

Administrative and Support Units Assessment Plan

LRC

Fall 2011-2012

Unit/Office/Program

Assessment Period Covered
 Formative Assessment

November 2010

 Summative Assessment

Date Submitted
Institutional Mission/Strategic Goal:

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (which strategic goal(s) most support the services being provided):

SPG 1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.

SPG 2. Provide institutional support to foster student success and satisfaction.

SPG 9. Provide for continuous improvement of programs, services and college environment.

Administrative Unit/Program Mission Statement:

The mission of the College of Micronesia-FSM library (including media and instructional technology services) is to serve the students, faculty, staff and other college community members in providing reader, instructional, media and technical services to meet their educational needs and interests and provide opportunities for lifelong learning.

The LRC will

- Provide appropriate print and electronic information resources as needed to support and enrich curricular programs.
- Collaborate with faculty in order to identify resources needed for their professional development and for their students.
- Interact with patrons in a friendly, caring, and courteous manner.
- Provide assistance and training for patrons to be skilled in using information resources effectively and efficiently. (SLOs for Info Literacy/HE level)
- Promote and protect every individual's right to information, read, study, and learn
- Enhance provision of information services by maintaining and obtaining as needed new media equipment.
- Create and sustain an environment conducive to student centered learning that provides a variety of individual and group workspaces and learning styles.

Administrative Unit/Program Objectives:

Objective 1: LRC/MITC will continue to provide an in-depth library orientation for the incoming College freshmen and transfer students; as such 90% of students will exhibit above average to excellent knowledge base about effective use of library resources after the orientation.

Actions steps/strategies:

1. Collaborate with the faculty to identify the areas that should be covered by library orientation and other in-house workshops to compliment instructions and the curricula

2. Develop and design library orientation and training modules that address and compliment instructions and the curricula
3. Develop and design instruments to measure effectiveness of these training modules especially in meeting their articulated outcomes
4. Design and publish student’s guide to using the library and its resources

Objective 2: To evaluate acquire, organize and provide information resources and services that adequately support the college’s instructions and curricula.

Actions steps/strategies:

1. To conduct a comprehensive library inventory especially its collections and other facilities including current services offered to patrons.
2. To conduct focus group meetings with faculty, counselors and other support staff to solicit feedback and recommendations for library improvement especially on its collection and efficient delivery of its services.
3. Continue to maintain and provide access to U.S. Government, UN, FAO, and archival documents by faculty and staff, students, and other patrons.

Objective 3: To increase patron satisfaction by delivering comprehensive LRC/MITC services that meet their needs.

Actions steps/strategies:

1. Provide opportunities of professional development via in-house training for the library staff in areas such as readers and circulation services, cataloguing and classification, acquisition and collection development, and customer service.
2. Offer comprehensive services that facilitate the use of the library and the pursuit of knowledge by guaranteeing appropriate and timely access to library collections and other services.
3. Design and publish library policies and procedures in an array of user’s friendly format.
4. Collaborate with the college webmaster to further improve the LRC/MITC webpages’ design and features making it more comprehensive and updated.
5. Assess the current LRC/MITC system for possible migration to a new integrated library system that specifically caters to the needs of faculty, staff and other patrons.
6. Coordinate and collaborate with the facilities and maintenance division on the immediate implementation of the expansion plan for the Library/MITC especially to include a room for students’ group discussions and others, laptop stations, additional restroom and others.
7. Continue to provide audio and video services to document all college activities as well as those of the community so to foster Micronesian heritage.
8. Extend services that compliment instructions especially those that are delivered via nontraditional format.
9. Provide general library orientation to faculty and staff, students and other patrons.

Evaluation questions	Data sources	Sampling	Analysis
1. How effective are the LRC/MITC orientations/training modules in improving	Pre-test and Post-test	By cohort, non	T-test Descriptive

<p>participants' knowledge base on the use of the library and its resources, and information literacy?</p> <p>Criterion for success: 90% of students will exhibit above average to excellent knowledge based about effective use of library resources after the orientation.</p>	<p>Student's satisfaction survey; Faculty satisfaction survey; Frequency logs on modules facilitated, and number of participants</p>	<p>probability sampling</p>	<p>statistics</p>
<p>2. Do the library collections and services adequately address the needs of the faculty and compliment the curricula?</p> <p>Criteria for success: 90% positive rating on faculty and staff and other relevant surveys</p>	<p>Satisfaction survey; Faculty satisfaction survey; Focus groups meeting; Library logs</p>	<p>Non probability sampling</p>	<p>Descriptive statistics</p>
<p>3. How effective and efficient is the library in delivering comprehensive and timely services based on patrons' perception?</p>	<p>Patrons' satisfaction survey; Circulation log; MITC log</p>	<p>Stratified random sampling</p>	<p>Descriptive statistics</p>

Timeline

Activity	Who is Responsible?	Date
1.1 Draft and prepare worksheets 1 & 2 for FY 2011-2012 assessment	LRC/MITC staff LRC Director	November 2010
1.2 Submit FY 2011-2012 assessment plan to LRC subcommittee and curriculum committee	LRC Director	January 2011
1.3 Design data collection instruments, and develop data collection plan	LRC/MITC Staff	March 2011
2.1 Conduct surveys, and focus group meetings; maintain and update appropriate logs; provide training modules	LRC librarians and faculty/staff	August 2011- December 2011
2.2 Tabulate, analyze and interpret data collected		February 2012
2.3 Draft and prepare worksheet 3, assessment report and articulate recommendations to close the loop	LRC Director/ Librarians	April 2012
2.4 Endorse FY2011-2012 assessment report to LRC subcommittee and the curriculum committee	LRC Director	May 2012
3.1 Endorse FY2011-2012 assessment report to assessment committee	LRC Director	June 2012
3.2 Submit FY 2011-2012 assessment report to the VPIA and discuss articulated recommendations for identification of priorities and their implementation	LRC Director VPIA	July 2012
3.3 Identify outcomes for FY 2013 and draft assessment worksheets 1 & 2 in preparation for the next assessment cycle	LRC/MITC staff and LRC Director	August 2012

Comments: