

2021/22 Strategic Plan Mission, Goals, Objectives

Mission Statement

The Charles C. Myers Library staff connects students to resources they need to become educated, lifelong learners. The Library is also a cultural center with a welcoming learning environment.

Goal 1

University of Dubuque students will use a high-quality and relevant collection that supports their education and encourages lifelong learning.

Support of the UD Mission & Vision

This goal supports excellence in academic inquiry and professional preparation, relationships which encourage intellectual, spiritual, and moral development, and zeal for lifelong learning and service.

Student Learning Outcomes and Assessment Summary

The output measures used to assess this goal acknowledge that students cannot learn independently from library resources if these resources are not available. Because the goal states that students will use these sources, it is directly tied to the information literacy program. The library is not only in charge of collection development, but also providing access to materials as a part of the library's collection and also materials accessible via interlibrary loan, maintaining the collection, and making accessible the necessary hardware and software to enable the effective use of resources and delivering credible open access (OA) materials. The collection will be robust in nature so as to capture the needs of the library's stakeholders, particularly within the three areas identified in the 2016 ACRL *Value of Academic Libraries Statement*, (support recruitment, retention, and matriculation; enhance student learning; and support faculty research and teaching). In order to accomplish this the library will provide the same access to the collection to undergraduate students, graduate students, faculty and staff whether they are traditional patrons on campus, are online constituents, or are members from our satellite campus communities. Special attention is also given to ensure the collection supports the library's DEI statement.

Rationale

Mezick (2007) found a statistically significant correlation between expenditures on library materials (an input-based assessment measure) and student retention. Further, studies have shown a correlation between library use and persistence of first-year college students (Kramer and Kramer 1968; Lara 1981; Bean 2003, Oliveira 2017). *The National Survey of Student Engagement's (NSSE) Benchmark of Effective Educational Practice* states that student engagement is linked to the level of academic challenge, for example, writing in-depth papers and reports. (Full bibliography is available upon request).

Gregory (2019) points out that libraries must now also include significant electronic resources in their collections or otherwise make them available, and most importantly, they must purchase and maintain the necessary hardware and software to enable the effective use of these resources. Today libraries are also being called upon to provide the means for users to access library collections remotely from their home or office and to make available, and participate in, various online social networks in order to go where their users are.

Open access (OA) is becoming an increasingly important topic in journal literature as increasing numbers of books and monographs in library collections are being held in OA form. OA refers to online materials that are free of all restrictions on access (e.g., access or subscription fees) and are also free of many restrictions on use (e.g., certain copyright and license restrictions). OA can be applied to all forms of published output, including academic journal articles, conference papers, theses and dissertations, book chapters, and monographs. Although open access journals save the library subscription fees, they still require selection and examination for quality, since easy access to them on the Web has opened up yet another avenue for fraudulent practices where these types of materials are concerned. The open access movement was strengthened as government grants began requiring that the findings resulting from federally funded research be published in OA publications (Gregory 2019).

Collection development is comprised of a balance between PDA (Patron Driven Acquisition) in which the library follows a buy not borrow process and selections made by librarians. Tyler, Hitt, Nterful, Mettling's (2019) empirical study showed the strengths of both collection development models. In addition, library workers have an obligation to

select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves (ALA 2019). As a result, the library’s collection development plan has been tailored to meet these needs.

Objective 1

Patron use of the collection as measured by circulation will be more than 15,000 check-outs (including renewals and reserves).

Objective 2

UD community will use eBooks at an average of 2.5 per capita.

Objective 3

UD community will conduct 75 library database searches per capita.

Objective 4

UD community will download/view 30 per capita electronic full-text articles.

Objective 5

Register 185 new patrons in ILLiad.

New Initiatives

1. Weed CL and YA
2. Adding unlimited user seating for SPORTDiscus
3. Talk with Neil about Nursing databases
4. Make new registration video for ILLiad
5. Resurrect YA book club
6. Contact Department Heads about credible OA journals in their field
7. Work with Bradley Longfield on Reformed Tradition online resources on Theologians for grant
8. Create an evaluation process for OA journals
9. Rewrite collection development plan
10. Shifting fiction upstairs and weeding accordingly
11. Shifting newspaper check-in back to circulation
12. Create a bound periodical battle plan to combat overcrowding
13. Reconfigure the EzProxy login screen
14. Simplify ProQuest access
15. Conduct a diversity audit of identified collections
16. LTI integration with Moodle
17. Educate faculty about LTI integration with Moodle
18. Create a weeding policy for the archives

Goal 2

The information literacy program empowers students to create and share new ideas by teaching them how to find, evaluate, and responsibly use information.

Support of the UD Mission & Vision

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Student Learning Outcomes and Assessment Summary

Most assessment activity centers on measuring the growth of information literacy skills throughout the Core Curriculum. Student learning outcomes are based on interconnected core concepts identified by the Association of College and Research Libraries' (ACRL) Framework for Information Literacy for Higher Education. Librarians annually submit an assessment plan and report on the student learning outcomes. Beyond the Core Curriculum, librarians work with faculty to scaffold student learning outcomes for information literacy in their liaison departments.

Rationale

NSSE Benchmarks of Effective Education Practice indicate that active and collaborative learning, a hallmark of the UD information literacy program, is key to student learning and development. Studies show that students exposed to an information literacy program had higher academic performance than those who did not (Rowe, Leuzinger, Hargis, and Harker 2021; Gaha, Hinnefeld, and Pellegrino 2018). Mezick (2007) found a statistically significant correlation between the number of librarians and student persistence. Further studies found that strong faculty and staff relationships with students affect retention (Pascarella, Smart, and Ethington 1986; Pascarella and Terenzini 1991). These relationships are built with librarians, in part, through the information literacy program.

The information literacy program empowers students to seek, create, and share new ideas in a complex information landscape by teaching skills that extend from the classroom to student's personal and professional lives. Multiple studies demonstrate that employers perceive information literacy skills to be lacking in recent graduates, thus candidates who possess these skills hold more value in hiring scenarios. In a 2012 survey of employers, Project Information Literacy found four competences college hires need but rarely have: seeing research as a collaborative process, finding information in a variety of formats and locations, identifying patterns and making connections, and moving beyond an initial cursory search (Head 2012). Furthermore, a 2016 survey found that employers ranked critical thinking and information evaluation as both one of the most highly valued skill areas, and the area in which they least expected graduates to demonstrate competency (Raish and Rimland 2016). An AACU sponsored survey found that over 70% of employers surveyed say colleges should increase their focus on "the location, organization, and evaluation of information from multiple sources." Additionally, 83% of employers say "expecting students to develop the skills to research questions in their field and develop evidence-based analyses" will help new hires succeed (AACU 2013).

Objective 1

Students will demonstrate proficiency in information literacy skills by averaging at least 80% on the revised RES104 assessment.

Objective 2

The average response on the student post-instruction evaluations (in any course throughout the curriculum) regarding how well library instruction will help them succeed on research assignments will be 3.5 or higher on a 4.0 scale.

Objective 3

The average response on the faculty post-instruction evaluations (in any course throughout the curriculum) regarding how well library instruction prepared their students to complete research assignments will be 3.5 or higher on a 4.0 scale.

Objective 4

70% of student projects in RES104 will use appropriate sources (as determined by instructor's rubric or a sampling of bibliographies).

Objective 5

Online MN564 students will score 85% or higher on online quizzes (searching catalog, using eBooks, searching databases, citations, using commentaries, research process).

New Initiatives

1. Redesign reading and using sources module for RES104.
2. Build a digital index for instruction materials
3. Discuss Section 2: Transforming Practice from Project Ready
4. Design assessments for ENG101 and COM101
5. Hire and train New Evening Supervisor
6. Develop department specific digital resources/research guide
7. Develop an assessment plan for WV2
8. Collaborate with Student Life to do training on library resources
9. Do orientation with fast track Aviation students
10. Collaborate with Michele McKinlay about RES104 module learning outcomes and Quality Matters.
11. Connect with PA department about splitting PA LibGuides.
12. Get PA capstone assessment information.

Goal 3

The library serves the University of Dubuque community as a hospitable and inclusive space, a catalyst for lifelong learning, and a place for creating and sharing.

Support of the UD Mission & Vision

This goal supports community where diversity is appreciated and Christian love is practiced.

Student Learning Outcomes and Assessment Summary

NSSE identifies a “Supportive Campus Environment,” as a benchmark of effective educational practice. The library contributes by creating: 1) a positive and safe environment in the library space and 2) a leisure collection that encourages students to engage socially through leisure films, games, and books.

Rationale

Researchers have shown the importance the library as a campus facility in retention. Mallinckrodt and Sedlacek (1987) found that four of six predictors of student retention involved using the library. Furthermore, Evans and Greenwell (2018) found that academic and social integration, especially for first year students, are both important to retention and graduation; academic libraries can serve as a unifier for these two pivotal aspects of the student experience. Bean (2003) showed that this physical space is important to integrate students into the community. The library provides a space to strengthen student relationships with faculty and staff outside of class, a predictor of retention (Pascarella and Terenzini 1991). There is an obvious need for academic libraries to not only create a great variety of spaces, but also to help students find the spaces, in the library and elsewhere, that work for their specific needs. Students spend significant amounts of time in these spaces and view them as critical components of their success (Broughton, 2019). Haddow and Joseph (2010) indicated that: there’s very strong evidence to suggest that students tend to be more engaged with learning [...] if they engage with library services, interact with library staff, and spend more time using libraries. Our role is not to serve as just learning space managers, but to be community developers. We’re building a collection of niches and aim to integrate people with different beliefs, backgrounds, approaches, and opinions into a cohesive and welcoming setting. Libraries are well situated to accommodate these different communities . . . while placing them together in a shared experience (Mathews and Soistmann 2016).

Objective 1

Attendance for weekly Storytime will be 60 children and RSVPs for Saturday Storytime will total 40.

Objective 2

Patrons will total 70 interactions in the interactive display space.

Objective 3

An average of 800 people per day will enter the library during the academic year.

Objective 4

Patrons will check out 100 Staff Picks titles and 400 items from displays.

Objective 5

The archives will host 25 unique sessions (1 visit from a class or 1 researcher = 1 session) on site.

Objective 6

The landing page for the Digital Archive Kiosks will receive 1,000 page views.

New Initiatives

1. Set up the Digital Archive Kiosks
2. Reach out to Daycare Administrator
3. Create survey for Storytime parents
4. Training RA’s
5. Set up new multicultural display
6. Reach out to multicultural orgs to talk about utilizing our space
7. Find ways to remarket library events

8. Identify ways to maximize the new student activity calendar
9. Reach out to Belltower to re-introduce Archives Corner to newspaper
10. Rebrand Archives LibGuide to promote the Archives to students
11. Collaborate with other Department Twitter accounts
12. Monitor the use of quiet space
13. Find grants to purchase a KIC book capture system
14. Create table tents to promote our services
15. Create a permanent sign for the multicultural display

Goal 4

In community, the library will celebrate University of Dubuque's scholarly and artistic achievements as well as our heritage through instruction, collaboration, and digital preservation.

Support of the UD Mission & Vision

This goal supports excellence in academic inquiry and professional preparation as well as zeal for life-long learning and service.

Student Learning Outcomes and Assessment Summary

The very attributes that undergraduate institutions hope to instill and cultivate in their students such as “critical thinking, complex problem-solving and written and oral communication skills, parallel those developed through engagement with the scholarly research process.... They are, in fact, attributes of the scholar” (Caprio, 2014). With this in mind, the challenge is to develop pedagogical strategies that bring together students, faculty, and librarians in a fluid curricular enterprise that advances student and faculty scholarship and promotes its public presentation and digital preservation. Acting on the opportunities created by these strategies will benefit undergraduates long after their graduation, inspiring them to remain strong advocates for higher education, intellectual engagement, and conscientious scientific analysis (Miller, Swift, Hackenberger and Kramer, 2019). Collaborating with faculty, staff and students on creating original scholarship and publically displaying these works through DigitalUD will accomplish this outcome. In addition, working with faculty to adopt, remix, redesign, and create OERs alongside their own scholarly achievement will help maximize student success.

Rationale

Staff should ensure that students understand their role not just to receive knowledge but also to contribute to its furtherance. Today, these ideas can be found in the ‘student as producer’ movement (Neary and Winn, 2009; Lea, Lobb, Cattaneo and Lawrence, 2020). Through promoting open approaches to learning, ‘student as producer’ can provide a mechanism for embedding digital scholarship in the curriculum and in so doing will create an effective learning environment which is relevant for a digital age (Walting 2012).

In the current environment faculty are increasingly “encouraged to promote their scholarly work online” (French and Fagan, 2019). However, they may not know the best ways to this. Librarians, as scholarly communication experts, can help support faculty in disseminating their research (Armstrong, 2014). During workshops and one-on-one discussions with faculty and students, librarians can highlight the importance of promoting publications and provide some advice on how to do that (Corrado, 2021). There is an increased need for faculty to realize the impact that digital curation has on their content due to the speed at which data and information are being developed, acquired, and utilized. Traditionally, research and teaching agendas were curated primarily through the use of journals and presentations; however, with the advances in technology, enhanced tools allow researchers to preserve their work in new venues and formats to reach new audiences. These evolving capabilities afford increasingly sophisticated opportunities for interactive multidisciplinary scholarship that enrich educational practices (Deschaine and Sharma, 2015). Furthermore, the role of the library in archiving materials is increasingly important. While faculty maintain that the library's most important function is as the buyer of resources they need, they are finding the library's ability to serve as a repository of resources increasingly important (Blankstein, Wolff-Eisenberg, 2018). Institutional repositories operated by librarians can also be used to highlight faculty and student scholarship (Armstrong, 2014).

Helping faculty with their scholarship in regards to adopting, remixing, redesigning, and creating OERs directly influences student success. In a 2018 study by Colvard, Watson and Park, they found that for A grades, there was a 5.50% increase after OER adoption, a 7.73% increase for A- grades, and an 1.14% increase for B+ grades. Importantly, the presence of OERs decreased the DFW rate by 2.68% for all students enrolled in the respective courses. In addition to student success, there are many reported benefits of OER for education. One of the most noted benefits relates to cost savings for students and institutions (Jhangiani, *et al.*, 2016; Belikov and Bodily, 2016). Additional benefits include: increased access to various materials (Mtebe and Raisamo, 2014); support for more independent learners (Kursun, *et al.*, 2014); collaborative networking and open pedagogy, promoting social scholarship (Hegarty, 2015; Veletsianos and Kimmons, 2011); and social justice, reducing poverty and promoting equality (UNESCO, 2017).

Objective 1

Publish at least 3 UD faculty created OERs.

Objective 2

The digital UD yearbook will receive 7500 views.

Objective 3

The Faculty/Staff Celebration of Scholarship and Creativity will have 50 attendees.

Objective 4

All student publications will receive 500 downloads.

New Initiatives

1. Promote IPAL OER grant to faculty
2. Create PressBook accounts for faculty members to publish OERs
3. Promote OER adoption, remixing, and creation at Teaching and Learning Days
4. Curate the digital Woodward Collection
5. Promote digital journals to faculty to publish student scholarship
6. Digitize displays to add to the digital kiosks
7. Speak with the English Dept. about setting up a permanent intern position with the library
8. Speak with Mark about keeping the Faculty/Staff Celebration online during the Faculty meeting