

**PET FORM**  
**Planning and Evaluation Tracking**  
**(2011-2012 Assessment Period)**

Division of: Center for Teaching and Learning

Person Responsible for this Division: Patsy Lemaster

Department of: Library

Person Responsible for this Form: Mark Hanna

Purpose Statement (With Last Updated Date): Our purpose is to

- empower our patrons to be self-sufficient information consumers and to possess critical evaluation and thinking 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. (2011)

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**Goal Statement #1:**

Adjust instruction and services based on assessment data (AC Strategic Plan through 2015: Strategy 1.1).

**Outcome/Objective Statement**

**(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):**

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 (AC Strategic Plan through 2015: Task 1.1.1).

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 (AC Strategic Plan through 2015: Task 1.1.1). The assessment is optional.

• Results (Provide Numbers and Percentages for Quantitative Data)

○ **2010-2011 Data:**

**1a. Library Instruction Classroom Assessment Averages**

<u>FALL 2010</u>		<u>SPRING/SUMMER 2011</u>	
Pre-instruction	43%	Pre-instruction	46%
Post-instruction	84%	Post-instruction	85%
% improvement	<u>95.93%</u>	% improvement	<u>85.86%</u>
# of students assessed	634	# of students assessed	650
Total number of students receiving instruction	664	Total number of students receiving instruction	1033

**1b. Optional Online Tutorial results**

July 2010 – Aug 2011

Number of participants	15
Number of Lessons	7
Average of scores	93.55%

- **2009-2010 Data:**

- 1a. Library Instruction Classroom Assessment Averages**

<u>Fall 2009</u>		<u>Spring/Summer 2010</u>	
Pre-instruction	58%	Pre-instruction	44%
Post-instruction	85%	Post-instruction	89%
% improvement	<u>45%</u>	% improvement:	<u>101%</u>
# of students:	523	# of students:	333

- 1b. Optional Online Tutorial Results**

- April-June 2010

Number of participants	5
Number of Lessons	7
Average of scores	79%

- Analysis

- Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

- 2010-2011**

1.a. The benchmark was exceeded. Compared to the previous year, Fall 2010 students showed greater percent improvement, whereas in comparison to Spring/Summer 2010, the Spring/Summer 2011 students improved slightly less.

The number of students assessed in both semesters rose, especially in the Spring/Summer 2011 during which library instruction marketing efforts showed positive results, nearly doubling the number of students assessed compared to Spring/Summer 2010.

The 2010-2011 chart above indicates both the total assessed and the total instructed.

Assessments were not done every time due to faculty priorities, available class time, and instructional setting limitations. Many more students received library research instruction but were not assessed.

1.b. The benchmark was exceeded. The last PET form contained only 3 months of data because the online tutorials were new. This PET form includes data from July 2010 through August 2011. More students participated, but the online tutorials are optional. Students can watch a tutorial without taking the quiz. The total number of participants the library can track is lower than desired.

- Improvements and Successes (combined)

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results/Evaluate Why Improvements Were Successful/Were Not Successful:

- 1. Part-time faculty outreach efforts to increase use of library instruction

More outreach to part-time faculty was done via library research training for the Part-time Faculty Certification course.

Success: Resulted in 9 new classes for 5 part-time faculty members representing 3 different academic programs totaling 147 students.

2. Speech department collaboration to increase use of library instruction by this academic department.

The library collaborated with the Department Chairman of Communications and Theater to embed information literacy skills into an active learning assignment in which students do group presentations on core skills related to library research. Three pilot classes were done in Summer 2011.

Success:

- a. The Department Chairman recommended the new library instruction format to her department, which resulted in 5 new library instruction classes for 3 instructors being scheduled for Fall 2011.
- b. Librarians observed the student presentations on information literacy skills and graded the accuracy of the content. The average score given for group presentations was 3.71 on a scale of 1 (low) to 5 (high).
- c. Sixty-two students in the pilot classes averaged a 44.75 score on the pre-instruction assessment, indicating a need to learn these skills. The post-instruction assessment average was 75.40. The percent improvement in assessment scores was 68.74% for these students. This result exceeds the benchmark.

3. New uses for online library tutorials

- a. Training of library student workers via library tutorials.

Success: Completion is tracked by the Library Learning Commons supervisor.

- b. Use of library tutorials in speech classes mentioned above.

Success: For speech class topics for which students used the tutorials to research the topic, pre-test and post-test scores for the related question can be evaluated over time and tutorials can be changed if needed. There was not enough pilot data to make a change at this time.

- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):

Budget information needed to make past improvements: None

- **Recommendations/Actions for 2011-2012**

- Person Responsible (Who will complete the action?): Kaki Hoover
- Action Plan(s):

1. Use student peers to increase visibility of library sources.

Method: Select the best student information literacy presentations from speech classes, work with student(s) to convert them to online tutorials, add a quiz question, and feature them on the library home page, within faculty online courses, or via college social media. Measure effectiveness based on analysis of tutorial quiz results.

Expected time frame: By the end of the Spring semester 2012.

Budget information needed for future action: None

2. Participate in college QEP (Quality Enhancement Plan)

Method: Participate in Fall 2011 pilot classes for Learning Frameworks (First-Year Seminar) by providing library instruction. Evaluate results and propose ideas for future participation focused on improving college readiness, retention, and completion.

- Expected time frame: By the end of the Fall semester 2011.
- Budget Information Needed for Future Action (Cost/Details): None known at this time. However, if the First-Year Seminar becomes mandatory for first-year, first-time-in-college freshmen, the estimate is 60 sections per semester. This dramatic increase will impact library faculty and computer classroom availability.

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## Goal Statement #2:

Adjust instruction and services based on assessment data (AC Strategic Plan through 2015: Strategy 1.1).

### Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

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 (AC Strategic Plan through 2015: Task 1.1.1).

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 (AC Strategic Plan through 2015: Task 1.1.1).

- Results (Provide Numbers and Percentages for Quantitative Data)

- **2010-2011 Data:**

2a.

Dental Hygiene: No titles were added.

Nursing: No titles were added.

Surgical Tech: No titles were added.

2b.

Dental Hygiene: **2009-2010** circulation 123, **2010-2011** circulation 58, a decrease of 53%.

Nursing: **2009-2010** circulation 1220, **2010-2011** circulation 771, a decrease of 37%.

Surgical Tech: data not available.

- **2009-2010 Data:**

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: a decrease of 31%.

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

Surgical Tech: data not available

- Analysis

- Provide Previous Data/Result Analysis (Include if benchmark was met and how results relate to outcome statement):

- **2010-2011**

- 2a. Due to budget cuts, no additional print materials were purchased.

- 2b. Dental Hygiene and Nursing printed materials did not meet the stated goal of 25% increase in circulation.

- Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: Due to budget cuts, no materials were purchased, therefore no improvements were made to the print collection for the Nursing or Dental Hygiene programs.
- Evaluate Why Improvements Were Successful/Were Not Successful: N/A
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): N/A

- Recommendations/Actions for 2011-2012

- Person Responsible (Who will complete the action?): Mindy Weathersbee
  - Action Plan: Add surgical tech to the list of programs evaluated by technical services staff.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): By the end of the Spring semester 2012.
  - Budget Information Needed for Future Action (Cost/Details): None
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