

Egan Library

The Egan Library has five programmatic areas that we assess, in addition to the Learning, Testing, and Writing Centers and CELT. We collect all data required for IPEDS reporting as well as data needed for relevant sections of NWCCU accreditation reports.

Collections and Resource Discovery

- The library assesses effectiveness of collections through analysis of course evals specifically related to library resources (books, article databases, etc.). We can see how students in specific courses rated our collections and respond. For example, if there are comments from accounting students that the library materials are out of date, we work with the faculty in that area to remove outdated material and replace with newer editions. If we see a comment say the library doesn't have anything on a particular subject and we know we have a substantial collection in that area, we can contact the faculty member to let them know there students weren't aware of resources that could have been useful in their course, and offer to make them online guides or do instruction for their students.
- We also regularly inventory and assess the age of the collection based on subject area and use that information to prioritize weeding efforts.
- We assess whether to buy actual physical books or ebooks based on how the programs or courses are taught.
- We have made significant cuts to our collections over the past several years. This is done by carefully analyzing usage, particularly for online journal titles and our databases. We communicate to faculty all proposed cuts, and what the per-article cost was. We make alternative suggestions and provide access to open source alternatives if possible.
- We communicate all of our decisions related to budget cuts on an online guide.
- Textbooks continue to be a high demand commodity. We had some initial funds to purchase titles when the bookstore went out of business but now rely on faculty copies and titles acquired through the Open Textbook pilot.
- Continue to make slow progress with the Institutional Repository. It has been difficult getting faculty buy-in.

Teaching and Learning

- As with collections, we use student course ratings to evaluate effectiveness of library services, such as reference and instruction.
- In terms of reference stats, it's stayed pretty steady since Fall 2015. There was a minor bump upward in Fall 2016, which I'm guessing was due to Ink implementation.
- We assess effectiveness of reference sessions by asking during each session if the student received the help they needed. Added survey component to chat reference.
- Instruction sessions, compared to Spring 2014-Fall 2015, is about the same.

- We teach one online and one face to face Library Information Literacy course each Spring and Fall Semester.
- Library faculty work with faculty in their liaison areas to help faculty develop assignments with an information literacy component where appropriate.
- Online guides have been created for specific courses and program areas.
- AY15-16 saw 146 chats/virtual reference and AY16-17 saw 136. Goal to increase chat reference by 10% was exceeded and then some.

Services to E-Learners

- We analyze student course ratings for feedback from students taking online courses.
- Faculty librarian visits Sitka faculty and staff annually.
- Instruction sessions are developed for e-learners.
- Special Open House sessions created for e-Learners.
- Online course guides available for e-learners.

Library as Place

- We implemented many of the changes identified in our self-study and from a student survey of space usage in the library. Nearly every book in the library has been relocated in the past two years due to a huge shifting project in order to have more highly used materials on the main floor and for a variety of other reasons.
- We assess use of study rooms (which is up) as well as gate counts, which are down only slightly from last year at this time.
- There are many positive comments from student in the course evaluations about the importance of having a quiet space on campus to study, collaborate, and take e-learning courses.
- We have tried to maintain library hours. We have analyzed potential savings if we reduce library hours and there wouldn't be a significant savings.

Information Technology

- We have inventoried all of the technology in the library including the Learning/Testing/Writing Centers and CELT. We are working on a technology replacement plan with IT.
- We've had many fewer issues with the virtual academic builds this past year.
- After initial implementation issues, the INK system seems to have stabilized. This was a cost shift from the library onto students, but it's produced a more stable system, a way for students to print when the library's closed, and a significantly reduced amount of waste.
- Surveyed students during open house on why types of technology they own.
- Implemented a new security system, self-check-out, and managed printing system.

CELT

Assessing Outcomes

The Center for Excellence in Learning and Teaching (CELT) supports faculty in both Scholarship of Teaching and Instructional Design. We provide both one-on-one support and training, deliver workshops both in person and through web-conferencing and facilitate opportunities for online training and professional development. Measureable outcomes for the past year include:

CELT measures

- The number of faculty and staff who participate in workshops delivered to all three campuses.
- The number of one-on-one training sessions or consultations provided.
- The number of faculty enrolled in QM "Improving your Online Course"
- Surveyed faculty on needs related to professional development in the areas of Instructional Design and the scholarship of teaching and learning.
- CELT has developed an Event Feedback Form they intend to start sending out to attendees of workshops after each event.
- Trend is the same for one-on-one support and training contacts.
- Trend is up for workshop attendance due to having more workshops, especially the advising and the counseling ones which were very well attended.
- QM registrations just started this year so there is no benchmark
- 70 faculty or staff participated in workshops delivered to all three campuses
- Provided information sessions at Convocation, Spring Start-up and Adjunct Orientation
- Over 50 faculty and staff access online Blackboard training
- Weekly "Monday Morning Mentor" webinars are distributed. Feedback from faculty is enthusiastic.
- 9 faculty have enrolled in the online "Improving Your Online Course" delivered through the Alaska system Quality Matters consortium
- Over 80 one-on-one support or training sessions or consultations were provided to 35 different faculty so far in the Fall 2017 semester.
- 4 Digital Faculty Fellows have been selected and will work with CELT during this academic year

Learning Center

- We assess our effectiveness through annual student surveys as well as constant feedback from students. Surveys are sent to students who have used the Center during the year and ask specific questions about how services helped students complete their courses and looks for ways to improve services.
- LC staff work closely with math faculty and their ongoing support and approval is a testament to their effectiveness.
- LC staff assesses usage of the Center through student sign-ins. It also shows why students came to the center (tutoring help, to study, or to use a computer) and which topics they came to study. This information is used to determine which day/hours have the highest usage for scheduling student tutors. Student usage is up from last semester but it's hard to accurately reflect as not all students remember to sign in before each session. We're working on improving this.
- They also track the number of exams administered each week in a variety of different subjects.

- Their effectiveness is reflected in their stable and consistent student usage - students keep coming in and spending time working with the LC staff and student tutors.

Writing Center

- Writing Center usage is up significantly since we've had stable staffing and hours. In March 2015 they had 32 tutoring sessions, March 2016 there were 61, and in March 2017, 131 sessions, a 309% increase! Last month, the WC had 246 individual tutoring sessions, another large increase.
- We've increased the number of distance students we work with by advertising that we can help via phone and email.
- Allison has been helping Nina Chordas during her WRTG110 class on Thursdays to support small group reading and writing work within the classroom.
- Allison also helps with the WRTG110 Portfolio review, one of the main writing specific assessments conducted at UAS.
- They assess the number of tutoring sessions conducted as well as overall usage of the center. Some folks just as quick questions.
- Writing Center has aligned their services with the 12 UAS Writing Courses' SLOs.
- Tutors collect information during each tutoring session on what areas the session focused on, and communicate that information back to the student's instructor via email.
- They send out use satisfaction surveys that include metrics for gauging student learning, each year.
- They hope to start staffing a table in the cafeteria once or twice a week to answer students' questions about writing.
- UAS needs a reading specialist. In the Writing Center, we often see students struggling with their writing assignments because they don't understand their reading. The ideal reading specialist would be a faculty member who could devote some of his or her time to working with other professors to build reading skills in entry level content classes.