Mission / Purpose

Cameron University Library’s mission is to provide access to scholarly information related to Cameron University programs and Lawton community needs, to facilitate the location, comprehension, mastery, application, and synthesis of that information, and to provide environments conducive to the creation of knowledge.

Goals

G 1: Educational Role
Cameron University Library partners in the University’s educational mission to develop and support information literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

G 2: Service Role
Cameron University Library faculty and staff provide services, physical environments, resources and resource access that meets changing patron needs and expectations.

G 3: "IAC Peer Reviewers’ Comments
The IAC peer reviewers will leave global comments about the unit’s assessment plan here.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O 1: Locating Library Resources
The student will locate library resources by searching the library catalog or databases.

Relevant Associations:
Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education.

General Education/Core Curriculum Associations
1.1 The student will demonstrate multiple methods to search for and retrieve information.

Institutional Priority Associations
1.2.1 student centered academic environment
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Locating Books
Students who attend a required information literacy session will complete an exercise focused on locating books. Library faculty members will use a rubric to measure the success of each student's answer, with 1 for acceptable, 2 for good and 3 for excellent. Students who take this assessment are in English Composition II, English Composition I, Basic Writing, Developmental Writing, and Introduction to Speech among other classes.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
Grading Rubric for Information Literacy classes
Handouts for Information Literacy Classes

Target:
85% of all students will successfully identify the title of a book that they have located using library resources, scoring at least ‘acceptable’ or above on the exercise.

Finding (2012-2013) - Target: Met
96 of 100 students (96%) who completed the exercise successfully identified the title of a book that they had located using the library's resources.

Connected Document
2012-2013 Library Grades and Surveys (II)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Locating Library Resources Exercise
Established in Cycle: 2010-2011
To obtain a direct measurement of student learning, the librarians will administer a locating library resources exercise to stud...

Larger Population
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

M 2: Locating Articles
Students who attend a required information literacy session will complete an exercise focused on locating articles. Library faculty members will use a rubric to measure the success of each student's answer. Students who take this assessment are in English Composition II, English Composition I, Basic Writing, Developmental Writing, and
Introduction to Speech among other classes.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
- Grading Rubric for Information Literacy classes
- Handouts for Information Literacy Classes

Target:
85% of all students will record the correct title, journal, type of journal, and publication date of an article that they located using library resources, scoring at least 'acceptable' or above.

Finding (2012-2013) - Target: Met
97 of 107 students (90.7%) who completed the exercise successfully identified the title, journal, and publication date of an article that they had located using library resources.

Connected Document
2012-2013 Library Grades and Surveys (II)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Locating Library Resources Exercise
Established in Cycle: 2010-2011
To obtain a direct measurement of student learning, the librarians will administer a locating library resources exercise to stud...

Larger Population
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

O 2: Improving Search Results
The student will identify search strategies to improve their search results.

Relevant Associations:
- Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education.

General Education/Core Curriculum Associations
- 1.1 The student will demonstrate multiple methods to search for and retrieve information.

Institutional PriorityAssociations
- 1.2.1 student centered academic environment
- 1.2.3 experiential learning

Related Measures

M 3: Improving Search Results
Students who attend a required information literacy session will complete an exercise focused on improving search results in databases and book catalogs. Library faculty members will use a rubric to measure the success of each student's answer. Students who take this assessment are in English Composition I, Basic Writing, Developmental Writing, and Introduction to Speech among other classes.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
- Grading Rubric for Information Literacy classes
- Handouts for Information Literacy Classes

Target:
70% of students will successfully identify at least half of the ways they can improve their search results.

Finding (2012-2013) - Target: Met
42 of 54 (77%) students who completed the exercise successfully identified at least two of four methods to improve their search results.

Connected Document
2012-2013 Library Grades and Surveys (II)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Larger Population
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

O 3: Using Information Ethically
The student will recognize the proper use of citation to avoid plagiarism.

Relevant Associations:
- Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education.

General Education/Core Curriculum Associations
- 2.2 The student will identify moral issues and common standards of moral judgment and be aware of common errors of moral reasoning.

Institutional PriorityAssociations
- 1.2.1 student centered academic environment
- 1.2.3 experiential learning
- 1.3.2 responsible citizenship
- 2.1 Student learning
Related Measures

**M 4: Using Information Ethically**
Students who attend a required information literacy session will complete an exercise focused on the ethical use of information. Library faculty members will use a rubric to measure the success of each student's answer. Students who take this assessment are in English Composition I, Basic Writing, Developmental Writing, and Introduction to Speech among other classes.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**
- Grading Rubric for Information Literacy classes
- Handouts for Information Literacy Classes

**Target:**
70% of students will successfully identify at least half of the ways they can use information ethically and responsibly.

**Finding (2012-2013) - Target: Met**
20 of 25 (80%) students who completed the exercise successfully identified at least half of the methods to use information ethically and responsibly.

**Connected Document**
2012-2013 Library Grades and Surveys (II)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Larger Population**
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

**O 4: Evaluating the Authority of a Source**
The student will identify the factors making up the authority of a source.

**Relevant Associations:**
Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education.

**General Education/Core Curriculum Associations**
2.1 The student will make judgments about the value of ideas and recognize possible biases that might influence those judgments.

**Institutional Priority Associations**
1.2.1 student centered academic environment
1.2.3 experiential learning
1.3.1 professional success

**Related Measures**

**M 5: Evaluation the authority of a source**
Students who attend a required information literacy session will complete an exercise focused on evaluating the authority of a source of information. Library faculty members will use a rubric to measure the success of each student's answer. Students who take this assessment are in English Composition I, Basic Writing, Developmental Writing, and Introduction to Speech among other classes.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Grading Rubric for Information Literacy classes
- Handouts for Information Literacy Classes

**Target:**
70% of students will successfully identify at least half of the ways they can correctly determine an article's authority.

**Finding (2012-2013) - Target: Not Met**
14 of 26 (53.8%) of students who completed the exercise successfully identified at least half of the methods to correctly determine an article's authority.

**Connected Document**
2012-2013 Library Grades and Surveys (II)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Larger Population**
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

**Improving Evaluating the Authority of a Source**
Established in Cycle: 2012-2013
To improve on student's ability to evaluate a source's authority, a combination of more class time going over the subject and re...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**O/O 5: Information Control**
The patron will be satisfied with the library resources and resource access.
Relevant Associations:

Institutional Priority Associations

1.3.3 life-long learning
2.1 Student learning

Related Measures

M 6: Resource Satisfaction
The measurement involves determination of whether or not library resources and resource access met or exceeded expectations. The librarians will administer a survey to students, faculty, and staff in order to solicit opinions of Cameron University Library services and service quality. "Information Control" is measured through six items (Textbook collection, Print book collection, Print journal collection, eBook Collection, Databases/E-journals Collection, and Access to computers / WiFi / Outlets) asking to rank resources on a five point likelihood scale based on their satisfaction (see Spring 2013 survey, question 14 in document repository for details).

Source of Evidence: Student satisfaction survey at the end of the program

Target:
At least 75% of all patrons who participate in the survey will rank their satisfaction with library resources as a four or above, taking the average of the six resource types into consideration.

Connected Document
Copy of Spring 2013 Survey

Finding (2012-2013) - Target: Met
134 of 161 patrons (83%) each had a mean perceived score for information control that met or exceeded four on a five point likelihood scale.

Connected Documents
2012-2013 Library Grades and Surveys (II)
Spring 2013 Survey Result

Related Action Plans (by Established cycle, then alpha):

Improve Physical Environment
Established in Cycle: 2011-2012
Librarians will take action designed to improve the library's physical environment. They will improve furniture quality and quan...

Larger Population
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

For full information, see the Details of Action Plans section of this report.

O/O 6: Library as Place
The patron will be satisfied with the library's physical environment.

Relevant Associations:
Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education

Institutional Priority Associations
2.1 Student learning

Related Measures

M 7: Facility Satisfaction
The measurement involves determination of whether or not the library's physical environment met or exceeded expectations. The librarians will administer a survey to students, faculty, and staff in order to solicit opinions of Cameron University Library services and service quality. "Library as Place" is measured by asking students to rank five areas and environmental conditions (Individual study areas, Group study area, Physical environment, Comfortable Furniture, and Noise level) based on their satisfaction with the space on a five point likelihood scale (see Spring Survey 2013, question 14, in document repository for details).

Source of Evidence: Student satisfaction survey at the end of the program

Target:
At least 75% of all patrons who participate in the survey will rank their satisfaction with library's physical environment as a four or above, taking the average of the five library areas and environmental factors into consideration.

Connected Document
Copy of Spring 2013 Survey

Finding (2012-2013) - Target: Met
143 of 176 patrons (81%) had a mean perceived score for satisfaction with the library's physical environment that met or exceeded four on a five point likelihood scale.

Connected Documents
2012-2013 Library Grades and Surveys (II)
Spring 2013 Survey Result

Related Action Plans (by Established cycle, then alpha):

Improve Physical Environment
Established in Cycle: 2011-2012
Librarians will take action designed to improve the library's physical environment. They will improve furniture quality and quan...

Larger Population
O/O 7: Affect of Service
The patron will be satisfied with the library's services.

Relevant Associations:
Institutional Priority Associations
1.2.1 student centered academic environment
2.1 Student learning

Related Measures
M 8: Service Satisfaction
The measurement involves determination of whether or not library services met or exceeded expectations. The librarians will administer a survey to students, faculty, and staff in order to solicit opinions of Cameron University Library services and service quality. "Affect of Service" is measured through six distinct items; three on help services (Technical help, Research help, and Customer service) (see Spring 2013 survey, question 14, in document repository for details) and three on library staff (Availability, Helpfulness and Friendliness of library staff) (see spring survey, questions 11-13, in document repository for details). For each item respondents choose one of six choices best representing her experience with library services (ranging from Always, Usually, Sometimes, Never, Rarely and Unsure).

Source of Evidence: Student satisfaction survey at end of the program

Target:
At least 75% of all patrons who participate in the survey will rank their satisfaction with library's services as a four or above (The responses "Always" and "Usually" or a likert score of four or 5), taking the average of the three library service types into consideration.

Connected Document
Copy of Spring 2013 Survey

Finding (2012-2013) - Target: Met
Of 157 of 177 patrons (88%) had a mean perceived score for satisfaction with the library's services that met or exceeded four on a six point scale.

Connected Documents
2012-2013 Library Grades and Surveys (II)
Spring 2013 Survey Result

Related Action Plans (by Established cycle, then alpha):
Improve Physical Environment
Established in Cycle: 2011-2012
Librarians will take action designed to improve the library's physical environment. They will improve furniture quality and quan...

Larger Population
Established in Cycle: 2011-2012
In Progress: The librarians will have a greater number of students respond to the question.

For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Evaluating Information Sources Exercise
To obtain a direct measurement of student learning, the librarians will administer an evaluating information sources exercise to students who attend an information literacy class taught by library faculty. The answers will be analyzed to determine the amount of learning that occurred during the session.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Projected Completion Date: 05/2012
Responsible Person/Group: Library faculty

Explaining the Value of Library Sources
To obtain a direct measurement of student learning, the librarians will administer to students who attend an information literacy class taught by library faculty an exercise that measures the students' ability to explain the value of library sources. The answers will be analyzed to determine the amount of learning that occurred during the session.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Projected Completion Date: 05/2012

LibQual+
The librarians will administer the standardized LibQUAL survey to students, faculty, and staff in order to solicit opinions of Cameron University Library services and service quality. The librarians will use the survey results as a means of evaluating library services and service quality and gaining understanding into how those services and their delivery might be altered in order to better meet patron expectations. Over 1,000 libraries worldwide have administered the survey, an Association of College and Research Libraries’ product, during the past ten years.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: The survey will be online and survey announcements will be sent out via email or the library website.
Projected Completion Date: 05/2012
Responsible Person/Group: Assistant Library Director and Technical and Electronic Services Librarian

**Locating Library Resources Exercise**

To obtain a direct measurement of student learning, the librarians will administer a locating library resources exercise to students who attend an information literacy class taught by library faculty. The answers will be analyzed to determine the amount of learning that occurred during the session.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcomes):
- **Measure**: Locating Articles | **Outcomes**: Locating Library Resources
- **Measure**: Locating Books | **Outcomes**: Locating Library Resources

Projected Completion Date: 05/2012
Responsible Person/Group: Library Faculty

**Using Information Properly Exercise**

To obtain a direct measurement of student learning, the librarians will administer an exercise that measures proper information use to students who attend an information literacy class taught by library faculty. The answers will be analyzed to determine the amount of learning that occurred during the session.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Projected Completion Date: 05/2012

**Improve Physical Environment**

Librarians will take action designed to improve the library's physical environment. They will improve furniture quality and quantity, add computer access to study rooms, and reduce noise levels in the computer lab area through textbook collection relocation. Librarians will develop and implement measurement instruments designed to gauge the level of patron physical environment satisfaction.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcomes):
- **Measure**: Facility Satisfaction | **Outcomes**: Library as Place
- **Measure**: Resource Satisfaction | **Outcomes**: Information Control
- **Measure**: Service Satisfaction | **Outcomes**: Affect of Service

Implementation Description: Begun in the Fall 2012 Semester.
Responsible Person/Group: Librarians.

**Larger Population**

In Progress: The librarians will have a greater number of students respond to the question.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcomes):
- **Measure**: Evaluating the authority of a source | **Outcomes**: Evaluating the Authority of a Source
- **Measure**: Facility Satisfaction | **Outcomes**: Library as Place
- **Measure**: Improving Search Results | **Outcomes**: Improving Search Results
- **Measure**: Locating Articles | **Outcomes**: Locating Library Resources
- **Measure**: Locating Books | **Outcomes**: Locating Library Resources
- **Measure**: Resource Satisfaction | **Outcomes**: Information Control
- **Measure**: Service Satisfaction | **Outcomes**: Affect of Service
- **Measure**: Using Information Ethically | **Outcomes**: Using Information Ethically

Implementation Description: Implementation started in fall 2012.
Responsible Person/Group: Librarians.

**Add Self-Checkout Machines and Relocate Textbooks**

Add self checkout machines to help students independently check out textbooks and other library related materials. Utilize student workers to improve student access to textbooks by having them teach their peers.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Implementation Description: Remove previous furniture, integrate 3M software into our own, teach librarians and student workers how to operate the machines and software. An important part of the project includes re-tagging all the books with new RFID chips that are compatible with the self checkout machines and the new security gates.
Responsible Person/Group: Librarians

**CU Library Week and Increase Campus Presence**

To improve the library's presence on campus we will have a Library Week of activities in the Spring semester that will highlight many of our services and resources. We will increase our Twitter presence and create a Pinterest account. We will continue our online reference and chat service in addition to offering these new services. We will also increase our program of activities by bringing in guest speakers.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Medium
**Implementation Description:** Have a calendar of events and publicise them. Give out prizes for participation. Maintain a program of speakers to visit the campus community. Increase posts on Twitter and open a Pinterest account.

**Improving Evaluating the Authority of a Source**

To improve on students' ability to evaluate a source's authority, a combination of more class time going over the subject and redesigning the question to be clearer will be implemented. To increase the number of respondents we will also ask the question in the Blackboard Information Literacy module.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcomes):**

Measure: Evaluation the authority of a source | Outcomes: Evaluating the Authority of a Source

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**Analysis Questions and Analysis Answers**

5. [Student Satisfaction Assessment Only] What were the analyses and finding from the student satisfaction assessment? (This is a question that, as an institution, we report on in the OSRHE Annual Student Assessment Report due each Fall.)

The Spring 2013 Satisfaction Survey reports that patrons express a high level of satisfaction with library facilities, resources and staff. Staff is consistently reported as either always or mostly being available, courteous and helpful; several library resources see high levels of use and are well rated, such as databases, textbooks and the print book collection. In terms of library resources, the areas with the least usage is the print serials collection and microfilm collection. For the library's physical facilities, the availability of study areas continues to be a concern, as is the noise level.

6. [Student Satisfaction Assessment Only] What changes occurred or are planned due to student satisfaction assessment? (This is a question that, as an institution, we report on in the OSRHE Annual Student Assessment Report due each Fall.)

To increase study room availability, Librarians and staff have equipped room 109 with a PC and TV and turned it into a new team study room. Moving the textbook collection next to the entrance has greatly improved their visibility and ease of usage. The librarians created a user interface to run a self-checkout machine and placed it near the textbook collection, along with installing it in the existing Circulation Desk computer. This has allowed for faster processing of checkouts at peak hours, typically before class starts, and allowed students to take more control over their library usage. The move of the textbook collection has also freed up room 118 to be converted into a food friendly study room. Librarians have also added two computers to the computer lab, and moved the photocopier machine closer to it. This has increased the convenience to students and localized most of the loudest activities to one area of the library. The Study Area, where students can bring food and drink, has also been enlarged by moving the microfilm reader into a study room.