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<td>(Goal I)… Provide a comprehensive program of instruction that supports transfer, professional/technical, basic and developmental skills, and continuing education learning opportunities for all residents of the North Olympic Peninsula.</td>
<td>To provide curriculum-centered resources.</td>
<td>Achieve a 60% positive response on a custom survey of full-time faculty.</td>
<td>Only 30% of faculty respondents are satisfied or very satisfied w/ the book collection; 55% are satisfied or very satisfied w/ the periodical collection; and 50% are satisfied w/ the media collection.</td>
<td>Although the institutional budget continues to constrain resource acquisition, emphasis will be placed on e-resources (I.C.4). The addition of a tenure librarian will enable the LMC to provide in-service opportunities for faculty (III.B.1).</td>
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<td>To provide varied access to information resources, services and multimedia technologies.</td>
<td>Achieve an 85% positive response on a custom survey of LMC users.</td>
<td>Achieve an 85% positive response on the CCSEQ: L2-L7.</td>
<td>Although user satisfaction w/ the LMC was at 90%; only 73% were satisfied w/ the book collection, and 74% were satisfied w/ the periodical collection, while 92% were satisfied w/ reference services, 91% were satisfied w/ other library staff assistance, and 93% were satisfied w/ the general library environment.</td>
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<td><strong>Unit Mission</strong></td>
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<td>Achieve an 85% positive response on the ACT Student Opinion Survey: III-3.</td>
<td>The CCSEQ polled a sample of the general student population. 83.9% have not often checked out books or other materials; 78.4% have not often read periodicals in the LMC or online; 83.1% have not often used a print or electronic catalog; 76.2% have not often prepared references for a paper; 80.5% have not often asked a librarian for assistance; and 86.2% have not found interesting material in the library.</td>
<td>Librarians will work with the Deans and faculty to increase resource-based learning in the curriculum (IV.A.1).</td>
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To provide instruction & instructional support in information competency.

- Achieve a 10% increase in instructional sessions.
- Achieve a 66% affirmative response on a custom survey of LMC users.
- Achieve an 85% positive response on the CCSEQ: CA-2,10; CT-2; P-9, 17

Failed to achieve an increase; the # of instructional sessions (2002-03) were 69, compared with 90 during the previous year (2001-02)—a 23% decrease.

While 89% of responding faculty are satisfied or very satisfied w/ LMC instruction, only 55% place a high to very high value on it.

72% of respondents to the LMC user survey have received classroom instruction in the use of LMC & information resources.

39.1% of respondents to the CCSEQ do not often work on a paper or project; 52.9% do not critically evaluate information often; 30.2% only infrequently use electronic information sources; 55.4% have made little or no progress in acquiring the skills needed to use computers to access information from the library, the Internet, the WWW or other computer networks; and 45.5% have made little or no progress in developing the ability to “learn on my own, pursue ideas, and find information I need.”

Access to a wired-classroom dedicated to LMC instruction (A-1) will expand instruction across the class schedule (III.B.5).

The addition of a tenure-librarian will facilitate outreach to faculty (III.B.2).

The LMC instructional program will target professional technical students (III.B.1).

Librarians will work with the Deans & faculty to launch an information competency across the curriculum initiative (III.B.4).

To facilitate resource-based learning through the professional and technical assistance of LMC staff.

- Achieve a 60% positive response on a custom survey of full-time faculty.
- Achieve a 10% increase in the use of information resources in the Professional/Technical curricula.

90% of responding faculty place a high to very high value on the professional assistance of librarians and 90% of respondents are satisfied or very satisfied w/ those services.

24% of the respondents to the LMC user survey (2003) were either pursuing a 2-year A.S. or 1-year professional/technical certificate; 23% of the respondents in 2002 were either pursuing a 2-year A.S. or 1-year professional/technical certificate—a net increase of less than 1%.

Librarians will schedule a series of in-service sessions for faculty (III.B.4).

The faculty librarian will develop a systematic strategy for working with professional technical faculty to ensure occupational students can retrieve core information in their fields (III.A.2).
To provide administrative services that support program goals & priorities.

Achieve a 75% positive response on a custom survey of LMC staff.

74.7% of staff responses were positive ("very well" or "well"). Over 50% responded negatively to implementation of a collection development strategy consistent w/ current needs; faculty participation in collection development; promotion of LMC resources & services; the adequacy of the budget; and communications w/ faculty and administration.

Library staff are most aware of the disparity between information needs and resources. The addition of a tenured-librarian will mitigate some past challenges reaching out to faculty (I.C.2 / I.G.1)