Tulsa Community College

Library Services and Programs Assessment Plan

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Library Services and Programs Assessment Plan

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Executive Summary

The Tulsa Community College (TCC) Library Management Team (LMT) led by the Library's Dean initiated a Library workgroup tasked to create a Library Services and Programs Assessment Plan. After creating a Project Charter, the new team worked diligently from August 2017 to May 2018, researching and developing this plan. Library management provided no specific directives for this rather broad project, so the team was able to determine how best to approach and complete the assignment.

The TCC Library currently collects data and provides routine reports of statistics for several services and outputs that are more traditional and quantitative. The Project Charter recognized that our services and programs have no formal assessment methodology, something that historically has been lacking in libraries. The team explored and brainstormed to understand the meaning and purpose of assessment, and how library services contribute to achieving both the College's and the Library's strategic plans.

Therefore, the assessment plan measures the Library's quality assurance relationship to and impact upon student success. The team recognized that assessment is driven by a requirement to show effectiveness and provide evidence that correlates students' use of library services and programs to retention, academic excellence, and graduation or transfer. However, this question remained: How to achieve qualitative evaluation and make the connection?

First, the team concluded that both quantitative and qualitative measures are necessary to meet the Library's need to evaluate, improve and justify services, develop resources, and provide some "bragging rights." Second, the team refined the scope and limitations of our work including a review of 2015 Library Data Task Force findings, current data collection, the Library Annual Report, and methods to acquire feedback from library users. Third, the team initiated a renewed focus upon efforts to assess the Library's impact upon learning outcomes.

The Library Services and Programs Assessment Plan details methods including focus groups, surveys, internal and external reporting, expanded data collection, services and resources usage, and internal and external reporting. Further investigation revealed recent articles about library assessment studies using statistical methods to correlate library use to student success. The studies revealed important multivariate longitudinal and longer-term predictive methods that measure and report the impact of a wide range of library services upon student academic success.

The team embarked on a journey into this exciting new assessment territory that few other libraries (and no community colleges) have explored. The team applied to and received approval from TCC's Institutional Review Board (IRB) to proceed. Periodically, the Library will gather and provide this collected data to our Institutional Research and Assessment (IR&A) Department. IR&A will use statistical methods and couple TCC Library users' data with our student academic system data to develop and produce cumulative impact reports.

Recommendations to improve existing and begin new areas of effort are part of this plan. These include keeping this workgroup together during implementation of this plan, some changes

regarding data currently collected as part of the 2015 Data Task Force plan and useful improvements to the Library Annual Report.

The use of focus groups coupled with the customer service mapping technique as a qualitative assessment method is recommended, as are details about creating local library surveys. The team reviewed TCC's survey instruments and is making a recommendation for the Library's part of the TCC Student Satisfaction (the "even-year") survey. Recommended changes for our new "Library Services Impact Upon Student Success" are listed, and we have requested enhancements to some of our technology vendors to improve systems data collection and retrieval.

Assessment Plan Details

Introduction and Background

In May 2017, the Tulsa Community College (TCC) Dean of Libraries, Paula Settoon, and the Library Management Workgroup (LMT) decided to form a Library workgroup consisting of a cross section of Library staff from the various campus locations tasked to create a Library Services and Programs Assessment Plan. The workgroup would be required to perform specific research and planning tasks related to assessing library services beyond classroom instruction.

This workgroup's goal was to develop a formal evaluation plan looking at all services and programs, excluding assessment of Library classroom instructors, to be completed by May 2018. No other specific instructions were provided to this rather broad charge, so that the workgroup could determine how best to approach and complete the project with no prior assumptions or guidance provided. A Library Director was appointed to serve as a liaison to the LMT.

Workgroup Members

The following staff were appointed to serve on the workgroup: Adam Brennan (Librarian); Jao-Ming Huang (Librarian); Josh Barnes (Library Assistant II); Megan Donald (Librarian); Bob Holzmann (Librarian) to serve as team leader; and Stephanie Ingold (Library Director) to serve as management liaison. Megan Donald left TCC in December 2017 and her place on the workgroup was appointed to Amanda Ross (Librarian). Jao-Ming left TCC at the end of April 2018 and he was not replaced. The team met beginning in July 2017, and each month following once or twice per month as needed. Individuals performed tasks in between meetings, recording information in a shared folder and sharing research and ideas.

Other TCC staff and departments were also involved in the project and met with the workgroup or individuals as needed to provide information, guidance, and help us develop the plan. These persons included Dr. Jennifer Ivie, John Bruce, and staff from TCC Institution Research and Planning (IR&A); Logan Rinehart from TCC Information Technology and Infrastructure Services (ITIS); and Brian McDonough from TCC Information Services (IS). We also incorporated the assistance of the Library's Circulation Team Leaders (CTL) workgroup and several other Library staff assisted with some research and ideas.

Project Charter

A project charter was created by the team and approved by the Library Dean in August 2017. The charter recognized that in a data-informed organization committed to continuous improvement, an effective evaluation plan for assessing service and programs is essential. Additionally, the College's and the Library's strategic plans have specific goals regarding assessment of services and programs. TCC has as a strategy we applied: Performance-Based Culture, with an objective to develop an institutional effectiveness plan including the assessment of all College operations, programs, and activities. The Library's strategic plan has two applicable entries including (a) create a formal library services evaluation/assessment plan, and

(b) tie data to activities/programs, etc. A link to the Project Charter is included in the Appendix B and is available upon request.

An Assessment Plan

The project charter recognizes that for many library services and programs, we do not have a formal assessment plan or methodology, whereas for other services and programs data reporting and some assessment exists. The Library needs a comprehensive plan that pulls all assessment in the Library together, and outlines why we track what we track. This workgroup will look at library services and programs and create a plan for assessing and evaluating all of these services (excluding classroom instructor assessment). Data collection and assessment that already exists for some library services will be included recognizing that assessment may indicate workload as well as quality and impact of services.

Risk and Scope

We also recognized some risks and limitations. While there seems to be sufficient time to complete this work, part of the task will be first to identify library services and programs within the scope of this project's assignment and to determine if additional assessment is required or if any service or program is already being adequately assessed and simply document these. All the services and programs requiring development of an assessment plan will require the majority of the effort. Some aspects of the plan may require technological data, an application (software) that may not be available, or other limitations that will affect the plan's goal for data collection and assessment. Institutional Research and Assessment (IRA) may be able to provide some of the assessment data and tools for this plan.

Systems and Technology Involved

Systems and technology that would be involved in achieving with this plan include:
- Online Computer Library Center, Inc. (OCLC) WorldCat Discovery;
- OCLC WorldShare Management Services (WMS);
- OCLC Tipasa Interlibrary Loan service;
- OCLC EZproxy software;
- Springshare's suite of Library application services;
- Statistical Package for the Social Sciences (SPSS - IR&A's analytics/reporting system);
- Banner (TCC academic services system);
- Netwrix Auditor (I.T. AuditIntellegence).

Getting Started

As the workgroup started the effort in earnest in August 2017, we identified and discussed several aspects of our task (or the "why" of the team) and the plan we were tasked to create. We had to understand the meaning and purpose of assessment and determine the reasons for assessment of library services. We determined that data reporting and assessment are for both internal and external audiences including the Library, TCC, state and federal reporting, and the library and academic professions.

We further determined that assessment is driven by a desire to improve services, justify our Library services to the administration, and may also provide some "bragging rights." We further defined the scope and limitations of our work, including a review of previous Library Data Task Force data decisions, current data collection, the Library Annual Report, while focused upon those specific items related to or directly impacting academics.

The workgroup performed research on the topic of library services assessment. Topics included surveys and College survey instruments, focus groups, and library assessment and reporting in general. The research efforts of the workgroup revealed recent articles about longitudinal and predictive studies that statistically measure the impact of library services on various elements of student academic success. Understanding and applying these methods is a leading edge effort into a new arena of collecting and using hard library services usage data and statistical methods to measure actual impact upon academic results.

Routine Data Collection and Library Annual Report

Previously recorded data collected under the recommendation of the Library's 2015 Data Task Force and further recommended changes regarding how that data is gathered and/or recorded are discussed in this section. These changes will be used in the Library Annual Report and for other reporting measures.

The purpose of the 2015 Data Task Force was to standardize and streamline data collection. Recommendations from the Data Task Force findings changed the structure of the Annual Report, which changed some routine data collection practices. This plan builds upon those suggestions.

The 2015 Data Task Force proposed the following for routine data collection:
- Number of computer log-ins (this is now possible and can be reported);
- FAQ growth with campus partnership numbers (already recorded, is now being reported);
- Traffic from spring break (included in spring semester totals; reported internally only);
- Community/event outreach data (is now recorded and reported, no changes recommended);
- Use of LibInsights as a tool to record desk traffic data (is still recorded by hand and reported, no changes recommended).

The 2015 Data Task Force recommendations do not completely fulfill the requirements noted in the "Library Services Impact Upon Student Success" section presented later in this plan. Our plan recommends further changes or additions for data collection and some systems enhancements that are listed in the "Library Services Impact Upon Student Success" section.

The team also acknowledges that the Library Annual Report period includes the prior year Summer Semester (i.e. June-July 2017), the previous Fall Semester (i.e. August-December 2017), and the most recent Spring Semester (i.e. January-May 2018) for the Library Annual report that would be assembled in July, 2018 for 2017-2018. This is the definition of a reporting

year used by TCC for reporting data to the state of Oklahoma. This data period also includes that which we provide for the annual external reports due immediately following the Library Annual Report.

Association of College and Research Libraries (ACRL)

The ACRL Academic Library Trends and Statistics Survey is administered by the ACRL Academic Library Trends and Statistics Survey Editorial Board and is designed to gather information at the national level from all types of academic libraries. It is the largest survey of academic libraries in the country and therefore provides one of the most comprehensive portraits of the impact that academic libraries have across the United States.

The ACRL report can upload the data directly to IPEDS.

Integrated Postsecondary Education Data System (IPEDS)

We are part of the Academic Library (AL) component of IPEDS. The purpose the AL component of IPEDS is to collect information on library collections, library expenses, and library services for libraries in degree-granting postsecondary institutions. The data required for IPEDS is the same as that provided for ACRL and can be copied or printed from the ACRL report and typed in.

Changes to the Annual Report already approved

- The Annual Report will no longer be divided up by campus Library. We are reporting only Library-wide totals; we are not reporting individual campus totals.
- We can still look at campus-specific data internally, when we need to.
- Semester Public Activity Report will no longer have Circulation by Patron Type, since this duplicates the information in Circulation by Shelving Location.
- We are now including e-resources (or online databases) usage stats totals, including the number of academic databases that the Library provides.

Data to Include in the Library Annual Report

Library Management has requested that the Library Annual Report include additional collection data required to complete the annual IPEDS and ACRL external reporting. The data elements include online database (e-resources) usage cumulative totals and counts of holdings for e-serials, media (e-videos), e-books, and a grand total of these.

Collection or holdings data is compiled from an annual snapshot of all of our holdings from various systems, services, and e-resources subscriptions on or just after June 30 of each year. E-resources usage statistics is provided through the semi-annual E-resources Usage Report issued after the end of each fiscal year (June 30) that is compiled in July.

Following is a listing of those data elements required for the annual report, and some of these elements are also used for other purposes such as those noted above:

- Collection Counts;

- Books and e-books, title count
- Books, volume count
- Databases (total number of databases)
- Media (videos and e-videos)
- Serials (hard copy and electronic journal titles)
- Total collection
- Library Circulation Usage;
  - Initial Circulation (physical and electronic; "initial" means not including renewals and for electronic this is usage)
  - Book and e-book usage
  - E-serials usage
  - Grand total electronic resources usage
- Information Services to Individuals;
  - Transactions
  - Consultations
- Information Services to Groups;
  - Number of Presentations (physical and electronic)
  - Total attendance at all presentations (Data and results of classroom instruction comes from LibInsights surveys providing the number of students and the number of sessions.)
- Gate counts annually (see recommendation below);
- Interlibrary Loan Services;
  - Total interlibrary loans and documents provided to other libraries (items returnable and not returnable)
  - Total interlibrary loans and documents received (items returnable and not returnable).

The plan recommends that other new data also be included in the Library Annual Report, beyond the IPEDS and ACRL data elements included above, which includes Technical Services totals, such as how many books were repaired and how many were cataloged and processed. The workgroup also recommends including the total number of public computer logins in the annual report's "Numbers" section.

Focus Groups

Focus groups are a qualitative research method to collect information on a variety of topics. The focus group interview is limited to a small number of issues that are the focal point of a detailed discussion among the participants of the group. A focus group interview usually consists of 8 to 12 people. They openly discuss a topic under the direction of a moderator who encourages interaction and ensures that the discussion remains on the topic. A typical session can last from 1.5 to 2.5 hours.

Customer Service Mapping

Customer service mapping is a technique used with focus groups that asks participants to engage in a process that will be mapped (step-by-step) by a moderator for later analysis. Scenario design leads students through the mapping process in a focus group setting. Customer service mapping is a user-focused model that identifies barriers that participants may encounter while engaged in routine use of a service.

Recommendation: Focus groups at the TCC Library be designed to execute a customer service mapping model. Customer service mapping should also be used to drill down for details on student research behavior. Outside of the focus group setting, when implementing customer service mapping as it intersects with staff service, the team recommends that the assessment method include a control for observation bias in order to snapshot a more authentic user experience in the Library.

Core elements of focus group interviews

Focused research:

- Focus group is a qualitative research method to assemble information from individuals whose "particular concrete situation" revolves around the same condition. The interview is relatively singular in focus. It differs from survey research where the researchers try to collect data on numerous topics and variables.
- Focus group studies that have multiple foci are likely to produce little knowledge of a well-defined topic.

Group interactions:

- Focus groups allow researchers to observe how and why people accept or reject others' ideas.
- The interactions among group members might generate more pertinent information.

In-depth data:

- The live encounters among the participants in a focus group setting will generate incremental answers to behavioral questions that exceed the level of surface explanation.
- Too many questions and the tendency to use direct questions will hinder researchers' ability to obtain in-depth data.

Humanistic interview:

- Unlike quantitative studies, the nature of focus groups' qualitative method requires a certain degree of involvement into people's lives.
- Empathy, active listening, openness, and all kinds of interactions among group members are part of the focus groups interview process.

Steps for developing a successful group interview

1. Define the problem and establish the research question.
   - A clear understanding of the problem is critical to focus on a topic. A very general research question will produce little useful results. A clearly identifiable agenda helps to develop the specific questions that should be asked by the moderator.
   - Recommendation: The TCC Library focus requires defining the problem around a frame of customer service pathing, expanded patron satisfaction, and measures library services.

2. Identify the participants.
   - Researchers need to locate participants who are representative of the larger population of interest. Convenience sampling is the most popular method to select participants.
   - Recommendation: The TCC Library includes First Year Experience students and incoming students as well as users of the Library and random sampling.

3. Identify the moderators.
   - The moderator must be compatible with the group and the types of questions. The moderator should pay close attention to group interactions, ask open-ended questions, and remain non-judgmental to keep the interview process flowing naturally.
   - Recommendation: Moderators should be a neutral party instead of TCC librarians.

4. Create and pretest the interview guide.
   - The purpose of an interview guide is to give direction for the group discuss; it is not a verbal version of a survey. The most general and important questions should be asked early. In common practice, most focus group interviews have less than a dozen questions. Long, complex, multi-part, threatening, and embarrassing questions should be avoided at all costs.
   - It is impossible to predict how the participants will interpret and respond to the questions. It is necessary to pretest the interview guide with a small mock group.
   - Recommendation: The TCC Library should follow pretest guidelines and tie guide design to a customer service mapping model.

5. Recruit the group.
   - It is customary to offer participants an incentive ranging from small gifts to several hundred dollars per person. Other types of incentives include product samples, free transportation, and even hotel accommodations.
   - A group of friends is likely to generate less different views than a group of strangers. It is necessary to pretest the interview guide with a small mock group.
   - Recommendation: Partner with faculty allies to increase random sampling of focus group.

6. Conduct the interview.
   - The moderator leads and facilitate the group discussion. It may be audiotaped or videotaped for later study.

- Recommendation: The TCC Library follow interview guideline.

7. Analyze and interpret the data.
    - TCC Library identifies key processes for students in the Library and looks for preferences and avoidances.
    - Map processes in a linear fashion from student point of view.

8. Write the report.

9. Make decisions based on the results.

Surveys

Survey studies are based on questionnaires. Researchers create the questions and possible answers. A small number of open or free text questions are included as well. The purpose of a survey is to collect comparable answers from all participants. The questions and data collection procedure are identical for all participants. A well-designed questionnaire is usually less than two pages and should not place a burden on respondents. The questionnaire might include some questions to collect the demographic information. An incentive can motivate more people to participate.

College Surveys

Tulsa Community College participates in the Community College Survey of Student Engagement (CCSSE). This college-wide survey is administered every odd year. Students are asked to rate the importance, satisfaction, and frequency of use of our Library services in question 12(k).

Recommendation: do not duplicate collecting this kind of information in surveys.

Tulsa Community College will also administer an even-year survey (TCC Student Satisfaction Survey), scheduled to launch in 2020. The complete questions and recommended changes to the Library section may be viewed in Appendix C.

Recommendation: The following changes are recommended for the even-year survey:

1. Leave the first question as is.

2. Amend the second Library question to read as follows:

    Select what you would like to see the Library add, improve, or increase?
    - More private study spaces
    - More computers
    - More power outlets
    - More reliable Wi-Fi
    - More items, titles in certain parts of the collection
    - More group study spaces

- More Library sponsored events
- "Maker spaces" (3D and large-scale printers, etc.)
- Your own idea (write in): _____

3. Drop the third question, as it would be redundant with the redesigned second question.

Steps for conducting a survey

1. Plan the survey.
   - The survey should have a clear purpose.
   - Decide how often to administer the survey.
   - Decide if any follow-up (e.g., focus group interviews) will be used to study the findings.
   - Be prepared to seek approval from IRB.

2. Identify the participants.
   - Researchers need to think about response rate and develop a strategy to create the highest possible response rate.
   - Recommendation: Due to the risk of survey fatigue, we recommend surveys be distributed internally in the Library or through selected faculty partners.

3. Build the questionnaire.
   - Use simple and clear concepts that are understood by all respondents.
   - Avoid long and complex questions.
   - Avoid hypothetical questions.
   - Avoid suggestive questions.
   - Avoid redundant questions.
   - Avoid negative or embarrassing questions.
   - Conduct either a pilot study or a pretest to find problems.
   - Review the questionnaire through IR&A.
   - Questionnaires should be destroyed after usage according to the records management schedule.
   - Treat respondents respectfully.

4. Distribute the survey and target best response rate.

5. Collect the data.
   - Make efforts to eliminate technical error in the data.
   - Justify changes to the original data.
   - Decide the time-frame, location, and format of the data storage.

6. Analyze and interpret the results.

Electronic Resources Usage, Data, and Reporting

E-resources usage and online collection data are recorded and reported based upon subscription databases, material format and type, and online reference resources for each

calendar fiscal year (FY). Electronic resources and databases usage statistics with a cost analysis are reported bi-annually, once after December 31 and once after June 30. Collection holdings statistics by type and format are reported as a snapshot after June 30 each year, for the previous fiscal year.

Data recorded on vendor subscriptions and items used include sessions, searches, and full text or page/image access, depending upon the nature of the resource or database, type of data recorded, and how the data is provided by each vendor or system. The count or number of databases is established according to TCC Library standards and norms. Some of this data is also reported as a grand total, according to the details provided in the section about the Library Annual Report.

The purpose of the bi-annual reporting as stipulated by the LMT is for purposes of collection use, development, and budget planning for the next FY. This data is also presented in the Library Annual Report and for other external reports. Other views and details of e-resources data is used internally for Library purposes.

Another data element is the TCC ID number, which is recorded in a log file on the library-proxy system when an e-resource, database, or other online product is accessed. This data is used in accordance with the details provided in the "Library Services Impact Upon Student Success" section describing statistical analysis, correlation, and impact reports on a semester basis to match other academic reports from other sources.

Library Services Impact Upon Student Success

A statistical impact study is a very new and groundbreaking approach to assessment of Library services. Historically, assessment of a library's impact upon academic success has been impossible to correlate with user data. There have been a number of studies attempting to overcome the difficulties of correlating use of library space and services to student success. However, recent research indicates that there are now reliable statistical models and methods available to correlate library use to academic outcomes using hard data coupled with multivariate longitudinal and predictive analysis.

Our assessment methods will adopt Soria, Fransen, and Nackerund's (2013) published model as the basis for our study and reporting at TCC. The published model will be adapted for our specific community college environment. This use of longitudinal and predictive studies of library services will affirm and indicate the extent that our Library services contribute to TCC student success.

The data required to implement these statistical models and methods is collected or recorded at the point of contact for those using Library services. This point of contact will be acquired through library automated systems, online services, or in-person contact when a non-automated service is used. The key input data field used across our Library and College services and systems is the TCC ID number, also referred to as the CWID.

Automated systems and online services record the TCC ID numbers in system data files or log files at the point of use or access. The Library has partnered with systems and digital technologies providers of library services to enable automated data collection. Additionally, the Library has strengthened our partnership with TCC's Information Technology and Infrastructure Services (ITIS) to provide on-campus student computer use data.

Manual recording of the user information is performed by Library staff when a service that has no automated capability is requested and delivered. After discussion and consideration with staff, we agreed not to include in-person reference help provided at the Library service desks as a data point. Following is a list of Library services and programs included in this assessment:

- Checkout (circulation) of Library materials such as books, videos, etc.;
- Checkout (circulation) of Library reserves materials, equipment, etc.;
- Use of online (electronic) resources, such as articles, e-books, e-videos, etc.;
- Interlibrary Loan borrowing services (requests) for books, articles, etc.;
- Virtual (online) reference via mobile, chat, telephone, and texting;
- Library course-integrated instruction for which the student is registered by section;
- TCC courses involving integrated library instruction (Composition, Level 1 Nursing, etc.);
- Use of TCC student computers located in the Libraries;
- Participation in Library programs may be recorded using our automated survey system;
- Use of Library study rooms and other reserved collaborative spaces;
- Individual research consultations with librarians;
- Any new or expanded services for which we can effectively acquire the users' TCC ID number.

The TCC ID numbers of those who use various Library services are gathered by the Library and provided to TCC's Institutional Research and Assessment (IR&A) Department for use in the process. IR&A staff will use this data from the Library to identify those users who are students in a degree or certificate program. IR&A will use these inputs to provide a statistical analysis against academic data from other TCC systems (Banner). Academic data may include but is not limited to data about registration and persistence, grades, graduation or transfer, and some demographics consistent with those used in other TCC assessment reports.

IR&A will use their statistics software tools (SPSS) and methods, including statistical analysis formulas adapted from our research. Library services, programs, and resources user data will be matched with student academic data and documented in aggregated or cumulative reports. These reports will initially provide longitudinal studies about the impact upon student academic outcomes that correlates Library use to TCC's measures for student success. Additional linkages and impacts will be developed to expand and improve future library assessment.

The semester-by-semester evaluation of Library services in a statistical correlation relationship study over several years should provide solid assessment of Library services, trends, and impact upon student persistence and completion. Once we have collected sufficient data and impact analysis for several years, we should be able to develop predictive impact reports. Using

predictive statistical formulas, we expect to be able to provide anticipated impacts of Library services upon student success and then compare those predictions to subsequent results.

A comprehensive, broad, and approved IRB (IRB-18-001) form is on record as required for our semester-by-semester data collection and reports, which are long-term and ongoing. The project is categorized as an archival type. All of the sensitive data is being kept within TCC and used on our approved systems and data storage areas already in place. No individual personal or FERPA protected data will be exposed in any reports and therefore should not present any risk to the individuals whose data we are using. Only cumulative or aggregated reports and outputs will be produced. A link to the approved IRB is included in the Appendix B and is available upon request.

In some cases, systems or service enhancement requests have been proposed to several providers of library automation, and are under consideration:
- Springshare: Ability to add required field for TCC ID numbers to mobile reference;
- Springshare: Ability to collect TCC ID numbers of virtual reference users via text;;
- OCLC: Tipasa to enable the ability to record Interlibrary Loan user information and history (especially needed for articles that are borrowed).

Following is a list of changes or improvements already implemented in some of our Library services and systems:
- Study Room Use – collection of TCC ID numbers of all students using the room;
- Proxy Server logging of e-resources use improvements;
- ITIS providing TCC ID numbers of users of Library computers;
- Added TCC ID numbers as a required field on Survey Form for Research Consultation;
- Added Course Section numbers as required field for instruction scheduling.

Continuing, enhancing, or expanding Library services that have significant impact upon student success is important when considering continual improvement and the ever-changing landscape of higher education. For those services that have lesser or minimal impact, improving or identifying new services will be necessary to "close" the performance analysis gap and improve the Library's impact on student services. Therefore, understanding these impacts and trends coupled with having a viable long-term assessment of Library services is essential.

Collection Assessment

The assessment workgroup recognizes that librarians perform collection assessment as a function of their collection development work. Librarians have many methods they use to assess the collection. The team acknowledges this and recommends other tools and reports available to librarians for this purpose:
- Missing, lost, and long overdue items report(s);
- Collection evaluation reports, both print (hardcopy) and electronic (online);
- Reports of items' circulation and browsing use;
- Reports of spending on new materials in various classifications;

- Vendor collection development and usage tools;
- E-resources usage and cost analysis reports;
- Interlibrary Loan requests reports;
- Procedures for students, faculty, and staff to recommend titles;
- Procedures for Library staff to record weeded, outdated, or damaged materials for replacement.

Services Provided by Other TCC Departments

The assessment workgroup recognizes that certain services, such as printing and Wi-Fi connectivity, are not provided by the Library but impact students' use of the Library. Printing is one of the main reasons students come to the Library and difficulties with printing could negatively affect their opinion of the Library. It is possible that a negative experience with printing or Wi-Fi would be remembered as a negative library experience. Assessment of these services may be considered in the future.

Conclusion and Recommendations

Students who are academically successful at TCC and who subsequently move into the workplace or continue with their education contribute to a vibrant community, successful businesses, and the economic stability and growth of the city and the region. Results of this plan will be disseminated to (a) higher levels of TCC administration, (b) managers and staff of the libraries that deliver services, (c) state, federal, and private reporting channels, and (d) those who prepare the annual TCC and Library Reports.

In addition to the more detailed recommendations listed above in each plan section, the workgroup also makes the following general recommendations to implement this plan.

- Recommend that the workgroup remain together as is, being the functional, knowledgeable, and skilled developers of this assessment plan during implementation of the plan. The current team would be involved with assisting or training other staff who will be implementing parts of the plan by performing assessment plan activities such as focus groups and surveys.

- Recommend including in the Library Annual Report additional holdings and usage data that is required to complete the ACRL and IPEDS annual external reporting.

- Recommend that the Library Annual Report incorporate all of the plan's proposals such as Technical Services statistics and public computer login totals.

- Recommend that a member of the Library Services and Programs Assessment workgroup review the final draft of the Library Annual Report before it is published by those who are tasked with assembling and delivering the Report.

- Recommend approving the changes to the second and third questions in TCC's Student Satisfaction Survey (even-year) and informing IR&A of these changes.

- Recommend using the template that pairs future library services with assessment techniques.

- Recommend creating focus groups coupled with the customer service mapping technique as a qualitative assessment method.

- Recommend creating an internal library survey instrument.

- Recommend continuing the multivariate longitudinal correlation studies and "Library Services Impact Upon Student Success" reports, already underway and being implemented, on a regular long-term basis for ongoing assessment and further development.

- Recommend developing future predictive statistical impact reports based upon the historical data and reports after accumulating longitudinal study reports for several years. IR&A has suggested additional ideas to create new library impact analysis upon faculty success and the academic classroom.

- Recommend purchasing door counters for each entry/exit doorway on each campus Library not presently covered. This is required for consistent data collection across all campuses.

- Recommend further development of assessment for other services in the future, such as further collection assessment, librarian liaison efforts with faculty and divisions, accessibility in the Library, services provided by other departments in the Library, new programs that may involve librarians and services such as eCore and Dual-to-Degree, to meet new assessment requirements, and to apply new methods.

Keeping in mind the words spoken by TCC President Leigh Goodson at her first TCC Convocation, "… now, let's see how we can do this better" which was stated within the context of continual improvement, completion of new projects, or implementing program changes, here are some points for reflection concerning assessment, results, and change:

Assessment = Strategic Goals

Assessment = Compliance

Assessment = Cause and Effect

Assessment = Performance

Assessment = Accomplishment

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Appendix A: Forms

[Assessment Services Template](#)

This form may be used to pair library services with assessment techniques.

Appendix B: Project Documents

Institutional Review Board Request Form IRB-18-001

Will be available at the Library's New Knowledge Management site on Sharepoint.

Library Annual Report

Link to current copy may be found at: http://library.tulsacc.edu/missionguidelines

Library Assessment Team LMT interim PowerPoint Presentation 20171201

Will be available at the Library's New Knowledge Management site on Sharepoint.

Library Assessment Team LMT Final Plan PowerPoint Presentation 20180515

Will be available at the Library's New Knowledge Management site on Sharepoint.

Project Charter

Will be available at the Library's New Knowledge Management site on Sharepoint.

Appendix C: TCC Student Satisfaction Survey – Library Section With Changes

Following are the recommended changes for the Library section of the "TCC Student Satisfaction Survey," that TCC plans to administer every even-year beginning in 2020. We recommend that these be reviewed, revised, and approved by the LMT in 2019.

Current first question in the current survey draft, not to be changed
1. Select reasons you have visited a TCC Library location:
   - Use Computers and Printers
   - Get Help with Research Papers and Projects
   - Study
   - Check Out Books, Movies, Etc.
   - Research Consultation/Appointment with a Librarian
   - Check out Reserve Materials (textbooks, calculators, etc.)
   - Wi-Fi Hotspots
   - With a class
   - I Have Not Visited a Library Location

Current second question in the current survey draft, to be replaced as noted below
2. ~~Select reasons you have visited the TCC Library website:~~
   - ~~Use the library catalog~~
   - ~~Use a database~~
   - ~~Schedule a research consultation/appointment~~
   - ~~Reserve a study room~~
   - ~~Request an Interlibrary Loan book or article~~
   - ~~Virtual Chat~~
   - ~~Research Guides~~
   - ~~Writing Center Site~~

Current third question to be dropped since it would become redundant
3. ~~Do library spaces meet your needs as a student? What tools and types of spaces would you like to see in the TCC Library?~~
   - ~~Yes~~
   - ~~No~~
     ~~BLOCKED AREA FOR WRITE-IN ANSWERS~~

Recommendation: Replace the second question in the survey draft with this question
2. **Select what you would like to see the Library add, improve, or increase:**
   - More private study spaces
   - More group study spaces
   - More computers
   - More power outlets
   - Better reliable Wi-Fi
   - More items, titles in certain parts of the collection
   - More Library sponsored events
   - Your own idea (write in): _____