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Frank Phillips College
Program/Department Review & Assessment
Non-Academic Programs

Division: Library/LRC

Department: Library/LRC

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Plan: Library Services

List of Intended Outcomes

Division: Library/LRC

Department: Library/LRC

Plan: Library Services

FPC Mission Statement:

“Frank Phillips College is a comprehensive two-year, community-based educational organization committed to providing high-quality learning experiences and services.”

Department/Program Mission Statement:

“The primary mission of the Dillard Library or Learning Resource Center (LRC) is to provide friendly service and quality educational materials and programs to enhance the instructional goals of Frank Phillips College.”

Goal Statement(s) governing the purpose of this department/program:

- Develop a Prepared Workforce
- Provide Quality Academic Education
- Encourage Life-Long Learning
- Facilitate Students' Development
- Provide Academic Support to Students
- Provide Co-Curricular Support to Students
- Provide Other Support to Mission
- Recruiting Services
- Other (Explain)

Intended Outcome 1 (Expected Results)

70 percent of the FYIS 0101 courses will receive library instruction over the academic year.

Intended Outcome 2 (Expected Results)

70 percent of the students receiving instruction throughout the academic year will feel comfortable using electronic resources.

Intended Outcome 3 (Expected Results)

The library will provide training on library resources to 50 percent of the full-time faculty members over the academic year.

Summary of Assessment

Division: Library/LRC

Department: Library/LRC

Plan: Library Services

Intended Outcome 1:

70 percent of the FYIS 0101 courses will receive library instruction over the academic year.

Assessment 1: All FYIS courses will be given surveys to determine whether or not each class received training.

Actual Results: The surveys were provided to each instructor as a link, delivered by e-mail, on SurveyMonkey.com. A brief 10 question survey is all that was required to summarize whether or not the students received training and whether or not they deemed it beneficial. While all on-campus FYIS sections did receive training, unfortunately not all faculty members provided their students with the link as a requirement for their course. Results for eight of the twelve (67 percent) of the FYIS sections are available. The Perryton section of FYIS did not receive training from library staff, a problem to be remedied starting in 2010.

Use of Results: The results suggest that, in the sections that responded to the survey, 86 of the 104 responders to the survey (82 percent) attended the training. If such numbers are representative of all FYIS courses, even the ones which did not respond to the survey, then a significant part of the incoming freshmen will have library training. These surveys provided a glimpse into the psyche of the students, a view that suggests while they did feel they knew what was offered and how to use the materials, that the training was superfluous. It would be interesting to gauge these same students' reactions during the capstone course, to see if the FYIS training was beneficial during their tenure at FPC or not.

_____ Response Required

_____ Response Voluntary

_____ No Response Required

Assessment 2: All FYIS instructors will be given surveys to determine whether or not each class received training.

Actual Results: Of the instructors that taught the FYIS sections in the fall of 2009, 100

percent responded that their sections received library and bibliographic instruction. While this is a positive result, not all instructors responded to the survey (4 responded). The goal is to ensure that all sections are given the same opportunities and education, despite the time, location, or format of the section.

Use of Results: It is also worth mentioning that not all of the instructors that taught FYIS sections responded to the survey consulting them regarding whether their section received library and bibliographic instruction. These results, while largely academic, provide suggestion for a possible improvement: to simply set aside a full week or two for library and bibliographic instruction training in the course as a standard across the curriculum. Particularly in light of the QEP, research skills and citation training are critical aspects of the success of the FPC student populace. This is being remedied to some degree in the fall of 2010, as the Perryton section of the FYIS course will receive the same face-to-face training as the Borger sections (and will continue to in the future).

Response Required
 Response Voluntary
 No Response Required

Assessment 3: A focus group of FYIS students will be questioned about the effectiveness and improvement of library instruction.

Actual Results: There has been no meeting with an FYIS focus group yet; however, there will be one in the fall of 2010. The library is in a fairly unique position, with the director having an open office, providing mail services for the students, and hosting study halls during the previous academic year that interaction with students and gauging feedback was often done on a daily, informal basis.

Use of Results: The director determined that a focus group was unnecessary given the often unsolicited advice given by students to the library staff. Because of this, there is not a comment/complaint form available via the FPC library website.

Response Required
 Response Voluntary
 No Response Required

Improvement Strategy: The improvement strategy moving forward is multi-pronged. First, more interaction in the freshmen orientation course is needed with the library staff. Despite the penchant to attempt to cover a considerable amount of material with the FYIS courses, there is a tendency to emphasize the tertiary over the primary concerns. Research, website and resource evaluation, critical thinking, plagiarism, and writing skills are of the highest order in a classroom setting and, indeed, in life. There is no reason that two class periods should not be devoted to this endeavor, foregoing more of the esoteric concerns of child care, sex education, and dorm life. There should be a library staff member on the FYIS curriculum committee to voice such concerns. Given the continuous nature of the QEP and the involvement with SACS, research will

continue to be a central part of the FPC experience for the foreseeable future.

In addition to increase exposure to FYIS courses, the library director needs to develop an entire online tutorial for those students who are distance learners. Given the size of the service area, it is unreasonable to expect students to travel to the library or for library staff to travel to all off-site locations. There are limitations with distance learning over the television and online, self-paced tutorials should serve as a possible solution to the issue of distance as a barrier.

Person(s) Involved: Chief Academic Officer, Head of FYIS curriculum, library staff.

Date of Expected Completion: Implemented fall 2011

Steps of Action:

1. Consultation with Chief Academic Officer
2. Consultation with Head of FYIS curriculum
3. Library Director prepares extended training sessions for face-to-face FYIS classes
4. Library Director prepares online tutorials for internet only and off-site sections of the FYIS course
5. Assessment during the 2011-2012 year

Summary of Assessment

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Intended Outcome 2:

70 percent of the students receiving instruction throughout the academic year will feel comfortable using electronic resources.

Assessment 1: Student satisfaction surveys will include questions concerning knowledge and comfort factor regarding electronic resources taught by the library staff.

Actual Results: The results of the fall 2009 student FYIS survey show that 70 percent for the students are either quite or very familiar with the services provided by the James W. Dillard Library and that 66 percent of the students are either quite or very familiar with the electronic resources provided to the students. 69 percent of the students feel either quite or very comfortable logging into the electronic resources through the FPC website. An additional percentage felt somewhat comfortable, which is a grey area to be clarified moving forward.

Use of Results: These results, while encouraging, are by no means ironclad proof that all FYIS students are capable of successfully using or knowing how to access the electronic resources in the James W. Dillard library. While this suggests that progress is being made and the majority of students are able to successfully access materials, there is a small portion (less than 5 percent) that are not at all familiar with the items mentioned in training. There is always the possibility that these are students that missed the training session and did not select that option; however it is plausible that, despite receiving training, that some students simply will not absorb it in the hour long class period. It is also a significant possibility that a student's subjective opinion of his or her own abilities is, often, inflated. Therefore, further development and more specific assessment of student abilities is ideal.

- Response Required
- Response Voluntary
- No Response Required

Assessment 2: Faculty surveys will be given to faculty members that give assignments using library resources to determine the effectiveness of students' usage.

Actual Results: Reportedly in the fall of 2008, 80 percent of responding full-time faculty stated they assigned at least one assignment which required library resources. This suggests that, at least the majority of the full-time faculty members assign some level of research, even if not always particularly intensive. Despite the focus of the QEP, the fall 2010 numbers have actually decreased from 80 percent in fall 2008 to 52.9 percent in fall 2010. This is somewhat misleading, as the fall 2010 included part-time faculty as well in the study.

Use of Results: These results suggest a number of possible conclusions: that faculty are assigning less research, that faculty are increasingly displeased with the library, or they simply do not have time to assign such rigorous projects. The latter is most likely, although given the small sample size of faculty and anonymous format of the survey it is difficult to draw any definitive conclusion. The results lead to a push for integration of the QEP with library services. This will largely be accomplished in the fall of 2010, as an increasing number of faculty members are incorporating research and writing into their curriculum with the unveiling of the QEP.

- Response Required
- Response Voluntary
- No Response Required

Assessment 3: Hit counts on the library website and links to electronic databases will be monitored to determine electronic resource usage.

Actual Results: Hit counts on the TexShare database link has been monitored, as it is

one of the most accurate gauges to student involvement with research. The number of hits has increased over 250 percent total from 2009 to 2010. It is impossible to determine what increase from 2008 to 2009 occurred, as there was not any measurement taking place regarding the use of any library resource, short of physical books on the shelves.

Use of Results: Perhaps the most definitive indication of the increased exposure of library resources, the hit count is indisputable proof that library resources are being used more. While it could be a few people using them a considerable amount each month or more people using them a single time, the number has increased over the previous academic year. This finding is staunch proof that, when students are exposed to library resources, at least some of them will increasingly use the services. This suggests a continuation of library policies regarding bibliographic instruction and marketing strategies to faculty members.

Response Required
 Response Voluntary
 No Response Required

Improvement Strategy: The library needs to do a better job and spend more time on explaining the electronic resources of Frank Phillips College. These are open 24 hours a day, 7 days a week, 365 days a year and, once learned, can be explored by students at their leisure without the aid of any library staff. It makes far more sense to teach the students critical thinking skills and independence in terms of research methodology considering this is largely what will be expected in the future, either in the workplace or the university level. The percentage of students that feel comfortable via survey might be misleading and may, indeed, be an unrealistic goal, considering all students may not have use of the services. Despite the often self purported importance of many departments, library staff is under no illusion that there are some programs and some students that will not benefit (at all) from library training. This is a fact in a school with a large vocational enrollment that, in some cases, is mixed in with more academic minded students.

Person(s) Involved: Library Director, FYIS Faculty, FYIS students, Run Business Solutions

Date of Expected Completion: Fall 2011

Steps of Action:

1. Reassess what are realistic goals and expectations of library usage
2. Redesign the FYIS pre and post training surveys to reflect the more realistic and practical goals of library service usage and comfort.
3. Ensure that FYIS faculty require students to respond to the survey and consult with them regarding future improvements.
4. In addition to tracking the number of hits, determine if it is

possible to track any other statistics regarding FPC library links such as unique visitors, length of visit, etc.
5. Assessment during the 2011-2012 year.

Summary of Assessment

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Intended Outcome 3:

The library will provide training on library resources to 50 percent of the full-time faculty members over the academic year.

Assessment 1: Faculty surveys will be given at the end of each semester to determine training participants.

Actual Results: In the fall of 2008, over 50 percent of the full-time faculty attended the training session for the James W. Dillard Library. In the fall of 2010, only 6 full-time responded to the survey, suggesting either a disregard for the survey or nonchalance towards library training and bibliographic instruction.

Use of Results: Perhaps the most disturbing trend noted in all of the assessment is the lack of either training or participation in assessment by full-time faculty members. The sporadic and hectic training schedules, coupled with arena registration of the fall 2010 semester are possible culprits, although the more likely situation is either a prior familiarity with the library services and offerings or a lack of time leading into the academic year. These results suggest a couple of possible elixirs: to develop an online library orientation specifically for faculty to view at their leisure or to integrate library training into in-service. Instead of team building exercises during in-service, a return to "break-out" sessions during in-service might be warranted to alleviate much of the quandary regarding faculty training times. This solution is elegant, although if unattainable perhaps a required training session during the day of arena registration (if this is something that continues in fall of 2011). The notion that much of the training during the week prior to the beginning of the semester is option needs to vanish.

Response Required
 Response Voluntary
 No Response Required

Assessment 2: Faculty training sessions will be placed on the schedule for in-service days.

Actual Results: For the fall of 2010, library training was provided for full time faculty members twice in the week prior to the beginning of the academic year. A post training survey was sent via e-mail to all faculty members, both full and part time. Only 17 filled it out, despite the incredibly short nature of the survey and the very easy format in which it was presented. Of these, almost half that responded did not attend the training session, which is a shocking (and quite depressing) number. In addition, there was considerably more faculty that actually did attend the training, which suggests a further malaise regarding either work e-mail, assessment, or the library. Despite this, 15 of the 17 did know how to login to FPC resources, which does provide some optimism.

Use of Results: These results suggest a number of possibilities, none particularly flattering. There is a tendency for faculty to largely disregard work e-mail, especially among the part-time faculty, who refuse, for whatever reason to use it. While the library staff would love to blame this solely on the proclivity that faculty members have for disregarding and irregularly checking work e-mail addresses, there are other possibilities. There is also a problem with the perception that such training sessions are “optional,” which tends to develop because of the friendly and often more relaxed atmosphere that is such strength of FPC. There needs to be a far more regimented training schedule, where, quite possibly during in-service or another full-day block faculty are trained in the necessities of FPC.

- Response Required
- Response Voluntary
- No Response Required

Assessment 3: The library staff will meet with the faculty senate and determine when and what training is necessary.

Actual Results: Considering the inactivity of the faculty senate (if there is one), this was deemed unnecessary. Given the small size of the faculty body at Frank Phillips College and the rather unique position of the library as dispenser of office supplies, mail, and keepers of a copier, constant interaction with faculty often replaces ore structured settings. Anecdotal evidence was gathered by library staff over the course of the academic year and this, coupled with the participation of several faculty members on the Library Advisory Committee have substituted for interaction with the non-active faculty senate.

Use of Results: None

- Response Required
- Response Voluntary
- No Response Required

Improvement Strategy: An increased emphasis on professional development, training sessions, and faculty/staff involvement with library resources is the aim. Both library staff and administration need to attempt to improve the culture with regard to both

perceptions of library resources and of training sessions in general. A far more rigid and less informal, last minute training schedule is the aim, with mandatory attendance. It is suspected that in-service day would be the perfect opportunity to provide such a service for full-time faculty.

Person(s) Involved: Library staff, Chief Academic Officer, Faculty, In-service scheduler.

Date of Expected Completion: Fall 2011

Steps of Action:

1. Develop hour-long, comprehensive, full-time faculty training session.
2. Require training session during a day with mandatory faculty attendance to ensure maximum participation and exposure.
3. Absolutely ban any usage of a non-FPC e-mail address, upon severe penalty, for work purposes (i.e. Faculty still refusing to use FPC e-mail in favor of old Yahoo! or MSN accounts).
4. Assessment during the 2011-2012 year.

Final Program Summary for Academic Year 2009-2010

If the program summary for the 2009-2010 were to be summarized in one word, that word would be exposure. Neither faculty nor students will use library resources if they are not cognizant of them. This has been an issue in the past, where the prior occupant of the library went so far as to request inter-library loans of things that the FPC library already owned. This is not necessarily a problem per se, although it does highlight the neglect that electronic resources have experienced in the past. There is also an unjustifiable “elitism” regarding the fact that the FPC library has few holdings, when, in truth, there are nearly 13,000 journals available 24 hours a day. It is unreasonable to believe faculty members could not find something of value for academic purposes in one of the 13,000 journals. In addition, the 27,000 electronic books go largely unused and some refuse to acknowledge Google Books as a legitimate source. There is a misconception about eBooks as not really being books...this notion demands an address. Electronic books are books. They are every bit as valid as paper, simply in a different format and a free resource with books like Google Books ARE paper books simply scanned into a different format.

Much of this has led, not only to a disregard and generally negative view of the FPC library (One could argue largely due to the perceptions of the past), but also to the belief that the library will be unable to help or provide anything of value to the college experience. Nothing is more antithetical to the truth and, at many campuses a library is considered the “heart of the campus”. This can (and should) be the case here at Frank Phillips College, however there is much work to be done, many illusions to dispel, and a fair amount of marketing to continue. Any decent manager, businessperson, or librarian can tell you that the vast

majority of success is marketing. If patrons, whether students or faculty, are unaware of what is offered there is no chance of success. Once services are exposed to the patrons, then the decision on how to best approach their education on the resources can be determined. Until then, a measured, methodical approach benchmarking usage is necessary to maximize the efficacy of the bibliographic instruction to any patron of the James W. Dillard Library. The library will continue its mission and push hard to serve the students and employees of Frank Phillips College in any way possible. The most underappreciated aspect of a library is not the free resources provided to students and faculty, the bibliographic instruction regarding research and source evaluation, or the myriad of other services such as office supplies (including deliveries), copies, or the mail, but the fact that libraries can save TIME. Nothing is more important in such this modern age and, if utilized, the library staff can make the lives of its patrons easier.