### INSTITUTIONAL EFFECTIVENESS MATRIX

**Timeframe:** October 2013-September 2014  
**Division:** Academic Affairs  
**Department:** Library  
**Program:** Library

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<tr>
<th>Department/Program Intended Outcomes/Objectives</th>
<th>Assessment Criteria and Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
<th>Impact of Use of Results</th>
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| Library contributes to a successful reaffirmation of accreditation process:  
1) Establish and document continuous assessment of library services and resources.  
2) Submit a thoroughly documented narrative for SACS self study due April, 2014.  
3) Develop and implement a library assessment plan.  
4) Assess the General Education Competency of Information Literacy in ENC1101 courses (as mapped by the General Education Committee). | 1) No recommendations for self-study by off-campus review committee on library/learning resources core requirement 2.9 or comprehensive standards 3.8.1-3.  
2) Successful completion of English research paper study with recommendations.  
3) An established written Library Assessment Plan. | 1) Received “non-compliant” on all 4 library-related standards.  
2) Collected 90 ENC1101 final papers and have scored 75%. Collected over 100 responses on the ENC1101 Library Instruction Survey:  
2A) Students are scoring just above “Developing” at about 1.2 rather than closer to established benchmark, which is 1.9.  
2B) Students show only a 60% participation in library instruction.  
2C) Only 12% of ENC1101 students are consulting with a librarian.  
3) Completed the development and implementation of the Library Assessment Plan. | 1) Doubled the amount of documentation submitted in the focused report for the on-site committee to review.  
2) Completed and implemented a new library content management strategy.  
3) Completed and implemented a Library Assessment Plan that correlates with the Academic Program Review cycle.  
4) Identified protocol for the use of various data collection methods.  
5) Developed a preliminary intervention to improve student/faculty/librarian collaboration in ENC1101 courses. Presented to faculty at Convocation fall 2014. | 1) The library now has fully explored all existing assessment strategies currently in use and developed new strategies.  
2) These strategies are incorporated in a written assessment plan so that assessment is consistent and ongoing.  
3) There is a shift in the culture of the library from just trying new things to continuous assessment and improvement.  
4) There is improved communication and participation in library assessment and continuous improvement.  
5) Heightened awareness of the need to collaborate with faculty on assignments and getting students to work with a librarian particularly in topic selection and choosing information sources for their papers.  
6) Increased awareness of the importance of enhancing online library services including mobile access. |
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| **1)** | Administered an edited local version on the *Academic Patron Profile Survey* in March 2014.  
N=336  
1A) 69% of students use the physical library for research on their assignments.  
1B) 70% of students use the online library for research on their assignments.  
2C) 24% of students reported asking for assistance from the library help desk. |
| **2)** | Due to the unexpected illness of a full-time librarian and a full-time staff member who were out more than half the year, the library was not able to conduct qualitative studies, concentrating instead on quantitative methods and mixed methods such as surveys with open ended questions and comment boxes. |
| **3)** | Usage data compared to previous year showed:  
**Physical collection:**  
decrease of book circulation: 22%  
increase of video circulation: 2%  
**Digital collection:**  
increase in eBook downloads: 3%  
decrease in video downloads: 21%  
decrease in database searches: 1%  
**Library usage:**  
decrease in Bradenton visits: 5%  
increase in Venice visits: 2%  
*6.6% drop in headcount*  
**4)** | Developed a preliminary intervention to improve student/faculty/librarian collaboration in ENC1101 courses.  
Presented to faculty at Convocation fall 2014.  
2) Improved Library Web Presence and library digital content management incorporating responsive design. A massive overhaul of the library web page and the LibGuides presence was completed in time for Fall classes.  
3) Discussions were held at library and librarian staff retreats regarding the referral of reference questions to librarians resulting in new procedures and protocols for answering reference questions.  
**5)** | The library now requires assessment of all library instruction and reference interactions  
**6)** | While looking closely at the library usage data, librarians discovered that labeling of the reserve items was inconsistent particularly as “material types” and “item status.” A process has been developed to improve the consistency of these labels across campuses.  
**7)** | Librarians reviewed book collection data and saw that the age of collection may be a factor in the decrease in book circulation. A content management strategy was developed and adopted in January 2014 that includes an aggressive weeding schedule.  
**1)** | A commitment to utilize data collection methods that can be analyzed to determine the potential correlation of measurements of library engagement to student achievement and success.  
**2)** | Data collection will be more detailed to allow for the library to make data driven decisions.  
**3)** | Greater awareness of the need to expand services to the Lakewood Ranch Campus and a commitment to explore several options.  
**4)** | The library now requires assessment of all library instruction and reference interactions  
**5)** | The library intends to advocate for building design that increases student library engagement in the new Bradenton Library, which will begin programming in late, Fall 2014. |
**Establish an effective eText Initiative and a plan for expansion into a curriculum wide effort.**

1. Assess faculty success with eText initiative.
2. Assess student success with eText initiative.
3. Identify and eliminate obstacles to success.
4. Work with VP of Academic Affairs Management team to develop a plan for expansion from pilot study to practice.

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<th>Faculty and students report satisfaction with eText initiative. Students realize significant cost savings. Increased student success.</th>
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<td>1) Faculty interviews</td>
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<td>2) Student surveys/interviews</td>
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<td>3) Faculty focus group</td>
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<td>4) Student focus group</td>
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<td>5) Student success rates</td>
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<tr>
<td>6) Draft proposal for future eText program</td>
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**Faculty feedback**

N=13

- challenge to create document for smart phones or encourage students to purchase other device (tablet, laptop, etc)  
- need release time- VERY time consuming  
- need software/hardware  
- need training  
- need consistent platform  
- need CLOUD storage  
- need authentication methods  
- need to inform students NOT to buy textbooks  
- need to identify a course as textbook free in course schedule  
- none of the faculty were happy with existing open source eTexts  
- need more support from the administration  
- positive about the results. Like the customizability, increased student engagement, students really like not having to pay for a textbook, better for visually impaired

**Student Feedback:**  
N=255

1) Over 80% of students appreciated the textbook alternative  
2) Recommendations by students included formatting to be more like a textbook to include table of contents, glossary and index  
3) Requested a cost-effective print alternative

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<th>8) Librarians worked closely with the President’s office to inform key community, college board members, and members of the Florida Legislature to fund new library construction that would increase student library engagement at the Bradenton campus.</th>
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| 1) Hired a library supervisor of digital initiatives who has the expertise in building institutional repositories, content management systems, and program management (August, 2014). This person will help the library build the foundation for hosting and developing existing and new eText initiatives.  
2) Explored the potential of using an outside library content publisher (Gale) platform for the building of eTexts which would potentially be collaborative commons sources for the entire College and University Systems of Florida (by working with the Florida Virtual Campus).  
3) Provided feedback to the Vice President of Academics and the Vice President of Strategic Initiatives regarding the pilot and gained their interest in furthering the project.  
4) Further work in the assessment of the pilot including the examination the impact on student success rates.  
5) Recommended next steps:  
1) Combine eText with Signature courses  
2) Standardized formats – all using the same or very similar platforms:  
a) SoftChalk with Adobe Fireworks  
b) LibGuides if they can require authentication  
c) Open Monograph Press (SUNY project)  
6) Draft proposal for future eText program |

1) The library will continue to work with faculty in the development of textbook alternatives, particularly as it develops the platform for digital publishing.  
2) The library will continue to work with the Florida Virtual Campus (in its ever-evolving state as a centralized support for Florida academic libraries and distance education).  
3) Further need to promote textbook alternatives and to advocate for support for the faculty members and librarians that create them.
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<td>4) 70% of students would definitely take another textbook alternative course.</td>
<td>3) Reassign time if possible to be combined with signature course development.</td>
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<td>5) 30% may take another textbook alternative course depending on the subject.</td>
<td>4) Need that 3rd librarian!!</td>
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<td>5) Need an identifier in the course schedule of “textbook free” section.</td>
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