

## 2014/15 Strategic Plan Mission, Goals, Objectives

### Mission Statement

DRAFT REVISION: The Charles C. Myers Library is an inviting common space where the UD community becomes educated; creates and shares academic work; and engages in lifelong learning. Together, the library celebrates and preserves our heritage as well as our scholarly and creative achievements.

### 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 collection as measured by circulation (including renewals, not reserves) will average 10 check-outs per student.

#### Objective 2

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

#### Objective 3

UD community will conduct 10 library subscription database searches per capita (counter-compliant databases only).

#### Objective 4

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

**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.**

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**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 within selected departments, including *RES104 Introduction to Research Writing*, by scoring at least 80% on the post-test.

(Note: The assessment instrument now in use is a shortened tool adapted to selected departments. TRAILS is no longer used. See assessment plan.)

**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.

### **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 (Curious George and Berenstein Bears) will total 150 (children and adults).

#### **Objective 2**

In April, patrons will create 10 new objects in the library’s interactive displays.

#### **Objective 3**

Library staff will create five new spaces to highlight new services and collections: graphic novel corner, anime film section, display corner, oral history transcription room, RES 104 area.

#### **Objective 4**

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

### **Goal 4**

**In community, the library will celebrate and preserve 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**

Create *DigitalUD*, an institutional repository, to share UD-created projects with the campus and greater community. The first content will be the Wendt Journal and Chlapaty Scholars projects.

#### **Objective 2**

Collect at least five oral histories relating to the UD.

#### **Objective 3**

Create at least two exhibition/displays, either in the library or on campus, featuring UD history.