

2012/13 Strategic Plan Mission, Goals, Objectives

Mission Statement

The Charles C. Myers Library staff connects students to resources they need to become educated, life-long 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 life-long 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 life-long 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 will increase by 5%.

Objective 2

Community use of the book collection as measured by circulation will increase by 5%.

Objective 3

Student, faculty, and staff use of selected databases (*Academic Search Premier, ATLA Religion Database, JSTOR, Business Source Premier, SocIndex*) as measured by database sessions will increase 10%. Get baseline for *SportsDiscus* and *ProQuest Statistical Datasets*.

Objective 4

Student, faculty, and staff use of the film collection as measured by circulation will increase 10% overall.

Goal 2

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

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 life-long 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

Sophomores will demonstrate a growth in information literacy skills obtained in Core curriculum classes by improving 10 percentage points overall from the *TRAILS* pretest to the *TRAILS* post-test. Note: Fall 2012 cohort represents a *new baseline* of *TRAILS*, revised in summer 2012 based on longitudinal analysis of data from past three years.

Objective 2

75% of students will indicate that an ENG 101 research assignment that is designed to help them prepare for RES 104 was actually helpful. This measure is collected at the end of RES 104.

Objective 3

90% of students in the Distance M.Div. Seminary class MN 564 can successfully use the library catalog and *ATLA Religion Database* and know how to order books and articles from a distance.

Goal 3

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

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 at the Library Celebration of Faculty & Staff Scholarship and Creativity (February 10, 2012) will reach 85.

Objective 2

100-115 students will attend the Library/SGA-sponsored Library Finals Study Breaks each semester.

Objective 3

The library book sale, September 22-23, will make \$500.

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.

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

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 Archives will answer 30 questions and be involved with at least one class project annually.