

Support Services Review Template

Unit Name: Libray
services

Julie Todaro

Unit Review Leader: _____

Today's Date: 8/12/2014

1 Unit Description

Share information about your unit for other people such as, general public, deans, VP's, support staff, and the greater Austin community. This is an opportunity to promote your unit, share information to ground requests for resources and funding, promote collaboration and inform and recruit students. Once this information is pulled together, units will update this on a yearly basis.

1.1 What is your Mission?

(What is the purpose of the unit? What do you do?)

ACC Library Services is a collaborative system of information, reference, research, and instructional and technical support, whose mission is to support student success, classroom faculty, and teaching and learning.

Library Services is committed to diversity, access, and assessment; and in this pursuit provides outstanding library employees, services, and resources to support ACC general education and workforce curriculum, traditional and non-traditional instruction, programs, and support services for our students and their diverse learning needs and learning levels.

Library Services designs and delivers instruction to promote information literacy, critical thinking and lifelong learning to assist students in achieving their educational goals.

1.1.1 How does the mission of the unit support the mission of the college?

Library Services' supports the mission of the college by acquiring, organizing and making accessible virtual, digital and print fiction, non-fiction, reference, reserves, periodicals, and media resources, information, and research.

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1.2 Please tell us who you serve.

(Faculty, staff, external partners, distance learning, students, etc.)

Library Services' supports the mission of the college faculty and staff through the support of teaching and learning by: providing technology for students, faculty and staff .

1.3 What services or products does the unit provide?

Library Services designs and delivers instruction to promote information literacy, critical thinking and lifelong learning to assist students in achieving their educational goals. Specific Library Services services and resources in support of ACC's mission:

- Designs and maintains course-integrated research and information-seeking assignments to support ACC curriculum delivered in virtual, digital, and traditional classroom settings.
- Provides services including the physical library as a facility designed to support diverse learning needs, teaching, services, and access to general education and workforce materials.
- Maintains a professional development and continuing education program to support Library Services faculty and staff.
- Identifies and maintains local, state and national partnerships with P-16, public library and higher education environments, collaborations and consortial memberships for the most effective use of ACC resources and services in support of ACC students, faculty and staff and the ACC community.
- Develops and maintains consistent guidelines, and procedures for the provision and delivery of resources and services.
- Assesses design and delivery of library services to focus on student outcomes and student success.
- Maximizes visibility, awareness and use of ACC library programs, services and resources through the design and application of advertising and marketing techniques.

1.3.1 What is the impact of your unit's activities on students or other key stakeholders?

Students, faculty and staff - and community members as appropriate - using Library Services services and resources access in-person and online 24/7 college support designed to assist them in achieving their educational goals including expert assistance with course-integrated research and information-seeking assignments ; physical library facilities designed to support diverse learning needs; and general education and workforce materials in print and online.

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1.3.2 What are your unit's goals and what A-1 initiatives are they mapped to?

Board Policy A-1 Intended Outcomes

Student Success Initiatives

- SSI1 Increase persistence (term-to-term & fall to fall)
- SSI2 Complete developmental and adult education course progression to credit courses
- SSI3 Increase completion of all attempted courses with a "C" or better
- SSI4 Increase degree/certificate graduates and transfer rates
- SSI5 Increase success equity across all racial/ethnic/gender/income groups

Institutional Effectiveness

- IE1 Balanced instructional offerings among the College's mission elements;
- IE2 A teaching and learning environment that encourages students to be active, life-long learners;
- IE3 Accessible and affordable post-secondary and higher education programs and services for all who qualify and have the ability to benefit;
- IE4 Enrollments reflecting diverse and traditionally underserved populations in numbers that represent the local populations of our Service Area;
- IE5 Job placement from career workforce programs into family-wage careers;
- IE6 Efficiently administered programs and services that create an institution that is a good place to work, learn, and otherwise experience the higher-education process.

Goal #	Unit Goal (description)	Board Policy A-1										
		SSI1	SSI2	SSI3	SSI4	SSI5	IE1	IE2	IE3	IE4	IE5	IE6
	Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.											
UG1	Library services supports educational goals by teaching users research competencies and critical thinking/information literacy to assist them in completing classroom assignments; and, by identifying life-long learning modes and methods.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➤ this table will link to other areas in this report

➤ If you need more space than this table allows, contact OIEA for a separate form.

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1.3.2 What are Unit Outcomes and Unit Measures?

▶ Each unit may have up to 2 separate measures to support each Unit Outcome

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
	Example goal: <i>Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i>		Example outcome: <i>Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .</i>		Example measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>
UG1	<i>Library services supports educational goals by teaching users research competencies and critical thinking/information literacy to assist them in completing classroom assignments; and, by identifying life-long learning modes and methods.</i>	UO1.1	<i>Students, faculty and staff using library services and resources (through classroom assignments, by using library facilities and by</i>	UM1.1.1	Measure the satisfaction of students who utilize library services.
				UM1.1.2	
		UO1.2	<i>Students, faculty and staff completing integrated library research assignments (online training modules for classes, groups and individuals) are aware of library services</i>	UM1.2.1	Measure the number of training sessions provided to groups/ classes.
				UM1.2.2	
		UO1.3		UM1.3.1	
				UM1.3.2	
		UO1.4		UM1.4.1	
				UM1.4.2	
		UO1.5		UM1.5.1	
				UM1.5.2	
UG2	0	UO2.1		UM2.1.1	
				UM2.1.2	
		UO2.2		UM2.2.1	
				UM2.2.2	
		UO2.3		UM2.3.1	
				UM2.3.2	
		UO2.4		UM2.4.1	
				UM2.4.2	
		UO2.5		UM2.5.1	
				UM2.5.2	

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
UG3	0	U03.1		UM3.1.1	
				UM3.1.2	
		U03.2		UM3.2.1	
				UM3.2.2	
		U03.3		UM3.3.1	
				UM3.3.2	
		U03.4		UM3.4.1	
				UM3.4.2	
		U03.5		UM3.5.1	
				UM3.5.2	
UG4	0	U04.1		UM4.1.1	
				UM4.1.2	
		U04.2		UM4.2.1	
				UM4.2.2	
		U04.3		UM4.3.1	
				UM4.3.2	
		U04.4		UM4.4.1	
				UM4.4.2	
		U04.5		UM4.5.1	
				UM4.5.2	
UG5	0	U05.1		UM5.1.1	
				UM5.1.2	
		U05.2		UM5.2.1	
				UM5.2.2	
		U05.3		UM5.3.1	
				UM5.3.2	
		U05.4		UM5.4.1	
				UM5.4.2	
		U05.5		UM5.5.1	
				UM5.5.2	

➤ this table will link to other areas in this report

➤ If you need more space than this table allows, contact OIEA for a separate form.

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2.5.2 Unit Outcomes Assessment

Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
	Example unit measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>					
UM1.1.1	<i>Measure the satisfaction of students who utilize library services.</i>	2.5.3	2.5.3	2.5.3	#VALUE!	UO1.1
UM1.1.2	0					UO1.1
UM1.2.1	0					UO1.2
UM1.2.2	<i>Measure the number of training sessions provided to groups/ classes.</i>	2.5.3	2.5.3	2.5.3	#VALUE!	UO1.2
UM1.3.1	0					UO1.3
UM1.3.2	0					UO1.3
UM1.4.1	0					UO1.4
UM1.4.2	0					UO1.4
UM1.5.1	0					UO1.5
UM1.5.2	0					UO1.5
UM2.1.1	0					UO2.1
UM2.1.2	0					UO2.1
UM2.2.1	0					UO2.2
UM2.2.2						UO2.2
UM2.3.1						UO2.3
UM2.3.2						UO2.3
UM2.4.1						UO2.4
UM2.4.2						UO2.4
UM2.5.1						UO2.5
UM2.5.2						UO2.5
UM3.1.1						UO3.1
UM3.1.2						UO3.1
UM3.2.1						UO3.2
UM3.2.2						UO3.2
UM3.3.1						UO3.3
UM3.3.2						UO3.3
UM3.4.1						UO3.4

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Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
UM3.4.2						UO3.4
UM3.5.1						UO3.5
UM3.5.2						UO3.5
UM4.1.1						UO4.1
UM4.1.2						UO4.1
UM4.2.1						UO4.2
UM4.2.2						UO4.2
UM4.3.1						UO4.3
UM4.3.2						UO4.3
UM4.4.1						UO4.4
UM4.4.2						UO4.4
UM4.5.1						UO4.5
UM4.5.2						UO4.5
UM5.1.1						UO5.1
UM5.1.2						UO5.1
UM5.2.1						UO5.2
UM5.2.2						UO5.2
UM5.3.1						UO5.3
UM5.3.2						UO5.3
UM5.4.1						UO5.4
UM5.4.2						UO5.4
UM5.5.1	0					UO5.5
UM5.5.2	0					UO5.5

2.5.3 If you have qualitative data that cannot be entered in data table above, please describe them

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Measure # <small>(linked from 1.3.2)</small>	Unit Measure (description) <small>(linked from 1.3.2)</small>	Unit Baseline data <small>(for the unit measure)</small>	Unit Current Data <small>(for the unit measure)</small>	Unit Target data <small>(for the unit measure)</small>	Unit Current Status <small>(% of target data)</small>	Outcome # <small>(linked from 1.3.2)</small>
<p>Library Services holds focus groups annually to review website content, design and awareness of students. Focus group interactions are designed to assess levels of awareness of library resources available online vs available in library facilities; ease of use of online resources in general and specifically in completing library assignments integrated into classroom instruction and awareness and success of marketing materials. Focus group members are comprised of student group representatives, general user invitation and attendance and - as appropriate - specific invitations to discipline-specific users such as health sciences students, faculty and staff. Levels of awareness are assessed at the beginning of focus groups and at the end of focus groups. Library Services is integrated into a number of college disciplines and each discipline, section, class and teaching presentation is documented with random assessments of levels of classroom student satisfaction (pre and post levels of awareness of resources and services. Library Services provides @ 17 tutorials for faculty and staff to integrate into in-person and online classes and these interactive, online tutorials can be required of students by faculty and scores and completion can be delivered to faculty through email notification. Tutorials and all services are also linked through Blackboard.</p>						

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Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
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Support Services Review Template

3 Improvement Plan

Outline your unit's objectives (improvements) based on the challenges and opportunities you determined in the analysis section (Part 2). Include a list of the objectives (improvements) you propose and measures for success.

3.1 Unit Objectives (improvements), Measures, Challenges or opportunities

(data linked to table 4)

Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
	<i>Example: Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i>	<i>Example: Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i>			<i>Example: Review of activity accessing TIPS indicated that most TIPS users were OIEA staff; need to expand use of TIPS to more staff and faculty.</i>			
OB1.1	Pre and post information literacy teaching session survey data compiled/compared	Technology survey data results and snapshot updates	Increased awareness of library resources and services (ongoing and specifically for delivery through CMS (Blackboard))		Desk stats software implementation re: consistent outcomes	Julie Todaro	UO1.1	Students, faculty and staff using library services and resources (through classroom assignments, by using library facilities and by using the libraries web environment) are aware of the importance of research and information literacy skills in the teaching and learning process.
OB1.2	Blackboard embedded "graded" information literacy student surveys to determine "b or better" and customer satisfaction for shorter, modules in pilot classes	Faculty survey data results, focus group data and pilot data			Increased awareness of role and use of technology in learning with specifics for classroom faculty pilot courses in use of tutorials delivered through web and through CMS		UO1.2	Students, faculty and staff completing integrated library research assignments (online training modules for classes, groups and individuals) are aware of library services support for educational goals.

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Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
OB1.3	Post survey of faculty to be compared against pre survey delivered and completed in Fall 2011 and Spring 2012 compared against focus group data and surveys gathered from professional development day workshops/presentations to faculty	Student interaction outcomes at Reference desk compiled manually to compare with e-data gathered through Deskstats/online software designed with outcomes from 2012 assessments		Greater number of outcomes (continued goal of 80% in pilot classes to be assessed at close of summer 2014 term (which is an ongoing 30% increase) in disciplines			UO1.3	
OB1.4	Quantitative data reviewed about single tutorial usage from last five years to be compared with completion gathered from pilots in spring and summer 2014	Survey and interviews with library faculty who had designed and continued to support initial single tutorial to discuss changes in Spring and Summer 2014 and interactions with students at reference desks (RGC, NRG, RVS and ROR and EVC)					UO1.4	
OB1.5							UO1.5	
OB2.1							UO2.1	
OB2.2							UO2.2	
OB2.3							UO2.3	
OB2.4							UO2.4	
OB2.5							UO2.5	
OB3.1							UO3.1	
OB3.2							UO3.2	
OB3.3							UO3.3	
OB3.4							UO3.4	
OB3.5							UO3.5	

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Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
OB4.1							UO4.1	
OB4.2							UO4.2	
OB4.3							UO4.3	
OB4.4							UO4.4	
OB4.5							UO4.5	
OB5.1							UO5.1	0
OB5.2							UO5.2	0
OB5.3							UO5.3	0
OB5.4							UO5.4	0
OB5.5							UO5.5	0

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<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure</i>	<i>Objective Baseline data</i>	<i>Objective Target data</i>	<i>Opportunity or challenges identified</i>	<i>Responsible person</i>	<i>Related Unit Outcome #</i>	<i>Related Unit Outcome</i>
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3.2 Does the unit have sufficient control over the objectives (improvements) and key strategies to implement them effectively?

YES

NO

3.2.1 If not, please describe your unit plans to successfully implement this objective (improvement).

NA as per 8/6/2014 meeting.

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3.3 Objectives and Key Strategies with Timeline and Costs

➤ (NO more than 3 strategies for each objective (improvement))

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
Example	OIEA staff will develop content for a new TIPS training workshop.	Year 1					\$ 100	OB1.1	
Example	OIEA staff will create a short video that will be posted on the website demonstrating how to use TIPS.	Year 2					\$ 1,500	OB1.1	
Example	OIEA staff will offer at least one new workshop through Professional Development Office.	Year 3					\$ 20,000	OB1.1	
OKS1.1.1	Focus group data	Annually						OB1.1	Pre and post information literacy teaching session survey data compiled/compared
OKS1.1.2	Interview Data	Annually							
OKS1.1.3	Pilot data from general ed and workforce classroom faculty and students in fall of 2013 and spring and summer of 2014	Fall 2013, Spring 2014 and Fall 2014							
OKS1.2.1								OB1.2	Blackboard embedded "graded" information literacy student surveys to
OKS1.2.2									
OKS1.2.3									
OKS1.3.1	Implemented an online software (Deskstats) to	Fall 2013, Spring						OB1.3	Post survey of faculty to be compared against pre survey delivered and completed in Fall
OKS1.3.2									
OKS1.3.3									
OKS1.4.1								OB1.4	Quantitative data reviewed about single tutorial usage from last five years to be
OKS1.4.2									
OKS1.4.3									
OKS1.5.1								OB1.5	
OKS1.5.2									
OKS1.5.3									

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS2.1.1								OB2.1	
OKS2.1.2									
OKS2.1.3									
OKS2.2.1								OB2.2	
OKS2.2.2									
OKS2.2.3									
OKS2.3.1								OB2.3	
OKS2.3.2									
OKS2.3.3									
OKS2.4.1								OB2.4	
OKS2.4.2									
OKS2.4.3									
OKS2.5.1								OB2.5	
OKS2.5.2									
OKS2.5.3									
OKS3.1.1								OB3.1	0
OKS3.1.2									
OKS3.1.3									
OKS3.2.1								OB3.2	
OKS3.2.2									
OKS3.2.3									
OKS3.3.1								OB3.3	
OKS3.3.2									
OKS3.3.3									
OKS3.4.1								OB3.4	
OKS3.4.2									
OKS3.4.3									
OKS3.5.1								OB3.5	
OKS3.5.2									
OKS3.5.3									
OKS4.1.1								OB4.1	
OKS4.1.2									
OKS4.1.3									
OKS4.2.1								OB4.2	
OKS4.2.2									
OKS4.2.3									

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS4.3.1								OB4.3	
OKS4.3.2									
OKS4.3.3									
OKS4.4.1								OB4.4	
OKS4.4.2									
OKS4.4.3									
OKS4.5.1								OB4.5	
OKS4.5.2									
OKS4.5.3									
OKS5.1.1								OB5.1	0
OKS5.1.2									
OKS5.1.3									
OKS5.2.1								OB5.2	
OKS5.2.2									
OKS5.2.3									
OKS5.3.1								OB5.3	
OKS5.3.2									
OKS5.3.3									
OKS5.4.1								OB5.4	
OKS5.4.2									
OKS5.4.3									
OKS5.5.1								OB5.5	0
OKS5.5.2									
OKS5.5.3									

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs <small>(details)</small>	Related Staffing Needs <small>(details)</small>	Related Equip/Tech Needs <small>(details)</small>	Other Related Needs <small>(details)</small>	Total costs	<i>Related Objective (Improvements)</i>	<i>Related Objectives (Improvements)</i>
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3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).

Focus group and interview questions are pre and post assessments; focus group attendance is both random and deliberately identified users based on discipline, student profile, adjunct and full time faculty, etc. Deskstat software was designed by assessing ALL discipline outcomes at ACC and mapping reference/research interactions completed by librarians with users against the college's outcomes. Data assessment indicates which students outcomes in general - and specific to disciplines (as appropriate) are met through librarian/faculty interactions at reference desks.

3.5 Describe the process used to evaluate the results of your improvements (objectives), and indicate who participated in the review.

Focus group results are vetted by Library Services Web Content group members, the Library Services Teaching Team members and the Library Services Tech Team. Pre and Post test data from focus groups and levels of awareness are reviewed and decisions made for design and delivery of content are driven by these data. Online software data (reviewed August 2014 will be reviewed by the Library Services Teaching Team in conjunction with the Reference Facilitator and reference team representatives from each campus. Outcomes by discipline will be reviewed along with general reference interactions for completion of reference interaction, satisfaction of users (when indicated/requested and consistency of librarian faculty delivering the service. Data will be used for designing/revising teaching/pedagogy used at the reference desk and - as needed - for librarian evaluations.

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4 Evaluation and Reporting

Present the quantitative and qualitative information (data) you collected after implementing each proposed solution/strategy in your unit plan, and write a summary of results and analysis of future needs. This section is to be completed after your unit's objectives (improvements) have been implemented and data has been collected on the success of the improvements.

4.1 Evaluation of Implemented Objectives

(some data linked to table 3.1)

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
<i>Example</i>	<i>Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i>	<i>Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i>					UO1.1
OB1.1	Pre and post information literacy teaching session survey data compiled/compared	Technology survey data results and snapshot updates	Increased awareness of library resources and services (ongoing and specifically for delivery through CMS (Blackboard))	Data from BB usage of tutorials, page hits and pop up online 24/7 reference service scripts archived after use of online reference services.	0.00	#VALUE!	UO1.1
OB1.2	Blackboard embedded "graded" information literacy student surveys to determine "better" and customer satisfaction for shorter, modules in pilot classes	Faculty survey data results, focus group data and pilot data	0.00	Data from BB usage of tutorials, page hits and pop up online 24/7 reference service scripts archived after use of online reference services.	0.00	#VALUE!	UO1.2

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Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
OB1.3	Post survey of faculty to be compared against pre survey delivered and completed in Fall 2011 and Spring 2012 compared against focus group data and surveys gathered from professional development day workshops/presentations to faculty	Student interaction outcomes at Reference desk compiled manually to compare with e-data gathered through Deskstats/online software designed with outcomes from 2012 assessments	0.00	ongoing; to be completed fall of 2014 after completion of last faculty training for use of new tutorials.	Greater number of outcomes (continued goal of 80% in pilot classes to be assessed at close of summer 2014 term (which is an ongoing 30% increase) in disciplines	#VALUE!	UO1.3
OB1.4	Quantitative data reviewed about single tutorial usage from last five years to be compared with completion gathered from pilots in spring and summer 2014	Survey and interviews with library faculty who had designed and continued to support initial single tutorial to discuss changes in Spring and Summer 2014 and interactions with students at reference desks (RGC, NRG, RVS and ROR and EVC)	0.00	ongoing; to be completed fall of 2014 after completion of last faculty training for use of new tutorials.	0.00	#VALUE!	UO1.4
OB1.5		0	0.00		0.00	#DIV/0!	UO1.5
OB2.1		0				#VALUE!	UO2.1
OB2.2		0				#VALUE!	UO2.2
OB2.3		0				#VALUE!	UO2.3
OB2.4		0				#VALUE!	UO2.4
OB2.5		0				#VALUE!	UO2.5

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Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
OB3.1	0	0				#VALUE!	U03.1
OB3.2						#VALUE!	U03.2
OB3.3						#VALUE!	U04.3
OB3.4						#VALUE!	U03.4
OB3.5						#VALUE!	U03.5
OB4.1						#VALUE!	U04.1
OB4.2						#VALUE!	U04.2
OB4.3						#VALUE!	U04.3
OB4.4						#VALUE!	U04.4
OB4.5						#VALUE!	U04.5
OB5.1	0					#VALUE!	U05.1
OB5.2						#VALUE!	U05.2
OB5.3						#VALUE!	U05.3
OB5.4						#VALUE!	U05.4
OB5.5	0					#VALUE!	U05.5

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Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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4.2 Briefly summarize the degree to which the targets were met.

➤ *Note the key strategies or activities designed to implement the objectives (improvements)*

We continue to verify constituent awareness and familiarity levels of technology as we refine the IL program tutorial design and delivery. We continue to use the general ed/workforce outcomes comparison and our ACAP assessment of outcomes expectations by outside experts and seek updated information from our classroom faculty and our library faculty to ensure currency. We are 75% to 80% done with the revision our Information Literacy program – specifically the design of shorter tutorials to incorporate identified outcomes.

4.3 What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?

During pilot there is significant increasd awareness of library I.L. tutorials. Increased CMS traffic on library specific pages including tutorials and links to library web pages.

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<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure (conditions/ criteria)</i>	<i>Objective Baseline data</i>	<i>Objective Current data</i>	<i>Objective Target data</i>	<i>Current data (as % of target)</i>	<i>Related Unit Outcome</i>
4.4	<p>Briefly describe how the results of the improvements contributed to advancing the mission and goals of the college.</p> <p>Library Services goal has increased the course-integrated research and information-seeking assignment options that support ACC curriculum specific to CMS/'digital, and traditional classroom settings.</p> <p>Library Services has increased curriculum design partnerships with classroom faculty to expand opportunities for students to learn critical thinking and information literacy skills (the ability to identify, retrieve, evaluate, and use information that is appropriate to a need.)</p>						