Southeastern Oklahoma State University

Henry G. Bennett Memorial Library

Library Assessment Plan

Fall 2011
# Library Assessment Plan

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Library Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Standards for Libraries in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ACRL Principles and Performance Indicators</td>
<td>4</td>
</tr>
<tr>
<td>Instruction Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Student Instruction Survey</td>
<td>6</td>
</tr>
<tr>
<td>Library 2001 &amp; 3001 and College Success Descriptions</td>
<td>7</td>
</tr>
<tr>
<td>Reference Services Assessment</td>
<td>8</td>
</tr>
<tr>
<td>Reference Assessment Survey Card</td>
<td>10</td>
</tr>
<tr>
<td>Circulation Services Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Circulation Assessment Survey Card</td>
<td>13</td>
</tr>
<tr>
<td>Collection Development Analysis Assessment</td>
<td>14</td>
</tr>
<tr>
<td>Government Documents Department Assessment</td>
<td>15</td>
</tr>
<tr>
<td>Space / Facilities</td>
<td>16</td>
</tr>
</tbody>
</table>
Library Assessment Plan

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

In conjunction with the University’s Mission Statement, the Library at Southeastern offers the following mission statement:

The Henry G. Bennett Library at Southeastern Oklahoma State University will support the University’s curriculum by providing a vital, information-rich environment that will enhance faculty development and student learning by:

1. Providing an opportunity to succeed through a challenging, learner-centered academic environment.

2. Promoting information and critical thinking skills that are essential to confident, independent learners;

3. Striving for a balanced, current, and relevant collection of resources in both traditional and electronic formats that provide professional,
academic and career-oriented information to meet the changing needs of the workforce;

4. Providing a model of excellence for the University and local community through our quality of service;

5. Presenting a system of governance that provides reliable information and, as appropriate, involves the faculty and students in the decision-making process;

6. Using assessment to improve student learning and effective teaching.

Standards for Libraries in Higher Education

http://www.ala.org/ala/mgrps/divs/acrl/standards/standards_libraries_.pdf

Standards for Libraries in Higher Education (Standards) are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education. These Standards were developed through study and consideration of new and emerging issues and trends in libraries, higher education, and accrediting practices. These Standards differ from previous versions by articulating
expectations for library contributions to institutional effectiveness. These *Standards* differ structurally by providing a comprehensive framework using an outcomes-based approach, with evidence collected in ways most appropriate for each institution.

The Henry G. Bennett Memorial Library accepts and adheres to the ACRL Standards.

**Principles and Performance Indicators**

2. **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

2.4 The library supports academic integrity and deters plagiarism through policy and education.

3. **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

3.2. Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

**Instruction Assessment**
2. Promote information and critical thinking skills that are essential to confident, independent learners.

Goal 1. Empower users with the information and technological competencies necessary to pursue their education, research, professional and personal goals.

Objective 1. Provide students and faculty with the knowledge and skills to become independent lifelong learners through targeted library literacy instruction.

Objective 2. Provide focused instruction resulting in users being able to locate, evaluate, and effectively use information.

Measurement:

Information Literacy / Bibliographic Instruction – One Shot classes – Student Instruction Survey.

Goal 2. Foster student research through faculty – student contact, using library instruction.

Objective 1. Working closely with faculty, provide targeted library instruction resulting in users being able to locate, evaluate, and effectively use information.

Objective 2. Supplement face to face library instruction with online options using Blackboard, libguides, and the library website for users’ to access from their points, and times, of need.

Measurement:

Information Literacy / Bibliographic Instruction – One Shot classes – Student Instruction Survey.
Student Instruction Survey
Use for Library Instruction 2001 and 3001

1. The instruction will help me complete my course assignment. Y / N
2. The class covered an acceptable amount of material for the time allotted. Y / N
3. The class contained information that was new to me. Y / N
4. The instruction was organized and logical. Y / N
5. Student comments.

College Success

Class Lesson Plan

1. Day One - Principles of the evaluation of resources:
   i. Internet searching
   ii. Print resources: encyclopedias, handbooks, etc.
   iii. Hands-on exercise
2. Day Two – On-Line Catalog
   a. Basic catalog searching
   b. Hands-on exercise
3. Day Three – Application
   a. Class will be divided into teams to search designated areas in the library
      i. Stacks (floors 2, 2A and 3)
      ii. Government Documents (floor 2A)
      iii. Journals – bound and unbound (basement)
iv. Reference and/or Native American and/or Juvenile and/or microforms (floor1)

b. Class will search using predetermined topics which will be chosen by the librarians.

c. Class will complete an assignment using a book, government document, journal and/or a microform.

**Library 2001**

1. Basic introductory courses
   a. i.e. Comp I; Communication; History survey courses,

2. Resources covered
   a. EbscoHOST
   b. Basic search / integrated searching


**Library 3001**

1. Upper level classes
   a. EbscoHOST – advanced search
   b. Subject specific electronic resources
   c. Building research strategies
      i. Vocabulary
      ii. Alternative search terms
      iii. Boolean searching
      iv. Journal Finder

Principles and Performance Indicators

4. **Discovery**: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

   4.1 The library organizes information for effective discovery and access.

   4.2 The library integrates library resource access into institutional web and other information portals.

   4.3 The library develops resource guides to provide guidance and multiple points of entry to information.

   4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

**Reference Services Assessment**

*Provides a model of excellence for the University and local community through our quality of service [Library Mission Statement]*

**Goals:** As an essential partner of the academic life of Southeastern Oklahoma State University, the Henry G. Bennett Memorial Library shall provide high quality, point of need, reference services. Quality, point of need, reference services are defined as those where (1) patrons,
in person or online, find what they are looking for, while developing their information competence skills, (2) reference librarians are approachable, courteous, capable, and responsive, (3) librarians use the full scope of available resources, and (4) patrons’ information needs are fulfilled and their research skills are strengthened.

Following the ALA/RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers (http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm) of Approachability, Interest, Listening/Inquiring, Searching and Follow-up, our Objectives are:

**Face-to-face transactions and virtual transactions:**

**Approachability:** Be Approachable by providing patrons with a courteous, capable, and responsive reference librarian. Establish a highly visible “reference presence” within the library and on the library website.

**Listening/Inquiring:** Listen by communicating in a receptive, cordial and encouraging manner, rephrasing questions or requests and asking for confirmation to ensure understanding, use open-ended questions and maintain objectivity by not interjecting one’s own value judgments

**Searching:** When searching find out what the patron has already tried and encourage patrons to contribute ideas, construct a competent and complete search strategy while describing the process to the patron and use appropriate technology to help guide patrons through the use of library resources.

**Follow-up:** Always follow-up by asking patrons if their questions have been completely answered and encouraging them to return if they have
further questions. Also, recognize when to refer patrons to other resources or service providers when appropriate.

**Measurement:** Library reference services will be assessed using 3 methods:

1. Annual faculty and student surveys
2. Periodic patron evaluations via Reference Assessment Survey Cards

**Patron Evaluation:**

- Each reference librarian will periodically ask patrons to complete a Reference Assessment Survey Card.
- Each card will include the transaction date and time at the top.
- Cards will be filled out by patrons and left in a box at the reference desk.
- Feedback from the cards will be used for training and improving reference services.

Henry G. Bennett Memorial Library
Reference Assessment Survey Card

Date: _____________  Time: ________

1. Did you find what you needed? Yes / No
2. Did you learn how to find similar information in the future? Yes / No
3. Was the librarian approachable and courteous? Yes/No
4. Did the librarian give adequate attention to your question? Yes/No

Comments:

**Circulation Services Assessment**

As an essential member of the academic life of Southeastern Oklahoma State University, the Henry G. Bennett Memorial Library shall provide high quality, point of need, circulation services. Quality, point of need, circulation services are defined as those where (1) patrons have their needs met, (2) circulation staff are approachable, courteous, capable, and responsive.

**Goal 1: Excellent Customer Service**—

Objective 1: provide quality customer service

Objective 2: Provide prompt, courteous and helpful service

**Measurement**

Library circulation services will be assessed using 3 methods:

3. Annual faculty and student surveys
4. Student evaluations
5. Periodic patron evaluations via Circulation Assessment Survey Cards

**Student Evaluation**

- The evaluation will be based on an overall general observation of the student’s circulation skills and not limited to a one time observation.
• Observation will take place sometime during the fall and spring semesters.
• The evaluating supervisor will fill out a Student Circulation Evaluation Form.
• The evaluating supervisor will provide a copy of the evaluation to the observed circulation staff and send the original form to the Librarian over Circulation.

**Peer Evaluation Questions:**

1 = Does not meet expectations  
2 = Meets expectations  
3 = Exceeds expectations

1. Was the circulation student prompt in providing service?  
2. Did the circulation student greet patrons in a courteous manner?  
3. Did the circulation student provide help to the patron?

**Patron Evaluation:**

• Each circulation worker will periodically ask patrons to complete a Circulation Assessment Survey Card.  
• Each card will include the transaction date and time at the top.  
• Cards will be filled out by patrons and left in a box at the circulation desk.  
• Feedback from the cards will be used for training and improving circulation services.
Henry G. Bennett Memorial Library
Circulation Assessment Survey Card

Date: ____________ Time: ____________

1. Did you get what you needed? Yes / No
2. Was the circulation worker prompt is providing service?
3. Was the circulation worker approachable?
4. Was the circulation worker courteous?
5. Were you happy with the outcome of the circulation transaction?

Comments:

Goal 2: Organization of Collection--Circulation Department maintains a well-organized collection.

Objective 1: Materials on the shelves are organized correctly.
   Assessment Measurement : Inventory report

Objective 2: Circulation staff will inventory the collection for the purpose of (1) locating misshelved items (2) items that on the shelf but have not been discharged (3) determining which items are missing.
   Assessment Measurement: Random Shelf-check
Principles and Performance Indicators

5. Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

5.3 The library builds and ensures access to unique materials, including digital collections.

Collection Development Analysis Assessment

Collection analysis data is gathered using the WorldCat Collection Analysis tool which shows characteristics of the existing collection, such as, how many books we have in each discipline and also the publication date each book. The library uses this information to determine the quality of our collection and to make collection development decisions for purchasing and weeding in each discipline to maintain a balanced, current and historical collection. The following measurement tool is utilized for this endeavor:

Assessment Measurement
Collection Analysis Charts - This analysis is done on a 5-year rotation schedule, the last one was 2010-2011. Continuous assessment from the analysis is compiled annually.

**Government Documents Assessment**

Provide an effective documents and curriculum collection.

**Space:** Overall, there’s plenty of room for growth for both state and federal documents.

**Dropped items:** The daily Congressional Record, the Federal Register, all Congressional Hearings except for those from the Committee on Indian Affairs (Y 4.IN 2/11) and the Committee on Resources (Y 4.R 31/3), and all microfiche item numbers have already been dropped as of May 6, 2011. After receiving shipping lists for item numbers that have been dropped, the SmartPort function on Workflows will be used to retrieve electronic resource titles for these documents.

**Immediate Future:** Promote both the paper and electronic resources more often by doing displays and through the *Get the 411* library blog. Continue weeding, doing exchange lists and dropping item numbers. Add item numbers during the months of June and July since that is the only time item numbers can be added to Southeastern’s profile. Update government document web pages.

**Future (2-3 yrs):** Make the Government Documents room a place where we can have one or two tables with one computer for research.
This could be done after enough weeding, shifting and moving materials to storage and by removing the last row of shelves on the west side of the room.

**Government Information:** Stay abreast of current government information by attending government document meetings and workshops; reading emails from the GovDoc and FDLP listservs, articles, government websites and any available Web 2.0 medium.

**Assessment Measurements**

Communicate information pertaining to government documents to the library staff and the Southeastern community.

Feedback on the collections, displays, blogs, web pages and electronic records.

Response to exchange lists.

Changes made to Items List.

**Principles and Performance Indicators**

6. **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

6.6. The Library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.