

2018/19 Strategic Plan Mission, Goals, Objectives

Mission Statement

The Charles C. Myers Library staff connects students to resources they need to become educated, lifelong learners. The Library is also a cultural center with a welcoming learning environment.

Goal 1

University of Dubuque students will use a high-quality and relevant collection that supports their education and encourages lifelong learning.

Support of the UD Mission & Vision

This goal supports excellence in academic inquiry and professional preparation, relationships which encourage intellectual, spiritual, and moral development, and zeal for lifelong learning and service.

Student Learning Outcomes and Assessment Summary

The output measures used to assess this goal acknowledge that students cannot learn independently from library resources if these resources are not available. Because the goal states that students will *use* these sources, it is directly tied to the information literacy program. This goal is largely measured by students' use of the book collection and databases that support four identified College majors and the Seminary.

Rationale

Mezick (2007) found a statistically significant correlation between expenditures on library materials (an input-based assessment measure) and student retention. Further, studies have shown a correlation between library use and persistence of first-year college students (Kramer and Kramer 1968; Lara 1981; Bean 2003). The National Survey of Student Engagement's (NSSE) Benchmark of Effective Educational Practice states that student engagement is linked to the level of academic challenge, for example, writing in-depth papers and reports. (Full bibliography is available upon request).

Objective 1

Student use of the physical collection (book, media, periodicals, etc.) as measured by circulation (including renewals and reserves) will be 8600.

Objective 2

Community use of the collection as measured by circulation will be more than 16,000 check-outs (including renewals and reserves).

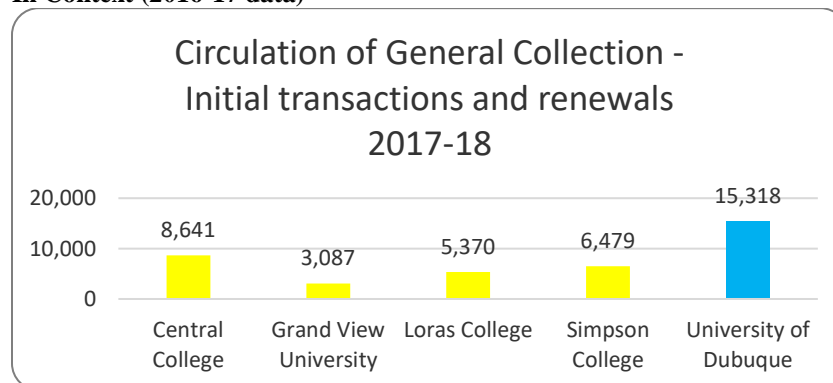
Objective 3

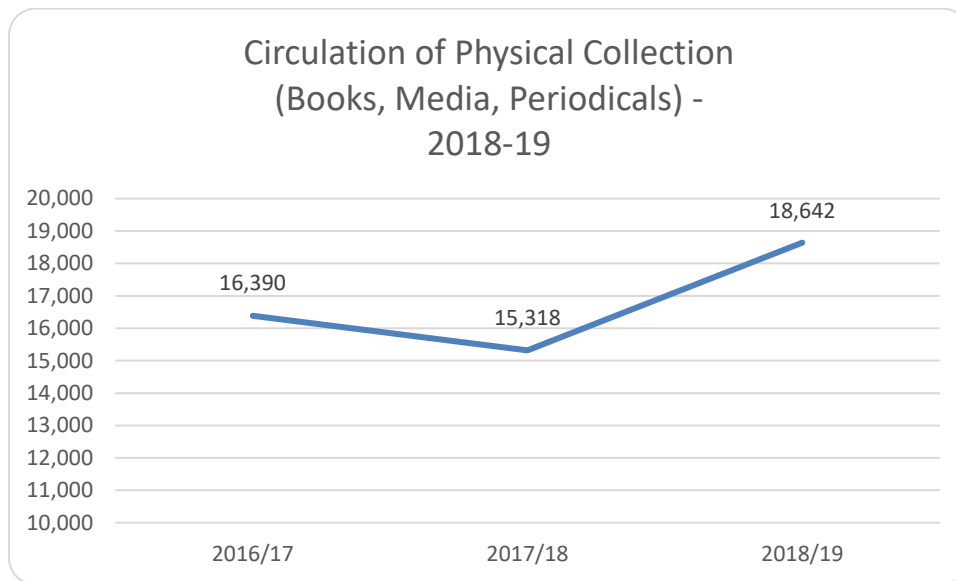
UD community will conduct 45 library database searches per capita.

Objective 4

UD community will download /view 20 per capita electronic full-text articles.

In Context (2016-17 data)





New Initiatives

1. Review inventory procedure and start inventory entire curriculum library, circulating, media, reference collections
2. Form Library Refresh committee to identify first steps for moving forward.
3. Weed in preparation for first stage of Library Refresh.
4. Check and reprint end cap signs in circulating collection
5. Review standing order list
6. Write up definitions/cheat sheets for gift funds and outside funded collections.
7. Weed and clean up tight sections including PN & PS as well as other sections identified on the form
8. Find an alternative to BibleWorks.
9. Reach out to NLU Cohort to do a library training.
10. Try to add more diverse titles in periodicals

Goal 2

The information literacy program empowers students to create and share new ideas by teaching them how to find, evaluate, and responsibly use information.

Support of the UD Mission & Vision

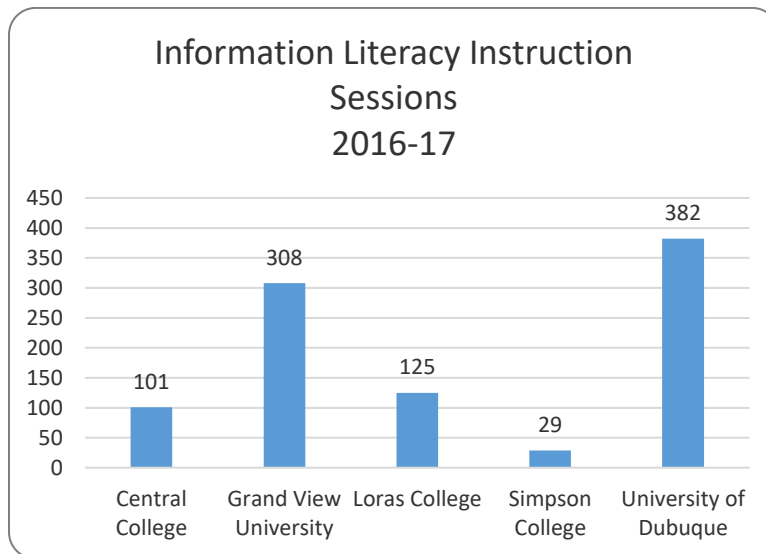
This goal supports excellence in academic inquiry and professional preparation; relationships which encourage intellectual, spiritual, and moral development; and zeal for lifelong learning and service.

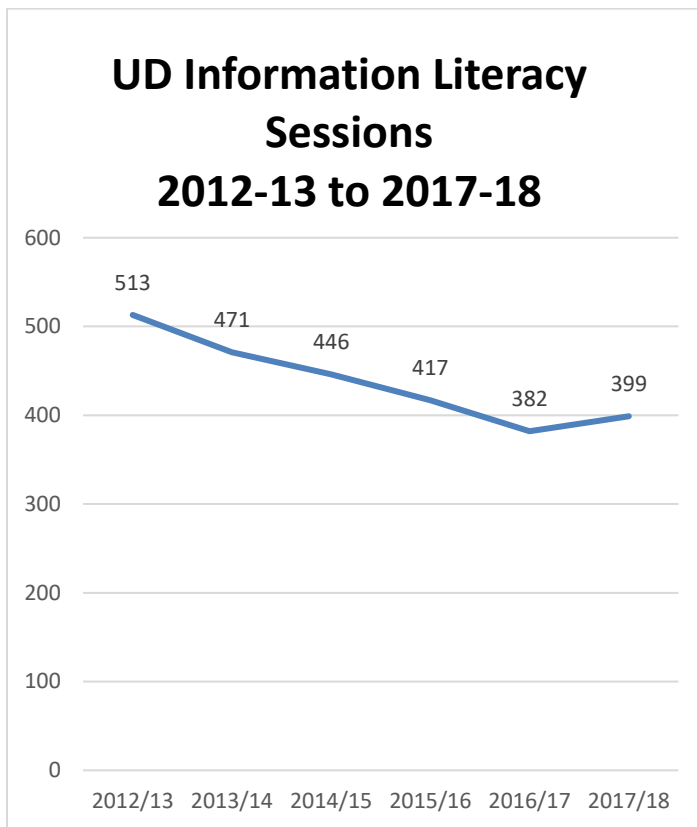
Student Learning Outcomes and Assessment Summary

Most assessment activity centers on measuring the growth of information literacy skills throughout the Core Curriculum. Student learning outcomes are based on national standards identified by the Association of College and Research Libraries' (ACRL) *Information Literacy Competency Standards*. Librarians annually revise a curriculum map that links ACRL standards to the information literacy program in the Core. See the attached curriculum map for specific learning outcomes.

Rationale

Studies show that students exposed to an information literacy program had higher academic performance than those who did not (Knapp 1966; Hiscock 1986). Mezick (2007) found a statistically significant correlation between the number of librarians and student persistence. Further studies found that strong faculty and staff relationships with students affect retention (Pascarella, Smart, and Ethington 1986; Pascarella and Terenzini 1991). These relationships are built with librarians, in part, through the information literacy program. NSSE Benchmarks of Effective Education Practice indicate that active and collaborative learning, hallmarks of the UD information literacy program, is key to student learning and development.



**Objective 1**

Students will demonstrate proficiency in information literacy skills by scoring at least 80% on the revised RES104 assessment.

Objective 2

The average response on the student post-instruction evaluations (in any course throughout the curriculum) regarding how well library instruction will help them succeed on research assignments will be 3.5 or higher on a 4.0 scale.

Objective 3

The average response on the faculty post-instruction evaluations (in any course throughout the curriculum) regarding how well library instruction prepared their students to complete research assignments will be 3.5 or higher on a 4.0 scale.

New Initiatives

1. Review post-instruction evaluation form for students and faculty
2. Find new citation manager and create guides for use.
3. Edit/update Chicago citation guide to match APA, MLA, AMA.
4. Create lesson plan template for Core classes.
5. Work with LIFE program coordinators to develop library marketing materials.
6. Revise RES104 assessment questions
7. Clean up LibGuides.
8. Create an IL sandbox LibGuide
9. Build and conduct assessment in PA Evidence-Based Medicine course
10. Revise NSO face-to-face orientation session.
11. Staff library table and lead break out session at newly created Teaching and Learning Conference.
12. Figure out IL for new graduate programs including Masters of Management, and newly revised MAC degree.

Goal 3

The library serves the University of Dubuque community as a common space, a catalyst for lifelong learning, and a place for creating and sharing.

Support of the UD Mission & Vision

This goal supports community where diversity is appreciated and Christian love is practiced.

Student Learning Outcomes and Assessment Summary

The National Survey of Student Engagement (NSSE) identifies a “Supportive Campus Environment,” as a benchmark of effective educational practice. The library contributes by creating: 1) a positive environment in the library space and 2) a leisure collection that encourages students to engage socially through leisure films, games, and books. The library staff assesses the environment through a focus group, continual student feedback, and counting the number of incident reports. It assesses the impact of activities by counting the number of attendees and number of leisure items circulated.

Rationale

Researchers have shown the importance the library as a campus facility in retention. Mallinckrodt and Sedlacek (1987) found that four of six predictors of student retention involved using the library. Bean (2003) showed that this physical space is important to integrate students into the community. The library provides a space to strengthen student relationships with faculty and staff outside of class, a predictor of retention (Pascarella and Terenzini 1991). NSSE identifies a supportive campus environment as a benchmark of effective educational practice.

Objective 1

Attendance for Saturday children’s programming will total 80 (children and adults) and weekly story time 60 children.

Objective 2

Patrons will average 70 written responses (what are you watching & resolutions) and 20 creative pieces (Legos & poems) for the library’s interactive archives display.

Objective 3

An average of 900 people per day will enter the library during the academic year. Not achieved –

Objective 4

Patrons will check out 100 Staff Picks titles and 500 items from displays.

Objective 5

The archives will host 20 unique sessions (1 visit from a class or 1 researcher = 1 session) on site.

New Initiatives

1. Explore doing survey after Toddler Story Time.
2. Consistently market all events and programs.
3. Partner with campus organizations about voter registration and education.
4. Partner with public library to register for library cards each semester.
5. Count number of interactions and responses in the interactive display space.
6. Post photos of creations and responses on Twitter.
7. Create place in google drive to collect stats from interactive displays
8. Streamline staff picks
9. Send Display signs to Spartan Scoop.
10. Post every display sign to Twitter/TV.
11. Create Staff Picks slide for TV.
12. FAQ about ref desk, circ desk, to be posted on movable walls, and put handout of FAQ at both desks.
13. Explore possibility of mobile checkout (outside of the library building)
14. Use library space for Women in Aviation display

Goal 4

In community, the library will celebrate University of Dubuque's scholarly and artistic achievements as well as our heritage.

Support of the UD Mission & Vision

This goal supports the Presbyterian tradition and community where diversity is appreciated and Christian love is practiced.

Student Learning Outcomes and Assessment Summary

This goal supports the NSSE benchmark "Enriching Educational Experiences," which states that engaged students grow from "complementary learning opportunities...outside the classroom." This goal is assessed by counting the number of attendees and the number of collaborative projects, both class-based and extracurricular.

Rationale

Library programming provides an opportunity for student-faculty non-classroom contact, which is correlated with freshman-to-sophomore persistence (Pascarella and Terenzini 1991).

Objective 1

Faculty and Student Scholarship@Digital UD will get 375 views

Objective 2

The digital UD yearbook will receive 4000 views.

Objective 3

The Faculty/Staff Celebration of Scholarship and Creativity will have 60 attendees.

Objective 4

Get 3 professors to use JSTOR Forum in their classrooms.

New Initiatives

1. Market to Chlapaty Scholars to attend Faculty/ Staff Celebration of Scholarship and Creativity
2. Highlight submitting citations to Mentor early
3. Send out congratulatory emails to faculty/staff from First Things First
4. Include food in marketing materials for Faculty/Staff Celebration of Scholarship and Creativity
5. Explore doing survey after Publication Reception
6. Archive (physically and digitally) President Bullock's blog
7. Complete the Women in Aviation at UD digital collection
8. Launch the Women in Aviation at UD collection at Jubeck
9. Shelve presidential papers
10. Shift collections to make more space in the archives
11. Publish a new digital journal that celebrates student scholarship
12. Collect old EDGE books for archives