

Savannah State University
Academic Program Strategic & Operational Plan
2014

Academic Program: Library Services
Department Head: Mary Jo Fayoyin

Mission Statement:

The mission of the Asa H. Gordon Library is to support the University's stated mission by providing access to scholarly information and quality collections in an environment conducive to learning and research. This mission is fulfilled by providing adequate physical, human and technological resources, and varied services including bibliographic access, document delivery systems and instruction while fostering life-long information retrieval and critical thinking skills.

Vision Statement:

The vision of the Savannah State University Library is to ensure that its students, faculty, and staff are equipped to meet the complex information challenges of the 21st century. Additionally, the Savannah State University Library strives to be the heart of the University's academic and research culture and to substantially contribute to the intellectual activities of the University.

Professional Values & Beliefs:

| Item | Critical professional values, assumptions, beliefs for success in completing unit's functions: |
|------|--|
| | <p>CORE VALUES</p> <ol style="list-style-type: none">1. Quality Service. With the primary focus on exceeding the expectations of its patrons, the Library values service to our clients that is receptive and courteous.2. Change as Opportunity. The Library values innovation, flexibility and creativity, balanced with respect for traditions and accomplishments. We value new and emerging technology designed to enhance scholarly research – not because it is new, but because it is better.3. Collaboration. The Library values collaboration both within and outside of its formal structure.4. Integrity. The Library values consistency, honesty, fairness and professionalism in its actions both within and outside of the library.5. Learning. As a learning organization, the Library values the life-long pursuit of knowledge and wisdom for both the individual and organization. |

Positioning Statement:

The University System of Georgia, regional accrediting boards, and nationwide professional organizations recognize the importance of libraries. The Savannah State University Library is an integral part of the university's academic and research community providing access to the most current information resources and the latest instructional technologies. The library also provides a well trained library staff and a well developed collection tailored to the academic curriculum, online instruction, and virtual reference. The library is committed to teaching students the critical thinking skills needed to access, evaluate, and use information effectively in a changing global society

Groups Served:

The library actively serves Savannah State University students, faculty, staff, and retirees as well as other University System of Georgia students, faculty, and staff. In addition the library's resources are available to the community and researchers around the country and internationally.

Competitors:

Various services exist in the University and the community that could minimally meet the needs of our stakeholders, but none of them do what we do in the way that we do it: Public libraries and bookstores exist, but they do not meet the academic standards of a university library; other computer labs exist but they do not have reference help nor do they provide access to research resources and databases except through the library; the open internet is available, but it is not refereed or necessarily academic. None of these bodies are accredited by an organization like SACS. The library has librarians who are trained professionals with the expertise to instruct our stakeholders to recognize, locate, evaluate, and effectively use information legally and ethically.

Functional Tasks:

| Task | Functional Tasks/Regular Activities of Department | Who delegated or mandated? |
|------|---|---|
| 1 | Collection Development & Preservation (Collection Development, Periodicals and Archives Departments) | Regional and professional standards; curricular support |
| 2 | Classification of Resources (Cataloging Department) | Regional and professional standards |
| 3 | Circulation of resources, interlibrary loan, and reference assistance (Access Services Department) | Regional and professional standards; curricular support |
| 4 | Systems Management/Computer Maintenance and Technical Support (<u>Systems and Database Maintenance Department</u>) | University's strategic plan goal 2 |
| 5 | Instruction in the use of academic/scholarly resources (Access Services and Information Literacy Departments) | Regional and professional standards |
| 6 | e-Learning support and training (Audio Visual, e-Learning Department) | University System of Georgia requirement; regional accrediting body; curricular support |
| 7 | Special Programs/Outreach (All Units of the Library) | University's strategic plan goal 4 |

Learning Plan:

| Item | Learning Outcome | Effectiveness Measure | Courses where introduced, practiced, & certified | Frequency Measured |
|------|--|---|--|---------------------|
| 1 | Students will determine the nature and extent of the information needed. | Develops a thesis statement and formulates questions based on the information need; defines or modifies the information need to achieve a manageable focus. | Library Instruction; core curriculum courses; courses with embedded IL | At the end of term. |
| 2 | Students will access needed information effectively and efficiently. | Develops a research plan appropriate to the investigative method; uses various search systems to retrieve information in a variety of formats, including online or in person services available to retrieve information needed. | Same as above. | Same as above. |
| 3 | Students will evaluate information and its sources critically and incorporate selected information into his/ her knowledge base and value system. | Restates textual concepts in his/her own words and selects data accurately; draws conclusions based upon information gathered; participates in classroom and other discussions. | Same as above. | Same as above. |
| 4 | Students will, individually or as a member of a group, use information effectively to accomplish a specific purpose. | Uses a range of information technology applications in creating the product or performance; communicates clearly and with a style that supports the purpose of the intended audience. | Same as above. | Same as above. |
| 5 | Students will understand the economic, legal, and social issues surrounding the use of information and accesses and use information ethically and legally. | Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material; demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own; selects an appropriate documentation style and uses it consistently to cite sources. | Same as above. | Same as above. |

Long Range (Strategic) Planning Goals:

| Goal | Long-Range Strategic Planning Goals: | What evidence shows need? | Unit Function: | SSU Goal: |
|------|--|--|----------------------------|-----------|
| 1 | Offer a varied, authoritative and up-to-date collection of materials, resources, and equipment adequate to support the educational, research, and public service mission and the technological needs of the library and its users. | Standards of Practice; ALA, Association of College and Research Libraries (ACRL), and SACS requirements; Student feedback. | Task 1 Task 4 Task 6 | 1 2 |
| 2 | Establish and maintain formalized cooperative and reciprocal resource sharing relationships with other libraries | Reduced budget allocation; Student feedback | Task 3 | 1 2 |
| 3 | Encourage lifelong learning and information literacy through high quality service, consultation, reference, and instructional programs. | SACS accreditation and faculty requests; Student feedback | Task 3 Task 5 | 2 |
| 4 | Recruit and maintain a staff sufficient in size, quality, and training to meet the needs of its users. | SACS accreditation and faculty requests; Student feedback | Administrative unit | 2 5 |
| 5 | Provide a well planned and secure library facility with adequate space, conducive to study and research. | Technological changes; Increase in hybrid classes and enrollment; Network configuration; Incidents that require security; Student feedback | Administrative Unit | 2 |
| 6 | Motivate library staff to high levels of achievement through continuing education, personal development and skill enhancement. | Changes in technology; Information Literacy Requirements; Student feedback | Administrative Unit | 5 |

Immediate Planning Objectives:

| Obj. | Immediate Planning Objective: | Evaluation plan: | Unit Function: | Unit Goal: |
|------|--|------------------|--------------------------------------|------------------|
| 1 | Expand the information commons concept to develop and increase students' knowledge of technology and research methodology | IPO 1 Below | Task 3 Task 4 Task 5 Task 6 | 1 3 5 |
| 2 | Provide a facility that accommodates all library operations, adapt to changing academic needs and provide safe and inviting spaces for interactive learning, research, and teaching. | IPO2 Below | All units | 1 2 3 5 |
| 3 | Assess the library's collection to determine quality of research materials available for academic disciplines taught at Savannah State University. | IPO3 Below | Task 1 Task 2 Task 3 Task 6 | 1 2 3 |
| 4 | Provide support of e-Learning by developing opportunities for learning for students and faculty. | IPO 4 Below | Task 4 Task 5 Task 6 | 1 3 |
| 5 | Expand the information literacy program to reach additional faculty and students. | IPO5 | Task 3 Task 5 Task 7 | 1 3 6 |
| 6 | Determine the effectiveness of the information literacy program through the use of assessment tools. | IPO6 | Task 3 Task 5 Task 7 | 1 3 |

Planning Objective Evaluation Details:

| | Evaluation Plan | What and How? |
|-------|---|--|
| IPO1 | <ol style="list-style-type: none">1) Acquire equipment.2) Number of search consultations with students (individual and/or group).3) Quality of student papers and projects. | <ol style="list-style-type: none">1) Student feedback; number of computers, software, and workstations.2) Compare statistics from one academic year to the next.3) Faculty feedback and students grades comparing one academic year to the next. |
| IPO2 | <ol style="list-style-type: none">1) Purchase equipment and furniture and redesign learning space. | <ol style="list-style-type: none">2) Request funds for equipment and furniture better suited to group learning styles. Redesigned learning and research space. |
| IPO3 | <ol style="list-style-type: none">1) Evaluate collection with WorldCat Collection analysis. | <ol style="list-style-type: none">1) Use the results of the analysis to determine relevance of our collection and weed and add materials. |
| IPO4 | <ol style="list-style-type: none">1) Workshops, individual consultations, resource manuals, webpage content, online training. | <ol style="list-style-type: none">1) Decrease in the number of basic orientation questions (passwords, attaching documents, etc). End of course survey of eLearning users. |
| IPO 5 | <ol style="list-style-type: none">1) Measure change in the number of students and classes taught in general education classes, FYE classes, and upper level classes.2) Number of additional faculty participating in Information literacy workshop programs. | <ol style="list-style-type: none">1) Compare statistics from one academic year to the next.2) Compare statistics from one academic year to the next. |
| IPO6 | <ol style="list-style-type: none">1. Results yielded from assessment tools. | <ol style="list-style-type: none">1) Evaluate and analyze data, including student scores from one academic year to the next and student learning outcomes for each information literacy component. |

Implications Across Campus:

This unit's planning goals and objectives point to two themes: information literacy and eLearning. To be successful in achieving these themes it will be necessary to continually increase and maintain a skilled staff sufficient in size, quality, and training as well as a well planned facility with adequate space conducive to study and research. This will impact other departments. They will be encouraged to review their pedagogical approach to include information literacy and eLearning components. There will be a need for computer labs outside of the library that are well equipped and maintained. Of course this will require adequate funding for labs and personnel.

List Full-Time Program Faculty:

Mary Jo Fayoyin
Caren Agata
Ivy Brannen
Lauren McMillan
James Stephens
Louise Wyche