2020/21 Strategic Plan
Mission, Goals, Objectives
*Plan will deviate slightly from original strategic plan due to COVID-19

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
Traditional student use of the physical collection (book, media, periodicals, etc.) as measured by circulation (including renewals and reserves) will be 5 per traditional student.

Objective 2
Patron use of the collection as measured by circulation will be more than 15,000 check-outs (including renewals and reserves).

Objective 3
UD community will use eBooks at an average of 2.5 per capita.

Objective 4
UD community will conduct 75 library database searches per capita.

Objective 5
UD community will download /view 30 per capita electronic full-text articles.

New Initiatives

1. Enforce using the Library Student Worker LibGuide

2. Update Library Student Worker LibGuide with COVID safety protocols

3. Do 2 sets of fall training

4. Do inventory on New Books, Fiction Collection, Graphic Novels, YA, Fac/Staff Publications, CL(X), Multimedia, Circulating

5. Re-catalog books going back into the collection

6. Make decisions on whether to repurchase books or not missing from the collection

7. Do manual shelf-reading and flip books back up

8. Weed and clean up tight sections including PN & PS as well as other sections identified on the form.

9. Find potential alternative to OVID (Nursing database)

10. In the event more classes move to remote, prepare a LibGuide with sources to Textbooks

11. Doing themed staff picks

12. Creating a LibGuide for staff picks

13. Replace paper slip with sticker

14. Create an anti-racist booklist as well as a Black Voices in fiction research guide

15. Email faculty about Faculty Select and FoD and include examples

16. Put info on Faculty Select and FoD in First Things First

17. Speak with Teaching and Learning Dept. about Faculty Select and FoD

18. Working with Core Classes on using Faculty Select

19. Put more emphasis on online resources during orientation

20. Training for anyone interested in learning ILL

21. Replace worn out and faded spine labels

22. Re-write the Collection Development plan

23. Clean up shelving locations

24. Clean up in-processing books

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.

Objective 4
70% of student projects in RES104 will use appropriate sources (as determined by instructor's rubric or a sampling of bibliographies)

Objective 5
Online MN564 students will score 85% or higher on online quizzes (searching catalog, using eBooks, searching databases, citations, using commentaries, research process).

New Initiatives

1. Identify and assess capstone data for PA

2. Create library component for Faculty Academy

3. Figure out the logistics of aviation instruction locations, etc. due to lack of shuttle.

4. Determine parameters, location(s), and Plan B for library face-to-face required sessions for Spartan Start.

5. Create activity for Spartan Start session

6. Create and present library optional presentation at Spartan Start.

7. Decide which program to use for online reference and determine protocols and policies

8. Reorganize the How Do I page to better answer patron's FAQs.

9. Build online instruction for RES104 library days.

10. Build online instruction for COM101 library days.

11. Work with faculty to identify instruction that might be better suited to online instruction this fall.

12. Market generic database tutorials and online databases in general to faculty in liaison departments.

13. Build online library orientation LibGuides for LIFE and graduate programs including Seminary.

14. Work with RES104 instructors to identify strategies for students to get research help outside of class

15. Coordinate BRI006 sessions with Kathleen Gansemer.

16. Discuss library resource accessibility with Kathleen Gansemer.

17. Build online library basics LibGuide

18. Create basic skills tutorials that apply in multiple classes/constructs.

19. Create AMA11 LibGuide.

20. Promote APA7 to faculty during the fall semester.

21. Add booklist to the Diversity and Inclusion Grad LibGuide

22. Rebuilding assessment for RES 104, COM 101, ENG 101

23. Ween profs off of APA6

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.

*Due to COVID-19 we are going to focus on keeping the common space safe.

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.

*No objectives this year due to postponing events and displays in the spring and keeping people safe isn't measurable.

Objective 1
Attendance for weekly story time will be 60 children and RSVPs for Saturday story time will total 40.

Objective 2
Patrons will total 70 interactions (Sudoku & Photo booth) in the interactive display space.

Objective 3
An average of 800 people per day will enter the library during the academic year.

Objective 4
Patrons will check out 100 Staff Picks titles and 400 items from displays.

Objective 5
The archives will host 5 unique sessions (1 visit from a class or 1 researcher = 1 session) on site and 35 unique inquiries (session-in person; inquiry-not in person).

New Initiatives

1. Create Staff Picks sign
2. Create Staff Picks LibGuide
3. Identify Titles for Staff Picks
4. Come up with themes for Staff Picks
5. Circ students will check-in and inventory books, and then put them in a quarantine bin. Opening and closing ref shift will quarantine books in L109
6. Put safety instructions on reserve books
7. Cleaning all surfaces between circulation and reference shifts
8. Once a week check inventory on all cleaning supplies and PPE
9. Reminding students to sanitize areas they use
10. Enforce rules that patrons need to wear a face covering
11. At the beginning of reference shift, reference worker needs to sanitize printer areas-inc. 106

12. Use blue painters tape to mark where people need to stand to adhere to social distancing
13. Block area behind reference desk from allowing people to walk behind the desk
14. Put signs between every computer in L106 (per Amy Edmond's request)
15. Use L109 to quarantine books and only faculty led meetings can be held in there during the year
16. Use CL workroom to quarantine weekend returns
17. Patrons need to swipe ID cards to enter the building
18. Community members not allowed until further notice
19. Get the message about new safety protocols to the community through Spartan Scoop, First Things First
20. Work with maintenance to put up Plexiglas
21. Be cognizant of safety protocols when working with students at the reference desk and on computers
22. Rearrange furniture in Tech Services to enhance social distancing
23. Put up signs restricting access from Sylvia's to the library
24. Get a new security system
25. Work with SGA to purchase Happy Lights
26. Policy for removing patrons who refuse to wear a mask properly
27. Work with UR on refreshing signs

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@DigitalUD will get 10,000 views.

Objective 2
The digital UD yearbook will receive 25000 external views.

Objective 3
The Faculty/Staff Celebration of Scholarship and Creativity will have 50 attendees.

Objective 4
The Colonnade will receive 250 downloads.

New Initiatives
1. Send an email invite to Chlapaty and Butler Scholars to the Faculty/Staff Celebration of Scholarship & Creativity
2. Send out congratulatory emails to faculty/staff from First Things First
3. Archive (digital) President Bullock's blog and new podcasts
4. Make a proposal of potential exhibits we can create if the University buys a MagicBox
5. Prepare archives material to be used in displays in the new Welcome Center
6. Identify books to be boxed and wrapped
7. Box and wrap books from bullet point 6
8. Promote Queer in the Corn Belt zine
9. Showcase PressBooks to TLD
10. Expand capacity of Apex online
11. Learn how to apply for Creative Commons licenses
12. Working group for faculty to create their own OER textbook
13. Work on grant to get money for faculty to create OER
14. Host Fall Apex and International Fair online
15. Work with intern, faculty and SGA on digital projects