

# Library Advisory Committee Meeting

## October 16, 2007

**Staff Present:** Donna Cleere, Jana Comerford, Dr. Nichol Dolby, Becky Easton, Dan Ferguson, Ann Fry, Mark Hanna, Kaki Hoover, Bobby Hyndman, Dr. Alan Kee, Camille Nies, Dr. Jim Powell, and Lil Withrow

Mark Hanna opened the meeting welcoming our new, Donna Cleere followed by a showing of a film clip titled, "Did You Know" from YouTube.com (<http://youtube.com/watch?v=tsFhOD6D114&feature=related>). Conversation ensued highlighting:

- Technology is invasive in our lives.
- *The Singularity is Near* book was recommended.
- What will our future look like in 2050?
- The fast changing pace of technology and global affairs helps to explain how/why AC and the Library should act to prepare now or be overwhelmed.
- It is our job, especially as the College Library and Library Advisory Committee, to prepare AC students for the future.
- The paradigm shift is here.
- Will the shift result in reduced space?
- Our students will want interface with faculty/staff via the new technology-driven devices such as I-phones, etc.
- Our limited resources are dedicated to this. For example video conferencing, WiFi (which is still 3 years away from being a reality on all floors in the Library). The AmaTechTel experiment cannot guarantee access except outdoors on mall.
- We must push the role of the Library as the heart of the Institution. Past comments on the Library indicate faculty does not care but faculty can have an influence if we change this mindset.
- Effectiveness, measured through SACS and Institutional Effectiveness, means we cause students to create positive change.
- It was discovered that no one from the Library staff nor the Library Advisory Committee is a member of the Emerging Technology Committee.
- The Library/faculty partnership is vital.

Mark discussed the 2007-2008 PET form. (See insert below). Comments from this Advisory Committee discussion is noted in **RED**.

# Planning and Evaluation Tracking

College Year: 2007-2008

Division of: Academic Affairs

Person Responsible: Lou Ann Seabourn

Department of: AC 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
- provide seamless access to the best information and tools customized for each patron.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
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.	<p><u>[2007-2008]</u></p> <p>1. After taking a pre-test on one or more information literacy competencies and participating students will improve their scores on the post-test by at least 40 percent, and students will average at least 70 percent correct on the post-test.</p> <p>*Univ. of South Dakota (SD) has a standard test but we lack a venue to administer it at present.</p> <p>*SD students must pass this information literacy test prior to graduation.</p> <p>*SD used the ACRL</p>	<p><u>[2006-2007]</u></p> <p>Fall 2006 Pre-Instruction Assessment average: 55.4 Post-Instruction Assessment average: 75.9 Percent Improvement: 37%</p> <p>Spring 2007 Pre-Instruction Assessment average: 57.0 Post-Instruction Assessment average: 82.2 Percent Improvement: 44%</p> <p>Summer 2007 Pre-Instruction</p>	<p><u>[2006-2007]</u></p> <p>Fall 2006 <b><u>Analysis</u></b> Determined that guessing could artificially inflate pre-instruction assessment scores. Therefore, an "I don't know" option was added to some tests.</p> <p><b><u>Plan of action</u></b> Add "I don't know" to all assessments and encourage students to select it if accurate.</p> <p>Spring 2007 <b><u>Analysis</u></b> Analysis of individual assessment questions revealed that some were</p>

competencies as the guide to create the exam.  
 \*Virginia's funding is all outcomes based NOT contact hours as in Texas.

Assessment average: 31.5  
 Post-Instruction Assessment average: 78.0  
 Percent Improvement: 148%

producing a disproportionately large number of wrong answers.

**Plan of action**

Identify clusters of wrong answers and revise the question and/or instruction.

**[ 2005-2006 ]**

1.  
 IA = Pre-Tests  
 Avg. % correct (Initial Assessment)

FA = Post-Tests  
 Avg. % correct (Follow-up Assessment)

PI = Avg. Percent Improvement

Fall 2005 Results (n=509)

IA = 53%  
 FA = 66%  
 PI = 24%

Spring 2006 Results (n=372)

IA = 72%  
 FA = 90%  
 PI = 25%

Summer 2006 Results (n=20)

IA = 48%  
 FA = 77%  
 PI = 59%

Fall 2006 Results (n=194)

IA = 57  
 FA = 76  
 PI = 33%

The formula used to calculate the

Summer 2007 **Analysis**  
 Librarians volunteered to participate in learning communities and revised freshman orientation/student success classes which were a way of clustering instruction. Librarians developed and tested research modules for beginners and for probable transfer students in 2007.

PI was as follows:

$$((FA-IA)/IA)*100 = PI$$

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

**[2007-2008]**

2. After analysis of discipline accredited course readings, assignments, and accreditation criteria, technical services staff will update purchasing procedures to change the collection development focus via a phase in process for immediate program accreditation providing 100% of required readings either in the electronic and/or print collections by September as verified by subsequent mapping.

\*60-70% of material in the past was never used at colleges nationwide.  
 \*This was a huge waste but how do we avoid it?  
 \*At present, online material is dominant at AC with only a \$30K book budget.  
 \*We have solicited comments from students who were unaware of the online databases and after the analysis; we purchased

**[2006-2007]**

2. Pilot with Nursing Collections - Summer 2007  
 Existing titles = 235  
 Discarded (> 5yr) = 96  
 Updated = 31  
 Current titles = 170 (<5yrs)

**[2006-2007]**

2 .

**Analysis**

Mapping against inventory and program accreditation criteria plus input from faculty assured 100% compliance.

Voluminous tracking document created by first analysis – Need spreadsheet.

Manually identifying items is time consuming.

**Plan of action**

Design query reports to search by subject with SIRSI software

Focus on programs with upcoming accreditation, for example Dental Hygiene

updated materials to be used.

3. Increase access to print collections for distance learners through conversion to electronic format.	<p><b><u>[2007-2008]</u></b></p> <p>3. By attending a series of informative sessions by library staff, faculty who place materials on Reserve will give permission to digitize &amp; place on the Internet all their authored material as recorded by a conversion log.</p> <p><b>*The Library's goal is to convert 100% of reserve print materials that have no copyright issue to electronic format and will password protect the materials via the proxy server.</b></p>	<p><b><u>[2006-2007]</u></b></p> <p>3. 0 conversions</p>	<p><b><u>[2006-2007]</u></b></p> <p>3. <b><u>Analysis</u></b> Staff changes affected implementation. No faculty member agreed to place reserve materials online.</p> <p><b><u>Plan of action</u></b> Small faculty groups, who previously used the reserve room, will meet by invitation. Move a portion of staff members time to meet with faculty. Calculate hours necessary to complete the conversion in order to plan for additional personnel in FY09.</p>
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Mark informed the committee members of the physical changes occurring in the Library and gave a tour of some of these alterations on the 2<sup>nd</sup> floor:

- All printed material is now located on the 4<sup>th</sup> floor.
- The 2<sup>nd</sup> floor now houses the CAI Lab and was renamed the Learning Commons.
- The space was opened up to allow for better networking by students and more technology.
- Students are not allowed to bring in personal computers at this time.
- All microfilm was sent to Wayland Baptist University and is still available through the Harrington Library Consortium (HLC).

- L214 is now a small conference room with a digital white board and portable web conferencing system. It will seat approximately 10 people.
- L205 and L113 are also available for meetings, web conferencing, etc. and can be booked via Groupwise.
- Mark is researching into desktop video options to allow faculty/staff to participate in web conferencing and other meetings from their office desktops.

Committee member Dr. Jim Powell chaired the Library Program Review committee and gave the following report:

- The committee was impressed with the Library's staff, innovations and new technology.
- The Library staff created informative charts and graphs to demonstrate the data making evaluation straightforward for the committee.
- Only two concerns were noted. The first was the security of student information which Mark will be addressing in his official response.
- The second issue was a collection of physical building problems such as hot water, access for those with disabilities, etc. Many of these issues are being dealt with from funds awarded from the bond issue and work will start in December 2007. The additional areas will be addressed in the Library's formal response.
- The new Learning Commons on the 2<sup>nd</sup> Floor was a great addition to the Library as a place for students to interact.
- In response to the new Learning Commons, the committee recommended ensuring that student workers have a safe environment in which to learn/work and the need to pay higher salaries to students workers who handle sensitive materials and/or assist faculty.
- All concerns and recommendations made by the Library Program Review committee were minor. The greatest frustration experienced was the discovery that faculty/administration/staff across the campus did not value the Library, its importance and its resources in the AC community. The Library is the heart of any institution.

Mark closed the meeting reiterating that he is always available to provide assistance or answer any questions. The meeting was adjourned at 1:20 p.m.