro tutorials through a publicity campaign, and focus next on class-specific tutorials for individual faculty research assignments with these priorities:

- core courses,
- student success, and
- nursing/allied health courses.

Goal Statement #2:

Print and electronic collections will be relevant and useful to students, faculty and staff; especially for programs which require discipline accreditation.

Objectives/Outcomes (including assessment tools and standards):

2a. After analyzing course syllabi, discipline accreditation standards and receiving faculty recommendations, technical services staff will purchase all required readings as measured by LMS holdings report.

2b. After completing purchases of all required sources in course syllabi in nursing and dental hygiene, use of the sources will increase 25% as measured by automated library system reports.

Results:

[2009-2010]

2a.

Dental Hygiene: added 18 titles, collection total 88, now have 100% of required readings

Nursing: added 32 titles, collection total 236, now have 100% of required readings

Surgical Tech: data not available

2b.

Dental Hygiene: circulation decreased by 31

Nursing: **2008-2009** circulation 1064, **2009-2010** circulation 1220, increase of 11%

Surgical Tech: data not available

[2008-2009]

2a.

Nursing: updated 41 titles, current titles=300(<5yrs), now have 100% of required readings

Dental hygiene: updated 14 titles, current titles=84 (<10yrs), now have 100% of the required readings

Surgical tech: updated 3 titles, current titles=11, Do not know % of required readings

[2007-2008]

2a.

Nursing: updated 48 titles, current titles=267(<5yrs), now have 100% of the required readings

Dental hygiene: updated 7 titles, current titles=70(<10yrs), now have 100% of the required readings

[2006-2007]

2a.

Nursing: updated 31 titles, current titles=170 (<5 yrs), now have 100% of the required readings

Use of Results (including improvements and revisions):

Analysis

2a. Completed purchase of all required sources listed in syllabi for nursing and dental hygiene, and resources defined by accreditation sources. Faculty donations were added to the reserve collection for dental hygiene to finish meeting accreditation guidelines.

2b. Dental Hygiene and Nursing collections met stated goals of 25% increase. The circulation data is based on a total history of circulation and titles are not consistent from year to year.

Plan of Action

2a. Technical Services department needs to continue expansion of the faculty feedback process to the other accredited programs with current list of holdings for faculty to make suggestions for withdrawal or purchase starting with Surgical Technology.

2b. Technical Services will seek improvement of the library automated system for collecting annual circulation statistics by subject holdings.

Goal Statement #3:

Create high-use sticky spaces for students in the Lynn Library

Objectives/Outcomes (including assessment tools and standards):

After renovation of Lynn Library's first floor as a "sticky spot", students will use the floor space twice as much as before for group and individual activities as measured by a log of use.

Results:

No data collected.

Use of Results (including improvements and revisions):**Analysis**

Renovation of the first floor has not been scheduled.

Plan of Action

Staff will collect use data when renovation is scheduled.