

Table 4: Community College LLRP Core Contributions and Performance Indicators for Assessment

Core Service/Resource Contributions (Performance Objectives)	Performance Indicators	Data Sources	Data Available?
<p>1. Information Literacy instruction and faculty/staff training contribute to student success and excellence in teaching.</p>	<p>a. reach of instruction program (fully integrated across curriculum, required IC course, drop-in sessions, etc.)</p> <p>b. quality of instructional & training services</p> <p>c. student self-confidence rating doing library or Web research;</p> <p>d. grades, scores, satisfactory performance on assignments or electronic tutorials (info. literacy courses/assignments and other courses and assignments)</p> <p>e. extent of independent learning opportunities and usage data</p> <p>f. sufficiency, availability and helpfulness of reference staff</p> <p>g. extent of LLRP training options for instructors and LLRP staff with participation and satisfaction data.</p>	<p>a. program statistics about number of courses/students receiving instruction or doing library/Web assign; syllabi study</p> <p>b. student, faculty & librarian-trainer surveys, focus groups, unsolicited feedback from letters, e-mail</p> <p>c. entrance/exit student survey items; self-assessment instruments (online or paper)</p> <p>d. assignments, papers/projects, tests, search logs, portfolio analysis , computer based self-assessments</p> <p>e. description of Web-based and independent learning options and who uses them</p> <p>f. user surveys, extent of access to reference staff in-person and online</p> <p>g. description of training options with # of participants per dept. and satisfaction data.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>2. The information and learning resources and equipment needed to use them are sufficient and their use is integrated into the curriculum.</p>	<p>a. percentage of courses by academic program requiring info. and learning resources beyond textbooks</p> <p>b. rating by librarians, instructors, students and others of collections/equip. for currency relevancy and availability</p>	<p>a. syllabi analysis; summary of program review documents that describe use of info. & learning resources; analysis of reserve materials put on reserve</p> <p>b. surveys; collection analyses; equipment inventory & evaluation; focus groups</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Core Service/Resource Contributions (Performance Objectives)	Performance Indicators	Data Sources	Data Available?
	c. usage data connected to academic areas and/or specific groups of learners as a % of total FTEs; <u>increase in total use data</u>	c. circulation & in-house use data of local materials and use data of electronic & Web information resources; <u>media bookings</u>	<input type="checkbox"/>
3. The physical and virtual space promotes learning, study and research.	a. user perceptions about benefits and quality of individual and group study and instruction; spaces; about exhibits, displays and other independent learning opportunities (Web pages)	a. user surveys; comments from Suggestion Box/electronic comments; focus groups; program/exhibit surveys	<input type="checkbox"/>
	b. relationship of exhibits, programming and Web-based learning opportunities to institutional goals and values (e.g. multicultural diversity awareness)	b. number and description of exhibits, programs, and Web-based learning opportunities created or sponsored by LLRP in relation to curriculum and goals	<input type="checkbox"/>
4. All members of the campus community have convenient access to all the information and learning resources.	a. user perceptions about the convenience and ease of access to learning resources and electronic/Web information resources, both on-campus and off-campus	a. user surveys/focus group data for: ease of access to online resources; obtaining desired material when needed; match of service hours with user needs, etc.	<input type="checkbox"/>
	b. quantitative & qualitative description of how access to information & learning resources is provided to campus community shows increase in access and/or improved access to targeted groups, such as disabled learners.	b. data from inventories and network services; statistics about service hours and online reserves access; turn-around time for materials; provision for disabled users; entrance/exit data and fill rate	<input type="checkbox"/>
5. Library and information resources assist students with career, employment needs and other priorities in college mission, such as citizenship, ESL education.	a. student, faculty/staff perceptions about the LLRP and Web-based career, job-seeking, ESL, and citizenship resources	a. data from student/faculty surveys about awareness, use and usefulness of resources	<input type="checkbox"/>
	b. extent and currency of specific information & learning resources and services focusing on careers, job-seeking, ESL, citizenship.	b. number and brief description of major resources/databases and services (e.g. handouts, Web pages, exhibits, lib/technology internships) focusing on these areas	<input type="checkbox"/>
6. Library & Learning Resources staff make significant contributions to campus governance, technology planning, fund-raising and other desired institutional activities.	a. description of LLR staff memberships and outcomes from campus committees; number & dollar amount of successful grants/fundraising activities; description of staff awards, publications, and major community service	a. staff annual performance reports; copies of reports/documents authored or co-authored by LLR staff; copies of successful grants/fundraising efforts.	<input type="checkbox"/>

