

**Charles C. Myers Library
University of Dubuque
2009/10 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.

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 College programs 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 college first-year 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 the level of academic challenge, an example of which is writing in-depth papers and reports.

Objective 1

Student (undergraduate, graduate, seminary) circulation of business, education, natural science, religion, and sociology books will each increase by 5%.

Objective 2

The number of sessions in business, education, natural science, religion, and sociology databases will each increase by 25%.

Objective 3

Students and faculty will check out 1,000 print periodical volumes in 2009/10.

Goal 2

University of Dubuque students will learn to find, evaluate, and responsibly use information they need to become educated, lifelong learners.

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, a hallmark of the UD information literacy program, is key to student learning and development.

Objective 1

Sophomores will receive an average of 80% on TRAILS.

Objective 2

75% of RES104 students will respond that the ENG102 research-writing Wendt assignment was a helpful preparation.

Objective 3

Subject blogs and/or library resources in UOnline/UDTSlearning.net will be accessed as follows:

- Sociology blog will be accessed 50 times
- library resource in Biblical Studies 401/501 UDTSlearning.net page will be accessed 30 times
- library resource in EDU365 UOnline page will be accessed 30 times
- library resource in ENG006
- Aviation blog will be accessed 30 times
- Library resource in Aviation classes will be accessed 30 times

Objective 4

Seminary faculty in the Biblical Studies Division will collaborate with a librarian to create a course assignment that is tied to MN 564 and to one other class assignment in the Division.

Goal 3

University of Dubuque community will have a library environment that supports the learning community.

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 focus groups, continual student feedback, and counting the number of incidence 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 at the Library Celebration of Faculty & Staff Scholarship and Creativity (February 5, 2010) will increase to 110.

Objective 2

65-75 students will attend the Library/SGA-sponsored Library Finals Study Breaks each semester.

Objective 3

The library book sale (September 24 and 25) will make \$500, which will be used for leisure material.

Goal 4

University of Dubuque community will have a library that is a cultural center so that we may celebrate the University’s heritage and foster an appreciation of the arts and other cultures.

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 events held, 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

The library will sponsor or collaborate in sponsoring one new regional/national art exhibit or cultural program/event (non- UD) and one new UD art exhibit or cultural program/event.

Objective 2

The library will digitize *Articulate*.