

## Mission Statement

The Henry Madden Library supports the university mission of education, research, and service. To this end, the Library:

- selects, develops, manages, and provides access to information resources
- promotes the critical use of information for learning and research
- presents cultural and scholarly programming that serves the campus, the region and beyond.

We subscribe to the American Library Association Code of Ethics and embrace these core values:

Academic and intellectual freedom.  
A user-focused and collegial environment  
Excellent service to the University community.  
Use confidentiality and privacy.  
Respect for diversity.  
Effective communication and collaboration.

## Introduction

Academic libraries add value to the teaching and learning of their universities through their services, outreach and collections. The Madden Library, acquires, preserves and makes accessible information on scholarly resources; develops innovative services and spaces; and provides information literacy to serve the need of our users.

The learning outcomes and assessment methods identified in this document support the themes outlined in *California State University Fresno's Strategic Plan for Excellence IV, 2011-15* by: developing programs, services, and information sources that support the student learning environment; student transformation and success; transformational scholarship; developing our campus community; internationalization; resource development and engagement with the region. The Library will consult and collaborate with our primary stakeholders: the faculty, staff, students and alumni in this systematic assessment.

The mission of Madden Libraries *Student Outcomes Assessment Plan* is to identify student learning outcomes needs through assessment while collaborating with campus faculty and using this information to revise, improve, implement and create beneficial collections, programs and services. This ongoing assessment helps all library staff take action, monitor and improve our services, identify changing patterns in users' needs and information usage, and help market and promote library collections and services.

Crucial to the mission of the *Library SOAP* is the understanding that through the Library's collections, programs and services, it is responsible for not only the curation and dissemination of information, but facilitating learning and knowledge creation. Programmatic and service priorities drive the organization of library space, both physical and virtual. Collections and digital curation provide support for faculty and student interdisciplinary research and intellectual engagement. The Library's information literacy programs and services support students acquisition of information literacy that supports lifelong learning and 21st century skills.

This Library SOAP contains initial assessment activities, but the Library recognizes assessment is an ongoing and evolving process. Each year the Library will continue to assess services supporting student learning outcomes, but the focus of individual assessment projects may be adapted, amended, or changed annually based on contributions from various departments within the Library and/or feedback from students and faculty.

Links to Strategic Documents

[Fresno State Strategic Plan for Excellence IV 2011-15](#)

[Association of College and Research Libraries. Standards for Libraries in Higher Education. 2011](#)

[Association of College and Research Libraries. Value of Academic Libraries.](#)

[Western Association of Schools and Colleges \(WASC\) 2012-2020](#)

Goal A: Physical Resources/Space

From ACRL Standards: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

<p>Outcomes:</p> <ul style="list-style-type: none"><li>a. The library provides a safe and secure environment for study and research.</li><li>b. The library is open during hours that best meet user demands.</li><li>c. The library provides a variety of study and research environments to meet different learning styles.</li><li>d. Navigation in the library is self-evident.</li><li>e. The library provides sufficient workstations and seating to meet user demands.</li><li>f. The library provides cultural and educational programming that enhances the campus environment.</li><li>g. The library provides a robust technological infrastructure that meets user needs.</li></ul>	<p>Measures:</p> <p>Direct Measures</p> <ul style="list-style-type: none"><li>1. Extract, collate, and make accessible data about library physical resources and space from the 2011 CSU Library Services Student Survey Report in order to identify areas of satisfaction and/or target areas for improvement.</li></ul> <p>Indirect Measures</p> <ul style="list-style-type: none"><li>1. Retrieve information from CSU Chancellor's survey to determine if the Library is open during hours that best meet user needs.</li><li>2. Develop a survey to assess if the Library is meeting campus cultural and educational programmatic needs.</li></ul>
---	---

Goal B: Information & Digital Literacy/Educational Role

ACRL: Libraries partner in the educational mission of the institution to develop and support information –literate learners who can discover, access, and use information effect for academic success, research and lifelong learning.

<p>Outcomes:</p> <ul style="list-style-type: none"><li>a. Librarians collaborate with faculty to embed information literacy into curriculum, courses, syllabi and assignments in order to enhance student learning.</li><li>b. Librarians provide information literacy in a variety of contexts and employ multiple learning platforms in order to meet multiple learning styles.</li><li>c. Student learning is enhanced with a variety of information literacy methods such as information literacy modules, face-to-face teaching, and other educational practices.</li></ul>	<p>Measures:</p> <p>Direct Measures</p> <ul style="list-style-type: none"><li>1. Project SAILS (Standardized Assessment of Information Literacy Skills) test will be administered in Spring 2013 to 10% of the Freshman class to establish a baseline of information literacy skills.</li><li>2. Two faculty cohorts will participate in Summer Academy 2013 to revise syllabi and assignments to incorporate one information literacy competency from the ACRL Information Literacy Competency Standards for Higher Education. Faculty in conjunction with librarians will create an assessment of the effect of the incorporation of information literacy into the course.</li><li>3. Librarians with teaching responsibilities will create an assessment tool to evaluate student learning outcomes for both in person and online sessions.</li><li>4. <i>University 50: Information Literacy in a Digital Age</i> will be assessed Spring 2013 using rubrics for all course assignments.</li><li>5. Compare grades from ECON 50 writing assignments with and without library intervention.</li></ul> <p>Indirect Measures</p> <ul style="list-style-type: none"><li>1. Ten teaching faculty will evaluate two ILMs for content, usability and effectiveness. The ILMs will be revised based on recommendations of this focus group.</li><li>2. Design and implement a satisfaction survey for 45% of students participating in face-to-face information literacy sessions and who have used GradesFirst.</li></ul>
--	--

	4. Implement and assess ECON 50 pre-test and post-test.
--	---

Goal C: Usability & Accessibility/Discovery

ACRL: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

<p>Outcomes:</p> <ul style="list-style-type: none"><li>a. Materials in the library are housed in their proper locations.</li><li>b. The library creates and maintains tools that enable users to find and retrieve information in the library's collections.</li><li>c. The library provides users with the access to assistance when not physically in the library building.</li><li>d. The library provides access to unique materials and collections.</li></ul>	<p>Measures:</p> <p>Direct Measures</p> <ul style="list-style-type: none"><li>1. Monitor shelf inventories to determine the percentage of missing resources.</li><li>2. Web usability study to measure how long students can find what they need from the Library's homepage.</li><li>3. Monitor the number and type of questions asked at the Start Here Desk to compare with previous data from the Reference desk to determine if this new model is successful.</li><li>4. Use Link+ data to establish a baseline for future comparisons of this service.</li><li>5. Categorize the results from online reference tools (IM, email, and Questionpoint) to establish how students are using these tools.</li><li>6. Collect usage data for the local or unique materials available through eCollections.</li><li>7. Collect data for the number of visitors to Special Collections to compare with 2010/11 level.</li></ul>
---	---

Goal D: Information Resources/Collections

ACRL: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

<p>Outcomes:</p> <ul style="list-style-type: none"> <li>a. Faculty and students are satisfied with the collections provided by the library for their educational and research needs.</li> <li>b. Library collections align with areas of research, curricular foci, or institutional strengths.</li> <li>c. Librarians, faculty, and students collaborate in library collections building.</li> </ul>	<p>Measures:</p> <p>Direct Measures</p> <ol style="list-style-type: none"> <li>1. Collect usage statistics for library resources and make the data available/accessible.</li> <li>2. Current library collection will be evaluated by format to establish baselines for comparison with other similar libraries and with respect to available/emerging technologies.</li> <li>3. Compile/collect numeric data of library collections by subject area in order to provide baselines for analysis and establish ongoing evaluation for use in the accreditation process.</li> <li>4. Document current venues of opportunities to participate in collection building (i.e, <i>Suggest a Purchase</i>, direct contacts with library staff/faculty, etc...) for comparison with comparable libraries.</li> </ol> <p>Indirect Measures</p> <ol style="list-style-type: none"> <li>1. Extract, collate, and make accessible data about library collections from the 2011 CSU Library Services Student Survey Report in order to identify areas of satisfaction and/or target areas for improvement.</li> <li>2. Work with available structures within the library (College Teams, etc.) to survey academic departments on a rotating basis to determine satisfaction with library collections.</li> </ol>
---	---

Goal E: Work Environment/Management and Personnel/Personnel

ACRL: Management/Administration:Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

<p>Outcomes:</p> <ul style="list-style-type: none"><li>a. Faculty and students consider library personnel sufficient in quantity to meet their research and instruction needs.</li><li>b. Faculty and students consider library personnel sufficient in quality to meet their research and instruction needs.</li></ul>	<p>Measures:</p> <p>Direct Measures</p> <ul style="list-style-type: none"><li>1. Collect data from other CSU and/or similar libraries for comparison (e.g. number of positions, etc.)</li><li>2. Document the number of professional development and/or job related educational opportunities offered versus participation in these activities.</li></ul> <p>Indirect Measures</p> <ul style="list-style-type: none"><li>1. Survey library faculty and staff about workplace satisfaction in order to identify areas of success and target areas for improvement.</li><li>2. Extract data from the 2011 Extract data from the 2011 CSU Library Services Student Survey Report in order to identify areas of satisfaction and/or target areas for improvement.</li></ul>
---	---

Goal F: Digital Curation/External Relations

ACRL: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

Outcomes:	Measures:
-----------	-----------

## Program Matrix

TBD

### Timeline for Implementation of Assessment Methods and Summary Evaluations

AY 2009-10

*Enhancing Student Information Literacy Initiative* assessed both programmatically and by teaching faculty and subject librarian. (Goal Ba and Bc)

AY 2010-11

Information Literacy Modules (*Searching, Finding & Evaluating Books* and *Searching, Finding & Evaluating Articles*) assessed by students for usability and effectiveness and learning outcomes (Goal B.b)

*Enhancing Student Information Literacy Initiative* assessed both programmatically and by teaching faculty and subject librarian. (Goal Ba, Bc)

AY 2011-12

Information Literacy Modules (*Choosing a Topic* and *Citing and Plagiarism*) assessed by cohort of students to determine usability, effectiveness and learning outcomes. (Goal B.b)

Collaboration with Bernadette Muscat (Criminology department) and Annabella Espana-Najera (Chicano and Latin American Studies department) to compare student grades based on comparing control group with no information literacy provided and other group with information literacy provided to students. (Goal B.a, Bb)

AY 2012-13

*Project SAILS (Standardized Assessment for Information Literacy.)* (to assess information literacy skills of 10% of the Freshman population. Goal B.a.1)

Teaching faculty will evaluate two ILMs for content, usability and effectiveness. The ILMs will be revised based on recommendations of this focus group.(Goal Ba)

Faculty in conjunction with librarians will create an assessment of the effect of the incorporation of information literacy into large enrollment courses (Summer Academy 2013). (Goal Ba., Bc)

## **Closing the Loop – Summary Evaluation, Program Adjustment and Reporting**

[Refers to using the findings for improvement of programs. This is reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documentation does not need to be extensive and does not need to be included in the SOAP itself. It should be documented for your use and will be the basis for the Annual Report to the Provost.]

Example of Closing the Loop Activities:

- Meet with the appropriate faculty to review the assessment data.
- With faculty input, determine what the data mean in light of program/service improvement
- With faculty input, develop an action plan based on the meaning of the data to the program/service.
- Recommend interventions or needed changes
- Determine appropriate re-assessment follow-up for goals and plans.
- Report on status of all assessment activities (current and on-going improvements and follow-ups) to Dean in annual report.
- Document (report) recommendations to Dean for inclusion in next year's action plans.
- Review each program/service at least once every 3 years.