2015/16 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 can not 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) as measured by circulation (including renewals, not reserves) will average 10 check-outs per student.

Objective 2
Community use of the print book collection as measured by circulation will be more than 13,000 check-outs.

Objective 3
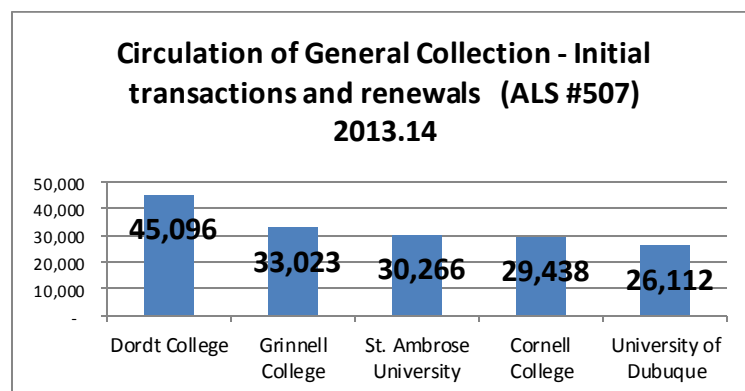UD community will conduct 10 library database searches per capita.

Objective 4
UD community will download /view # electronic full-text articles.

Objective 5
The UD community will use 5 books per capita from the library's e-book collection (not including Kindles).

In Context

Circulation of General Collection - Initial transactions and renewals (ALS #507) 2013.14
- Dordt College: 45,096
- Grinnell College: 33,023
- St. Ambrose University: 30,266
- Cornell College: 29,438
- University of Dubuque: 26,112

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.

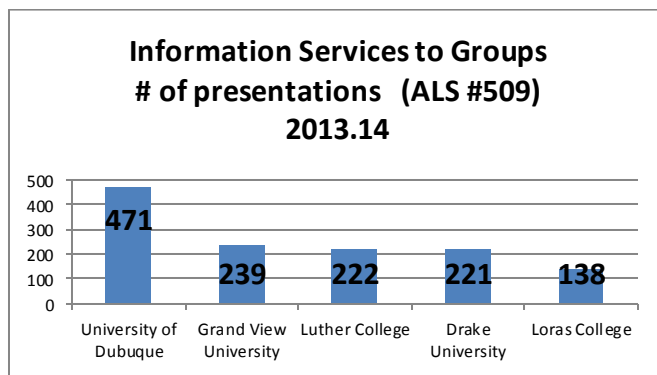**Support of the UD Mission & Vision**
This goal supports excellence in academic inquiry and professional preparation; relationships which encourage intellectual, spiritual, and moral development; and zeal for lifelong learning and service.

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.

In Context

Objective 1
Students will demonstrate proficiency in information literacy skills within selected departments, including *RES104 Introduction to Research Writing*, by scoring at least 80% on the post-test.

Objective 2
The average response on the student post-instruction evaluation, including *RES104 Introduction to Research Writing*, 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 evaluation, including *RES104 Introduction to Research Writing*, regarding how well library instruction prepared their students class to complete research assignments will be 3.5 or higher on a 4.0 scale.

Objective 4
90% of Distance M.Div. Seminary students in HT402/502 indicate they can successfully use the library catalog and *ATLA Religion Database* and know how to order books and articles from a distance. In addition, 80% of students will successfully find appropriate resources, as assessed by the faculty member teaching the course.

Objective 5
70% of students sampled in senior Apex projects used appropriate resources.

Goal 3

The library will serve 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 children's programming will total 150 (children and adults).

Objective 2
Patrons will create 20 captions for the library's interactive display.

Objective 3
Library staff will create new spaces to highlight two collections: faculty/staff publication collection in Couchman and YA in North Tower.

Objective 4
An average of 1,000 people per day will enter the library during the academic year.

Objective 5
Patrons will check out 100 Staff Picks titles and 275 items from displays.

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
DigitalUD will get 100 views

Objective 2
The library staff will answer 60 Archives related reference questions.

Objective 3
The African-American exhibit in the Art Gallery would have 200 visitors and 7 classes.