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.

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

O 1: Locating Library Resources
The student will use the search process to locate library resources.

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

Standard Associations
- NCA - HLC 2011 - The Proposed Criteria for Accreditation (with Core Components) - Beta Version
  3.4.6 Students have access to guidance in the use of research and information resources.
  4.1 Students and faculty have access to the resources necessary to support learning and teaching (e.g., research laboratories, libraries, performance spaces, clinical practice sites, museum collections) and those resources are appropriate for the institution's mission and programs.

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 Library Resources Exercise
In progress. Students who attend a library information literacy session complete an exercise focused on locating various library resources.

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

Target:
85% of all students who complete an exercise will do so successfully, as judged by members of the library faculty.

Finding (2010-2011) - Target: Not Reported This Cycle
Data collection did not begin until the 2011-2012 academic year.

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...
1.2.3 experiential learning
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 2: Evaluating Information Sources Exercise
In progress. Students who attend a library information literacy session complete an exercise that requires the student to explain how the source of information may impact its accuracy.

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

Target:
85% of all students who complete an exercise will do so successfully, as judged by members of the library faculty.

Finding (2010-2011) - Target: Not Reported This Cycle
Data collection did not begin until the 2011-2012 academic year.

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

M 3: Using Information Properly Exercise
In progress. Students who attend a library information literacy session complete an exercise that requires the student to verbalize positive outcomes associated with using information properly and in compliance with Cameron University's Student Code of Conduct in order to create a document.

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

Target:
85% of all students who complete an exercise will do so successfully, as judged by members of the library faculty.

Finding (2010-2011) - Target: Not Reported This Cycle
Data collection did not begin until the 2011-2012 academic year.

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

O 3: Explaining the Value of Library Sources
The student will explain the value of library resource use to him or her.

Related Associations:
Standard Associations

NCA - HLC 2011 - The Proposed Criteria for Accreditation (with Core Components) - Beta Version
3.4.3 The institution provides learning support and instruction as called for by the academic needs of its students.

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.
2.3 The student will think and act morally, logically, and responsibly in varied environments.

Institutional Priority Associations

1.2.1 student centered academic environment
1.3.2 responsible citizenship
2.1 Student learning

Related Measures

M 4: Explaining the Value of Library Sources
In progress. Students who attend a library information literacy session complete an exercise that requires the student
to explain the value of library resource use to him or her.

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

**Target:**
85% of all students who complete an exercise will do so successfully, as judged by members of the library faculty.

**Finding (2010-2011) - Target: Not Reported This Cycle**
Data collection did not begin until the 2011-2012 academic year.

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

**Explaining the Value of Library Sources**
*Established in Cycle: 2010-2011*
To obtain a direct measurement of student learning, the librarians will administer to students who attend an information liter...

---

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

**O/O 5: Information Control**
The patron will rate library resources and resource access as either meeting or exceeding his or her expectations.

**Relevant Associations:**

**Standard Associations**

* NCA - HLC 2011 - The Proposed Criteria for Accreditation (with Core Components) - Beta Version
  4.1 Students and faculty have access to the resources necessary to support learning and teaching (e.g.,
  research laboratories, libraries, performance spaces, clinical practice sites, museum collections) and those
  resources are appropriate for the institution's mission and programs.

**Institutional Priority Associations**

1.3.3 life-long learning
2.1 Student learning

**Related Measures**

*M 5: LibQUAL+ (Information Control)*
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. "Information Control" is measured through eight
distinct items (see survey in document repository for details). For each item respondents provide three scores: a
score representing his or her minimum required level of service, a score representing his or her perceived level of the
library's service, and a score representing his or her desired level of service. Each score is based on a nine point
Likert scale.

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
The group's "Information Control" perceived mean will either equal or exceed the group's minimum mean.

**Finding (2010-2011) - Target: Not Reported This Cycle**
Data collection did not begin until the 2011-2012 academic year.

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

* LibQual+
  *Established in Cycle: 2010-2011*
The librarians will administer the standardized LibQUAL survey to students, faculty, and staff in order to
solicit opinions of:

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

**O/O 6: Library as Place**
The patron will rate the library's physical environment as either meeting or exceeding his or her expectations.

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

**Standard Associations**

* NCA - HLC 2011 - The Proposed Criteria for Accreditation (with Core Components) - Beta Version
  4.1 Students and faculty have access to the resources necessary to support learning and teaching (e.g.,
  research laboratories, libraries, performance spaces, clinical practice sites, museum collections) and those
  resources are appropriate for the institution's mission and programs.

**Institutional Priority Associations**

2.1 Student learning

**Related Measures**

*M 6: LibQUAL+ (Library as Place)*
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. "Library as Place" is measured through five
distinct items (see survey in document repository for details). For each item respondents provide three scores: a
score representing his or her minimum required level of service, a score representing his or her perceived level of the
library's service, and a score representing his or her desired level of service. Each score is based on a nine point
Likert scale.

Source of Evidence: Client satisfaction survey (student, faculty)
Target:
The group's "Library as Place" perceived mean will either equal or exceed the group's minimum mean.

Finding (2010-2011) - Target: Not Reported This Cycle
Data collection did not begin until the 2011-2012 academic year.

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

LibQual+
Established in Cycle: 2010-2011
The librarians will administer the standardized LibQUAL survey to students, faculty, and staff in order to solicit opinions of...

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

O/O 7: Affect of Service
The patron will rate library services as either meeting or exceeding his or her expectations.

Relevant Associations:

Standard Associations
NCA – HLC 2011 - The Proposed Criteria for Accreditation (with Core Components) - Beta Version
4.1 Students and faculty have access to the resources necessary to support learning and teaching (e.g., research laboratories, libraries, performance spaces, clinical practice sites, museum collections) and those resources are appropriate for the institution's mission and programs.

Institutional Priority Associations
1.2.1 student centered academic environment
2.1 Student learning

Related Measures

M 7: LibQUAL+ (Affect of Service)
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. "Affect of Service" is measured through nine distinct items (see survey in document repository for details). For each item respondents provide three scores: a score representing his or her minimum required level of service, a score representing his or her perceived level of the library's service, and a score representing his or her desired level of service. Each score is based on a nine point Likert scale.

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

Target:
The group's "Affect of Service" perceived mean will either equal or exceed the group's minimum mean.

Finding (2010-2011) - Target: Not Reported This Cycle
Data collection did not begin until the 2011-2012 academic year.

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

LibQual+
Established in Cycle: 2010-2011
The librarians will administer the standardized LibQUAL survey to students, faculty, and staff in order to solicit opinions of...

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

M 8: Information Literacy Session Faculty/Instructor Survey
Cameron University Librarians created a survey designed to measure faculty/instructor satisfaction with information literacy sessions taught by library faculty members. The survey asked each respondent to judge his or her level of satisfaction with several aspects of the session and to rate the session overall. The survey form provided each respondent an opportunity to provide written comments related to the class. Survey developers did not attempt to establish instrument reliability or validity.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
90% of all faculty respondents will give the library information literacy session an overall rating of either a four or a five. The rating will be based on a five-point Likert scale with one being "Not Satisfied" and five being "Very Satisfied."

Connected Document
Information Literacy Session - Faculty Survey

Finding (2010-2011) - Target: Met
During the 2010-2011 AY, sixty-two faculty members completed this instrument. Of those sixty-two faculty members, sixty-two faculty members (100%) gave the library information literacy session an overall rating of either a four or a five. The rating is based on a five-point Likert scale with one being "Not Satisfied" and five being "Very Satisfied." Additionally, fifty-six out of sixty-two faculty respondents (90.3%) gave the library information literacy session an overall rating of a five, or "Very Satisfied."

Connected Documents
Information Literacy Session - Faculty comments
Information Literacy Session - Overall

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: Planned
Priority: High

Relationships (Measure | Outcomes):
  Measure: Evaluating Information Sources Exercise | Outcomes: Evaluating Information Sources

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: Planned
Priority: High

Relationships (Measure | Outcomes):
  Measure: Explaining the Value of Library Sources | Outcomes: Explaining the Value of Library Sources

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: Planned
Priority: High

Relationships (Measure | Outcomes):
  Measure: LibQUAL+ (Affect of Service) | Outcomes: Affect of Service
  Measure: LibQUAL+ (Information Control) | Outcomes: Information Control
  Measure: LibQUAL+ (Library as Place) | Outcomes: Library as Place

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: Planned
Priority: High

Relationships (Measure | Outcomes):
  Measure: Locating Library Resources Exercise | 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: Planned
Priority: High

Relationships (Measure | Outcomes):
  Measure: Using Information Properly Exercise | Outcomes: Using Information Properly

Projected Completion Date: 05/2012