Midlands Technical College
Assessment of Library Resources and Services
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<u>Summary Statement of 1998-2002 Assessment Study</u>

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 increased its subscription to full-text remote databases, converted the library's catalog toWeb2 to include the Z39.50 software, and restructure the delivery of library instruction. With the implementation of EZ Proxy, students have remote access to the library web page and its electronic databases. Library instruction was restructured by the development and implementation of COL105 library instruction module.

Surveys of library users indicate a very high level of satisfaction with the services provided by the library staff. The 2001 Student Satisfaction Survey reported a very high level of satisfaction with the services provided by the library staff. The 2001 Student Satisfaction Survey reported: 89% of students were "successful" at each of seven basic library activities, 93.5% of students found the librarians and staff were knowledgeable and helpful, over 97% of students believed that the books, magazines or journals, electronic databases and hours of operation available from the library "sometimes" or "always" met their needs. Most students found the library information acceptable (72.5 percent) and over half the students reported that the library "always" met their needs.

The 2001 Faculty Satisfaction Survey indicated that 71% of responding faculty felt that the library contains an adequate collection of print and electronic resources for their programs. Sixty-six percent felt they were given adequate opportunities to participate in the acquisition of library books. Sixty percent of faculty members indicated they assigned research or information literacy assignments to their students. Over 72% of faculty assigned research projects and over 70% assigned Internet search projects. Seventy-six percent agreed with each statement concerning professional assistance with the services received from librarians and the level of assistance received from librarians is adequate.

Analysis of internal statistics and reports indicates that library services have expanded in the delivery of library instruction and the number of individuals accessing the library through its web page. A comparison between the services offered in 1998 and 2002 notes the following

improvements: remote access to library databases, the addition of three databases and the implementation of graphical access to the library catalog.

The following objectives have been developed for 2002-2005: 1) explore working with other departments to develop/integrate information literacy through courses taught at MTC, 2) implement electronic reference service for faculty, staff and students, 3) implement new Integrated Library System and training for the college.

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 97,382 volumes 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.

Achievement of Previous Action Plan Objectives (1998-2002)

Objective A: Increase subscriptions to full-text remote databases

Results:
1. Participated in the DISCUS program offerings to set up various databases.
2. Instituted EZ Proxy to provide remote access for students.
3. Completed the library technology plan.

Objective B: Convert to web based catalog

Results:
1. Instituted Web2
2. Investigating possible ILS providers.
3. Acquired Z39.50 software.

Objective C: Restructure library instruction

Results:
1. Developed and implemented the COL105 library instruction module.
2. Developed a video orientation segment for the COL105 library instruction module.
3. Developed two year plan for library instruction

Objective D: Improve Distance Learning Services

Results:
1. Completed remote access to Library catalog and databases.
2. Produced pathfinders and tutorial materials for distance learners.

Description of 1988-2002 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.

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 1998-2002 Assessment Study

A. Results of the Student Surveys

The Student Satisfaction survey was conducted in the Fall semester 2001, to determine student satisfaction with materials and services offered by the library. A total of 748 students enrolled in 60 classes completed the Library Services Student Survey. Students were asked questions about their overall satisfaction with services and use of services, their opinion about the effectiveness of library staff, instruction, and information access. Where appropriate, comparable data from the administered of the survey in 1994 and 1996 are also included.

1. Over 90% of students responded that they were "Successful/Very Successful" in locating books and 91% were "Successful/Very Successful" in locating magazines and journals. When the data from the 1994, 1996 and 2001 administrations of the student survey are compared, very few differences are found in student ratings over time.

Table 1: Comparison of Success Ratings in 1994, 1996 and 2001
(Percent Responding Successful/Very Successful)

Question	1994 Percent	1996 Percent	2001 Percent
Locating Books	93.1	90.8	92.1
Locating Magazines/Journals	92.4	91.1	91.1
Using on-line catalog (OPAC)	88.9	85.0	89.3
Using Equipment (copier, microfiche reader, etc.)	92.0	95.4	94.4
Studying	90.1	90.6	90.9
Receiving Help from Library Personnel	92.8	95.2	93.5

(**NOTE:** 1994/96 surveys said (Locating Magazines), 2001 (Locating Magazines/Journals)

2. Over 98% of students responded that the library "sometimes or always" had the books needed to complete their assignments and 97.6% of students responded that the library "sometimes or always" had the magazines and journals needed to complete their assignments. When compared to previous administration of the survey, student opinion regarding the library's collection and hours of operation are very consistent. Slight gains were reported in two of the three categories examined.

Table 2: Comparison of Collections in 1994, 1996 and 2001
(Percent Responding Sometimes/Always)

Question	1994 Percent	1996 Percent	2001 Percent
Does the library have the books you need to complete your assignments?	95.7	93.7	98.2
Does the library have the magazines/journals you need to complete your assignments?	95.4	92.9	97.6
Do the hours of operation meet your needs?	98.1	97.7	97.2

3. More than 96% of the respondents indicated that they were able to find resources they needed with the assistance of library staff, that the library staff members were helpful and that the library staff took the necessary time to help them. A comparison of the results of the three years the survey was administered is provided below. In each instance, the percentage responding "Yes" to these questions on the 2001 survey increased over the previous administrations.

Table 3: Comparison of Library Staff in 1994, 1996 and 2001
(Percent Responding Yes)

Question	1994 Percent	1996 Percent	2001 Percent
Are the library staff members helpful?	95.0	96.4	96.8
Did the library staff take the necessary time to help you?	94.0	95.4	96.6
Did the library staff suggest ways to find information that they didn't have in the library?	83.7	83.2	91.8

4. Approximately 72.5% of students found the library information acceptable and 77.7% found the information "just right." 95% of students found the quality of information in the library to be at the "appropriate level."

5. Approximately 57.4 % of students indicated having library instruction in a course and over 88% of students responded to the instruction as "good or excellent."

6. More than 65% of students indicated using the Internet for the access of information and 52% indicated using books.

B. Results of the Faculty Surveys

In Fall semester 2001, Midlands Technical College undertook a survey of permanent and adjunct faculty in an attempt to determine faculty satisfaction with materials and services offered by the campus libraries. Faculty members were asked questions about their overall satisfaction with the collection, their involvement with collection development, library instruction, student use, information literacy, facilities, and equipment and the professional assistance provided by library

personnel. Where appropriate, comparable data from the 1997 administered of the survey are also included.

1. More than 74% of the respondents agreed that the library's collection of resources contained an adequate collection of print and electronic resources for their program and gave them adequate opportunities to participate in the acquisition of library books and journals. Comparable 1997 date is provided in Table 4. Table 4 also includes a comparison of the responses between adjunct and full-time faculty. In every instance, the percentage of adjunct faculty responding "Agree/Strongly Agree" is lower than that of full-time faculty.

Table 4: Comparison of Collection in 1997 and 2001
(Percent Responding Agree/Strongly Agree)

Question (Deviations in item text are noted in parentheses)	Between Years		2001 Groups	
	1997	2001	Adjunct	FT
	Pct.	Pct.	Pct.	Pct.
The library contains an adequate collection of print (and electronic) resources for your program	48.5	71.7	69.0	74.4
The library resources in your discipline are current	48.0	64.2	60.8	67.6
The library's collection is adequate to support accreditation/reaccreditation in your program area	51.6	59.3	50.0	69.1
You are given adequate opportunities to participate in the acquisition of books	69.4	66.2	41.1	91.7
You are given adequate opportunities to participate in the acquisition of journals	62.0	61.9	39.2	85.0
You are given adequate opportunities to participate in the acquisition of digital and/or electronic library resources	47.0	49.0	31.5	66.7

2. Nearly 39% of faculty schedule formal library instruction sessions. Of these, 67.9% reported the quality of library instruction as excellent and 32.1% reported the quality of library instruction as "good." When asked if they assigned research of information literacy projects, 59.6% of full-time faculty and 57.7% of adjunct faculty said they did. "Research projects" was the most frequently made type of assignment (72.4%), followed by "Internet Search" (70.1%).

3. Approximately 15% 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. Over 86% of faculty agreed that the service they received from librarians is professional and 85% agreed that the information they received from librarians was adequate. The professional assistance ratings for the librarians from the 1997 and 2001 administrations of the survey are provided in Table 5. In every instance, the percentage of adjunct faculty responding "Agree/Strongly Agree" is lower than that of full-time faculty.

Table 5: Professional Assistance: 1997 Comparison with 2001
(Percent Responding Agree/Strongly Agree)

Question (Deviations in item text are noted in parentheses)	Between Years		2001 Groups	
	1997	2001	Adjunct	FT
	Pct.	Pct.	Pct.	Pct.
The librarians are knowledgeable about library resources	88.2	82.2	76.8	87.5
The service received from the librarians is professional	90.3	86.5	79.7	93.0
The level of assistance you receive from the librarians is adequate	87.4	85.0	76.4	93.1
(When appropriate) the librarians refer you to other sources of information/libraries	79.2	76.1	72.4	79.7
If referred, you usually succeed in obtaining the needed information	70.1	68.7	64.2	73.4

5. Seventy-two percent of the faculty responded that the library has the technology to support the information needs for assignment. Over 76% felt the library hours were adequate for meeting their needs. Over 24.5% of faculty felt that there were not enough computer workstations in the library.

6. When asked what future directions they would like to see the library take, over 35% of faculty indicated that they would like to have full-text documents delivered to their computers, 35.2% wanted training and support provided for research skills, 31% wanted to add more computers, over 30% wanted training and support for information literacy as well as more electronic databases.

7. Faculty members also expressed interest in training in the following areas: using the library catalog (11.3%), searching the library's databases (32.1%), understanding information literacy (26.4%), using information technology (28.3%), using the internet and search engines (26.4) and other (2.5%).

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 library instruction, database and web page usage.

Table 6: Circulation And Usage Data

Categories	1998-99	1999-00	2000-01
Total Circulation	23,853	25,705	19,526
Books Circulated	16,578	20,079	15,438
Library Instruction	232	261	266
Total Hits to the MTC Library Web Page	NA	NA	50,740
Database Usage for Infotrac	NA	NA	17,417
Database Usage for CINAHL	NA	NA	2,222

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. Statistics for web page hits and database usage are not available for 1998-1999 and 1999-2000. Although yearly data is not available, an increase in these services was seen in the monthly data.

Budget

From 1998-2001, the library experienced an increase in the allocation of its budget in the areas of education supplies (journal subscriptions) and electronic media. As a result of the increased allocations, the library's budget increased from $826,589.00 in 1998 to $940,663.00 in 2001.

Grants

In March 2001, the Library received a grant from the Association of College and Research Libraries/Institute for Museum and Library Services to support librarian/instructor partnerships for integrating information literacy standards into the college curriculum and for assessing related students learning outcomes. Planning for the grant began immediately. The English Department agreed to test the project in the English 101 program. Pre and posttests were designed and administered as the major assessment instruments. Initial testing began with two sections of English 101 during the fall 2001 semester. Two additional sections were tested during spring 2002. Preliminary results indicate overall improvement between pre and posttest scores for all sections tested. The test instruments will be revised this summer and re-administered fall semester 2002. Preliminary results were disseminated at the annual meeting of the American Library Association in Atlanta, GA in June 2002. Results will be shared with MTC faculty during in-service, August 2002.

2002-2005 Action Plan Objectives

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

1. Coordinate with other departments to help them develop assignments
2. Create an information literacy tutorial for faculty and staff
3. Conduct training sessions on information literacy

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

1. Evaluate and explore electronic reference services
2. Develop library plan for electronic reference

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

1. Formulate and submit proposal for ILS (Integrated Library System) to Vice President of Arts and Sciences and President
2. Purchase new ILS system
3. Develop ILS training program for faculty, staff and students

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.

4. Follow-up reports regarding actions taken to ensure continuous library improvement.