



Planning and Evaluation Tracking

College Year: 2006-2007

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.	<u>[2005-2006]</u> 1. After taking a pre-test on one or more information literacy competency objectives and participating in an online or classroom library information literacy session covering the objectives, all participating students will improve their scores on the post-test by at least 50 percent, and 80 percent of the students will score at least 70 percent correct on the post-test. <u>[Restated for 2006-2007]</u> After taking a pre-test on	<u>[2005-2006]</u> 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%	<u>[2005-2006]</u> 1. Assessment Construction and Administration •Analyzed "Lessons Learned" and identified assessment construction and administration in Fall 2005 as areas that needed improvement. •Made improvements with the result that only one problem occurred in Spring 2006. •Will continue to improve classroom assessments and will explore ways to add assessment to appropriate online tutorials. Competencies •Analyzed initial assessment scores and identified that students

one or more information literacy competencies and participating in an online tutorial or in a class covering the competencies, 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.

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 PI was as follows:

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

[2005-2006]

2a. No data.

2b. No data.

lack the core competencies needed for their research assignments.

- Analyzed assignments and focused instruction on the core competencies needed for each assignment.

- Will continue to improve instruction on the competencies needed most for research assignments based on analysis of individual assignments and consultation with professors. Will develop library instruction techniques suitable for learning communities.

[2005-2006]

2a. Transfer of East collection took precedence in 2006-2007 and staff encountered problems locating current syllabi with relevant information. Need to determine and implement best ways to acquire current course information including web pages and direct contact with professors.

Start with Nursing program as pilot in December 2006 to create model for other divisional analysis from January to May 2007. Purchase items for fall June/July 2007.

2b. Transfer of East collection took precedence in 2005-2006. Using Nursing program as a pilot project, identify relevant audience from AC West campus collection and AC Washington reserve collection for survey. Construct and administer baseline survey

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

[2005-2006]

2a. For programs that require discipline accreditation, collections staff will map 100 per cent of readings and assignment sources in course syllabi against our print and electronic collections and publish the results by May 2007. 100 per cent of identified readings and assignment sources will be accessible to students by September 2007.

2b. For programs that require discipline accreditation, 90 percent of students in those programs will rate the print and electronic collections as good or excellent for relevancy and usefulness on an annual satisfaction survey by January

2008.

[Restated for 2006-2007]

2a. After analysis of discipline accredited course readings and assignments, technical services staff will update purchasing procedures to change the collection development focus providing 100% of required readings either in the electronic and/or print collections by September 2007 as verified by subsequent mapping of discipline accredited programs.

2b. For programs that require discipline accreditation, 90 percent of students in those programs will rate the print and electronic collections as good or excellent for relevancy and usefulness on an annual satisfaction survey by January 2008.

March 2007 and follow-up survey March 2008. This timeline would give us student attitudes toward the materials before and after collection development changes of September 2007.

3. Study and collaboration space will be attractive to and useful for students, faculty, and staff for their creative and academic growth.

[2005-2006]

3. Replace at least four ranges of little-used print shelving and collections with a learning commons on the second floor of the Lynn Library by September 2006.

[2005-2006]

3. The ranges of shelves were removed and the space was occupied by moving the CAI Lab from third floor. The combined CAI Lab and second floor library lab is now called the "Learning Commons".

[2005-2006]

3. Project completed. This objective will be removed.

4. Increase access to print collections for distance learners through conversion to electronic format.

[2005-2006]

4a. By September 2006, convert 100 percent of print reserve items that do not require copyright permissions to electronic format and make them available via the integrated library management system (Unicorn)

4b. After making digital reserves accessible via the web and after providing information about them via in-house instruction, library webpage and class instruction, students using materials on reserve will access 40 percent of available digitized reserve room materials by Fall 2006 as recorded by use counters on the library website.

4c. 60 percent of students using class materials on reserve will report that reserve resources enabled them to complete course requirements as documented through an annual student sample survey by January 2008.

[Restated for 2006-2007]

4a. By September 2006,

[2005-2006]

4a. 0% of print items were converted.

4b. No data.

4c. No data.

[2005-2006]

4a. Equipment and tracking procedures were developed. Reserve staff began evaluating the collection and updated instruction form with a notation for approving participation in the project. To date, professors have been adamantly against providing their materials online. Library staff will contact instructors in person and via email with training sessions outlining the library's ability to secure content to students only and other issues defined by the instructor. Move target date to Spring 2008.

4b. Close this part of the objective for 2006-2007. Review and revise for possible inclusion for 2007-2008 after implementation problems addressed in 4a are resolved.

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5. Every interlibrary loan information request is filled to the requester's satisfaction.

[2005-2006]

5. After giving feedback to requesters who failed to make requests in time to receive them before needed, requesters will make future ILL requests in time to receive them before needed 80 percent of the time as measured by ILL satisfaction log by January 2008.

[2005-2006]

5. No data.

[2005-2006]

5. **There have been problems updating statistics sheet to accurately measure the objective as stated. Close this for 2006-2007.**