



## 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.	<u>[2007-2008]</u>  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.	<u>[2006-2007]</u>  Fall 2006 Pre-Instruction Assessment average: 55.4 Post-Instruction Assessment average: 75.9 Percent Improvement: 37%  Spring 2007 Pre-Instruction Assessment average: 57.0 Post-Instruction Assessment average: 82.2 Percent Improvement: 44%  Summer 2007 Pre-Instruction Assessment	<u>[2006-2007]</u>  Fall 2006 <u>Analysis</u> Determined that guessing could artificially inflate pre-instruction assessment scores. Therefore, an "I don't know" option was added to some tests.  <u>Plan of action</u> Add "I don't know" to all assessments and encourage students to select it if accurate.  Spring 2007 <u>Analysis</u>

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

**[ 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 PI was as follows:

Analysis of individual  
assessment questions  
revealed that some were  
producing a disproportionately  
large number of wrong  
answers.

**Plan of action**

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

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.

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

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.

**[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

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

**[2007-2008]**

3. By attending a series of informative sessions by library staff, faculty who place materials on Reserve will give permission to digitize & place on the Internet all their authored material as recorded by a conversion log.

**[2006-2007]**

3. 0 conversions

**[2006-2007]**

3. **Analysis**

Staff changes affected implementation.

No faculty member agreed to place reserve materials online.

**Plan of action**

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.



revised 8/1/05