

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted Jan 31, 2007

Assessment Period Covered (2007)

Academic Program/AES Unit Killam Library

Person(s) Preparing Review Rodney M. Webb

Provide summary of the last cycle's use of results and changes implemented

Data collected indicated significant shortcomings in TAMIU's book and/or database collections in business and Hispanic Studies compared to other SACS-accredited universities that grant doctoral degrees in those fields. The library developed five year plans to address those deficiencies and factored those plans into the annual budgetary priorities for FY2007-2008. Assessment of outreach and fundraising (Outcome 2) was not performed, because the activity was delayed past the end of the assessment year. Assessment of government documents integration into the library catalog (Outcome 3.3) was not performed because funding to integrate documents was not provided. The Special Collections benchmark study of Texas universities indicated that resources are required to make staffing and equipment additions to conform to standard practices. A photocopier has been added in the Special Collections area to fulfill immediate equipment requirements and additional staff were requested in the budget priorities of the College and Unit Planning Templates for FY2007-2008.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

The library provides materials and service to meet the information needs of the students, faculty, and staff of Texas A&M International University. Library services and materials support the university's instructional programs at all levels. Through a combination of locally owned collections and access to off-site information resources, the library supports the research and current awareness needs of the university faculty and students at a level appropriate to the university's mission. The library enhances the availability of resources to the local university community and serves the academic community at the local, state, and regional levels through participation in cooperative library programs. The library supports the public service programs

of the university and, as resources permit, serves the needs of the local border community. The library develops its resources in accordance with the international focus of the university. Services to fulfill this mission include: collection development, maintenance and preservation, library assistance and instruction, circulation, library technology infrastructure and interlibrary services.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

The library will provide varied, authoritative and up-to-date resources sufficient to support the academic and research goals of the university.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.8 Provide support program, services and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

1. The library will conduct a study of the number of books and databases available at TAMIU in support of selected academic programs compared to resources available at other comparable institutions.

Indicate when assessment will take place

Annual

Criteria/Benchmark

TAMIU books, journals and databases will at least meet the average number of resources available in the group of comparable institutions for each academic program studied.

Outcome 2

Is this outcome related to writing (QEP)?

The Library will provide course-integrated library and information literacy instruction needed to support the academic and research goals of the university and to promote student learning and enhance student development.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.8 Provide support program, services and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

1.A locally-developed pre-test/post-test will be administered to the students in UNIV1101-1102.
2. Students receiving library instruction in UNIV1101-1102 will complete an evaluation of

instruction. 3. Library instruction satisfaction items will be included on the annual library surveys of students and faculty.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1. Mastery of library and information literacy skills will increase by at least 100% between the pre-test and the post-test in UNIV1101 and 1102. 2. UNIV1101-1102 students will express at least 80% satisfaction on their evaluations. 3. Students and faculty will express at least 80% satisfaction with library instruction on the annual library surveys.

Outcome 3

Is this outcome related to writing (QEP)?

The Library will acquire, organize, manage and preserve special collections and archives and provide current and long-term physical and intellectual access (i.e. access to content of collections through guides, catalogs, indexes, or other finding aids) to these materials through appropriate departmental services and user aids.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Research

Identify Strategic Plan Objective related to Outcome 3

2.1 Establish the University as a primary research/scholarship resource for international issues with special emphasis on the U.S.-Mexico border.

Identify methods of assessment to be used

1. Survey users of the special collections as to their satisfaction with the intellectual and physical access to the collections using a locally developed instrument. 2. Systematically measure environmental conditions of the special collections and archives areas to determine if humidity and temperature consistently fall within the norms for archival preservation.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1. On locally-developed satisfaction survey, users of special collections will express at least 80% satisfaction with intellectual and physical access to the collections. 2. Measurements of environmental conditions will consistently indicate Temperature: $70^{\circ} \pm 2^{\circ}\text{F}$ and Relative Humidity: 45 percent ± 2 percent. NOTE: Upon further review of the archival environment literature, the target range for relative humidity was changed from 45% $\pm 2\%$ to 30%-50% which is a more reasonable range for initial assessment of relative humidity that falls within the guidelines for proper care of mixed media special collections materials.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

June-December 2007

Outcome 2

Fall Semester 2007

Outcome 3

Outcome 3a: Feb 2007-Dec 2007

Outcome 3b: July 2007-Dec 2007

What were the results attained (raw data)?

Outcome 1

Educational Administration Books: Libraries of ten SACS-accredited universities supporting doctoral programs in educational administration had an average of 9,799 books in the LC classifications that represent educational administration (the median was 9,776 books). Killam Library holds 6,363 books in those classifications. Educational Administration Databases: TAMIU subscribes to ten of 23 relevant databases available at the University of North Carolina at Chapel Hill. This exceeds the average of eight of those databases held at the ten peer institutions surveyed. However data showed that 70% of the surveyed institutions held a particular database (Mental Measurements Yearbook Online) that is not available at the Killam Library.-----Systems Engineering Books: Libraries of eight SACS universities supporting graduate (but not doctoral) programs in systems engineering had an average of 2,496 books in the LC classifications that represent systems engineering (the median was 2,321 books). Killam Library holds 1,694 books in those classifications. Systems Engineering Databases: TAMIU subscribes to 15 of 28 relevant databases available at Georgia Tech. This equals the average of 15 of those databases available at the eight peer institutions surveyed. However data indicated that two databases (EconLit Full Text and Applied Science & Technology Abstracts Full Text) were available at 50% or more of the peer institutions reviewed.----Note: For purposes of this assessment journal literature was not separately studied as a format, because the databases now provide access to the full text of most of our journals and there were no readily available subject lists of print journal holdings at the peer institutions.

Outcome 2

2a. Of the 381 students enrolled in UNIV 1101 who received the library/information literacy unit during Fall 2007, 229 students took both the pretest and the posttest (same test twice). Out of a possible twenty points, the average score on the pretest was 3.86, and the average score on the posttest was 9.64. This is a 150% increase.

2b. Of the 381 students who received the library unit, 312 completed unit evaluation forms. The form asks six questions about aspects of the unit, with possible responses 1) strongly agree, 2) agree, 3) neutral, 4) disagree, or 5) strongly disagree, with 1) being the most positive response to

each question. Question 1 about learning objectives received 74% positive responses (1 or 2). Question 2 about the instructor received 85% positive responses. Question 3 about the clarity of the instruction received 69% positive responses. Question 4 about the assignments in the unit received 75% positive responses. Question 5 about the content of the unit received 87% positive responses. Question 6 asking for an overall evaluation of the unit received 74% positive responses. Overall, the six questions received 77% positive responses.

2c. The annual library survey for 2007 was distributed in Killam Library during October and November and completed almost exclusively by TAMIU students. The question relevant to library instruction is question #11, “The library instruction I have received has been clear and useful,” with possible responses of 1) strongly agree, 2) agree, 3) neutral, 4) disagree, or 5) strongly disagree. The 281 respondents who completed question 11 gave 224 positive (1 or 2) responses (80%), 45 neutral (3) responses (16%), and 12 negative (4 or 5) responses (4%). The annual faculty library survey for 2007 was distributed to faculty by college and department during November and December. The question relevant to library instruction is question #4, “Please indicate your general level of satisfaction with the instruction provided by Killam Library,” with possible responses of 1) completely satisfied, 2) somewhat satisfied, 3) neutral, 4) somewhat dissatisfied, or 5) completely dissatisfied. Of the 17 faculty respondents who indicated that their classes had received library instruction, 15 gave a numerical response to question #4. Thirteen (86%) gave positive responses of 1 or 2, one (7%) gave a neutral response of 3, and one (7%) gave a negative response of 5. (A few departments were severely underrepresented on the faculty survey and we are still trying to get responses from those faculty, but they are not likely to make a significant change in the percentages on the faculty survey).

Outcome 3

Outcome 3a: A four-question satisfaction survey (attached) was administered to users of the Killam Library Special Collections Department. All four questions were on a Likert scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. All were worded so that agreement indicated satisfaction. Responses of Strongly Agree or Agree were recorded as positive responses. There were 58 respondents. The responses for the first three questions were 100% positive. The response for the fourth question was 80.7% positive while 19.3% of the respondents were neutral.

Outcome 3b: Environmental monitoring devices were placed in three key locations (main closed stacks, RHRD room, and processing room) in the Special Collections & Archives area. Temperature, relative humidity and dew point data were recorded every 15 minutes/24 hours a day during a six month period. Data for the main closed stacks indicated that 42% of the temperature readings and 67% of the humidity readings were outside of the established range. Data for the RHRD room indicated that 26% of the temperature readings and 10% of the humidity readings were outside of the established range. Data for the processing room indicated that 8% of the temperature readings and 84% of the humidity readings were outside of the established range. Please see appended pages for specific ranges and readings.

Who (specify names) conducted analysis of data?

Outcome 1

John Maxstadt and Rogelio Hinojosa

Outcome 2

John Maxstadt

Outcome 3

Outcome 3a: Jeanette Hatcher assisted by John Maxstadt

Outcome 3b: Jeanette Hatcher

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE web page.](#))

Outcome 1: Results were shared with Library Director Rodney Webb in January 2008. We intend to share the results with the Library Advisory Council and the University Library Committee. Outcome 2: Results of 2a and 2b were shared via email with Ms. Conchita Hickey and the UNIV 1101 course instructors as the data were gathered during the Fall Semester (2007), and a cumulative report of the complete and compiled data was emailed to Ms. Hickey on January 30, 2008. Results of 2a, 2b, and 2c have also been shared with the teaching librarians (John Maxstadt, Linda McCreight, Malynda Dalton) as the data became available. Reports regarding 2a, 2b, and 2c will also be made to the Library Advisory Council and the University Library Committee as soon as possible. Outcome 3a: The results and analysis were shared with Killam Library Head of Public Services (supervisor) John Maxstadt and Killam Library Director, Rodney Webb in January 2008. Outcome 3b: The results and analysis were shared with Killam Library Head of Public Services (supervisor) John Maxstadt and Killam Library Director, Rodney Webb in January 2008. In future, results and analysis will be shared with Physical Plant personnel at quarterly meetings.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: Not Met. Benchmark libraries averaged 9,799 relevant books in educational administration, compared to 6,363 relevant books for TAMIU. To be competitive with other regional universities offering doctoral programs in educational administration, Killam Library would need at least 9,000 relevant books, requiring the addition of 2,637 books. The Mental Measurements Yearbook Online should also be added in support of a doctoral program in educational administration. Benchmark libraries for the graduate program in systems

engineering averaged 2,496 relevant books, compared to 1,694 books for TAMIU. To be competitive with other regional universities offering graduate programs in systems engineering, Killam Library would need at least 2,100 relevant books, requiring the addition of 406 books. Applied Science & Technology Fulltext and EconLit databases should also be added in support of a graduate program in systems engineering. These additional books would not bring TAMIU up to the literal average of the benchmark institutions (most of which are larger than TAMIU), but would allow us parity with the smaller ones and put us into the competitive range. If the books recommended are purchased, TAMIU's book collection will be eighth out of eleven universities supporting educational administration doctorates, and sixth out of nine universities supporting graduate programs in systems engineering.

Outcome 2

Met **Not Met**

Provide narrative: 2a. Met. The students' library and information literacy skills improved 150% between the pretest and posttest, whereas the benchmark criterion was a 100% increase. 2b. Not Met. The benchmark criterion was 80% satisfaction on the student evaluations of the library unit, and the evaluations were only 77% positive. There were differences in the results of the individual instructors. Some of the poorest results were for the graduate assistant we hired during the semester, who had difficulty understanding the content of the unit and difficulty communicating with the students. His teaching was considered inadequate by his supervisor, the students, and the UNIV 1101 instructors whose sections he taught. He was let go at the end of the Fall Semester, and will be replaced in Spring 08. 2c. Met. The benchmark criteria were 80% satisfaction with library instruction from both the students and the faculty on the annual library surveys. The faculty survey produced an 86% satisfaction response and the library survey (completed almost exclusively by students) produced an 80% satisfaction response even counting neutral responses as negative. Actual negative responses were very few, only 4% from the students and 7% from the faculty.

Outcome 3

Met **Not Met**

Provide narrative: Outcome 3a Met. TAMIU Special Collections users surveyed indicated over 80% satisfaction with staff courtesy and helpfulness, availability of information and materials, physical access to materials, and intellectual access to materials in TAMIU Special Collections.

Outcome 3b: Not Met. The data collected indicate that, to varying degrees, the climate controls in all three of the monitored spaces in the special collections and archives area do not maintain temperature and relative humidity levels within an acceptable range or at an acceptable level of consistency.

Now that we are able to consistently capture environmental data, we can use the acceptable parameters to analyze the data and share the subsequent reports with Physical Plant in an effort to optimize the use of the current HVAC system to provide acceptable environmental conditions in the special collections & archives area. If changes are needed that are beyond the capabilities of the current HVAC system, recommendations will be made to purchase equipment to improve the quality of environmental conditions and/or a request for an environmental consultant to determine if physical modifications are appropriate.

How have these data-based changes improved your program/unit?

Outcome 1: When these books are added to Killam Library's collections in educational administration and systems engineering, our library support for those programs will be fully competitive with other regional universities supporting degree programs at the same level. Most of these other institutions are larger than TAMIU, but we must compete with them for students when we attempt to fill our graduate and doctoral programs.

Outcome 2: same sections / Learning Communities from UNIV 1101 to UNIV 1102, and they didn't) require that the library unit be completely restructured for 200/09 anyway. All sections must be taught each semester, instead of half being taught one semester and half the other semester. This means that the librarian contact time for the unit must be drastically reduced and the unit must depend more on online components and close collaboration with the UNIV 1101/1102 instructors (some of the library and information literacy content must be taught by the UNIV 1101/1102 instructors, and they will have to make and grade any related assignments). The UNIV 1101 (Fall 2007) unit was highly successful in terms of student learning, and library instruction overall has been highly successful in terms of student and faculty satisfaction expressed on the annual surveys. We will study the results of the UNIV 1101 student pretests, posttests, and evaluations in detail to find ways to improve the content and presentation of the revised unit next year. We also hope and expect to fill the graduate assistant positions with more capable candidates in Spring 08.

Outcome 3a: Although the benchmark was met and therefore no specific changes/improvements were required, the survey documented collection interests of survey respondents and that information is being used to guide collection development. Outcome 3b: For the first time we are able to record long term environmental data and communicate the results with Physical Plant personnel; thus, creating a coordinated data-based effort to monitor and improve the quality of the environmental conditions in the special collections and archives area.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
<input checked="" type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Outcome 1 request links to Strategic Plan Goal 1: Academics and Objective 1.8. As new degree programs are added (particularly graduate and doctoral programs), it is necessary to add library materials in support of those programs. It is recommended that 2,637 books be added to support the doctoral program in educational administration. At an average cost of \$46.45 per book (data derived from 2007 Yankee Book Peddler cost averages for books in the relevant LC classifications), this would cost \$122,488.65. An annual subscription to Mental Measurements Yearbook database would cost \$1,661 per year. It is also recommended that 406 books be added to support the proposed graduate program in systems engineering. At an average cost of \$100.09 per book (YBP 2007 data), this would cost \$40,636.54. The additional databases recommended for systems engineering would cost \$5,163 per year. This brings the total recommended expenditure (in addition to the library's annual materials budget, which is hard-pressed to support the university's other degree programs) to \$163,125.19 for one-time purchases and a \$6,824 increase in our annual subscriptions.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Outcome 1--Continuation needed to evaluate other subject and degree areas of the collection.

Outcome 3--Continuation needed because performance data on the standard HVAC system in Special Collections showed out-of-range readings that need to be systematically addressed to maximize climate control for preservation of special collections.

New Outcome(s) – (List outcomes below):

Pending Library Retreat in Feb.2008

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Outcome 1: TAMIU currently offers a collaborative doctoral program in educational administration with College Station and the resources requested are to support this degree both as a collaborative and as a degree on-track for independent standing. TAMIU is currently proposing undergraduate and masters level degrees in systems engineering and the resources requested are to support these initiatives.

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

The Library cannot achieve the benchmarks set forth in these assessments without budgetary support.