

Midlands Technical College
Assessment of Library Resources and Services
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Summary Statement of 2002-2005 Assessment Study

The library of Midlands Technical College (MTC) serves the informational and research needs of the college's students, faculty and staff. Services offered by the library include reference, research, online database searching, acquisition and processing of materials, and interlibrary loan. Library activities are systematically evaluated through the use of institutional effectiveness measures, internal reports and internal statistics. The assessment of the effectiveness of library services at Midlands Technical College includes satisfaction with services, usage, and collection development. Data regarding patron usage and user satisfaction are analyzed to determine the library's effectiveness in meeting the college's educational goals and to improve the overall performance of the library.

As a result of the previous action plan objectives, the library worked with other departments to help individual instructors develop assignments, an information literacy instruction packet was developed, and library staff visited various departments to instruct them on information literacy. A new integrated library system, SIRSI, went live in December 2003. Virtual reference service started in 2003 with email requests and in the fall of 2004 expanded with chat reference.

Surveys of library users indicate a very high level of satisfaction with the services provided by the library staff. The 2004 Student Satisfaction Survey reported a very high level of satisfaction with the services provided by the library staff. The 2004 Student Satisfaction Survey reported: students agreed that the basic library activities were easy to use, they agreed the librarians and staff were knowledgeable and helpful, and they agreed that the books, magazines or journals, electronic databases and hours of operation available from the library met their needs. The lowest level of satisfaction was noted in the space available in the library and the instruction rooms.

The 2004 Faculty Satisfaction Survey indicated that the responding faculty felt that the library contains an adequate collection of print and electronic resources for their programs that they felt were given adequate opportunities to participate in the acquisition of library books, and they agreed 100% that the service they receive from the librarians is professional and level appropriate.

Analysis of internal statistics and reports indicates that library services have expanded in the delivery of online books and the number of individuals accessing the library through its web page. A comparison between the services offered in 2002 and 2004 notes the following improvements: the addition of nineteen databases, addition of over 18,000 online books, loaning of laptop computers, and the establishment of virtual reference.

The following objectives have been developed for 2005-2009: 1) conduct an inventory of the library collection and update the catalog, 2) develop an information literacy course for Education majors, 3) implement universal borrowing working with PASCAL, 4) design an information literacy evaluation tool and evaluate the effectiveness of library instruction

The Academic Success Center (ASC) was moved from Developmental Studies to the Library in May 2003. During the past two years it was reorganized and a concentrated effort was made to improve the quality of services. Over 90% of the students using the center reported high satisfaction on five of the six areas examined. Ninety-six percent of the students agreed that ASC was a valuable resource to help them reach their academic goals.

Description of Library Usage and Collection

As a vital part of the educational programs at MTC, the campus library serves as an information resource center for students, faculty and staff and is also open to business and industry for research. The college's present library holdings total approximately 93,170 print volumes and 18,071 online books that include scientific, business, technical, health sciences and arts and sciences reference materials. The library has an online catalog and automated circulation system to facilitate library use.

In order to assist patrons in the use of library services, orientation and library instruction classes are conducted for students and faculty. Subject bibliographies are compiled and updated as appropriate. Other services include interlibrary loan, database research, access to remote databases via the World Wide Web, Internet access and photocopy services.

In May 2003 the Academic Success Center was placed under the library supervision. This facility houses the computer labs, computer instruction rooms, and tutoring services. The goal of the Academic Success Center is to help students become independent learners by showing them how to access educational resources and by providing basic academic and study skills. In addition to MS Office Suite the computers have interactive software for various subjects. Videos, science models, slides, microscopes, and a speech lab are also available for student use.

Achievement of Previous Action Plan Objectives (2002-2005)

Objective A: Explore working with other departments to develop/integrate information literacy through courses taught at MTC.

Results:

1. The ACRL research grant was completed incorporating information literacy into English 102 classes and a poster session was presented at ACRL in April 2003.
2. Presentations were made to faculty at in-service to explain how to incorporate information literacy into classes. Online games were produced to reinforce information literacy terms.
3. Librarians work each semester with individual faculty to incorporate information literacy into their classes.

4. An Information Literacy Instruction Packet and PowerPoint presentation were created that contained the following: Definition of information literacy; General core competencies/standards as defined by ACRL; Links to websites with more information; Worksheets to evaluate/create information literacy instruction for courses.

Objective B: Implement electronic reference service for faculty, staff and students.

Results:

1. Email reference established
2. Chat reference available 1:00-4:00 PM Monday-Thursday

Objective C: Implement new Integrated Library System and training for the college

Results:

1. SIRSI purchased and installed December 2003
2. Staff training during Fall 2003 and Spring 2004

Description of 2000-2005 Assessment Study

The ultimate purpose of the assessment of the effectiveness of library services at MTC is to determine the adequacy of the library in supporting a broad range of information services, meeting the needs of the students and faculty, and assessing how well the library is meeting its mission. The following major issues have been considered:

- A. Effectiveness of the library in providing a broad range of learning and information resources to support the purpose, programs and services of the college. This includes a review of library instruction, access to information in a variety of formats, cooperation between the library and faculty, convenient, effective access to library resources and technological advances.
- B. Effectiveness of the library in meeting the needs of students, including adequacy and relevance of the collection, professional assistance, and access to bibliographic and full-text databases, access to emerging technologies, distance library services and hours.
- C. Effectiveness of the library in meeting the needs of faculty, including availability of essential references and specialized program resources, shared responsibility in the development of the collection, professional assistance, research services, and reserves.
- D. Effectiveness of the library in meeting its mission. This includes the assessment of collections, technologies, multi- and off-campus availability, and usage by program areas, reviews of physical facilities and equipment and effectiveness of bibliographic instruction.
- E. Effectiveness of the Academic Success Center in meeting the needs of students, including adequacy of tutors, computer software, and special equipment.

Assessment methodology included the following:

- A. Comprehensive collection and review of critical data such as:
 - Satisfaction surveys of users (students, faculty and staff) of library services.
 - Evaluation of success in meeting the library goals and objectives defined in the college's strategic plan.
 - Reports of usage levels to include: electronic contacts to library system, circulation and attendance patterns.
- B. Analysis of data against SACS and ACRL criteria on access, collections, instruction, support for distance learning, technology, cooperative agreements, collaboration with faculty, and adequacy of staff, physical facilities and hours of operation to determine how well the library is meeting its mission.
- C. Follow-up reports regarding actions taken to ensure continuous library improvement.

Major Findings of the 2002-2005 Assessment Study

A. Results of the Student Surveys

The Student Satisfaction survey was conducted in the Spring Semester 2005, to determine student satisfaction with materials and services offered by the Library and Academic Success Center. A total of 452 students enrolled in 44 classes completed the Library Services Student Survey. Students were asked questions about the ease of using library services and use of services, their opinion about the effectiveness of library staff, instruction, and information access.

1. In 2005, the library survey was revised. Focus was on ease of use instead of student success. The Microfiche Reader scored very low in ease of use. This finding is partially explained by the fact that Microfiche readers are only available on the Airport Campus. Many survey participants commented that they had never used the microfiche reader so it must be difficult. Using the online catalog and locating magazines and journals are taught in library instruction classes and individually when students come to the library.

Table 1: Using Library Resources
(Percent Responding Easy/Very Easy)

Question	2005
	Percent
Locating Books	92.1
Locating Magazines/Journals	89.3
Using on-line catalog (OPAC)	84.4
Using microfiche reader	71.3
Studying	93.8

2. In the 2005 survey, wording concerning the library collection was changed to an Agree/Disagree Likert scale. Over 90% of students agreed that the library had the books needed to complete their assignments, 92.7% of students agreed that the library had the magazines and journals needed to complete their assignments and 93.3% agreed that the library had databases needed for their assignments. Based on these results, the library feels it is doing a good job in collection development.
3. Instead of asking “Yes/No” the 2005 survey asked for “Agree/Disagree” on questions concerning the staff. The basic questions were also changed to improve service. As can be seen in Table 2, student respondents indicated the library staff are very helpful.

Table 2: Library Staff
(Percent Responding Agree or Strongly Agree)

Question	2005
	Percent
Library Staff is helpful when I requested assistance	95.6
Library staff is helpful in finding resources.	97.4
When necessary, library staff suggests ways to find information not currently in the library	94.0

3. Approximately 90.8% of students “agreed or strongly agreed” the quantity of library information is at appropriate levels and 94.5% “agreed or strongly agreed” the quality of the information is at appropriate levels. 93.9% of students “agreed or strongly agreed” library material was up to date.
4. Approximately 65 % of students indicated having library instruction in a course and 87% of students responded to the instruction as “good or excellent.” In 2001 only 57% of the students had received library instruction as part of a course. Faculty collaboration and marketing strategies appear to be working.
5. Virtual reference is very new and starting slowly. Only 9.4% of the students indicated they had used either the e-mail or chat reference service.
6. This is the first time the evaluation of the Academic Success Center was included in the Library Survey. The ASC received very positive responses from the students. More than 95% “agreed or strongly agreed” that it is a valuable resource, 87.5% felt the tutors were available within 10 minutes, and 90.4% “agreed or strongly agreed” they improved their skill level by using the Academic Success Center.

B. Results of the Faculty Surveys

In Spring semester 2005, Midlands Technical College undertook a survey of permanent and adjunct faculty in an attempt to ascertain satisfaction levels with many facets of library services including the collection of resources, assistance from staff, access, equipment, use of space, instruction for students, tutoring services and technology. Where appropriate, comparable data from the 2001 survey are also included.

1. More than 92% of the respondents agreed that the library's collection of resources contained an adequate collection of print and electronic resources for their program. Eighty-six percent (86%) felt the library gave them adequate opportunities to participate in the acquisition of library books, journals, and electronic media. The adjunct percentages were much lower in the selection questions. This is probably due to the fact that suggestions are taken through the college intranet and many adjuncts do not check the intranet regularly. However, all areas have improved. Comparable 2001 data is provided in Table 4. Table 4 also includes a comparison of the responses between adjunct and full-time faculty. In all but one instance, the percentage of adjunct faculty responding "Agree/Strongly Agree" is lower than that of full-time faculty.

Table 4: Comparison of Collection in 2001 and 2005
(Percent Responding Agree/Strongly Agree)

Question	Between Years		2005 Groups	
	2001	2005	Adjunct	FT
	Pct.	Pct.	Pct.	Pct.
The collection of resources in print is appropriate.	N/A	92.5	93.2	92.1
The collection of electronic resources is appropriate.	N/A	95.4	93.5	96.8
The library resources are current	64.2	93.5	93.2	93.8
Library's resources support accreditation requirements.	59.3	97.8	97.1	98.2
Opportunities to participate in book selection are appropriate.	66.2	85.7	73.7	93.3
Opportunities to participate in journal selection are appropriate	61.9	83.7	70.3	91.8
Opportunities to participate in electronic media selection are appropriate	49.0	80.9	66.7	89.7

2. Only 47% of faculty schedule formal library instruction sessions, but this is an increase from the 2001 amount of 39%. Of these, 97.9% agreed the quality of library instruction for their students is good. When asked if they assigned information literacy projects, 78% of full-time faculty and 48% of adjunct faculty said they did. Faculty members were asked to indicate student assignments that utilized the library services. Research projects were at the top of the list with 32.3%, followed by Magazine/Journal Articles 22.1%; Term Paper 19.5%, Bibliography 9.3%, Book Reviews/Reports 8.8% and other 8%. Over 88% of the respondents believe they are using the library to help meet the information literacy goals in MTC's strategic plan.
3. Approximately 12% of faculty indicated the desire for assistance in designing information literacy exercises. Several faculty members expressed an interest in training, instruction and handouts concerning information regarding information literacy as well.
4. One hundred percent (100%) of faculty agreed that the service they received from librarians is professional and 100% agreed that the information they received from librarians was appropriate. The professional assistance ratings for the librarians from the 2001 and 2005 administrations of the survey are provided in Table 5.

Table 5: Professional Assistance: 2001 Comparison with 2005
(Percent Responding Agree)

Question	Between Years		2005 Groups	
	2001	2005	Adjunct	FT
	Pct.	Pct.	Pct.	Pct.
The librarians are knowledgeable about library resources	82.2	99.1	97.9	100
The service received from the librarians is professional	86.5	100	100	100
The level of assistance you receive from the librarians is appropriate.	85.0	100	100	100
When appropriate the librarians refer you to other sources of information/libraries	76.1	100	100	100
If referred, you usually succeed in obtaining the needed information	70.1	98.9	100	97.9

2. Ninety-seven percent of the faculty responded that the library has the technology to support the information needs for assignment. Over 97% felt the library hours were adequate for meeting their needs. Twenty-two percent of faculty felt that the number of computer workstations was inadequate.

3. When asked what future directions they would like to see the library take, 13% of faculty indicated that they would like to have full-text documents delivered to their computers, 16.7% wanted training and support provided for research skills, 11.7% wanted to add more computers, and 13.8% wanted training and support for information literacy. Maintaining the electronic databases (20.7%) and maintaining the print collection (14.9%) were also important to the future of the library.
4. Over ninety-seven percent of the responding faculty agreed they referred students to the Academic Success Center (ASC). Eighty-eight percent agreed the quality of instruction provided by the tutors was good and 91% agreed the quality of the computer instruction by staff was good. Only 80.8% agreed the hours were adequate for their students. Adjunct faculty who teach in the evenings did not feel their students had time to use the ASC.

Comparison of Internal Data

Statistical reports on the library materials, library users, and library services are collected and analyzed on a monthly and annual basis. A comparison of these areas shows an increase in online books, database and web page usage.

Table 6: Circulation And Usage Data

Categories	2002-2003	2003-2004	2004-2005
Total Circulation	22,829	22,834	23,281
E Books Accessed	N/A	1309	19,299
Library Instruction	289	293	271
Total Hits to the MTC Library Web Page	64,411	66,934	69,918
Database Usage for Infotrac	107,756	145,870	168,102
Database Usage for EBSCO Host	N/A	NA	41,951

Due to remote access and other new library services, traditional statistics no longer reflect student trends in the library. Any dip in circulation statistics is offset by web-based library services. Due to COL 105 section cancellations and the consolidation of nursing classes, the number of library instruction classes has been reduced.

Budget

From 2002-2005, the budget has been stable. Increases have been in staff salaries and benefits. The 2004-2005 budget was \$1,314,655.00. The Academic Success Center budget was \$208,795.

2002-2005 Action Plan Objectives

Objective A: Conduct an inventory of the library collection and clean up the catalog.

1. Formulate a plan to do a complete inventory of materials
2. Complete an inventory
3. Withdraw missing item records
4. Have Authority Files updated

Objective B: Develop an information literacy course for Education majors.

1. Work with USC develop at syllabus
2. Develop online and in-class assignments/lectures/activities based on syllabus
3. Coordinate on-sites with area elementary and middle school media centers
4. Create WebCT class
5. Teach Class

Objective C: Implement universal borrowing working with PASCAL(Partnership Among South Carolina Academic Libraries).

1. As part of the pilot project team set up policies and procedures for statewide borrowing
2. Work with III systems to pull the necessary MARC records
3. Work with other pilot sites to integrate circulation records
4. Loan/borrow books with the pilot libraries
5. As the project expands, loan/borrow materials statewide.

Objective D: Design an information literacy evaluation tool and evaluate the effectiveness of library instruction.

1. Design pre and post tests concerning information literacy skills to administer to students having library instruction and a group that will not have library instruction.
2. Evaluate the effectiveness of library instruction from the results.

Component 6: Library Resources and Services

Offices of Primary Responsibility: Vice President for Arts and Sciences and Director of the Library

Definition:

The purpose of this component is to determine the effectiveness of the library in meeting the college's educational goals and to improve the overall quality of library and information literacy programs and services.

Major Issue:

1. How effective is the library in providing services to support the educational goals of the college and the mission of the library? This includes a review of: 1) access to a broad range of learning resources in a variety of formats, 2) adequacy and relevance of collections, 3) library and information literacy instruction, 4) support for distance learning, 5) technological advances, 6) cooperative agreements, 7) collaboration with faculty and 8) adequacy of staff, physical facilities and hours of operation.

Assessment Methodology:

2. Comprehensive collection and review of critical data such as:
 - a. Satisfaction surveys of users (students, faculty and staff) of library services.
 - b. Evaluation of success in meeting the library goals and objectives defined in the college's strategic plan.
 - c. Reports of usage levels to include: electronic contacts to library system, circulation and attendance patterns.
3. Analysis of data against SACS and ACRL criteria on access, collections, instruction, support for distance learning, technology, cooperative agreements, collaboration with faculty, and adequacy of staff, physical facilities and hours of operation to determine how well the library is meeting its mission.
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