

**Reference and Information Services Department
Goals and Objectives FY 2008-2009
Overview of Activity from FY 2007-2008**

Recap of Goals and Objectives FY 2007-2008

Goals for FY 07

- (1) At least 10% of our instruction sessions offered this upcoming FY will be multiple classes to the same section. We will meet with students early in the semester, and then again towards the end. A further 10% will be team taught; these might easily overlap. At least 70% of the users will report satisfaction with library instruction.
- (2) 75% of the Subject Guide and Database Subject pages will be up to date and current by the end of fall 2007. They will continue to be evaluated annually or as needed.
- (3) The Reference Collection will be shelf-read and evaluated by the start of summer 2008.

Objectives / Method of Assessment

Goal 1

(1) At least 10% of our instruction sessions offered this upcoming FY will be multiple classes to the same section. We will meet with students early in the semester, and then again towards the end. A further 10% will be team taught; these might easily overlap. At least 70% of the users will report satisfaction with library instruction.

Method:

[A] Reference librarians will track the number of sessions taught, and indicate how many were team-taught. The number should be 10% of the total.

[B] Reference Librarians will track the number of times unique course sections are taught more than once. The number should be 10% of the total.

[C] User surveys and interviews will be used to measure “user-satisfaction” with library instruction classes conducted by the Reference Librarians. Evaluation forms will be provided for all students attending the library instruction program.

Goal 2

(2) 75% of the Subject Guide and Database Subject pages will be up to date and current by the end of fall 2007. They will continue to be evaluated annually or as needed.

Method:

[A] Each librarian will meet with both the Head of Reference and the Electronic Services Librarian each semester to discuss areas of responsibility for these pages. A checklist will be completed and filed for each page every semester; the target is 75% compliance.

Goal 3

(3) The Reference Collection will be shelf-read and evaluated by the start of summer 2008.

Method:

[A] Reference librarians will submit a written statement (short) to the Department Head in spring indicating their personal progress in this area. The goal is 75% compliance.

Assessment of Activity:

1. A As things stand in August, we have attained 12% compliance here. No further action is required.
1. B Very low impact, such that we failed to meet this goal; this is an area where Librarians need to be more aggressive marketing this to faculty.
1. C 95% of those surveyed rated the instructor as either 'Excellent' or 'Good.'
2. A This was primarily accomplished, however the methodology evolved naturally. Rather than a semester checklist, each change was indicated on a 'Webpage Modification' sheet and handed to the Electronic Services Librarian.
3. A This project has had mixed results. At times, there was a concerted effort made to read the collection, but inertia drove the project to a slow halt. There is the assumption that this was accomplished, but the written documentation is lacking.

EXECUTIVE SUMMARY OF ACTIVITY AND DIRECTION FORWARD

(1) The Reference Department is in the process of growth and change in the Instruction program, from creating online content, to assisting with the Electronic Reserve program, to understand how to migrate to in Information Literacy program. We listened to suggestions from students from the RI survey handed out at the end of each class last year. Students repeatedly called for either the same material in a repeat class, or more of the same material. We understood this to mean that what we were providing was good, but it wasn't enough. Repetition was also a factor; we sometimes take for granted that students sit through the same material over and over- this might be just what they need (for further discussion, see the Instruction Assessment Report 2008).

And while we are pleased that we have an increase in the overall number of classes, we are increasing how many times we see a given section throughout the year; if we see students early in the semester and then towards midterms, this increases familiarity with both the library holdings as well as the librarian. And while we did not meet the target with this, the fact that we have laid the groundwork with faculty can only serve to steadily increase this number. It simply could have been the case that our original goal was too high. We are also targeting team teaching, with the same rationale behind this move.

(2) Subject and database guide pages are finally coherent and organized; we have passed the stage of triage and are steadily progressing. In an effort to keep momentum and track and changes, we are implementing a checklist for each page. The original goal was that each page be revisited and evaluated every semester for suitability, relevance, accuracy and currency, but in practicality this has migrated into more of an ad hoc basis. Most of the revision and creation came in the form of brochures, which were created as a conglomeration of both pages. These brochures are now online.

This drive comes from the results of the User Satisfaction Survey; as students prefer to study at times the library is closed, it serves them best if we put as much material in a helpful and understandable format online.

(3) Shelf-reading continues to be a problem, although great progress has been made. Reference librarians will submit a written statement (short) to the Department Head in spring indicating their personal progress in this area.

(4) We will aggressively move toward having online tutorials with an assessment component built in. It is both hoped and assumed that we will be either guided or directed by the Distance Services Librarian.

(5) The department has agreed to be more deliberate in our tying Information Literacy goals to our individual course Student Learning Outcomes. We will also be more creative in how we assess the value added.

Goals and Objectives FY 2008-2009

Goals for FY 2008

- (1) At least 20% of our instruction sessions offered this upcoming FY will be either multiple classes to the same section or team taught. At least 80% of the users will report satisfaction with library instruction.
- (2) Each reference librarian will have no less than 1 online tutorial, tour or instruction module complete with an assessment component on the library website by the start of spring 2009 semester.
- (3) At least 25% of all Research Instruction courses will be explicitly tied (in writing) to specific learning outcomes as defined by ACRL's Information Literacy standards.

Objectives / Method of Assessment

Goal 1

(1) At least 20% of our instruction sessions offered this upcoming FY will be either multiple classes to the same section or team taught. At least 80% of the users will report satisfaction with library instruction.

Methods:

[a] Reference librarians will track the number of times unique course sections are taught more than once, and also how many were team-taught. The number should be 20% of the total.

[b] User surveys and interviews will be used to measure "user-satisfaction" with library instruction classes conducted by the Reference Librarians. Evaluation forms will be provided for all students attending the library instruction program.

Goal 2

(2) Each reference librarian will have no less than 1 online tutorial, tour or instruction module complete with an assessment component on the library website by the start of spring 2009 semester.

Methods:

[a] Each librarian will meet with both the Head of Reference and the Electronic Services Librarian each semester to discuss progress and content for these tutorials.

[b] Statistics will be gathered and tabulated using Survey Monkey (or other comparable software) and will be presented in the next FY Annual Report.

Goal 3

(3) At least 25% of all Research Instruction courses will be explicitly tied (in writing) to specific learning outcomes as defined by ACRL's Information Literacy standards.

Methods:

[a] Reference librarians will consult with the Head of Reference to determine what components are applicable for specific courses; mostly *ad hoc*. The goal is 25% compliance. The template created by the Department Head will serve as an initial model.

[b] An appropriate assessment instrument and implementation strategy will be decided upon, and the instrument will be distributed to 100% of the attendees to that class.

[c] Results will be collected and aggregated.