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 use the search process to locate library resources.

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
In progress. Students brought by their professors to attend a library 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. 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
Locating Information Exercise
Locating Information Grading Sheet

Target:
85% of all students will successfully identify the title of a book that he/she has located using library resources.

Finding (2011-2012) - Target: Met
49 of 50 students (98%) who completed the exercise successfully identified the title of a book that he/she had located using the library’s resources.

Connected Document
Locating Information Results

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...

M 2: Locating Articles
Students brought by their professors to attend a library 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 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
Locating Information Exercise
Locating Information Grading Sheet

Target:
85% of all students will successfully identify the title, journal, and publication date of an article that they located using library resources.

Finding (2011-2012) - Target: Met
45 of 50 students (90%) who completed the exercise successfully identified the title, journal, and publication date of an article that he/she had located using library resources.

Connected Document
Locating Information Results

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...

O 2: Evaluating Information Sources
The student will explain how a source of information may impact its accuracy.

Relevant Associations:

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
1.2.3 experiential learning
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 3: Evaluating Information Sources Exercise
Students enrolled in the online course COMM 3353, Team Leadership Processes, will have the option of completing the online library module for extra credit. The library module includes an exercise that requires students to evaluate information sources and explain how a source of information may impact its accuracy. Library faculty members will use a rubric to measure the success of each student's answer.

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

Connected Document
Assessment - Analyzing Information 2

Target:
85% of all students will list at least one reason explaining how a source of information may impact its accuracy, as judged by members of the library faculty.

Finding (2011-2012) - Target: Met
15 of 17 students (88%) who completed the exercise listed at least one reason explaining how a source of information may impact its accuracy.

Connected Document
Evaluating Information Results

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

Evaluating Information Sources Exercise
Established in Cycle: 2010-2011
To obtain a direct measurement of student learning, the librarians will administer an evaluating information sources exercise...

O 3: Using Information Properly
The student will verbalize positive outcomes associated with using information properly.

Relevant Associations:

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: Using Information Properly Exercise
Students enrolled in the online course COMM 3353, Team Leadership Processes, have the option of completing the online library module for extra credit. The library module includes an exercise that requires students to verbalize positive outcomes associated with using information properly. Library faculty members will use a rubric to measure
the success of each student's answer.

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

Connected Document Using information ethically and legally

Target:
85% of all students who complete the exercise will list at least one positive outcome associated with using information properly. [Benchmark: The student will list at least one positive outcome associated with using information properly, as judged by members of the library faculty.]

Finding (2011-2012) - Target: Not Met
14 of 17 students (82%) who completed the exercise listed at least one positive outcome associated with using information properly.

Connected Document Using Information Ethically and Legally Results

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

Using Information Properly Exercise
Established in Cycle: 2010-2011
To obtain a direct measurement of student learning, the librarians will administer an exercise that measures proper information ...

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

O 4: Explaining the Value of Library Sources
The student will explain the value of library resource use to him or her. Library resources include: reference assistance, books, databases, journal articles, multimedia resources, course reserves, the textbook collection, computer lab facilities, meeting and study areas, information literacy classroom and Blackboard instruction, electronic access to scholarly publications, inter-library loan, special educational events and Cameron University archives.

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

Institutional Priority Associations
1.3.1 professional success
2.1 Student learning

Related Measures
M 5: Explaining The Value of the Library, Online (Extra Credit)
Students enrolled in the online course COMM 3353, Team Leadership Processes, have the option of completing the online library module for extra credit. The library module includes an exercise that requires students to explain the value of library resource use to him or her. Library faculty members will use a rubric to measure the success of each student's answer.

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

Connected Document Value of the Library

Target:
85% of all students will identify at least one positive value of library resource use to him or her, as judged by members of the library faculty.

Finding (2011-2012) - Target: Met
17 of 17 students (100%) who completed the exercise successfully identified at least one positive value of library resource use to him or her.

Connected Document Explaining the value of the library, online results

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...

M 6: Explaining the Value of Library Sources, Face to Face
Students brought by their professors to attend a library information literacy session will complete an exercise requiring students to explain the value of library resource use to him or her. 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 Locating Information Exercise
Locating Information Grading Sheet

Target:
85% of all students will identify at least one positive value of library resource use to him or her, as judged by members of the library faculty.
Finding (2011-2012) - Target: Met
48 of 50 students (96%) who completed the exercise successfully identified at least one positive value of library resource use to him or her.

Connected Document
Explaining library face to face results

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 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 7: LibQUAL+ (Information Control)
The measurement involves determination of whether or not library resources and resources access met or exceeded expectations. 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)

Connected Documents
2011 Liqual Survey
Actual Survey

Target:
75% of all patrons who participate in the survey will meet or exceed his or her mean minimum score for questions relating to information control, taking the eight library resource satisfaction factors into consideration.

Finding (2011-2012) - Target: Met
131 of 175 patrons (75%) each had a mean perceived score for information control that met or exceeded their mean minimum required score.

Connected Document
Satisfaction Results

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 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 8: LibQUAL+ (Library as Place)
The measurement involves determination of whether or not the library's physical environment met or exceeded expectations. 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)

Connected Documents
2011 Liqual Survey
Actual Survey
Target:
75% of all patrons who participate in the survey will meet or exceed his or her mean minimum score for questions relating to environmental satisfaction, taking the five environmental satisfaction factors into consideration.

Finding (2011-2012) - Target: Not Met
128 of 175 patrons (73%) each had a mean perceived score for library as place that met or exceeded their mean minimum required score.

Connected Document
Satisfaction Results

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...

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...

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

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 9: LibQUAL+ (Affect of Service)
The measurement involves determination of whether or not library services met or exceeded expectations. 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 his 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

Connected Documents
2011 LibQUAL Survey
Actual Survey

Target:
75% of all patrons who participate in the survey will meet or exceed his or her mean minimum score for questions relating to affect of service, taking the nine library service satisfaction factors into consideration.

Finding (2011-2012) - Target: Met
138 of 175 patrons (79%) each had a mean perceived score for affect of service that met or exceeded their mean minimum required score.

Connected Document
Satisfaction Results

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.

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

Evaluating Information Sources Excercise
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: In-Progress
Priority: High

Relationships (Measure | Outcomes):
Measure: Evaluating Information Sources Excercise | 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:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcomes):**  
Measure: Explaining the Value of Library Sources, Face to Face | Outcomes: Explaining the Value of Library Sources  
Measure: Explaining The Value of the Library, Online (Extra Credit) | 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:** In-Progress  
**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

**Connected Document**  
2011 Libqual Survey

**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:** In-Progress  
**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:** In-Progress  
**Priority:** High

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

**Projected Completion Date:** 05/2012

**Improve Physical Environment**  
The 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:** Planned  
**Priority:** High

**Relationships (Measure | Outcomes):**  
Measure: LibQUAL+ (Library as Place) | Outcomes: Library as Place

**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:** Planned  
**Priority:** High

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

**Implementation Description:** Implementation started in fall 2012.
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.)

Students express a high level of satisfaction with library resources and services. While generally satisfied with the library's physical environment, students express less satisfaction with it than with either services or resources. With regard to the physical environment, periodic difficulty finding quiet study areas is of most concern to students.

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.)

Librarians have made and will make changes designed to improve physical library environment quality. They have designated areas of quiet study, posted quiet study area signage, relocated existing furniture and purchased new furniture designated areas for group study and cell phone use. The librarians modified the physical environment in order to create additional group study areas having noise control features. They are in the process of creating an additional group study area. Staff members have installed new furniture and relocated existing furniture in order to make the best possible use of library space and will continue to purchase new furniture as funds become available and to relocate existing furniture. They have made university officials aware of needed flooring and restroom facility upgrades.