

HENDERSON COMMUNITY COLLEGE

Operational Unit Planning, Assessment, and Improvement Report 2009-2010

(Department, Division, Learning Community, Office Unit)

Note: Use mouse or arrow keys to position cursor in appropriate spot for data entry. Add additional rows for reporting outcomes if needed.

<i>Division or Administrative Unit Name</i>	<i>Division Chair or Unit Administrator</i>
Academic Affairs	Dr. David Brauer
<i>Name</i>	<i>Department, Office, Program Supervisor</i>
Library Services	Mike Knecht

<i>State the purpose (mission) of the department, division, learning community, office, or unit</i>
The mission of the library is to provide quality services for all publics served by the college. These services include (1) information literacy; (2) collection development; (3) reference and individual research assistance; (4) interlibrary loans; (5) audio-visual services; and (6) and Blackboard academic support.

Prepared by: Mike Knecht, May 2010

(Date)

Reviewed by:

Division Chair or Unit Administrator

(Date)

College Assessment Team Chair

(Date)

Division or Support Service Unit Planning, Assessment, and Improvement Report

HCC is focused on expanding access and success in higher education and the related social, cultural and economic benefits that accrue to the community and the Commonwealth. To this end, the organizational units and its components contribute to the following three objectives:

1. An Open Pathway to Educational Opportunities
2. A Quality Learning Experience and Support System
3. An Open Pathway to a Career or Transition to a Baccalaureate Institution

Assessment of Department/Office/Program Outcomes

List the specific activities that will be undertaken in support the objectives to achieve the desired outcomes and performance standards, targets, or benchmarks of the unit.

- Select and discard library material, including databases, to build quality collections.
- Train students to use information effectively.
- Collaborate with other libraries to lend and receive library material.
- Meet the information needs of distance learners by updating electronic library services.

<u>Outcomes – Linked to Objective # 2</u>	<u>Assessment Method & Responsible Person (Group)</u>	<u>Data</u>
Identify specific outcomes and a performance standard, target, or benchmark, for each outcome in this planning cycle 2010-2016. State performance standard, target, or benchmark as annual, intermediate, or long-term, if these differ.	Identify the direct and indirect assessment methods that will be used for evaluation purposes and the person or group responsible for data analysis.	Include the results, or attach/link the data. To what degree was the performance standard and target met?
Outcome 1: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2) Performance Standard 1: Maintain, add, or delete electronic periodical databases based on faculty and student input.	The Library Director and the Assistant Librarian will administer surveys using Turning Point clickers to solicit feedback from students, and will administer a faculty/staff survey to determine faculty databases preferences.	TP Library Collection Surveys 09-10 Students show strong support for increased medical/nursing content with business and literature generating interest as well. Library Facilities Survey Nov 2009 Question one of this survey indicates that faculty want the library to focus on the purchase of medial, science and reference material.
Outcome 1: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2) Performance Standard 2: The library will add 5% more materials supporting the college’s Academic Programs.	The Library Specialist for Technical Services will record the “additions” to the collections and identify which programs are supported by individual books, e-books, databases, DVDs, etc.	Items purchased 2008-09 Items purchased 2009-10 This data shows that new material for the following programs fell below the performance standard: Ag Tech, CLT, Industrial Maintenance, and Welding.

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<p>Outcome 1: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p> <p>Performance Standard 3: The library will discard at least 500 dated, obsolete, or no longer relevant materials each year.</p>	<p>The Library Specialist for Technical Services will document each year’s de-selections.</p>	<p>Addition/Withdrawal Summary for 09-10 Only 146 items were withdrawn – which is 354 below the performance standard.</p>
<p>Outcome 1: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p> <p>Performance Standard 4: Due to improved collections, learners will have 2% less need for books, articles, and other library materials from other libraries.</p>	<p>The Library Specialist for Technical Services will record the number of HCC student requests for material held by other libraries.</p>	<p>FY 08-09 = 116; FY 09-10 = 106 Interlibrary Loan Usage FY 2008-2009 Interlibrary Loan Usage FY 2009-2010 The data shows an 8.6% decrease in interlibrary loan requests. This exceeds the standard by 6.6%.</p>
<p>Outcome 2: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective 2)</p> <p>Performance Standard 1: 70% of students responding to the questionnaires attached to the “Evaluating Information Sources” Blackboard Learning Units will rate the respective Content Files as “useful” or “very useful.”</p>	<p>The Assistant Librarian will use the Grade Center in Blackboard to review student feedback and compile the percentage totals.</p>	<p>Feedback Questionnaire Evaluating AV 90% of 23 students indicated that the Learning Unit for Evaluating AV Material was “useful” or “very useful.” Feedback Questionnaire Evaluating Books 92% of 27 students indicated that the Learning Unit for Evaluating Books was “useful” or “very useful.” Feedback Questionnaire Evaluating Internet Resources 84% of 26 students indicated that the Learning Unit for Evaluating Internet Resources was “useful” or “very useful.” Feedback Questionnaire Evaluating Periodicals 91% of 24 students indicated that the Learning Unit for Evaluating Periodicals was “useful” or “very useful.”</p>
<p>Outcome 2: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective 2)</p> <p>Performance standard 2: Students will demonstrate their understanding of Information Literacy (IL) concepts through equal or improved pre-test and post-test scores on IL themed Learning Units in the HCC Blackboard eCommunity.</p>	<p>The Assistant Librarian will use the Grade Center in Blackboard to determine student scores on the pre- and post-tests and to learn the rate of improvement.</p>	<p>eCommunity Pre & Post Test Scores 09-10 eCommunity Pre & Post Test Scores 08-09 This data shows a declining trend in student learning for the following eCommunity Learning Units: <i>Basic Research Techniques, Using FirstSearch, Evaluating Periodicals, and Evaluating Internet Sources.</i></p>

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<p>Outcome 2: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective 2)</p> <p>Performance Standard 3: Due to student success with IL training, librarians will realize a 5% decrease in student requests for individual reference and instructional assistance.</p>	<p>The Assistant Librarian will keep daily statistics on reference and instructional assistance – both person-to-person and online/phone – to track patron usage of this service.</p>	<p>FY 08-09 = 1253 Ref + 1611 Instruction = 2864 FY 09-10 = 1279 Ref + 1941 Instruction = 3220 The data shows a 12.4% increase in student requests for assistance. The standard was missed by 17.4%.</p>
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Analysis	Response	Outcomes – Linked to Objective #
<p>Given the results reported for this year and considering all factors that may have contributed to these outcomes, what do you conclude?</p> <p>Although the student feedback supported the acquisition of medical, business and literature databases, the number of respondents was only 50. This sample is too small to adequately address the performance standard.</p> <p>With the Library Facilities survey, 41 of 45 faculty responded indicating sufficient representation. Faculty members clearly wish to see more medical, reference, and science-related material added to the library’s collections – including periodical databases.</p>	<p>What changes are needed to help the unit improve and achieve its performance standard or target? What will be needed in terms of resources?</p> <p>A greater number of classes and/or students need to be surveyed during the upcoming year to determine preferences and trends.</p> <p>The library added the Oxford Reference database which offers eleven sub-databases for “medicine.” This field offers not only information for nursing students, but all students pursuing a medical-related degree such as CLT, Dental Hygiene, Medical Assisting, etc.</p>	<p>Clearly state the desired performance standard or target the unit wishes to achieve in 2010-2011.</p> <p>Outcome: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p> <p>Performance Standard #1 Maintain, add, or delete electronic periodical databases based on faculty and student input. Solicit feedback from at least 200 students. Administer another survey focusing on the weak databases to discover replacement preferences.</p>
<p>More effort is needed to purchase materials for CLT since it is an individually accredited program. Ag. Tech and Industrial Maintenance also need more titles purchased – especially in the electronic format – where current information is more readily available. Although the other programs exceeded the performance standard, the nursing program is facing reaffirmation during the next year, and subsequently, the related collections warrant more attention.</p>	<p>More collaboration is needed between the faculty teaching Ag. Tech, Industrial Maintenance, and CLT to effectively build the collections. (Collaboration is defined in the library’s Collection Development Policy). In addition, more funds must be allocated within the library’s budget to acquire a sufficient amount of material to meet the performance standard. These efforts must be done while maintaining existing efforts to accommodate the information needs of the other academic programs.</p>	<p>Outcome: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p> <p>Performance Standard #2 The library will add 5% more materials supporting the college’s Academic Programs with focus given to Ag. Tech, Industrial Maintenance, CLT and Nursing.</p>
<p>With only 146 of the anticipated 500 titles withdrawn during the year, it is easy to see that this effort was neglected. The library staff must continue to work with faculty to identify titles that no longer meet the information needs of students. This is particularly applicable to collections supporting nursing and the other medical professions where only 4 titles were withdrawn.</p>	<p>More collaboration is needed with the faculty to identify and delete dated material – including databases and e-books. (Collaboration is defined in the library’s Collection Development Policy). A comprehensive review of the medical collections is needed along with material in the science collections.</p>	<p>Outcome: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p> <p>Performance Standard #3 The library will discard at least 500 dated, obsolete, or no longer relevant materials with emphasis on the nursing and medical collections.</p>
<p>The decrease in real numbers was only 10. This is a significant percentage decrease; however, this decline may be also be affected by such variables as “slow return service” and “poor customer service.”</p>	<p>In addition to tracking this data, a supplemental “point of service” survey should be administered to accurately determine the progress toward the performance standard.</p>	<p>Outcome: Learners will have access to information in a variety of formats to satisfy their information needs. (Objective 2)</p>

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		<p>Performance Standard #4 Due to improved collections, learners will have 2% less need for books, articles, and other library materials from other libraries. Results to a point of service survey will show at least a 70% customer satisfaction rate and a 70% speed-of-service rate of “one week or less.”</p>
<p>Respondents to each of the mini-surveys assessing the “Evaluation of Information Sources” folder in the Blackboard eCommunity for Information Literacy rated the respective content files (lessons) above the performance standard. In all instances, the performance standard was exceeded by more than 10%.</p>	<p>The high satisfaction rate indicates that this folder is meeting the learning expectations of students, and that future assessment should focus on other learning units. However, poor student grades indicate negative growth in two areas: <i>Evaluating Internet Sources</i> and <i>Evaluating Periodicals</i>. Because revisions will be made to these files to help improve student scores, it is important that student satisfaction be assessed again.</p>	<p>Outcome: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective # (2))</p> <p>Performance Standard #5 70% of students responding to the questionnaires attached to the “Evaluating Information Sources” Blackboard Learning Units will rate the respective Content Files as “useful” or “very useful.”</p>
<p>The learning units for <i>Basic Research Techniques</i>, <i>Evaluating Periodicals</i>, and <i>Evaluating Internet Sources</i>, fell below the current performance standard and should be addressed because they affect student learning across the curriculum. Comparing this information with the data from 08-09, it is apparent that the “content files” for these learning units must be revised.</p>	<p>Revisions to the respective “content files” will possibly include the addition of video clips, greater explanations, refined audio files, etc. Faculty who regularly use these learning units will be contacted for input.</p>	<p>Outcome: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective # (2))</p> <p>Performance Standard #6 Students will demonstrate their understanding of Information Literacy (IL) concepts through equal or improved pre-test and post-test scores on IL themed Learning Units in the HCC Blackboard eCommunity. Specifically the learning units for <i>Basic Research Techniques</i>, <i>Evaluating Periodicals</i>, and <i>Evaluating Internet Sources</i> will be improved.</p>
<p>Many variables can affect this performance standard such as “increased student familiarity with the library staff,” “recognized and appreciated customer service,” and “efficient library assistance.” These considerations extend beyond student learning. Also, most library staff members believe it is more appropriate to increase student/librarian interaction – regardless of the information literacy training efforts.</p>	<p>The number of reference and instruction questions will be continued to be recorded; however, the analysis of the gathered data indicates that the relationship between the Information Literacy Program and the number of student questions is too weak for assessment purposes. This performance standard should be discontinued.</p>	<p>Outcome: Learners demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning. (Objective # (2))</p> <p>Performance Standard #7 Discontinued.</p>

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1. An Open Pathway to Educational Opportunities
2. A Quality Learning Experience and Support System
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Activities related to Student Learning Outcomes

List the specific activities that will be undertaken in support these objectives to achieve the desired outcomes and performance standards, targets, or benchmarks of the unit.

- Teach skills to help students master the competencies of “learning independently.”

<p align="center"><u>Outcomes – Linked to Objective #2</u></p> <p>Identify learning outcomes that the students will demonstrate as a result of engagement with the unit. Identify the performance standard, target, or benchmark for each outcome (if applicable) that the unit wishes to achieve in this strategic planning cycle 2010-2016. State desired results as annual, intermediate, or long-term if these differ.</p>	<p align="center"><u>Assessment Method & Responsible Person (Group)</u></p> <p>Identify the direct and indirect assessment methods that will be used for evaluation purposes and the person or group responsible for data analysis.</p>	<p align="center"><u>Data</u></p> <p>Include the results, or attach/link the data. To what degree was the performance standard, target, or benchmark met?</p>
<p>Outcome: Learners completing courses and programs demonstrate the ability to learn independently, examine relationships, think critically, and communicate effectively</p> <p>Competency: Learn Independently</p> <p>SLOs:</p> <ul style="list-style-type: none"> • Evaluate the quality, accuracy, timeliness and usefulness of the information. • Recognize when information is required and the type of information required • Identify and use a variety of types and formats of potential sources for information • Locate and access information both in print and in electronic or digital form 	<p>Fall and spring semester Elumen scores for this SLO will be used. IR-IE Director compiles; Library Director reports.</p>	<p><u>Avg Score All SLOs 2009-10</u></p> <ol style="list-style-type: none"> 1. Evaluate the quality...2.94 2. Recognize when info is required...2.83 3. Identify and use types of sources...2.99 4. Locate and access info...2.96 <p>All SLOs exceeded the performance standard.</p>

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Performance Standard: Learners will show an average eLumen score of 2 or above for this SLO.		
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<u>Analysis</u> Given the results reported for this year and considering all factors that may have contributed to these outcomes, what do you conclude?	<u>Response</u> What changes are needed to help the unit improve and achieve its performance standard, target, or benchmark? What will be needed in terms of resources?	<u>Outcomes – Linked to Objective #</u> Clearly state the desired outcomes and performance standard, target, or benchmark the unit wishes to achieve in 2010-2011.
<p>The average SLO scores reflect the ratings assigned by all faculty across the curriculum. The library’s attempts to help students learn these skills (and achieve the ratings) have been accomplished through the Information Literacy Program. Other faculty and departments have assisted students with these SLOs as well – which means that no department can claim ownership and no department is solely responsible for the outcomes. The successful attainment of the performance standard indicates that college’s efforts are working and should continue.</p>	<p>The high average scores of these SLOs above the performance standard indicate that a revision is needed. Perhaps an average score of “3” is needed next year? The existing performance standard will continue to determine if such success persists. A revision will be implemented during 2011-12 if necessary.</p> <p>Since the Information Literacy Program is tied directly to student success with these SLOs, it is recommended that continued professional development for Blackboard and related technology be continued by the library staff. Also, conferences offering such training should be attended. The library director will set aside \$5000 from the library’s operational budget for such training.</p>	<p>Outcome: Learners completing courses and programs demonstrate the ability to learn independently, examine relationships, think critically, and communicate effectively. Objective 2</p> <p>Competency: Learn Independently</p> <p>SLOs:</p> <ul style="list-style-type: none"> • Evaluate the quality, accuracy, timeliness and usefulness of the information. • Recognize when information is required and the type of information required • Identify and use a variety of types and formats of potential sources for information • Locate and access information both in print and in electronic or digital form <p>Performance Standard: Learners will show an average eLumen score of 2 or above for this SLO.</p>

Strengths, Challenges and Resources

A. Evaluate the current status of the unit.

1. Major Strengths

- (1) Student satisfaction with the library's information literacy training program; (2) Student success with the library's information literacy program; and (3) Interlibrary loan rates are declining because the strength of the collections is improving.

2. Major Challenges

- (1) Greater collaboration with faculty is needed when adding and deleting items from the library's collections; (2) Revisions are needed for the student information literacy training modules involving "Evaluating Information Sources" and "Basic Research Techniques"; (3) More titles for the CLT, Ag. Tech, Industrial Maintenance, and Nursing programs are needed; and (4) eLumen data is needed to learn about the library's effort to affect student SLO progress.

B. Is the current budget sufficient to achieve the desired outcomes? Please Explain.

- Yes. Because the library was given an additional staff member for 2010-11, the overtime funds that were once used to help cover the library's evening hours have been returned to the library's acquisition and operating budget. This will allow the library to fund the purchase of books for the academic programs, and acquire software to revise modules in the information literacy eCommunity.

C. List additional resources needed to achieve the desired outcomes (personnel, equipment, materials and supplies, along with estimated costs.

- It should be noted that the library lost a staff member that served as a public relations assistant and audio-visual setup person; however, the library will hire a new staff member that will be dedicated to library operations. This change will increase the availability of library staff for students, and increase the quality of services rendered.

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Planning and Improvement

- A. Explain how results of this or previous evaluations are being (or have been) used for improvement. Cite specific actions that have resulted from the findings of the evaluation process.

Surveys were administered to both students and HCC employees to learn about preferences for collections and services. These preferences were used to purchase new library material and provide additional study space on the library's second floor.

- B. Describe plans for improvement in the year(s) ahead.

Greater collaboration with faculty to build the library's collections is planned. Not only will more titles be purchased with faculty input, but more titles will be weeded as well. Additionally, faculty will help design new information literacy training modules for the library's online eCommunity. This combined effort will help students effectively use research material, lead to documented student achievement, and pave the way for future collaborative improvements with information literacy.

Definition of terms

- Performance standard – a measure that is established by the program.
- Target – a measure that is established by KCTCS.
- Benchmark – a measure of comparison with other programs in Kentucky or the nation.
- Indirect Assessment Method -- Assessment by gathering information from participants or stakeholders on their thoughts, attitudes, perceptions.
- Direct Assessment Method -- Assessment by examining work produced by participants or demonstration of learning by participant.

Operational Units defined

- Divisions: Arts & Humanities, Biological Science, Physical Science, Social & Behavioral Science
- Units: Academic Affairs, Business Affairs, Institutional Advancement, Student Affairs, Technology Solutions, Workforce Solutions
- Departments: Cultural Diversity, Developmental Education, Institutional Effectiveness/Research, Library, M&O, Off Campus Services Professional Enrichment
- Office: Academic Computing, Admissions & Records, Adult Basic Education, Business Office, Career Services, Faculty Training & Support, Fine Arts Center, Financial Aid, GED Testing, Human Resources, Network & Phones, Public Relations, Special Populations, Special Projects, Student Activities/Disability Services, Tutoring/Testing Services, Veterans' Affairs, Workforce Development
- Professional Learning Communities:
- Strategic Learning Communities: