

**Capital Community College
Library Assessment Plan
February 2006**

The mission of the CCC Library is derived both from the College Mission Statement and the Goals for Undergraduate Education. The goals of the Arthur C. Banks Library are to provide for the informational needs of the students, faculty and staff of Capital Community College and the community at large. In seeking to provide for and support curriculum based learning, lifelong learning and information literacy, as defined by the American Library Association (ALA website, 2003) as "the set of skills needed to find, retrieve, analyze, and use information," we challenge ourselves to provide a broad range of services and a friendly environment for all of our users.

The College Mission charges the college with preparing students for transfer education, career opportunities, workforce training, and lifelong learning. This is accomplished through a variety of associate degrees, certificate programs and workforce training programs. The college pledges to meet the differing needs of its diverse student body by providing an array of academic and student support services.

The CCC Goals for Undergraduate Education competencies expected of each graduate, include the ability to:

- 1) communicate effectively;
- 2) reason scientifically and or quantitatively;
- 3) think critically;
- 4) develop a global perspective.

THE LIBRARY MISSION

In support of the college mission and its goals, the Library mission incorporates the following components:

Collections:

- The Library provides a collection, which directly supports the curriculum, extending the range of undergraduate education beyond the classroom into independent exploration across disciplines.
- A core collection of materials in a wide range of disciplines fosters the development of "Historical, ethical and aesthetic consciousness."
- The librarians assist students in the development of a "global perspective"; the collection reflects the diversity of the college and world communities.
- The collection also supports the professional development of faculty and staff, as provided by the library's collection development policy.

Access to On-Line Information

- For faculty, staff, and students, on campus and remote access is provided to: online databases, the library catalog, e-books, e-journals, reference services, reference links and Interlibrary Loan. Electronic access to the collections of other libraries is provided through the library home page.

Instruction

- The library provides group instruction on acquiring, interpreting, documenting and critically evaluating information in all formats.
- The instructional program employs a variety of approaches for different college levels and disciplines.

Reference Services

- Reference service is provided all of the library's open hours. Students can use this service in person, via the telephone or through a form located on the library web page.
- The library provides access to a 24/7 virtual reference service.

Interlibrary Loan

- Interlibrary loan is provided through state and national library consortia agreements. Students can request interlibrary loans in person or via the library home page.

Community Outreach

- Community users are welcome to use the library and its resources on site.

STUDENT LEARNING OUTCOMES:

Instruction Librarians have determined the following as student learning outcomes:

- Students will be able to identify and articulate problems, which require information solutions.
- Students will develop information-seeking strategies and locate information.
- Students will be able to critically analyze and interpret information.
- Students understand what constitutes plagiarism.

LIBRARY ASSESSMENT PLAN:

Information Literacy:

- All English Composition students complete the Library and Information Skills Workbook as part of their course grade. We will continue to revise the workbook based on student evaluations and student performance. In conjunction with the Chair of the Humanities Department, instruction librarians will examine student perm paper bibliographies and compare them to performance in the library workbook. Results are kept in the library. Assessment will occur every semester beginning in Fall 2006.
- All students and faculty will be given evaluation forms following all instruction sessions. Results of the forms will be used to determine the effectiveness of instruction. Instruction librarians will use this form to revise instructional techniques and teaching styles. Beginning in Fall 2006 and ongoing.
- Librarians examine bibliographies, submitted by instructors of students enrolled in the College Success Course. Bibliographies are examined for the quality of the student's "work cited" and its relationship to their library instruction. Library instruction for this course has been revised after examining the bibliographies. Assessment occurs every Fall and Spring semesters. This began in Spring 2003.
- In collaboration with other faculty, librarians are examining student's work cited pages. This activity was started in Fall 2005. Library instruction for these other credit courses may require revision after examining the bibliographies. Assessment will occur every Fall and Spring semester.
- Full time faculty who do not schedule library instruction will be surveyed to determine why they do not schedule instruction. Results will be analyzed and used to implement or increase collaboration with faculty as warranted. Full time and adjunct faculty will be surveyed once per year, beginning in 2006-2007.

Collection Development

- Reference librarians keep statistics and analyze the book collection based on the reference questions posed by our patrons. Results are used to determine if the collection is meeting patron needs. Based on the data and consulting the library's collection development policy, books are purchased that meet patron research needs. This was instituted in Spring 2000. This is ongoing and is assessed during the Fall and Spring semesters of each academic year.
- The Head of Library Instruction will request that each faculty member give the library a copy of their course syllabus and course reading list. We will use this to make sure we have the additional library materials needed to support course work. Instruction librarians will look at the syllabus to see if there is a research component and then make suggestions that library instruction be scheduled. Beginning in 2006-2007 and ongoing.
- The Head of Library Instruction will request that each faculty member give the library a copy of their course syllabus and course reading list. We will use this to make sure we have the additional library materials needed to support course work.

- Instruction librarians will look at the syllabus to see if there is a research component and then make suggestions that library instruction session be scheduled. Beginning in 2006-2007 and ongoing.
- Librarians will continue to obtain usage statistics from online database vendors for our subscription databases. Purchasing decisions will be made on the basis of use and in collaboration with the faculty. This assessment is ongoing.

Access Services, Reference Service and Technical Services:

- The department managers of Access Services and Technical Services will assess student and faculty satisfaction. Customer satisfaction and “fill rates” are high priorities. We will use the results to make changes as needed. Every other year beginning 2006-2007.
- The Technical Services Librarian has begun to assess the print serials collection to determine usage. Faculty submit copies of student work cited pages. Assessment began in Fall 2005.
- Reference librarians will assess reference service. Results will be used to understand the effectiveness of the reference staff and make appropriate changes. Once a semester during the academic year, beginning in Fall 2006.

Customer Service Assessment

- Conduct a web based survey of all faculty and staff to determine satisfaction with library services. Results will be used to make changes and/or increase or decrease the services that are now offered. Every other year beginning with the 2006-2007 academic year.
- Survey Distance Learning students to determine if library services meet their needs. Results will be used to make changes in DL library services and the library web page for DL students. Once a year beginning in Fall 2006.
- Survey library patrons on the ease of use and content of the library web page. Results will be used to make modifications to the web page. Once a year beginning in Fall 2006.