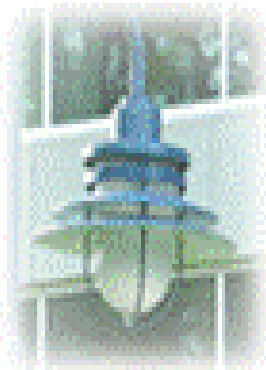


2005-2006

Assessment Plan and Report



Fred J. Taylor Library and Technology Center

<http://www.uamont.edu/library>

(Revised based on CASAA recommendations)

Plan Adopted 2000-2001

Plan Revised 2002-2006

- 1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: “A student who graduates from the School/Department of _____ should be able to . . .” If your unit has specific accreditation standards, please attach these standards; include the name of the accrediting body and the term of the accreditation.**

The following mission statement, vision statement, goals and major emphases are posted on the library website under the “About Us” section at:

<http://www.uamont.edu/library/newsite/about/mission.html>.

Mission

The University of Arkansas at Monticello Library functions as a primary educational unit on the campus by providing and organizing resources and services for students in their academic course work at the university. The library also assists the students, faculty, and administrative personnel who desire to satisfy their research, information, and leisure reading requirements.

As a public educational agency, the library provides all its clientele with a comprehensive collection of materials in a variety of media and formats that records man’s knowledge, ideas, and culture; organizes these materials for ready access and offers guidance and encouragement in their use; and serves the university community with reliable and easily available sources of information and reference. The library endeavors to serve the academic community by stimulating the cultural development of students and faculty by motivating students to acquire lifelong interests in good reading and by keeping the faculty abreast of the progress of scholarship.

Vision

The University of Arkansas at Monticello Library will be the intellectual and academic heart of campus, by providing a place for interaction, collaboration, consultation, study, and reflection. The university community will recognize the library for its depth and breadth of information resources, including a balance of traditional print resources and electronic information technologies. Librarians will play an active role in helping students, faculty, and staff to access, select, retrieve, analyze, and evaluate information.

Goals

1. To develop print and digital collections adequate to support the curriculum, based on the university objectives of teaching, research, and public service.
2. To build and maintain a collection of Internet resources which are appropriate for the undergraduate curriculum and the selected graduate programs offered on campus, and to make such resources accessible to resident and distance learning students.
3. To continue to perform and enhance traditional library services and, at the same time, to investigate and develop new, easier access and delivery of library resources to a changing clientele.
4. To establish the library as the archival repository for official university records and to collect and conserve materials which contribute to greater knowledge of state and local history.
5. To continue to share resources with the libraries of the University of Arkansas at Monticello Technology Center at McGehee and the University of Arkansas at Monticello Technology Center at Crossett and to facilitate cooperation through joint projects and policy development.

Major Emphases

1. Development of library electronic, microform, and print resource collections that parallel the academic curriculum at all points and in all schools/divisions and the implementation of a web-based catalog to link users directly to full-text documents.
2. Provision of reference service to all patrons, utilizing electronic databases and Internet web sites as well as traditional print media through one-on-one contact in the library and through e-mail and telephone.
3. Delivery of requested material not held by the library by the quickest and easiest method or as requested by the patron, whether by e-mail, FAX, the U.S. Postal Service, or courier.
4. Instructional guidance in the use of library resources in all forms, explanation of criteria to be used in evaluating Internet web sites, and presentation of elementary and advanced research techniques to responsive clientele. Planning for the implementation of online tutorials and online guides to electronic resources, research methods, and information literacy.

5. Availability of library faculty to teaching faculty for purposes of working with this group to integrate scholarly electronic resources into courses and course content. This would include collaborating with faculty to select and integrate the best resources based on any particular course or field.
6. Continued development of collection strengths in special programs, such as forest and wildlife sciences, criminal justice, and nursing, along with attention to the special collections of local and state materials.

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	Unit Learning Outcomes
1	The mission the University of Arkansas at	Library Mission
2	Monticello shares with all universities is the commitment	
3	to search for truth, understanding through scholastic	
4	endeavor.	
5	The University seeks to enhance and share	Library Vision
6	knowledge, to preserve and promote the intellectual	
7	content of society, and to educate people for critical	
8	thought.	Goals 1 to 5
9	The University provides learning experiences that	
10	enable students to synthesize knowledge, communicate	
11	effectively, use knowledge and technology with	
12	intelligence and responsibility, and act creatively within	
13	their own and other cultures.	Major emphases 1 to 6
14	The University strives for excellence in all its	
15	endeavors. Educational opportunities encompass the	
16	liberal arts, basic and applied sciences, selected	
17	professions, and vocational/ technical preparation. These	
18	opportunities are founded in a strong program of general	
19	education and are fulfilled through contemporary	
20	disciplinary curricula, certification programs, and	
21	vocational/technical education or workforce training. The	
22	University assures opportunities in higher education for	
23	both traditional and non-traditional students and strives to	
24	provide an environment that fosters individual achievement and personal development.	

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

The Mission and Vision are posted at the front of the library at the circulation desk. Individual goals and emphases are underscored through e-mails sent regularly to the campus. The mission statement, vision statement, goals and major emphases are posted on the library website under the “About Us” section at:
<http://www.uamont.edu/library/newsite/about/mission.html>.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's learning outcomes. (Examples: Pre/post tests, post tests, capstone classes, surveys, graduation rates, etc.)

Assessment Practices

1. An annual inventory of library book collections to document missing items, to correct classification errors, and to identify subject areas for weeding.
2. An examination of the current periodical and serial subscription lists in both paper and electronic formats; to cancel those titles not germane to the curriculum or general interest; to withdraw titles because of cessation and/or age; and to evaluate new periodical titles for inclusion in the collection.
3. An evaluation of the use of current subscription databases available through the ARKLink consortium; receiving and acting upon proposals submitted by faculty for subscription access to new databases; and initiating trials for new databases for inclusion in library access capability.
4. Formulating recommendations for expanded digital collections in the form of e-books and journals, digitized images, and electronic reserves.
5. A continued diligent search of campus buildings for papers and other artifacts that should be preserved by the library as the university archives repository.

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. (Examples: retention rates/pass rates for classes, teacher made tests, research papers, recitals, field experiences, etc.) Give specific examples of how analyses of student performance have been used to improve unit decisions.

Appendix A: Instructional Workshops and Library Tours.

Appendix B: Survey Instrument

Appendix C: Electronic Resources Annual Report Summary

Accomplishments

1. The design of the present prototype Website is a result of taking into consideration the suggestions of library staff members. For example, because it made navigation cumbersome for some users, JavaScript function as a navigation feature was abandoned in the version of the prototype Website that was recently put through a usability study. JavaScript drop-down menus may be added in a later version of the Website once the site map has been adjusted according to the results of the usability study. Font resizing was a consideration for visually impaired users, and that functionality has been implemented in the prototype Website.

2. An advanced search screen has been added to the prototype Website. All the database URLs on the prototype Website are re-written according to the library system's Proxy Rewrite Method, meaning that the off-campus access page on the present Website can be eliminated in the new Website. Now the system can recognize the IP origin of database access request, and direct that request either to the database (for on-campus users), or to a patron verification screen (for off-campus users), as the case may be. The system-generated (search result) screens in the library system are now customized in the prototype Website to be consistent with the rest of the Website, having the same color scheme, top and bottom logo, etc., as the pages that are not system-generated.

3. A usability study has been successfully completed as of July, 2006, and we are presently analyzing the data collected from that study, the results of which will determine the design of the new library Website. The study was based on observing ten volunteers from the university community each perform a series of twenty-two tasks. To further demonstrate the library's commitment to the university's assessment initiative, and consistent with the intentions of redesigning the library Website, the library is proposing the launching of an information literacy program to be worked out in partnership with the School of Arts and Humanities.

4. Library faculty and staff toured the College of Technology at Crossett to facilitate cooperation with the Crossett branch library through joint projects and policy development.

5. Faculty in the School of Arts and Humanities were consulted, and a regular column in the student newspaper for the library titled "News from the Library" was established. Library faculty and staff will contribute to the column.

6. The library distributed e-mail messages to students throughout each semester apprising them of new books, reference services, online resources, and library hours. The library posted online exhibits and provided or hosted regularly changing public displays. These displays promoted student organizations, library resources, and reading.

7. The library hosted two book talks, featuring Dr. Robert Moore and his works of poetry and Dr. Kate Stewart and her presentation on F. Scott Fitzgerald's *The Great Gatsby*. Members of local book groups, public school students, UAM students, and UAM faculty attended.

8. The library is still perusing a pilot project to install a wireless network in the library. The network would provide students with the opportunity to access electronic resources from anywhere in the library, thus bringing optimum availability of print and electronic resources into one location on campus.

9. Access services in the library are continually adapting to the needs of library user. The librarians worked in shifts to manage inquiries at the reference desk and worked cooperatively during high traffic periods. The librarians also met with each other on a periodic basis to discuss reference strategies, such as proactive assistance, the reference interview, feature updates in electronic subscription services, etc. The librarians also met with faculty members to discuss specific assignments and to assist those faculty members in identifying resources available to their students for those assignments. When students or faculty could not visit the library, librarians received their questions by phone or e-mail and sent appropriate responses and follow-up, usually by e-mail. Also, librarians prepared library guides and revised existing guides to help students at home or when a librarian was not available.

10. The library faculty presented over 67 library tours and workshops to teachers and their classes. The focus of these sessions was finding periodical literature using the electronic resources of the library, during which time the librarians encouraged students to seek reference assistance and to make an appointment to reserve a specific time for assistance, if desired. As a public service, and as a potential recruitment incentive, the library faculty gave of their time and expertise to area public school groups who wished to use the resources of the library {See *Appendix A Instructional Workshops and Library Tours.*}

11. The library continued to diligently seek out papers and other artifacts that should be preserved by the library as the university archives repository. Special collections received donations from administration, faculty, and community patrons. These included materials from the Chancellor's Office, Academic Affairs, Alumni Affairs, Sigma Tau Delta student organization, the School of Mathematics and Natural Sciences, and Union Bank. Materials were added to the Ashley, Drew and Northern Railway local history collection. Special collections also compiled two online exhibits about the history of UAM, one of which has been published and another which is in process.

12. The library submitted a preservation assistance grant to the National Endowment for the Humanities and received notification in January that the grant for \$4,600 would be funded. In June, Ms. Rebecca Elder, a book and paper conservator and AMIGOS Adjunct Preservation Field Services officer, worked closely with library staff to conduct a site survey of the library building and special collections. Ms. Elder also conducted a workshop titled "Preserving Your Historical Records: An Archival Holdings Maintenance Workshop" at the library. Historians, librarians, archivists, and museum associates from southeast Arkansas attended the workshop.

13. Elsevier ScienceDirect Journal Collection was added to the library's databases, significantly increasing the number of full text journal titles available in the sciences.

14. The library investigated into electronic serials management software. The product EBSCO HOST A-to-Z was selected. This software allows patrons to search for an occurrence of a journal title in nearly all of the databases simultaneously. Previously, a patron would need to search each of the 95 databases separately to find a particular journal title. Statistics show that a total of 2,236 searches were performed with the A to Z software this year.

15. Library staff conducted a comprehensive inventory of library holdings and collected statistics to document missing items, to correct classification errors, and to identify subject areas for weeding.

Conclusions

1. In the 2005-2006 fiscal year, evaluation forms were given to the students who had completed the library bibliographic instruction sessions. A majority of the students rated the instruction as average to excellent {See *Appendix B for a sample evaluation survey.*}

2. Lack of space for print and microfilm of periodicals which are not available electronically is a concern. Serials staff are shifting bound periodicals and microfilm to make more room on overcrowded shelves.

3. Library faculty visits to schools/divisions, student organizations, and interactions between librarians and faculty during bibliographic instruction increased the awareness of the services offered by the library. Faculty were very interested in the access and use of various databases; acquisition of books, periodicals, and other materials; and interlibrary loan services for faculty and students.

4. With the growth of distributed learning opportunities at UAM, the library is working with statewide consortia in order to enhance online access to electronic collections and remote access to electronic research databases. In essence the plan creates a virtual library that grants the academic community access to library resources and services from remote locations {See *Appendix C for the Electronic Resources Annual Report Summary.*}

5. Public outreach efforts have increased student and public use of the library. Members of student organizations seek out the opportunity to share information about their organization with the campus community by exhibiting materials in the library. UAM students, public school students, and members of the general public visited the library to learn about literature during two book talks this year. In addition, the preservation workshop funded by the National Endowment for the Humanities brought in historians, archivists, museum associates, and librarians from other libraries in southeast Arkansas.

6. The recently conducted usability study of the prototype website yielded valuable statistics which the library is in the process of analyzing. The most serious concern with the website stems from the reasonably grounded suspicion that our users, at the very least those who approach the reference desk with questions, do not see the library Website as the primary information portal for everything about the library. However, it can be concluded from the overall results of the study that faculty and students are better able to recognize the prototype website as the primary information portal for the library.

6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)

- Library Faculty and Staff meet monthly to discuss policies, procedures, and to update the staff on the Academic Council.
- Library committees meet as needed to make decisions and take actions.
- Library faculty and staff attend professional meetings and report their findings at the appropriate staff or committee meeting.
- Library faculty liaisons meet with the Library Committee each semester to discuss collection development.
- Two students serve as representatives of the student body on the Library Committee.
- Library faculty work with units under program reviews and accreditation reviews to provide the needed information to submit the reports and to take the necessary actions to meet the standards associated with library resources.
- Students are engaged in the decision making process whenever possible. For example, student comments were solicited during the review for the Campus Master Plan. Student comments were incorporated into the library's report for the plan. A usability study of the website was conducted with faculty, staff and students as participants. The library director meets with current students on an individual basis and corresponds with alumni.

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.

Recommendations

1. In cooperation with the Department of Information Technology, the library would install the equipment required to provide wireless access to the internet. Thus, patrons with configured laptop computers may access the internet from anywhere in the library. Increasingly, students have inquired into this option for internet access. Through the internet, the students may search the online catalog for books and the online databases for journal articles, providing the tools for completing a research project.
2. The library would plan for expansion of the library space for student use and storage by building an addition to the building, within the next 5 to 10 years. Ten thousand feet of expansion room is available on the second floor of the library. Originally planned to be approximately 60,000+ feet, the building now occupies 51,000+ feet. Available storage space was estimated to be sufficient for five years. In 2006, the library building entered its seventh year of use. The new wing to the library could be named for a generous donor. The space could be utilized to provide additional shelving units and rooms for storage. A portion of the space could be used to add service areas to the library, such as a library instruction lab classroom and a multimedia center.
3. The library would build partnerships through networking and collaboration. Specifically, the library would facilitate networking among the public libraries in the Southeast Arkansas Educational Cooperative, including the counties of Arkansas, Ashley, Bradley, Chicot, Cleveland, Desha, Drew, and Lincoln. The library would also facilitate collaboration among the UAM libraries on the Monticello campus, the Crossett campus, and the McGehee campus. The library would also endeavor to participate in cooperative purchasing with other libraries in the University of Arkansas system and to develop distance learning library services to support off-campus students.
4. An increased monetary allocation should be approved to fund professional development. As new technologies and techniques are developed and utilized in libraries worldwide, librarians need additional training for creating and managing new information services. This training will provide librarians with the skill and knowledge necessary to bring the benefits of new technologies and techniques to the students and to southeast Arkansas.

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.) Address historical patterns and trends.

1. In cooperation with the Department of Information Technology, the library would install the equipment required to provide wireless access to the internet. Thus, patrons with configured laptop computers may access the internet from anywhere in the library. Increasingly, students have inquired into this option for internet access. Through the internet, the students may search the online catalog for books and the online databases for journal articles, providing the tools for completing a research project.
2. Faculty, staff and students may access most of the online databases and the online catalog from off campus.
3. An online “Ask a Librarian” form provides access to reference service through e-mail requests. Interlibrary loan requests for books and articles loaned from other participating libraries may also be submitted via an online form.
4. The library extends their hours of operation as needed, such as during final exams.

9. Specifically describe how your unit involves students directly in the assessment process.

- In the 2005-2006 fiscal year, evaluation forms were given to the students who had completed the library bibliographic instruction sessions. A majority of the students rated the instruction as average to excellent {See *Appendix B for a sample evaluation survey.*}
- A usability study has been successfully completed as of July, 2006, and we are presently analyzing the data collected from that study, the results of which will determine the design of the new library Website. The study was based on observing ten volunteers from the university community each perform a series of twenty-two tasks. To further demonstrate the library's commitment to the university's assessment initiative, and consistent with the intentions of redesigning the library Website, the library is proposing the launching of an information literacy program.
- The Library Director solicits feedback from students through informal meetings in the cafeteria, at University functions, and through other associations. Comments from alumni are also gathered and utilized.

Appendix A
Instructional Workshops and Library Tours

Academic Unit	Number of Classes	
	Library Tours	Workshops
Arts and Humanities	8	10
Biology	0	2
Business	2	1
Education	7	1
Forestry	1	2
Nursing	0	5
Social and Behavioral Sciences	1	1
Totals	19	22

Number receiving some form of library instruction	
UAM Students:	536
Public School Students:	466
Public School Classes:	26

Appendix B

Fred J. Taylor Library University of Arkansas at Monticello

(Date and Time of Workshop)

Please complete and return this form to the library.

- | | | | | | |
|---|----------------|----------------|---------------|-----------------|-----------------|
| 1. Overall Evaluation of Workshop | Excellent
5 | Very Good
4 | Average
3 | Fair
2 | Poor
1 |
| 2. Presentation Style | Excellent
5 | Very Good
4 | Average
3 | Fair
2 | Poor
1 |
| 3. Instructor's Knowledge of Subject | Excellent
5 | Very Good
4 | Average
3 | Fair
2 | Poor
1 |
| 4. Handouts | Excellent
5 | Very Good
4 | Average
3 | Fair
2 | Poor
1 |
| 5. Usefulness of Content | Very
5 | Somewhat
4 | Not Very
3 | Useless
2 | Don't Know
1 |
| 6. My Expectations Were Met | Fully
5 | Mostly
4 | Somewhat
3 | Not At All
2 | Don't Know
1 |

7. What I liked best about this workshop was...

8. What I liked least about this workshop was...

Additional Comments:

Thank you for attending this library instruction workshop.

(Adapted from "Cooperative Learning and Bibliographic Instruction," Mary Jane Petrowski and Lizabeth A. Wilson, ERIC Document 338 268)

Appendix C

Electronic Resources Annual Report Summary

The library subscribes to 95 databases. Most of the full-text retrievals came from, in descending order, the EBSCO HOST databases, ProQuest databases, and the ScienceDirect journal collection. One of the newest tools for library Web resources is the EBSCO HOST A-to-Z serials management software. The usage breakdown for this tool is included in the annual report. Available statistics indicate that patrons ran 118,750 searches during the past year, and retrieved 51,435 full-text documents.

List of Databases (Total: 95)

Annual Reviews (9 serials)

Biochemistry	Pharmacology and Toxicology
Cell and Developmental	Physiology
Biology	Phytopathology
Ecology, Evolution, and	Psychology
Systematics	
Genetics	
Microbiology	

EBSCOHost (30 databases)

Academic Search Elite	MLA International Bibliography
Health Source: Nursing/Academic Edition	Regional Business News
Health Source - Consumer Edition	Image Collection
Newspaper Source	Clinical Pharmacology
MagillOnLiterature Plus	PsycINFO
Professional Development Collection	Funk & Wagnalls New World
Business Source Elite	Encyclopedia
MasterFILE Premier	EBSCO Animals
MAS Ultra - School Edition	Datamonitor Company Profiles
CINAHL	Authority
TOPICsearch	MagillOnHistory
Middle Search Plus	Columbia Encyclopedia
Primary Search	Pre-CINAHL
Legal Collection	CINAHL References
ERIC	PsycINFO References
	MLA Directory of Periodicals
	EJS E-Journals

2005-2006 Library Assessment Plan and Report

OCLC FirstSearch (37 databases)

Block (24)

– 100-150-362

ABI_INFORM

AHSearch

AltPressIndex

AltPressIndexArchive

BasicBIOSIS

BioDigest

BooksInPrint

BusIndustry

BusinessOrgs

BusManagement

ClasePeriodica

ConsumerIndex

CWI

Disclosure

Dissertations

Ebooks

EconLit

FactSearch

GEOBASE

MediaRevDigest

NewsAbs

SIRSResearcher

WilsonSelectPlus

WorldScope

Consortium (13)

– 100-097-911

Agricola

ArticleFirst

ClasePeriodica

Ebooks

ECO

ERIC

GPO

MEDLINE

PapersFirst

Proceedings

WorldAlmanac

WorldCat

WorldCatDissertations

Other Databases

CAB Direct (*Two databases: Forest Products and Forestry*)

Chemical Abstract Service (CAS)

Checkpoint Tax Publications (RIA)

Multi-Cultural Press (*Three databases: African American Publications; Native North Americans; Notable American Men*)

ValueLine Investment Surveys

2005-2006 Library Assessment Plan and Report

Overview of All Databases

Vendor	Number of DBs	Searches	Full-Text
Annual Reviews	9 [serials]	121	108
Biblioline	2	703	---
EBSCO Host	30	41,019	25,130
Gale	2	1,880	372
Lexis-Nexis	1	5,407	6,102
OCLC FirstSearch, <i>Consortium Account</i>	13	5,747	---
OCLC FirstSearch, <i>Block Account</i>	24	226	---
Oxford English Dictionary	1	416	569
ProQuest	3	60,934	18,061
Science Direct	1 [journal collection]	2,297	995
Springer	1 [journal collection]	---	98
Totals	87	118,750	51,435

Overview of Particular Databases

EBSCOHost: <u>Top Three Databases for Full-Text Retrieval</u>	Requests		
<u>Database Name</u>	<u>Sessions</u>	<u>Searches</u>	<u>Total Full Text</u>
Academic Search Elite	7005	17728	20931
Health Source: Nursing/Academic Edition	552	920	1070
Health Source: Consumer Edition	294	912	655

2005-2006 Library Assessment Plan and Report

ProQuest

<u>Searches</u>	<u>Database</u>	<u>Cit/Abstract</u>	<u>Any FT Format</u>	<u>Total</u>
14947	ABI/INFORM Complete	478	2684	3162
10528	AMA Titles: Abstracts & Indexing	69	0	69
14511	National Newspaper Abstracts (3)	614	0	614
20948	Research Library	4651	15377	20028
60934	Grand Total	5812	18061	23873
73420	Previous Year	6590	23415	30005
-17%	% Increase	-12%	-23%	-20%
21856	Total Unique Searches (Search Button Pressed)			

A-to-Z

Total Searches: 2236

Advanced:	236	10.55%
Keyword:	1607	71.87%
Subject:	393	17.58%