

# Mission and Objectives Development Worksheet #1

## Administrative and Support Units

LRC, Yap Campus  
Unit/Office/Program

Fall 2011-Summer 2012

Assessment Period Covered

Nov 10, 2010

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):

- #1 Promote learning and support for knowledge, skills, creativity, intellect, and abilities to seek and analyze information and to communicate effectively.
- # 2 Provide institutional support to foster student success and satisfaction
- #9 Provide continuous improvement of programs, services, and college environment

### Administrative Unit/Program Mission Statement (First present a philosophical statement related to your units/program/office followed by a listing of the services you provide):

**Mission:** To provide and update library resources and services to support curricular and research programs of Yap Campus.

- **Manages and maintains the campus library to ensure all reference materials, books, and online research capabilities are readily available to students and faculty for their use to support all programs and courses offered.**
- **Assists in preparation of handbooks, procedures, and processes.**
- **Maintains an up-to-date database of collections and users using the Follett System**
- **Provides easy and fast access to the collection through efficient cataloging system**
- **Provides accurate finding tools such as the catalogs, bibliographies and indexes.**
- **Works in close collaboration with the Instructional Coordinator and faculty with regards to instructional/teaching resource needs.**
- **Creates and maintains a physical environment which is conducive to study and research**
- **Provides open hours that are responsive to the needs of students and faculty**
- **Coordinates and develops reference areas to meet the overall goals and objectives.**
- **Trains and supervises the technical and clerical support staff, including work study students, in the processing of books and inventory of general and reserve circulation.**

- **Facilitates timely access to resources of other libraries via interlibrary loan to supplement the LRC's collections.**
- **Conducts library instruction/orientation to help develop information literacy skills.**
- **Facilitates effective use of appropriate technology (computers, printers, copiers, TVs, VCRs, scanners, etc.) and software to obtain information from print, media and online resources**
- **Establishes linkages and partnerships with other libraries, agencies, organizations.**
- **Keeps an inventory of library collection, equipment and facilities.**
- **Evaluates Library collection needs to optimize budget allocation in coordination with the Instructional Coordinator, Campus Director, and the Fiscal Officer.**
- **Plans projects to improve library facilities, resources and services.**
- **Organizes, conserves, and preserves documents, publications, and archival materials relative to the history of the College.**
- **Helps in developing the lifelong habit of reading/learning by providing materials for information and recreation.**

**Administrative Unit/Program Objectives:**

**Objective 1:** Continue to increase library usage by 3% by continuous collaboration with faculty, enhanced library orientation and proactive library services and activities.

*Strategies:*

1. Continuously collaborate with faculty regarding the use of library resources for class work and assignments.
2. Attend at least one faculty meeting every semester.
3. Continue conducting library orientation to at least 50 % of ESL and EN classes.
4. Work with Student Services Staff to assist with the tutoring program by conducting library orientation to tutors and opening library space for tutorial sessions.
5. Conduct in-house survey to determine satisfaction rating on library resources and services.

**Objective 2:** Continue to increase library collection by 4% through purchase, gift or exchange to meet increasing needs and demands of users.

[Baseline data FY 2010: 8,402 volumes]

*Strategies:*

1. Purchase materials in various formats, with emphasis on materials published in the last three years.
2. Increase the video collection by 5 %.
3. Maximize the interlibrary loan agreements with other colleges or other cooperating libraries

**Objective 3:** Continue to maintain updated Databases in the Follett System for quick and easy access of library resources.

*Strategies:*

1. Update the Patron Database to include 100 % of all students enrolled every semester.
2. Ensure that at least 90 % of all newly acquired materials are cataloged and entered in the Collection Database.
3. Process all newly acquired materials within one week after receipt.

## Assessment Plan Worksheet #2

### Administrative and Support Units

LRC, Yap Campus

**Unit/Office/Program**

( x ) **Formative Assessment**

( x ) **Summative Assessment**

Fall 2011-Summer 2012

**Assessment Period Covered**

November 10, 2010

**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):**

#1 Promote learning and support for knowledge, skills, creativity, intellect, and abilities to seek and analyze information and to communicate effectively.

# 2 Provide institutional support to foster student success and satisfaction

#9 Provide continuous improvement of programs, services, and college environment

#### **Administrative Unit/Program Mission Statement :**

**Mission: To provide and update library resources and services to support curricular and research programs of Yap Campus.**

#### **Administrative Unit/Program Objectives:**

**Objective 1:** To increase library usage by 3% by continuous collaboration with faculty, enhanced library orientations and proactive library services and activities.

Strategies:

1. Continuously collaborate with faculty regarding the use of library resources for class work and assignments.
2. Attend at least one faculty meeting every semester.
3. Continue conducting library orientation to at least 50% of ESL and EN classes.
4. Work with Student Services Staff to assist with the tutoring program by conducting library orientation to tutors and opening library space for tutorial sessions.
5. Conduct in-house survey to determine satisfaction rating on library resources and services.

**Objective 2:** To increase library collection by 4% through purchase, gift or exchange to meet increasing needs and demands of users.  
 [Baseline data, FY 2010 : 8402 volumes]

*Strategies:*

1. Purchase materials in various formats, with emphasis on materials published in the last three years.
2. Increase the video collection by 5 %.
3. Tap agencies and organizations for free publications
4. Maximize the interlibrary loan agreements with other colleges or other cooperating libraries

**Objective 3:** To maintain updated Databases in the Follett System for quick and easy access to library resources.

*Strategies:*

1. Update the Patron Database to include 100 % of all students enrolled every semester.
2. Ensure that at least 90 % of all newly acquired materials are cataloged and entered in the Collection Database.
3. Process 80% of newly acquired materials within one week after receipt.

Evaluation questions	Data sources	Sampling	Analysis
1. Is there a 3% increase in the number of users of the library and its resources?	Library use statistics, Circulation reports, User satisfaction survey	All	Descriptive statistics
2. Did the librarian attend at least one faculty meeting every semester?	Meeting schedule Attendance sheet	All	Descriptive statistics
3. Are library orientations conducted to at least 50% of ESL and EN classes each semester?	Orientation schedule, Attendance Sheets	All	Descriptive statistics
4. Were there library orientations conducted for tutors? Was the library space used for tutoring sessions?	Orientation schedule, logsheet of resource materials used in the tutoring program	All	Descriptive statistics
5. What were the LRC's user satisfaction rating per semester?	Survey form	All	Descriptive statistics
6. Is there a 4 % increase in the library collection ?	Purchase Orders Receiving Reports	All	Descriptive statistics

7. Is there a 5% increase in the video collection?	Expenditures Report Letters of Donation Enrollment Data  Purchase Order Receiving Report	All	Descriptive statistics
8. What is the collection ratio per student?	Collection Data Enrollment Data	All	Descriptive statistics
9. What is the expenditure per student?	Budget Enrollment data Expenditure Report	All	Descriptive statistics
10. Was the Patron Database updated to include 100 % of all students enrolled every semester.	OEL per semester Follett Patron Database	All	Descriptive statistics
11. Were at least 90 % of all newly acquired materials cataloged and entered in the Collection Database.	Purchase Order Receiving Report Follett Database reports	All	Descriptive statistics
12. Was 80% of newly acquired materials processed within one week after receipt?	Purchase Order Receiving Report Follett Database reports	All	Descriptive statistics

### Timeline

Activity	Who is Responsible?	Date
1. Each semester, coordinate with faculty to conduct library orientation for ESL and EN classes.	Librarian, (IC, faculty)	Fall 2011-Summer 2012
2. Attend the faculty meeting at the beginning of each semester for library promotion	Librarian, (IC, faculty)	Fall 2011-Summer 2012
3. Put up regular updates on library activities such as new acquisitions, throughout the year.	Librarian	Fall 2011-Summer 2012
4. Work closely with Student Services staff to assist with the tutoring program by training tutors on library usage, resources available, etc.	Librarian, SS Coordinator, tutors	Fall 2011-Summer 2012
5. Update and maintain the LRC collection throughout each school year, with emphasis on	Librarian (IC, & faculty )	Fall 2011-Summer 2012

video and/or electronic resources		
6. Conduct library user survey each semester.	Librarian	Fall 2011 & Spring 2012
7. Secure Official Enrollment List from SS and Current pictures from the IT	Librarian, SS Coordinator, IT	Start of Fall 2011, Spring 2012 & Summer 2012
8. Catalog and process newly acquired materials and have them ready for access after one week.	Librarian, work study students	Fall 2011-Summer 2012
9. Update Patron and Collection Databases	Librarian, work study students	Fall 2011-Summer 2012
10. Email new acquisitions list to the yapsite and post lists in strategic places.	Librarian	Fall 2011-Summer 2012

### **Assessment Plan Worksheet #3**

#### **Administrative and Support Units**

LRC, Yap Campus

**Unit/Office/Program**

**Formative Assessment**

**Summative Assessment**

Fall 2011-Summer 2012

**Assessment Period Covered**

Nov. 5, 2012

**Date Submitted**

<b>Administrative Evaluation Questions</b>
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**Objective 1:** To increase library usage by 3% by continuous collaboration with faculty, enhanced library orientations and proactive library services and activities.

1. Is there a 3% increase in the number of users of the library and its resources?
2. Did librarian attend at least one faculty meeting every semester?
3. Are library orientations conducted to at least 50% of ESL and EN classes each semester?
4. Were there library orientations conducted for tutors? Was the library space used for tutoring sessions?
5. What were the LRC's user satisfaction rating per semester?

**Objective 2:** To increase library collection by 4% through purchase, gift or exchange to meet increasing needs and demands of users.

[Baseline data, FY 2010 : 8402 volumes]

1. Is there a 4% increase in the library collection?
2. Is there a 5% increase in the video collection?
3. What is the collection ratio per student?
4. What is the expenditure per student?

**Objective 3: To maintain updated Databases in the Follett System for quick and easy access to library resources.**

1. Was the Patron Database updated to include 100% of all students enrolled every semester?
2. Were at least 90% of all newly acquired materials cataloged and entered in the Collection Database?
3. Was 80% of newly acquired materials processed within one week after receipt?

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*1a. Means of Unit Assessment & Criteria for Success:*

**Objective 1:** To increase library usage by 3% by continuous collaboration with faculty, enhanced library orientations and proactive library services and activities.

1. Library and Resources Usage - Three percent (3%) increase
2. Attendance to meeting – Once every semester

3. Library orientations- Conducted to at least 50% of ESL and EN classes each semester
4. Orientations conducted to 100 % of tutors
5. Library User Satisfaction Rating - Good

*1a. Summary of Assessment Data Collected:*

**Objective 1:** To increase library usage by 3% by continuous collaboration with faculty and library orientation and proactive library services and activities.

**1. Is there a 3% increase in the number of users of the library and its resources?**

**1.1 Use of LRC and Resources**

**1.1.1. Patrons Usage**

Fall 2010	Fall 2011	Spring 2011	Spring 2012	Summer 2011	Summer 2012	Total	Total
11,145	<b>10,455</b>	8,453	<b>9,111</b>	4,325	<b>2,015</b>	23,923	<b>21,581</b>

Data reveals that patron usage for Fall 2011-2012 totaled to **21,581, which is short of the targeted 3% increase to last year's 23, 923.** As shown on the table above, there is a marked decrease of usage in the Summer semester this year. This may be attributed to the decrease in enrolment and the lesser classes offered as shown in the comparative table below.

	No. of Students	No. of Classes Offered
<b>Summer 2011</b>	<b>206</b>	<b>23</b>
<b>Summer 2012</b>	<b>108</b>	<b>18</b>

**1.1.2 Resources Utilization**

Fall 2010	Fall 2011	Spring 2011	Spring 2012	Summer 2011	Summer 2012	Total	Total
4,042	<b>4,242</b>	3,659	<b>4,199</b>	1,382	<b>1,053</b>	9,083	<b>9,494</b>

Data shows that there is a **4.5 % increase in the use of printed and video resources,** hence slightly surpassing the target increase of 3%.

To supplement and complement the in-house collection, the LRC maintains 12 computers connected to the internet via WIFI, which are used primarily for academic purposes. Presented below is the data on computer usage.

**1.1.3. Computer Usage**

Semester	General	Email	Total
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	<b>Application and Reference</b>		
<b>Fall 2011</b>	<b>2,731 (70%)</b>	<b>1,157 (30%)</b>	<b>3,888</b>
<b>Spring 2012</b>	<b>2,934 (63%)</b>	<b>1,724(37%)</b>	<b>4,658</b>
<b>Summer 2012</b>	<b>816 (70%)</b>	<b>346(30%)</b>	<b>1,162</b>
<b>Total</b>	<b>6,481 (67%)</b>	<b>3,227(33%)</b>	<b>9,708</b>

**2. Did the librarian attend at least one faculty meeting every semester?**

The Librarian attended two faculty meetings held at the start of Fall 2011 and Spring 2012. The meetings were opportunities for the librarian to let the faculty know of the availability of learning resources and for the faculty to let the library know of their resource and equipment needs for the current semester.

Aside from the faculty meetings, faculty requests for instructor’s manuals are also given in person, through a telephone call, and/ or email. This FY, the Instructor’s manuals and online resources were acquired:

- a. Power Learning 5<sup>th</sup> ed.
- b. Text and Thought, 2<sup>nd</sup> ed.
- c. Refining Composition
- d. Algebra and Trigonometry, 8<sup>th</sup> ed
- e. Mathematics for Business, 9<sup>th</sup> ed.
- f. Physical Science/Shipman
- g. World History/Duiker, 6<sup>th</sup> ed
- h. Human development by Crandell, 9<sup>th</sup> ed
- i. Elementary and intermediate algebra

**3. Are library orientations conducted to at least 50% of ESL and EN classes each semester?**

**3.1 Library Orientations**

**Orientation sessions with ESL & EN classes:**

<b>Fall 2011</b>		<b>Spring 2012</b>		<b>Summer 2012</b>	
<b>No. of Classes Offered</b>	<b>No of Orientations Given</b>	<b>No. of Classes Offered</b>	<b>No. of Orientations Given</b>	<b>No. of Classes Offered</b>	<b>No. of Orientations Given</b>
<b>ESL – 6</b> <b>EN - 4</b>	ESL 079 ESL 091 ESL 092 EN 120b	<b>ESL – 6</b> <b>EN - 4</b>	ESL 079 ESL 089 ESL 091 ESL092 EN120b	<b>ESL – 3</b> <b>EN - 3</b>	ESL 079 EN 220

<b>Total = 10</b>	<b>Total = 4(40%)</b>	<b>Total = 10</b>	<b>Total = 5 (50 %)</b>	<b>ESL – 3</b> <b>EN - 3</b>	<b>Total = 2 (33%)</b>
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Orientations were given to **an average of 41% of all ESL and EN classes** in Fall 2011 to Spring 2012. This falls short by 9% of the 50% target. It shall be noted that majority of the attendees of the orientations are new students (as reflected in the listed courses), who are the principal targets of these orientations.

There were two topics for the orientations, namely: a) General library orientation which introduces the students to the library resources and services, policies, procedures, use of the OPAC, general conduct, etc.; and b) Information and library literacy, which focuses on research skills including the responsible use of the internet and the online resources such as the EBSCO databases, is intended for writing classes.

There were other orientation sessions conducted for some classes\* and individuals, as shown in table below:

Fall 2011	Spring 2012	Summer 2012
SS150	SS 100 SS150 SC 101 SC120	Basic Library Orientation -12 new students  2 - Orientation sessions with 12 UB students (Topics: General Library Orientation and Conducting library Research)

\*Orientations for these classes focused more on the book and video resources that support the particular course, how to use them, and where they are located on the shelves. Instruction was also given on the use of the OPAC and the EBSCO databases. It is noteworthy to mention that the instructors for the courses were involved in the orientation.

The Library brochure, “Library User’s Guide” , is readily available to students to supplement these orientations.

**4. Have library orientations been conducted for tutors? Was LRC utilized for tutoring?**

Only MaeLynn Edwin received a library orientation, but as part of her EN class. Andy Choor used a library spot and the AV Room for tutoring. He used some library books in his sessions. In Fall 2011 and Spring 2012, the AV had 14 bookings for tutorial sessions.

**5. What were the LRC user’s satisfaction rating every semester?**

**5.1 User Satisfaction Survey:**

In-Library Surveys were conducted in Fall 2011 and Spring 2012 to evaluate the library services and get feedbacks on how to improve the library services. Results would serve as a

basis for planning future library policies and programs that could better serve the academic community. Presented below are the results of the surveys:

### I. Fall 2011

The In-Library survey for the Fall Semester was conducted on December 5, 2011. Using convenience sampling, data were gathered from 55 students, which represented about 25 % of Yap campus enrollment. Results show that **thirty-eight** or **69.09%** of the student respondents visited the library more than once per week; **fourteen** or **25.45%** visited weekly and **three** or **5.54 %** visited monthly. Over-all, the library services were rated **Excellent**, with a general average weighted mean of **4.67**. Presented below is the summary of results:

#### Which Library areas did you visit or use this semester?

AREAS	Visited/Used by:
1. Book collections	<b>36 (65.46% of respondents)</b>
2. Periodicals/Magazines	<b>46 (83.64% of respondents)</b>
3. Computer for reference	<b>36 (65.46% of respondents)</b>
4. Pacific Collection	<b>42 (76.36% of respondents)</b>
5. Computer with general applications	<b>40 (72.73% of respondents)</b>
6. Computer for email	<b>25 (45.46% of respondents)</b>
7. <b>Others: AV</b>	<b>2 (6.25% of respondents)</b>

#### What did you do in this library this semester? (Please check all that apply)

1. Looked for books, journals or other library items	<b>25 (45.46 % of respondents)</b>
2. Studied individually or did own work	<b>34 (61.82% of respondents)</b>
3. Borrowed or returned material	<b>7 (12.73% of respondents)</b>
4. Asked staff for assistance	<b>22 (40% of respondents)</b>
5. Printed from computer	<b>12 (21.82% of respondents)</b>
6. Used a desktop computer	<b>18 (32.73% of respondents)</b>
7. Studied or worked in a group	<b>52 (94.55% of respondents)</b>
8. Made photocopies	<b>23 (41.82% of respondents)</b>
9. Used course reserves	<b>37 (67.27% of respondents)</b>
10. Attended instruction, training or consultation session	<b>44 (80% of respondents)</b>
11. Others: Watched videos for class	<b>6 (10.91% of respondents)</b>

#### How important are the following services to you in this library?

All services of the library are perceived to be **VERY IMPORTANT**, ranked as follows:

<b>1</b> Computers with application software (e.g Word, Excel )	<b>(4.91) Very Important</b>
<b>2</b> Printing	<b>(4.89) Very Important</b>
<b>3</b> Access to computers	<b>(4.84) Very Important</b>
<b>4</b> Place to work individually	<b>(4.78) Very Important</b>

<b>5</b>	Access to online library resources	<b>(4.67) Very Important</b>
<b>6</b>	Access to on-site collections	<b>(4.65) Very Important</b>
<b>7</b>	Assistance from staff	<b>(4.64) Very Important</b>
<b>8</b>	Place to work in groups	<b>(4.58) Very Important</b>
<b>9</b>	Photocopying	<b>(4.40) Very Important</b>

**Legend:**

Scale	Descriptive Equivalent	Numerative Equivalent
0.1-1	Not Important	1
1.1-2		2
2.1-3		3
3.1-4		4
4.1-5	Very Important	5

**How would you rate this library on the following?**

Access to computers	<b>4.31 (Excellent)</b>
Place where I can work	<b>4.82 (Excellent)</b>
Quality of collections	<b>4.69 (Excellent)</b>
Quality of customer service	<b>4.73 (Excellent)</b>
Inviting environment	<b>4.71 (Excellent)</b>
Hours open	<b>4.69 (Excellent)</b>
Ease of finding collections and services	<b>4.75 (Excellent)</b>
<b>Gen. Average</b>	<b>4.67 (Excellent)</b>

**Legend:**

Scale:	Descriptive Equivalent	Numerative Equivalent
0.1-1	Poor	1
1.1-2	Fair	2
2.1-3	Good	3
3.1-4	Very Good	4
4.1-5	Excellent	5

**List things we can do to make this library better for you. Include any other comments here or on back.**

**On Services...**

- The library is one of my best and useful resource in this college (1)
- The library is a great place to study and do assignments (1)
- It's all good (1).
- Good place that help all students (1)
- I like how it is now... Thanks to Susan for all the great job (1)
- Open after hours and weekends especially during exam study weeks (1)

- Open earlier than the time it opens before. (1)
- Have two librarians (1)
- Free Xerox papers (1)

#### **On Collection...**

- More books – (4)
- More magazines (1)
- Updated books, references and magazines (1)
- Purchase continuing parts of novels...other than that, all is good (1)
- New novels (1)

#### **On computers and usage...**

- More computers (18)
- Make sure that computers can access internet at all times (2)
- Need to fix the computers that are not working ( 3)
- Service the computers that are not working or buy new ones (1)
- Have laptops (1)
- Implement a specific time for computer users (1)
- A sign-up sheet will be good for computer users. The computer must be occupied by only the one who signed up. (1)
- Make sure that students are doing their work on the computers (1)
- Check on students using computers—not school-related (1)
- Allow any student to use all the computers (1)
- Allow students to use Facebook anytime (1)

#### **On Physical Facilities/ Equipment...**

- Need more tables (2)
- More space or big space than this one (1)
- Section for individual study only (1)
- Off the air-con during rainy day (1)
- Good printer... and at least have 2 of them (1)
- Keep the library clean (1)

#### **On Discipline/Policies...**

- Enforce the rules strictly so students will comply them (2)
- Make the library more quiet, sometimes students are loud (5)
- Students should not bother someone else when he or she does her work (2)
- Keep outsiders out, check for ID (1)
- Keep students from chewing (1)
- Security must visit every one hour to enforce policy. (1)

## **II. Spring Semester 2012**

**The LRCs across the college used a new survey instrument this Spring semester not only to measure the satisfaction rating of library users but also to solicit inputs for library collection development. Through a healthy email exchange between and among librarians, two survey instruments were developed, namely: 1) library user survey, which is intended for students and staff, and 2) faculty user survey. Below are the results:**

## A. Library User Survey (Students and Staff)

The library user survey for this Spring Semester was conducted from May 1-3, 2012 to students and staff of COM-FSM Yap Campus. Using the convenience sampling, ninety-four (94) respondents participated in the survey, that is, one staff and 93 students, which represented 42% of the student population. Descriptive statistical analysis was used, namely : frequency count and percentage to treat the data on purposes of library visit, areas visited, frequency of library use, subject reading preferences, and areas to be improved; the Weighted Mean, on the other hand, was used to determine the level of performance of the areas of service. Overall, the LRC got a **general average weighted mean of 4.21** or **EXCELLENT** satisfaction rating. Presented below are the results:

### • Purpose(s) of library visit this semester

Rank	Frequency	Activity
1	<u>85 (90.43%)</u>	Used a computer for research
2	<u>77 (81.91%)</u>	Studied individually or did own work
3.5	<u>76 (80.85%)</u>	Printed from computer
3.5	<u>76 (80.85%)</u>	Looked for books, journals or other library resources
5	<u>64 (68.09%)</u>	Used a desktop computer for email
6	<u>62 (65.95%)</u>	Studied or worked in a group
7	<u>60 (63.83%)</u>	Used a desktop computer with general application
8	<u>50 (53.19%)</u>	Borrowed or returned material
9	<u>41 (43.6%)</u>	Asked staff for assistance
10	<u>34 (36.17%)</u>	Attended library orientation, instruction, training or consultation session
11	<u>25 (26.60%)</u>	Made photocopies
12	<u>24 (25.53%)</u>	Used course reserves/ reserved books
13	<u>12 (12.77%)</u>	Used the OPAC

### • Areas of library visited or utilized this semester

Rank	Frequency	Area
1.5	<u>60 (63.83%)</u>	Reference
1.5	<u>60(63.83%)</u>	Computer workstations
3	<u>50 (53.19%)</u>	Fiction/Paperbacks
4	<u>47 (50%)</u>	Pacific
5	<u>41 (43.62%)</u>	Electronic Resources
6.5	<u>32 (34.04%)</u>	General Circulations
6.5	<u>32 (34.07%)</u>	Periodicals/Magazines/Newspapers
8	<u>27 (28.72%)</u>	Juvenile
9	<u>20 (21.28 %)</u>	Government Documents
10	<u>15(15-96%)</u>	Curriculum Resources Center
11.5	<u>14(14.89%)</u>	Audio-Visual
11.5	<u>14 (14.89%)</u>	Reserve
13	<u>13 (13.83%)</u>	Archives

### • Frequency of Library Visit

57 (60.64%) More than once per week



30 (31.91%) Weekly  
7 (7.45%) Less Often

• **Subjects of books/magazines you like to read:**

Subject Area	Frequency	Rank
Action / Adventure / Survival	62 (65.96%)	1
Friends, family / School life	61(64.89%)	2
Crime / Detective / Mystery stories	58(61.70%)	3
Famous people / Biographies	56(59.57%)	4.5
Poetry / short stories / writing	56(59.57%)	4.5
Entertainment/Movies/Music/Dances	52(55.32%)	6
Romance / Relationships	51(54.26%)	7
Sports/Games	51(54.26%)	8
Humour/ Joke books	50(53.19%)	9
Comics / Graphic novels	45(47.87%)	10
Health and Fitness	43(45.74%)	11
Computers and Technology	42(44.68%)	12.5
Ghost stories / Supernatural	42(44.68%)	12.5
Facts/ Curiosities/News	39(41.49%)	14
Inspirational	3739.36%)	15
Hobbies	32(34.04%)	16
Fantasy / Vampires	34(36.17%)	17
Art / Paintings/Design	30 (31.91%)	18.5
Fashion / Accessories	30(31.91%)	18.5
Science fiction / Aliens	27(28.72%)	20
Animals / Animal stories	24 (25.53%)	21.5
Cooking / Cookbooks / Diet / Nutrition	24 (25.53%)	21.5
Gardening	22(23.40%)	23

• **On your last visit did you find what you were looking for?**

87 (92.55%) Yes                      (3.19%) No                      4 (4.26%) Partly

If your answer is NO, why? \_\_\_\_\_

• **Categories/subject areas in which you would like to see the collection improved**

Areas	Frequency	Rank
General References	39 (41.49%)	1.5
Journals/Magazines	39(41.49%)	1.5
Education	35(37.23%)	3.5
Arts/Music/Culture	35(37.23%)	3.5
Pacific Collection	34(36.17%)	5.5

Crime / Mystery	34(36.17%)	5.5
General Fiction	32 (34.04%)	7.5
Health/Medical	32(34.04%)	7.5
History/Geography	31(32.98%)	9.5
Science/ Technology	31(32.98%)	9.5
Mathematics / Statistics	30(31.91%)	11.5
Romance / Relationships	30(31.91%)	11.5
Sociology/Economics	29(30.85%)	13
Western /Action / Adventure	26(27.66%)	14.5
Religion/Philosophy	26(27.66%)	14.5
Law	25(26.60%)	16.5
Science Fiction	25(26.60%)	16.5
Archives	24(25.53%)	19
Audio-visual materials	24(25.53%)	19
Languages/Literature	24(25.53%)	19
Children Books	20(21.28%)	21

- Satisfaction rating of the areas of service:

Areas of Service	Average Weighted Mean	Descriptive Equivalent
Access to computers	4.053	Good
Internet connection	3.96	Good
Reference Desk/Help Desk	4.20	Excellent
Circulation Desk/Borrowing-Returning	4.17	Excellent
Place to work individually	4.26	Excellent
Place to work in group	4.16	Excellent
Printing	4.44	Excellent
Photocopying	3.88	Good
Quality of collections (current, useful, up-to-date, and available)	4.17	Excellent
Ease of finding collections and availability of services	4.30	Excellent
Quality of customer service	4.45	Excellent
Inviting and comfortable environment	4.46	Excellent
Hours of service	4.45	Excellent
Using online periodicals/ E-journals ( EBSCO & World & I)	4.20	Excellent
Interlibrary loan	4.06	Good
<b>General Average Weighted Mean</b>	<b>4.21</b>	<b>Excellent</b>

Legend:

Scale: Descriptive Equivalent Numerative Equivalent

0.1-1	Poor	1
1.1-2	Fair	2
2.1-3	Average	3
3.1-4	Good	4
4.1-5	Excellent	5

- **Suggestions / Comments to make this library better**

- ✓ The library is better for me because I learn some more information in. Thank you.
- ✓ More books
- ✓ Separate study zone only for one student and the instructor
- ✓ I enjoy coming to the library because it is a quiet place that I can work in and I have everything I need here
- ✓ I would like to thank all of you for your help very appreciated!!
- ✓ No comment. Everything is excellent and the library here is a very welcoming environment for study.
- ✓ No comments. I love the library it's a really clean & neat place for studying & doing other things as desired
- ✓ All is good!
- ✓ Sometimes the space does not accommodate the students going to the library.
- ✓ The library is great! It just needs more computers & bigger space in order to accommodate the students!
- ✓ Improve internet connection!
- ✓ Have more references books and more computers.
- ✓ Awesome!! ☺
- ✓ Yap Campus library is small. We need a big library with more computers!
- ✓ Let us use FB in the morning!
- ✓ Need more space and put more comic books...
- ✓ More computers and connected to the internet.
- ✓ Great job!
- ✓ More computer

#### B. Faculty Usage Survey

The faculty usage survey was conducted from May 2-4, 2012 to evaluate our programs and help make decisions on future development plans. There were ten (10) respondents to the survey : four (4) full-time and six (6) part-time faculty. Descriptive statistical analysis, namely : frequency count, percentage and weighted mean were used to analyze the gathered data. Overall, the faculty were **VERY SATISFIED** with the LRC services. Presented below are the results:

- **Faculty status:**

<u>4</u>	Full-time
<u>6</u>	Part-time

- **Courses taught:**

- **Agriculture (AG 90 & 94)**
- **Education & English**
- **Science & Agriculture**
- **Electronics**

- ESL 089
- Study Skills
- Math 100, ACE 2, BU 098
- ESL 098
- Bookkeeping & Secretarial Science
- ACE English, Expos 1 & 2

- During this semester, have you arranged to have the librarian provide instruction on library/Internet research to students in any of your classes?

Yes 5 (50%) No 5 (50%)

- During this semester, did any of the assignments for any of your courses require the use of the library resources or recommend your students perform library/Internet research?

Yes 8 (80%) No 2 (20%)

If you did NOT recommend that your students use library resources for one or more research assignments for any of your courses this semester, please indicate why by CHECKING ALL THAT APPLY:

       a. Books, journals, magazines, or newspapers are not the best sources of information for my assignments.

  1   b. **Students usually find better/more current information on the Internet.**

       c. The COM Library did not have any of the informational resources that my students needed

       d. Students have difficulty locating books and other information sources in the COM Library.

       e. Other, please specify We have courseware for electronics class (1)

- How often do you give assignments which require your students to use library resources?

  5 (50%)   Very often   1 (10%)   Rarely  
  3 (30%)   Sometimes   1 (10%)   Never

- Please rate each of the following questions using *Always, Sometimes, Rarely, & Never*

Services	Always 4	Sometimes 3	Rarely 2	Never 1	No opinion
Receive immediate attention on requests for books and other materials to be purchased or put on reserve for classroom use	6(24)		1(2)		3
Receive prompt and courteous help from the library staff	9(36)		1(2)		
I am able to schedule my classes in the library when needed	8(32)				2
I am happy with the quality and currency of books and other information sources cited by my students	6(24)	2(6)			2
The library hours are sufficient	8 (32)	1 (3)			
The online databases ( EBSCO & World & I journal) provide efficient access to information and resources	6(24)	1 (3)			2

The library media program integrates technology for learning and teaching	7(28)	2 (6)			
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**Legend:**

Scale:	Descriptive Equivalent	Numerative Equivalent
0.1-1	Never	1
1.1-2	Rarely	2
2.1-3	Sometimes	3
3.1-4	Always	4

- **Have you ever recommended purchases for the COM Library, including books, audiovisual materials, online databases, or journals/magazines?**

Yes 7 (70%) No 3 (30%)

**If you answered YES, please indicate how you made these recommendations (CHECK ALL THAT APPLY):**

- 6 (85.71%) a. Contacted the librarian directly via phone, email, campus mail, or in person.  
1 (14.29%) b. Gave your recommendations to your department's head or the academic coordinator.  
 c. Other, please specify

**If you answered NO to question above, please indicate why**

- Use of computer is enough (1)
- My class does not warrant it (1)

**Summary of Results**

	Average Weighted Mean	Descriptive Equivalent
Receive immediate attention on requests for books and other materials to be purchased or put on reserve for classroom use	3.71	Always
Receive prompt and courteous help from the library staff	3.8	Always
I am able to schedule my classes in the library when needed	4	Always
I am happy with the quality and currency of books and other information sources cited by my students	3.75	Always
The library hours are sufficient	3.5	Always
The online databases ( EBSCO & World & I journal) provide efficient access to information and resources	3.38	Always
The library media program integrates technology for learning and teaching	3.40	Always

- **Listed below are types of Resources currently provided by the library to support the curriculum and student work. Please indicate your satisfaction level with each type of Resource.**

Resources	Very Satisfied 4	Satisfied 3	Somewhat Satisfied 2	Unsatisfied 1	No Opinion 0
Archives Collection	3 (30%)	1 (10%)			6 (60%)

Audio-Visual Collection	5 (50%)	2 (20%)			3(30%)
Curriculum Resources Center Collection	3(30%)	3(30%)			4(40%)
General Circulations Collection	4(40%)	3(30%)			3(30%)
Government Documents	2(20%)	2(20%)			6(60%)
Fiction/Paperback Collection	3(30%)	1(10%)			6(60%)
Online Resources (EBSCO)	4(40%)	2(20%)			4(40%)
Pacific Collection	5(50%)	2(20%)			3(30%)
Reference Collection	5(50%)	4(40%)			1(10%)
Children's/Juvenile Literature	3(30%)				7(70%)

- **Listed below are Services offered by the library. Please indicate your satisfaction level with each Service.**

Services	Very Satisfied 4	Satisfied 3	Somewhat Satisfied 2	Unsatisfied 1	No Opinion 0
Assistance at the Reference desk	9(90%)	1(10%)			
Assistance in the circulation	9(90%)		1(10%)		
Assistance using computers / printers/multimedia equipment	8(80%)	2(20%)			
Hours of Service	9(90%)	1(10%)			
Inter-library loan	5(50%)	1(10%)			4(40%)
Library Websites	8(80%)	1(10%)			1(10%)
Online library catalog	5(50%)	1(10%)			4(40%)
Placing materials on reserve	5(50%)	1(10%)			4(40%)
Rush request for purchase	2(20%)				8(80%)
Acquisition of library materials	4(40%)	1(10%)			5(50%)

- **Listed below are some Library Services and Resources that could be expanded or further enriched if funding were made available for them. Please indicate the level of priority you feel that should be given to the Service or Resource.**

	<b>High Priority 4</b>	<b>Medium Priority 3</b>	<b>Low Priority 2</b>	<b>Not Priority 1</b>	<b>No Opinion</b>
Archives collection	4(16)	1(3)	1(2)	2(2)	2
Audio-Visual collection	5(20)	4(12)			1
General Circulations collection	5(20)	1(3)		2(2)	2
Electronic book collection	3(12)	2(6)	2(4)	1(1)	2
Electronic Journal	1(4)	3(9)	3(6)	1(1)	2
Government Documents collection	3(12)	2(6)	2(4)	1(1)	2
Increase hours of operation	1(10%)	2(6)	3(6)	1(1)	3
Library Instruction classes	3(12)	2(6)	3(6)		2
Fiction collection	1(10%)	1(3)	6(12)		2
Printed book collection	3(12)	1(3)	3(6)		3
Printed Journal collection	3(12)	1(3)	3(6)	1(1)	2
Reference Desk assistance	3(12)	1(3)	3(6)		3
Reserve collection	1(4)	1(3)	4(8)		4

### SUMMARY:

	<b>Average Weighted Mean</b>	<b>Descriptive Equivalent</b>
Archives collection	2.88	Medium Priority
Audio-Visual collection	3.56	High Priority
General Circulations collection	3.13	High Priority
Electronic book collection	2.88	Medium Priority
Electronic Journal	2.50	Medium Priority
Government Documents collection	3.13	High Priority
Increase hours of operation	2.42	Medium Priority
Library Instruction classes	3.00	Medium Priority
Fiction collection	2.38	Medium Priority
Printed book collection	3.00	Medium Priority
Printed Journal collection	2.75	Medium Priority
Reference Desk assistance	3.00	Medium Priority
Reserve collection	2.5	Medium Priority

### Legend:

<b>Scale:</b>	<b>Descriptive Equivalent</b>	<b>Numerative Equivalent</b>
0.1-1	Not Priority	1
1.1-2	Low Priority	2
2.1-3	Medium Priority	3
3.1-4	High Priority	4

- Overall, please indicate your level of satisfaction with the library resources and services?

9(90%) Very Satisfied  
1(10%) Satisfied

\_\_\_\_\_ Somewhat Satisfied  
 \_\_\_\_\_ Unsatisfied

- **Suggestions/Comments to make this library better for you.**
  - ✓ **It's new and what we have right now is adequate to satisfy our current needs. Keep up the good works!**
  - ✓ **Keep up the good work!! ☺**
  - ✓ **Wider space and more computers...**
  - ✓ **Our librarian is very knowledgeable & helpful to my Expos students!**
  - ✓ **Maybe there are already available without my awareness but more audiovisuals for English learners would be good. Thank you Susan for your continuous excellent service.**

*1c: Use of Results to Improve Unit Services:*

**Objective 1 :** There is a decrease in the number of library users by 9% of last assessment year's number. This is primarily because of the decreased enrolment and lesser courses offered in the Summer semester. Usage of the resources, however have increased by 4.5 %. Collaboration with the faculty and library orientations must be continuously done for the library to be responsive to the needs and demands of the academic and research community. Library services were rated EXCELLENT by students in both Fall 2011 and Spring 2012 surveys and the faculty gave a VERY SATISFIED rating. However, continuous improvement of services and resources are in order for the library to be still relevant in this time of information explosion.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*2a. Means of Unit Assessment & Criteria for Success:*

**Objective 2:**

1. LRC Collection increased by 4%
2. Video Collection increased by 5%
3. Collection Ratio per student
4. Expenditure Ratio per student

*2b. Summary of Assessment Data Collected:*

**Objective 2:** To increase library collection by 4% through purchase, gift or exchange to meet increasing needs and demands of users. [FY – 2009-2010 Baseline data: 8402 volumes]

**1. Is there a 4 % increase in the library collection ?**

**Library Collection**

**A. Books**

Baseline data : Total no. of volumes as of September 30, 2011 - 9,032 volumes

As of September 30, 2012, the total library collection is **9,506** volumes. **There is an increase of 474 volumes or 5.2% to the 9,032 volumes in September 30, 2011.** This



slightly surpassed the targeted 4% increase in the collection.

The materials were acquired as follows:

Purchased	Donations	Total
457	17	474

## 2. Is there a 5% increase in the video collection?

Baseline data : Video Collection as of September 30, 2011 – 660 volumes

The Video Collection as of September 30, 2012 is 717 volumes. **It has increased by 57 volumes or 8.6%, surpassing the target increase of 5%.** Most material requests coming from the faculty, aside from the instructor’s manuals, are videos to supplement their classroom teaching.

## 3. What is the collection ratio per student?

Baseline data:

**Collection ratio per student: FY 2010-2011 - 41**

Semester	Total No. of Students	Total No. of Volumes	Collection Ratio
Fall 2011	228	9,178	40
Spring 2012	221	9,326	42
Summer 2012	108	9,356	86
<b>Average</b>			<b>56</b>

The average collection ratio per student for the three semesters is **56**. This figure is **15 volumes more than the collection ratio** in FY 2010-2011. Like the two previous assessments, the collection ratio per student at Yap surpassed the College’s target collection ratio of 30 volumes per student as mentioned in the **COM-FSM Self Study Report 2010**, page 7.

## 4. What is the collection expenditure per student?

### 5.1 Library Budget

Baseline data: FY 2010-11 LRC budget - \$20,000

Library Expenditure/student - \$97.38

**FY 2011-12 - Library budget: \$19,000**

**Total Expenditures: \$18, 813.98**

Semester	Total No. of Students	Total Library Expenditures
Fall 2011	228	<b>\$18, 813.98</b>
Spring 2012	221	
Summer 2012	108	

Average No. of students	186	
	Expenditure per student	\$101.15

For FY 2011-12, the **library budget was \$19,000**, and the **Expenditure per student is \$101.15**, an amount slightly higher than last assessment cycle. This can be attributed to the decrease in enrollment in the Summer semester.

In addition to the regular budget, Yap-LRC was given additional \$12,000 from the Seppie Fund to purchase learning resources (books, manipulatives and laptops) for the Special Education program, as presented in the table below:

Type of Material	Quantity	Amount
Books	173 volumes	\$6,368.69
Videos	17 titles	3,063.58
Manipulatives	13 units	754.24
Equipment	2 laptops 1 scanner	1,760.00
	<b>Total</b>	<b>11,946.51</b>

The College's continuous financial support allows the library to update and upgrade its collection to be a dynamic and relevant support to the instructional programs of the college.

*2c: Use of Results to Improve Unit Services:*

**Objective 2:** Data shows that the target collection increase of 4% was surpassed and Collection per FTE has increased. There is a demand for continuous acquisition of new materials in various formats especially videos and electronic formats. The LRC is running out of shelving space so weeding out of worn-out books, superseded editions and outdated books are in order for next FY's activities to gain shelving space.

**Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

*3a. Means of Unit Assessment & Criteria for Success:*

**Objective 3: To maintain updated Databases in the Follett System for quick and easy access to library resources.**

1. Patron Database is updated by 100%.
2. Ninety percent (90 %) of new materials are cataloged and entered in database.
3. Eighty percent (80%) of new materials are processed within one week of receipt

3b. Summary of Assessment Data Collected:

**Objective 3: To maintain updated Databases in the Follett System for quick and easy access to library resources.**

1. Was the Patron Database updated to include 100 % of all students enrolled every semester?

Patrons	Fall 2011	Spring 2012	Summer 2012
New	64	20	29 (17)
Continuing	159	191	69 (69)
Returning	5	10	10 (8)
<b>No. of Records Entered/Updated</b>	<b>228</b>	<b>221</b>	<b>94</b>
<b>Percentage of Update</b>	<b>100%</b>	<b>100%</b>	<b>87%</b>

The table presented above shows that patron database was 100% updated except for the Summer semester, which was updated by 87%. The Official Enrollment List for Summer semester, which is the basis for updating the database, was not furnished in time.

2. Was 90 % of all newly acquired materials cataloged and entered in the Collection Database?

	No. of Materials Acquired	No. of Materials Cataloged	No. of Materials Not Cataloged Yet
2011 October	21	21	
November	115	115	
December	20	20	
2012 January	7	7	
February	84	84	
March	41	36	5
April	5	5	
May	1	1	
June	21	21	
July	9	9	
August	146	89	57
September	4	-	4
<b>Total</b>	<b>474</b>	<b>408 (86%)</b>	<b>66(14%)</b>

The table above shows that **only 86 % of new materials** were cataloged and entered in the Follett Collection Database. **The target of 90% was not met.** This is for the reason that: in the LRC, where the librarian does multitask, cataloging is done in between reader's services/assistance, which gets high priority in the daily routine. So, if book orders arrive in bulk/boxes during a busy week, cataloging is put aside.

3. Was 80% of all newly acquired materials processed within one week after receipt?

	No. of Newly Acquired Materials	Processing Time			Percentage of Materials Processed within 1 week
		1-7 working days	8 days and more	Not yet cataloged	
2011 October	21	19	2		90%
November	115	76	39		66%
December	20	7	13		35%
2012 January	7		7		0
February	84	53	31		63%
March	41	19	17	5	46%
April	5	5			100%
May	1	1			100%
June	21	12	9		57%
July	9	9			100%
August	146	49	40	57	33.56%
September	4	-	-	4	0
<b>Total</b>	<b>474</b>	<b>250 (52.74%)</b>	<b>158 (33.33%)</b>	<b>66 (14%)</b>	

Data shows that **only 250 volumes or 52.74% out of the 474 newly acquired materials** were processed within one week after receipt. **The result is 27.26 short of the target of 80%.** As mentioned above, in the LRC where the librarian does multitask, cataloging takes a backseat in favor of reader's services/assistance. So, if book orders arrive in bulk/boxes during a busy week, cataloging is set aside, thus the failure to meet the target of processing the books within one week after receipt. However, if there are immediate needs for the newly received books, they are given cataloging priority.

*3c: Use of Results to Improve Unit Services:*

**Objective 3:** The borrowing privileges of students can't start until an Official Enrolment List (OEL) is received by the LRC from the SS Staff. The OEL is used to update the Patron Database in the Follett Library system. A delay of the OEL means postponement of checking out of books. The student's registration form and ID may serve as an alternative, pending the OEL, to identify students who are enrolled in the current semester.

The target for processing 80% all newly acquired materials is maybe too ambitious considering that the librarian is into multitasking. Cataloging takes a backseat in favor of readers' services and accreditation/assessment related tasks.