

Mission and Objectives Development Worksheet #1

Administrative and Support Units

LRC, Yap Campus
Unit/Office/Program

Fall 2010-Summer 2011
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: To increase library usage by 3% by continuous collaboration with faculty and 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 75 % of ESL and EN classes.
4. Work with Student Services Staff to assist with the tutoring program by conducting library orientation to tutors, provide tutors with list of resource materials available, and provide other resource materials.
5. Conduct library promotional activities to entice students to use the library more.

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

Strategies:

1. Purchase materials in various formats, with emphasis on materials published in the last three years.
2. Increase periodical subscriptions to 25 [Baseline data: 23 titles]
3. Tap agencies or organizations for free and relevant publications.
4. Make the most out of interlibrary loan or other library cooperation.

Assessment Plan Worksheet #2

Administrative and Support Units

LRC, Yap Campus

Unit/Office/Program

Formative Assessment

Summative Assessment

Fall 2010-Summer 2011

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 and 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 75 % of ESL and EN classes.
4. Work with Student Services Staff to assist with the tutoring program by conducting library orientation to tutors, provide tutors with list of resource materials available, and provide other resource materials.
5. Conduct library promotional activities to entice students to use the library more.

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

Strategies:

1. Purchase materials in various formats, with emphasis on materials published in the last three years.
2. Increase Pacific Collection by 3 %. [Baseline data: 733]
3. Increase periodical subscriptions by 5% [Baseline data: 23 titles]
4. Tap agencies or organizations for free and relevant publications.
5. Make the most out of interlibrary loan or other library cooperation.

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 librarian attend at least one faculty meeting every semester?	Meeting schedule Attendance sheet	All	Descriptive statistics
3. Are library orientations conducted to at least 75% of ESL and EN classes each semester?	Orientation schedule, Attendance Sheets	All	Descriptive statistics
4. Have library orientations been conducted for tutors? Are the lists of library resources been provided to tutors for their use in the tutoring program?	Orientation schedule, logsheet of resource materials used in the tutoring program	All	Descriptive statistics
5. Are there library promotional activities conducted each semester?	Schedule of Activities	All	Descriptive statistics
6. What is the user satisfaction survey rating every semester?	Survey questionnaires Survey summary	All	Descriptive statistics
7. Is there a 4 % increase in the library collection ?	Purchase Orders Receiving Reports Expenditures Report Letters of Donation Enrollment Data	All	Descriptive statistics

8. Is there a 3% increase in the Pacific collection?	Purchase Order Receiving Report	All	Descriptive statistics
9. Is there a 5% increase in the periodical subscription?	Purchase Order Receiving Report	All	Descriptive statistics
10. What is the collection ratio per FTE?	Collection Data Enrollment Data	All	Descriptive statistics
11. What is the expenditure per FTE?	Budget Enrollment data Expenditure Report	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 2010-Summer 2011
2. Attend the faculty meeting at the beginning of each semester for library promotion	Librarian, (IC, faculty)	Fall 2010-Summer 2011
3. Put up regular updates on library activities such as new acquisitions, etc. throughout the year.	Librarian	Fall 2010-Summer 2011
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 2010-Summer 2011
5. Update and maintain the LRC collection throughout each school year	Librarian (IC, & faculty)	Fall 2010-Summer 2011
6. Conduct physical inventory of library resources	Librarian Work study students	December 2010 Summer 2011
7. Discard outdated, worn-out and superseded materials according to LRC De-Selection Policy	Librarian (IC, & faculty)	December 2010 Summer 2011
8. Renew current periodical subscriptions and subscribe to five additional titles.	Librarian Fiscal Officer	Spring 2011
9. Conduct in-library user satisfaction survey during the Fall and Spring semesters	Librarian	End of Fall 2010 End of Spring 2011

Assessment Plan Worksheet #3

Administrative and Support Units

LRC, Yap Campus

Unit/Office/Program

Formative Assessment

Summative Assessment

Fall 2010-Summer 2011

Assessment Period Covered

May 31, 2012

Date Submitted

Administrative Evaluation Questions

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?
2. Did librarian attend at least one faculty meeting every semester?
3. Are library orientations conducted to at least 75% of ESL and EN classes each semester?
4. Have library orientations been conducted for tutors? Are the lists of library resources been provided to tutors for their use in the tutoring program?
5. Are there library promotional activities conducted each semester?
6. What is the user satisfaction survey rating every semester?

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?
2. Is there a 3% increase in the Pacific collection?
3. Is there a 5% increase in the periodical subscription?
4. What is the collection ratio per FTE?
5. What is the expenditure per FTE?

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 and library orientation 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 75% of ESL and EN classes each semester
4. Orientations conducted to 100 % of tutors
5. Conducted at least 1 library promotional activity
6. Library Survey Rating

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

Baseline Data: Fall 2009-Summer 2010 – Total : 21,330

Fall 2010	Spring 2011	Summer 2011	Total
11,145	8,453	4,325	23,923

Data shows that patron usage totaled to 23,923 which is 2,593 more than the library usage in Fall 2009-Summer 2010. **This is a 12% increase, which 9% more than the 3% target.** The increase may be attributed to student awareness of the library resources and services through the library orientations conducted the previous semesters and the provision of additional computers for research last fiscal year.

1.1.2 Resources Utilization

Baseline Data: Fall 2009- Summer 2010 - Total : 10,306

Fall 2010	Spring 2011	Summer 2011	Total
4,042	3,659	1,382	9,083

Data shows that there is marked decrease in the use of printed resources, hence not meeting the target increase of 3%. It can be gleaned from the data collected since 2009 that despite the increase of library usage, there is a gradual drop of book usage. This may be due to the fact

that now students prefer the use of the computers and the internet for their research over the printed resources like books or magazines as shown in the table below.

1.1.3. Computer Usage

Semester	General Application and Reference	Email	Total
Fall 2010	2,835 (65%)	1,531 (35%)	4,366
Spring 2011	2,716 (62%)	1,643 (38%)	4,359
Summer 2011	1,020 (68%)	477 (32%)	1,497
Total	6,571 (64%)	3,651 (36%)	10,222

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

Attendance to faculty meeting and faculty-library coordination

The Librarian attended at least two faculty meetings, i.e. one (1) conducted at the start of Fall 2010 and another one(1) Summer 2011. This is to foster coordination and cooperation with the faculty to ensure that the library is more responsive to their teaching needs. The meetings were opportunities for the faculty to let the library know of their book and equipment needs for the current semester.

Upon request of the faculty, instructor’s manuals and/or access codes to textbook supplements were acquired for the following textbooks: 1) The Conscious Reader, 11th and 12th eds. ; 2) Microsoft Office 2007 Introductory ; and 3) Microsoft Office: Excel 2003.

Moreover, as part of library literacy program, during the Yap Campus Annual Staff Development Seminar/Workshop on Feb. 18, 2011, Susan gave a presentation on “Information Literacy”.

3. Are library orientations conducted to at least 75% of ESL and EN classes each semester?

3.1 Library Orientations

Orientation sessions with ESL & EN classes:

Fall 2010		Spring 2011		Summer 2011	
No. of Classes Offered	No of Orientations Given	No. of Classes Offered	No. of Orientations Given	No. of Classes Offered	No. of Orientations Given
14	8 ESL 079 ESL 091 ESL 092 ESL 098 ESL 99 (1) ESL 99 (2)	8	4 ESL 091 ESL 092	6	2 ESL 079 ESL 099

	EN 120b EN 205		EN 110 EN120B		
--	-------------------	--	------------------	--	--

Orientations were given to an average of 50% of all ESL and EN classes in Fall 2010 and Spring 2011 semesters while only 33% in Summer 2011. The target of 75% in all the semesters was not met. It shall be noted however 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. New students who were in the classes, which were composed mainly of continuing students, were given individual instruction. **[note: 75% may be too ambitious and unrealistic]**

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.

Aside from the ESL & EN classes, there were other orientation sessions conducted for some classes* and individuals, as shown in table below:

Fall 2010	Spring 2011	Summer 2011
SS 100 SS 150 ED 213, ED 210 MS 096 SC098 Individual instruction – 5 students <hr/> UB Freshmen – 15 students	BU 095 SC 098, SC 111 Individual instruction - 4	

In Fall 2010, a total of 190 students were given the orientation; in Spring 2011, there were 109 students; and 28 students in Summer 2011. In addition, fifteen (15) UB freshmen attended an orientation session.

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 EBSCO databases. It is noteworthy to mention that the instructors for the courses were involved in the orientation.

A short library orientation was also given during the Orientation for new students and the General Assembly at the beginning of the Fall Semester, 2010. This was initiated by the Student Services Staff.

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

4. Have library orientations been conducted for tutors? Are the lists of library resources been provided to tutors for their use in the tutoring program?

The lead tutor, Serphin Ilesiyalo, joined the library orientation session of the ACE (ESL 091) class in Spring 2011. Quintina Letawerpiy, the other tutor, is a current student of the college, therefore has previously received a similar library orientation. There were no requests for bibliographic listing from the tutors. No lists of library resources were given to tutors.

5. Are there library promotional activities conducted each semester?

Library Promotional Activities

The Library launched the Top 5 Readers of the Month in Spring 2011 with the aim of encouraging more students to use and check out books. The elite list was posted every month in the yapsite and on the bulletin boards outside the library and in the veranda. This went on for four (4) months but was stopped because it was observed and heard from feedbacks those students who were avid readers and those who made it to the list slowed down their borrowing because they didn't want their names and pictures posted. Posting the Top 5 Readers of the Month list became a restraint than encouragement.

The Library welcomed the Yap-Seventh Day Adventist School seniors (16) and teachers (6) to COM-FSM Yap campus for a tour in April 2011. A short talk on the Yap Campus Library resources and services was presented and an invitation was extended to these seniors to enroll at COM-FSM to be able to enjoy these facilities and resources.

6. What is the user satisfaction survey rating every semester?

6.1 User Satisfaction Survey:

In-Library Surveys were conducted in Fall 2010 and Spring 2011 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 2010

The In-Library survey for the Fall Semester was conducted from November 29 to December 1, 2010. Using convenience sampling, data were gathered from 47 respondents : 41 students and 6 members of the faculty. Results show that for **students**: thirty -four (34) or 83 % of the respondents visited the library more than once per week; and the remaining 7 or 17 % visited weekly ; for **faculty**, 5 (83.33%) visited the library more than once a week and the other 1 (16.67 %) visited weekly. Over-all, the library services were rated **EXCELLENT by both students and faculty**, with general weighted mean averages of 4.31 and 4.59, respectively. The detailed results are presented below:

A. STUDENTS

1. Which Library areas did you visit or use this semester?

AREAS	Visited/Used by:
a. Book collections	34 (83% of respondents)

b. Computer for email	13 (31.7% of respondents)
c. Computer with general applications	25 (61% of respondents)
d. Computer for reference	29 (70.7% of respondents)
e. Periodicals/Magazines	38 (68.3% of respondents)
f. Pacific Collection	32 (78% of respondents)
g. Others: Library space, Computer for social network, Videos	3 (7.3% of respondents)

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

a. Asked staff for assistance	21 (51.2% of respondents)
b. Looked for books, journals or other library items	30 (73 % of respondents)
c. Used course reserves	8 (19.5% of respondents)
d. Borrowed or returned material	27 (66% of respondents)
e. Made photocopies	16 (39% of respondents)
f. Attended instruction, training or consultation session	7(17% of respondents)
g. Studied individually or did own work	32 (78 % of respondents)
h. Studied or worked in a group	19 (46.3% of respondents)
i. Used a desktop computer	30 (73% of respondents)
j. Printed from computer	33 (80% of respondents)

3. 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:

Library Service	Weighted Mean
1 Computers with application software (e.g. Word, Excel)	(4.98) Very Important
2 Printing	(4.90) Very Important
4.5 Access to online library resources	(4.83) Very Important
4.5 Assistance from staff	(4.83) Very Important
4.5 Place to work individually	(4.83) Very Important
4.5 Place to work in groups	(4.83) Very Important
7.5 Access to on-site collections	(4.78) Very Important
7.5 Access to computers	(4.78) Very Important
9 Photocopying	(4.71) Very Important

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

4. How would you rate this library on the following?

Library Service	Weighted Mean
Access to computers	4.37 (Excellent)
Place where I can work	4.34 (Excellent)
Quality of collections	4.22 (Excellent)
Quality of customer service	4.34 (Excellent)
Inviting environment	4.27 (Excellent)
Hours open	4.39 (Excellent)
Ease of finding collections and services	4.27 (Excellent)
Gen. Average	4.31 (Excellent)

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

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

1. More computers- 14
2. More new books- 6
3. Faster Internet, always have internet connection- 3
4. Expand, need a bigger building. Use whole building as library- 3
5. Be strict with rules: manage other students to keep quiet- 3
6. Allow social network anytime- 2
7. Allow students to borrow magazines- 1
8. Provide a VIP room for study – 1
9. An area for group work away from quiet study area would be great - 1
10. Maybe find time outside of working hours (evenings and weekends) to have the library open for students to use and do their assignments- 1
11. More good story books – 1
12. Manage use of computers, prioritize - 1
13. OK. Library is good & clean environment for people to study at – 1
14. I enjoy visiting the library because it is quiet. I think that everything is going good the way it is now. – 1
15. No comments-So far so good. - 1

B. FACULTY

1. Which Library areas did you visit or use this semester?

AREAS	Visited/Used by:
a. Book collections	6 (100% of respondents)
b. Computer for email	2(33.33% of respondents)
c. Computer with general applications	1 (16.67% of respondents)

d. Computer for reference	2 (33.33% of respondents)
e. Periodicals/Magazines	4 (66.67% of respondents)
f. Pacific Collection	5 (83.33% of respondents)
g. Others: Videos	1 (16.67% of respondents)

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

a. Asked staff for assistance	3 (50% of respondents)
b. Looked for books, journals or other library items	5 (83.33 % of respondents)
c. Used course reserves	2 (33.33% of respondents)
d. Borrowed or returned material	5 (83.33% of respondents)
e. Made photocopies	4 (66.67% of respondents)
f. Attended instruction, training or consultation session	1(16.67% of respondents)
g. Studied individually or did own work	1 (16.67 % of respondents)
h. Studied or worked in a group	1 (16.67% of respondents)
i. Used a desktop computer	2 (33.33% of respondents)
j. Printed from computer	2(33.33% of respondents)
g. Others: Held class	1 (16.67% of respondents)

3. 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:

Library Service	Weighted Mean
1.5 Assistance from staff	(5) Very Important
1.5 Access to on-site collections	(5) Very Important
3 Access to online library resources	(4.83) Very Important
5.5 Place to work in groups	(4.67) Very Important
5.5 Photocopying	(4.67) Very Important
5.5 Printing	(4.67) Very Important
5.5 Computers with application software (e.g Word, Excel)	(4.67) Very Important
8. Place to work individually	(4.5) Very Important
9. Access to computers	(4.33) Very Important

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

4. How would you rate this library on the following?

Library Service	Weighted Mean
Access to computers	4.4(Excellent)
Place where I can work	4.4 (Excellent)
Quality of collections	4.5 (Excellent)
Quality of customer service	4.83 (Excellent)
Inviting environment	4.67 (Excellent)
Hours open	4.5 (Excellent)
Ease of finding collections and services	4.83(Excellent)
Gen. Average	4.59 (Excellent)

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

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

1. Bigger space
2. I think the library is quite sufficient to meet the demands of our students' needs especially the Expos classes.
3. Make sure that the wall clocks run at the same time with the other clocks in campus.
4. Later and/or weekend hours would be useful.
5. Susan is very helpful and a life saver.
6. Thanks for the experience.
7. Expand to create a study center for students.

II. Spring Semester 2011

The In-Library survey for the Spring Semester was conducted from April 27 to April 30, 2011. There were 63 respondents (57 students and 6 members of the Faculty/Staff). Results show that 43 (88.25%) of the respondents visited the library more than once per week; one (1) or (1.59%)_ visited weekly ; and 2 (3.17%) come in less often. Over-all, the library services was rated **EXCELLENT**, with a general weighted mean average of 4.58. The detailed results are presented below:

Which Library areas did you visit or use this semester?

AREAS	Visited/Used by:
a. Book collections	54 (85.71% of respondents)
b. Computer for email	45 (71.43% of respondents)

c. Computer with general applications	45 (71.43% of respondents)
d. Computer for reference	48 (76.19% of respondents)
e. Periodicals/Magazines	43 (68.25% of respondents)
f. Pacific Collection	22 (34.92% of respondents)
g. Others: AV Room	4 (6.34% of respondents)

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

a. Asked staff for assistance	39 (61.90 % of respondents)
b. Looked for books, journals or other library items	54 (85.71% of respondents)
c. Used course reserves	18 (28.57% of respondents)
d. Borrowed or returned material	46 (73.02% of respondents)
e. Made photocopies	24 (38.09% of respondents)
f. Attended instruction, training or consultation session	19 (30.16% of respondents)
g. Studied individually or did own work	52 (82.54% of respondents)
h. Studied or worked in a group	37 (58.73% of respondents)
i. Used a desktop computer	42 (66.67% of respondents)
j. Printed from computer	50(79.37% of respondents)
k. Used AV Room/Watched Videos	12 (19.05% of respondents)
l. Others: Rest/Relax/Cool off/Meet new people	1 (1.59% of respondents)

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:

1 Access to computers	(4.84) Very Important
2 Printing	(4.79) Very Important
3 Place to work individually	(4.76) Very Important
4 Computers with application software (e.g. Word, Excel)	(4.66) Very Important
5 Access to on-site collections	(4.65) Very Important
6 Assistance from staff	(4.55) Very Important
7 Access to online library resources	(4.5) Very Important
8 Place to work in groups	(4.42) Very Important
9 Photocopying	(4.09) Very Important

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

4. How would you rate this library on the following?

Access to computers	4.5 (Excellent)
Place where I can work	4.64 (Excellent)
Quality of collections	4.48 (Excellent)
Quality of customer service	4.65 (Excellent)
Inviting environment	4.60 (Excellent)
Hours open	4.57 (Excellent)
Ease of finding collections and services	4.65 (Excellent)
Gen. Average	4.58 (Excellent)

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. (*Comments are listed as written*)

General Comments:

- If I have free time, I come to study in here ; we need to be quiet and respect other people who want to study.
- I enjoy visiting the library because it is the only quiet place where I can work and do research or study. I think the library is fine the way it is now.
- Keep up the good job!
- Appreciate all the help. Thank you!
- So far, the library has a good surrounding that suits me.
- Excellent, keep it that way, keep it in silent moment.
- I like the library as it is. It serves my students' needs in EN 120B and other writing classes.
- None, I can think of

On Policies (Circulation/Discipline/etc.):

- Let the students rent out videos to help with work, sometimes we do not have enough time to complete the movie in class - 1
- Allow to sign out dictionaries - 2
- Use ID at all times - 1
- Enforce the library rules to maintain silence at all times - 1
- Before enter the library stop making noise - 1
- Be seriously quiet at all times - 1
- Impose the roles (sic) - 1
- Extended opening hours - 1

- No chewing gum or betel nut or eating candies - 1

On Library Space/Furniture:

- More space inside - 11
- Enough space for studying area – 2
- Have more space, sometimes the library is too full – 2
- A partition to isolate the tables where people study and the computers - 1
- The library is getting more crowded by materials, less space for students to fit in the room. Get a bigger room for everyone and the needs of the library. - 1
- Make the room bigger so students can come in and study- 1
- More room for books/more stacks - 1
- A computer/study section/Reading section –(Noise issue) - 1
- More tables and chairs for people to do work – 2
- More tables for students and supplies for project such as markers, pens, etc. - 1
- Have bean bags to sit on - 1

On Library Collection

- More library resources, books, novels – 9
- Update magazines/more magazines – 3
- More books on law as well as Spanish, Latin & French – 1

On Computers and Usage:

- All computers should be working for others to use - 1
- Need more computers for researching and others – 20
- No social network - 1
- More observant with students doing work or need to do work on computers, meaning keep an eye on students checking e-mail instead of doing work when others need the computers for school work – 2
- Make the internet available at all times - 1
- Get laptops for use only in the library - 1
- Get some laptops for use only in library if all computers are being used - 1
- Students should conduct less nonsense in the library and with computers such as Facebook and other social networking sites - 1
- Install more computers and make sure that all have internet connection – 2
- More computers for email and Facebook - 1
- Need more computers to be available during midterms and finals - 1
- Students can check-out email & do their work, not to surf on the net - 1
- Stop play on computer - 1

Others:

- Access to computer catalog - 1
- Have clean paper available here in the library for printing and copying, instead of going back and forth from library to office, it's time consuming-2
- Big shelf for students' belongings that shouldn't be taking inside – 2
- More air freshener - 1
- No bothering of others - 1
- No sleeping - 1
- Clean every morning - 1

1c: Use of Results to Improve Unit Services:

Objective 1 : The number of library users have exceeded the target increase of 3% by 9%. However, there is a gradual drop on the use of printed resources for the past 2 assessment cycles. This is maybe because students have shifted to the use of internet and other online resources for their informational needs. Library orientations were conducted to a good number of classes in collaboration with some faculty and a tutor. All the library services were rated excellent in the in-library survey conducted in Fall 2010 and Spring 2011 but students continue to clamor for more computers, new books and a wider library space.

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. Pacific Collection increased by 3%
3. Periodical Collection increased by 3%
4. Collection Ratio per FTE
5. Expenditure Ratio per FTE

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, 2010 - 8,402 volumes
Total no. of volumes as of September 30, 2011 - 9,032 volumes

As of September 30, 2011, the total library collection is 9,032volumes. **There is an increase of 630 volumes or 7.4 % to the 8,406 volumes in September 30, 2010.** This surpassed the targeted 4% increase in the collection by 3.4 %.

The materials were acquired as follows:

Purchased	Donations	From COM-National LRC	Downloads	Total
386	195	45	4	630

2. Is there a 3% increase in the Pacific collection?

Baseline data : Pacific Collection as of September 30, 2010 – 733 volumes

The Pacific Collection as of September 30, 2011 is 792 volumes. **It has increased by 59 volumes or 8%, surpassing the target increase of 3%.** It shall be noted that most of the additional books in the Pacific Collection came from COM-FSM National Campus LRC.

3. Is there a 5% increase in the periodical subscription?

Baseline data: 2010 Subscription: 28 titles

There were 36 periodical subscriptions in 2011. Of which, 32 were paid subscriptions while the other four were free. There is an increase of 8 titles, six more than the targeted increase of 5% or two titles. **There is an increase of 28%.**

4. What is the collection ratio per FTE?

Collection per FTE: Baseline data: Fall 2009 = 39

Total LRC Collection: As of September 30, 2011 = 9,032 volumes

Semester	Total No. of Students	Total No. of Volumes	Collection Ratio
Fall 2010	209	8,573	41
Spring 2011	221	8,807	40
Summer 2011	206	9,032	43
Average			41

The average collection per student ratio for the three semesters is 41. This surpassed the College’s target ratio of 30 volumes per student as indicated in **College of Micronesia – FSM Strategic Plan 2006 – 2011.**

There is an increase in the **Collection ratio per student** this assessment cycle, i.e. from 39 of FY 2009 to 41 this FY.

5. What is the collection expenditure per FTE?

5.1 Library Budget

Baseline data: FY 2009-10 LRC budget - \$18,000

FY 2010-11 - Library budget: \$20,000

Total Expenditures: \$20,645.37

Fall 2010 = 209 Spring 2011 = 221 ; Summer 2011= 206

Average No. of Students : FY 2010-11 = 212

Semester	Total No. of Students	Total Library Expenditures
Fall 2010	209	\$20,645.37
Spring 2011	221	
Summer 2011	206	
Average No. of students	212	
Expenditure per student		\$97.38

For FY 2010-11, the library budget was \$20,000, an increase of \$2,000 from last fiscal year. The Expenditure per student this FY is \$97.38. In addition, Yap-LRC was given an additional amount of \$4,500 from the Seppie Fund to purchase learning resources for the Special Education program. The College's continuous financial support allows the library to update and upgrade its collection to be a dynamic and relevant support to the curricular offerings of the college.

2c: Use of Results to Improve Unit Services:

Objective 2: Data shows that the target increase of 4% was surpassed and Collection per FTE has increased. There is a demand for continuous acquisition of new materials (especially fiction books) and new information in electronic formats. This is clearly seen in the results of the in-library survey and the computer usage--there is a shift of preference from the printed to electronic and online resources.