

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: Taylor Library

Academic Year: 2020-21

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

The Library’s 2018-2021 Strategic Plan is attached as Addendum 3.

In the midst of the Covid crisis, my staff pivoted to put as much information into digital format as possible, in addition to our “normal” routines that went on. Also, we are awaiting either an update or a new UAM Strategic Plan to help guide our own planning.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
III.D. Update Electronic Resources	As our current Integrated Library System (ILS), Sierra, has been aging, we studied two new systems. One, which we hoped to contract with in coordination with UA-Little Rock, was not approved. But we did receive approval for the OCLC WMS system, which will be installed in 2022. With no increase to our Database and Journal budget lines, we have had to cut significant titles and tools.	The WMS will provide us with many new tools for better serving the community. A continuing lack of necessary funding for other online tools will simply make our resources less comprehensive for our students and faculty.
V. Strengthen presence of Special Collections.	Ongoing: a large portion of the collection has needed organization, and the Covid	We hope / intend to renew our outreach to the SEARK community this coming year.

	pandemic at least allowed more time for this important task.	
--	--------------------------------------------------------------	--

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
N/A			

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

N/A

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

•

N/A

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

N/A

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

N/A

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

N/A

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

N/A

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Teaching Load

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Other Assignments
Renée C. Clark	Assistant	Ph.D.	Monograph Acquisitions & Processing	Reference, Bibliographic Instruction, Liaison to Humanities and Business; Social Media Coordinator
Blake Denton	Assistant	M.I.S., M.A.	Special Collections Government Documents UAM Archivist	Reference, Bibliographic Instruction, Liaison to Forestry, Social Sciences
Elizabeth Parish	Assistant	M.I.S.	Digital Resources Coordinator	Reference, Bibliographic Instruction, Liaison to CIS and Education
Daniel Boice	Assistant	M.A., A.M.L.S	Administration	Reference, Bibliographic Instruction, Liaison to Nursing and Math & Science

What significant change, if any, has occurred in faculty during the past academic year?

No changes!

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

N/A

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

N/A

Unit Agreements, MOUs, MOAs, Partnerships

Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

None.

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Awards:

Blake Denton won the Arkansas Library Association’s LaNell Compton Award for best article published in the *Arkansas Librarian* in 2019-20.

Faculty Scholarly Activity

- Renée Chérie Clark
 - Research for a chapter, “The Long Reach of Arkansas Country Music,” for a book under contract with the University of Illinois Press and research for a monograph on Arkansas Country Music.
 - Displays and Facebook pages for Black-Owned Businesses

- Blake Denton published one article:
 - “When Drew County Braced for Nuclear Attack: The Community Fallout Shelter Plan of Southeast Arkansas,” *Drew County Historical Journal* 34 (2019): 59-67.
 - One encyclopedia entry: “Pro-ISIL Hack of Arkansas Library Association,” *CALS Encyclopedia of Arkansas* <https://encyclopediaofarkansas.net/entries/pro-isil-hack-of-arkansas-library-association-15253/>
 - One book review: Review of Ginger Beck, *Abandoned South Arkansas: Natural State, Natural Decay*, *Drew County Historical Journal* 34 (2019): 68-69.

- Elizabeth Parish:
 - Book review of Joe David Rice, *Arkansas Backstories: Quirks, Characters, and Curiosities of the Natural State*, volume two, in *Arkansas Libraries*, 77:1-2, pp. 52-53.
 - Book review of Jennifer Pierce, *Hidden Danger: Small Town Guardians*, in *Arkansas Libraries*, 77:1-2, p. 53.
 - Book review of Kim U. Hoffman, ed, *Readings in Arkansas Politics and Government* (2nd ed.), in *Arkansas Libraries*, 77:1-2, pp. 53-54.
 - Book reviews in *The Christian Librarian* and *Arkansas Libraries*

- Daniel Boice:
 - Editorial Committee for Catholic Library Association (includes being a juror for the *Catholic Library World*)
 - Numerous book reviews for *Catholic Library World*.

Notable Faculty or Faculty/Service Projects

- Renée Chérie Clark:
 - UAM: General Education Committee member
 - Committee on Committees
 - VCAA Search Committee
 - Gay Straight Alliance: Faculty Advisor

Community: SEARK Concert Association Board: Member
 Chair, Program Committee
 SE Regional Public Library: Friends of the Library. Member

- A. Blake Denton:
 - UAM: Faculty Research Committee member
 - Winthrop Rockefeller Distinguished Lecture Series Committee

- Professional: American Library Association, Government Documents Round Table, 50th Anniversary Planning Committee
 Arkansas Library Association, Records Management Committee

- Elizabeth Parish:
Professional: ARKLink Electronic Resources Committee
Arkansas State Library Traveler Advisory Committee
- Daniel Boice
 - HLC Accreditation Liaison Officer for UAM
 - Arkansas Library Association: Chair, Strategic Planning Committee
 - Monticello Economic Development Commission: Strategic Planning Coordinator
 - Monticello Planning Commission: member, Chair

Faculty Grant Awards

- No

Describe any significant changes in the unit, in programs/degrees, during the past academic year.

N/A

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

N/A

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised 05/26/2020

Revised February 8, 2018

Addenda

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- ▢ Develop, deliver, and maintain quality academic programs.
 - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - Revitalize general education curriculum.
 - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- ▢ Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - Develop an emerging student leadership program under direction of Chancellor's Office.
 - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- ▢ Retain and recruit high achieving faculty and staff.
 - Invest in quality technology and library resources and services.
 - Provide opportunities for faculty and staff professional development.
 - Invest in quality classroom and research space.
 - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - Create an Institute for Teaching and Learning Effectiveness.

- ▢ Expand accessibility to academic programs.
 - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - Create a summer academic enrichment plan to ensure growth and sustainability.
 - Develop a model program for college readiness.
 - Revitalize general education.
 - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- ▢ Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- ☐ Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- ☐ Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- ☐ Develop systematic structures for first year and at-risk students.
- ☐ Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- ☐ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- ☐ Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- ☐ Prepare and update University Master Plan.
- ☐ Partner with system and state legislators to maximize funding.
- ☐ Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - o Increased efforts to earn research and grant funds.
 - o Creation of philanthropic culture among incoming students, graduates and community.
 - ☐☐ Collaborating with Athletics Fundraising to maximize synergies.
 - ☐☐ Create a Growing our Alumni Base Campaign.
 - o Encourage entrepreneurial opportunities where appropriate.
 - o Participation in articulation agreements to capitalize on academic and economic resources.
 - o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
 - What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

University of Arkansas at Monticello
Taylor Library
Strategic Plan, 2016-2019
June 2019-21 Update

Goal One: The Library will have a renovated Main Floor that will better serve our community and enhance prospects for student success.

COMPLETE

Goal Two: The Library will strengthen its marketing in order to allow the community to better utilize our resources and services. Research demonstrates that students who visit the library have better retention and graduation rates than those who do not. Strategies:

2.A. Increase Social Network presence.

2.A.1. Increase number of Facebook friends.

Responsibility: Social Network coordinator

Measures: Number of friends increases by 100% by 2017, 200% by 2019.

Costs: \$150/year

2.A.2 Explore possibilities of Instagram, Snapchat, Twitter

Responsibility: Social Network Coordinator

Measure: Set up Snapchat presence by 2019, Instagram by 2018

Costs: \$150/year

2.B Strengthen Marketing Presence

2.B.1 Obtain and train with better hardware and software for visual presentation.

Responsibility: Director

Measure: Have new computer, software

Target: August 2018

Cost: \$2,000 for computer

\$300 annually for programs

2.B.2 The Library will enhance the visibility of Special Collections.

MOVED to Goal Five

2.C. The Library will strengthen its collaboration within the university community.

2.C.1. The Library will work with Student Affairs in its public announcements.

COMPLETE

2.C.2. The Library will work with Student Affairs in establishing a presence in dormitories.

Responsibility: Student Success Librarian
Measure: Little Libraries or other presence in dorms
Target date: July 2019
Cost: None

2.C.3. Instructional Technology to develop a Library Tab in the Blackboard shell.

COMPLETED

2.C.4. The Library will work with Upward Bound to identify and employ students in the Library.

DELETED with demise of Upward Bound

2.C.5. The Library will work with the Athletic Department to publicize our services and encourage use of the Library by Student Athletes

Responsibility: Student Success Librarian
Measure: More library usage by student athletes
Cost: No additional cost

2.C.6. The Library will develop mobile service, with Librarians going to classrooms or departments as needed

Responsibility: Student Success Librarian
Measure: Visits to classrooms, department meetings
Cost: No additional cost

Goal Three: The Library will strengthen its services to better meet student needs.

Strategies:

3.A. We will continually monitor and revise our hours of operation to meet student needs.

ONGOING

3.B. We will increase our service and presence on the Main Floor:

3.B.1 We will greet all who enter the Library

COMPLETE

3.B.2 Librarians will walk about the building offering help.

COMPLETE

3.C. The Library will update the print collection.

Responsibility: Collection Development Librarian, Serials Librarian, Special Collections Librarian

Measure: The following areas will be weeded and updates:

Main Floor: by December 2016: **COMPLETE**

E-F: By July 2018

G-N By July 2019

P-Z: By July 2020

Special Collections: By July 2020

Bound Periodicals: By December 2016: **COMPLETE**

Cost: Included in the budget

UAM Vision 3.D. The Library will update Electronic Resources.

1.3.1

Responsibility: Electronic Resources Librarian

Measure: Increased resources, increased usage

Cost: \$25,000-\$35,000 per year

Goal Four: The Library will increase its partnerships with local agencies

4.A. The Library will patronize local businesses in marketing efforts by purchasing gift certificates as appropriate.

Responsibility: Library Director

Measure: Gift certificates purchased

Target: Immediate

Cost: None additional -- \$250/year (2.A.1 and 2.A.2)

UAM Vision 4.B. The Library will collaborate with local and regional libraries to integrate

1.4.1 information literacy into schools and other programs.

4.B.1: The Library will work to instruct area teachers of available resources at UAM Library

Responsibility: Student Success Librarian

Measure: Workshops and presentations made to groups

Target: October 2016

Cost: None

UAM Vision 4.B.2: The Library will coordinate consortial activities with regional public and

1.4.1 academic libraries, to help promote lifelong learning and quality of life.

Responsibility: Director

Measure: Quarterly meetings of regional librarians

Target: June 2017

Cost: \$250/year

4.C. The Library will reconsider fees for outside use by the Library in order to increase our visibility and help promote the quality of life in Monticello.

Responsibility: Director

Measure: Policy studied by Library Committee

Target: March 2019

Cost: None

UAM Vision Goal Five

1.3.1 The Special Collections Department will be designated as the Southeast Arkansas Regional Archives.

Responsibility: Special Collections Librarian, Library Director

Measure: Official Designation by State

Cost: Unknown