

Assessment Team Progress Report
March 2016

1. The library's Leadership Team identified five target areas for assessment: 1) User Services; 2) Collections; 3) Instruction and Learning Services; 4) Web Services; 5) Partnerships & Outreach
2. Teams were established for three of the five identified areas for assessment: User Services, Collections, and Instruction and Learning Services.
 - a. All staff members participated on at least one team.
 - b. Teams reviewed literature for trends in academic library assessment.
 - c. Web Services assessment will take place at a later date since Systems staff were already testing and re-designing new web pages to be rolled out in spring 2016.
 - d. Partnerships & Outreach assessment will take place at a later date due to staff vacancies and medical leaves.
3. Each team completed a template assessment plan for their area, considering mission, goals, possible areas to assess, etc. All plans were shared with staff in January 2016. (Appendix A)
4. Team leaders compiled and reviewed assessment strategies proposed by teams.
 - a. Staff from Institutional Research (IR) and Enrollment Management & Student Life (EMSL) met with all library staff on Jan. 20 to discuss assessment strategies, best times to have reports created, etc.
 - b. Team leaders revised possible strategies based on feedback from IR and EMSL staff.
5. Each team evaluated and prioritized possible areas to assess, selecting two or three strategies to pilot test during spring/summer 2016. Each team presented their ideas at the Feb. 18 full staff meeting. (Appendix B)
6. An implementation team was selected to work on proposed strategies. The team's first meeting is Friday, Mar. 25.
7. The director and associate director (implementation team leader) attended a day of presentations by the Education Advisory Board's (EAB) Student Success Collaborative (SSC) software product that is being implemented to better help track student success. Based on discussions with SSC team members, the library's implementation team will investigate methods of adding library data to SSC.

APPENDIX A: TEAM PLANS

Assessment Plan for User Services

What is User Services?

- Initial Point of Contact for library users
- In-Person and Virtual reference
- Service Triage and Referrals
- Circulation
- Course Reserves
- Directional assistance
- Interlibrary loan/MeLCat
- Study room scheduling
- Department that keeps the library open

Why do we need User Services?

User Services provides library users with access to on-site materials, resources available through other institutions, virtual resources, subject specialist librarians, physical spaces, and hours necessary to support excellence in teaching, learning, research and scholarship.

- To facilitate use of services and space
- To assist students and faculty with finding resources to enhance their research and success
- To help faculty make course materials available to students
- To provide access for faculty and student to resources 95 hours a week in-house and 24/7 online
- To provide students with areas to work in groups and individually

Mission

- University: How do library user services programs contribute to university mission and/or Vision 20/20 goals?
 - User services enhances student success by contributing to the “university-wide alliance for student development,” offering research support, group and individual study space, and access to materials
- Library: How do library user services contribute to library mission?
 - User services allows the library to provide “diverse information resources, technologies, and study spaces”

Report of Assessment Results [Reports of Program revisions? Reports to stakeholders?]

- Internal library report
- Report to Associate Provost for Graduate, International, and Online Learning

User Services Program Outcome

- UM-Dearborn students, faculty, and staff will be able to receive in-person or online help with library resources in a timely fashion with a minimal number of interactions

Criteria/Goals	Action	Evidence	Analysis	Timeline
How will we know we are successful? What will be happening?	What will we do to make this happen?	How will you collect information?	What can we learn from the evidence/data? Are our current actions getting us toward the outcome?	
-SA's at Single Service Desk will be able to provide accurate and prompt responses to students and faculty	-Ask library users for feedback via short satisfaction surveys post interaction at the desk	-Tally survey questions -Compare data year-to-year	-Does user satisfaction increase over time? -Are users offered referrals, options for more sources, etc.?	
-We will be able to accurately report building usage and space usage	-SA's will walk the floors to record headcount and usage data.	-Electronic form -Collect one week a month	-When is the library heavily used? -What in the building is being/not being used?	
-We will be able to make indirect correlations between student library use and GPA	-Adjust Sierra to track total checkouts in a annually -Analyze who group study rooms are booked by -Analyze data	-Clear out "Total Checkout" field annually -Track group study room booking confirmations -Ask MLDD to run usage reports -Obtain reports from IA	-Does data suggest that students with high GPA's use the library more frequently?	
-Are students satisfied with the technology offerings at the library	-Collect user satisfaction data	-Administer user satisfaction surveys with loanable technology from the library	-Does the current loanable technology in the library meet the needs of students?	

Assessment Plan for Collections

What is...Collections Assessment?

- Journals (e and print)
- Books (e and print)
- Media (e and print)
- Datasets
- Access tools (databases and ILL)
- Special Collections (e and print)

Why do we need Collection Assessment?

- To support faculty research
- To support student research
- To support curricula
- To support student growth and develop expertise
- To support different learning styles and instruction methods

Mission

- University: How does this program contribute to university mission and/or Vision 20/20 goals?
 - Providing sources that promote excellence in teaching, learning, research and scholarship
 - Empowering student learning through broad and deep interaction through resources that support the liberal arts and sciences, professional studies and cutting-edge research;
 - Supplement innovative pedagogies to advanced teaching and learning;
 - Building the knowledge and skills essential for personal transformation, professional success and advancing the common good;
- Library: How does this program contribute to library mission?
 - Providing diverse information resources, technologies, and study spaces;
 - Collaborating to provide research, writing, and academic support services;
 - Partnering with instructional faculty in teaching, research, and scholarly publication; and
 - Advancing the Metropolitan Vision of the university through professional and community service, and by hosting exhibits, programs, and events.

Report of Assessment Results [Reports of Program revisions? Reports to stakeholders?]

- Report internally to make decisions on where we spend our money.
- Report to provost office and senior leadership and faculty.
- Share professionally with other libraries at professional conferences and meeting as well as publish on library web site,
- Report to Higher Learning Commission

Collections Assessment Outcome [What will faculty / students / researchers do as a result of this program? Should be a broad vision; criteria/goals show specifics of how you'll achieve the vision.]

- Student success is positively impacted by increased use of the library collections.

Criteria/Goals	Action	Evidence	Analysis	Timeline
How will we know we are successful? What will be happening?	What will we do to make this happen?	How will you collect information?	What can we learn from the evidence/data? Are our current actions getting us toward the outcome?	
Faculty and students will know of and use the collections.	Surveying campus to gauge current knowledge of library collections. Communicate what we have; awareness campaign. Create marketing plan and dissemination plan for collections.	Use marketing tools available on campus such as MyEmma to track communications reach.	Usage statistics will increase.(Per capita usage statistics will increase – if enrollment rises, etc.) Look for increases in resources recently marketed to campus, note any usage increases.	Indefinite Campus Survey– rotate through units Subject specific marketing base surveys
	Contact faculty for bibliographies of their work as well as their student’s work – focus on capstone projects and graduation dissertations and theses- to challenge support of collections (assessing) (ask Nadine for help on getting student bibs)	User Services Evening Supervisor will analyze bibliographies and locate research within our collections.	Our collections will provide the necessary research or the resources are coming from other venues.	Routinely analyze published faculty work, dissertations, theses and capstones course – annual basis.
Library will know who is using its collections and how often.	Systematically download e stats from vendors and other tools; Use Sierra WAM to gather print statistics	Serials Solutions data management tools, III WAM tables, and outside vendor stats will be collected and analyzed.	Compare student usage of collections with GPAs. Compare usage statistics with financial costs and determine cost effectiveness.	Annually

Assessment Plan for Instruction and Learning Services

What is Instruction and Learning Services at the Mardigian Library?

- Librarians working with faculty to assist their students in a class setting to understand how to use library resources to resolve an information need
- In this context librarians help students recognize when information is needed and creates the ability to locate, evaluate, and use effectively the needed information

Why are Instruction and Learning Services needed at the Mardigian Library?

- The Library needs to reach students early on in their academic careers to ensure that gaps in student research skills do not occur
- In order to ensure that these gaps in skills don't increase the library must be proactive and offer more nontraditional services like one-shot instruction to courses like COMP 106

Mission

- University: How does the library instruction program contribute to the University mission and/or vision?
 - Library instruction addresses part of the University's vision of enhancing student success by contributing to the "university-wide alliance for student development," offering research, writing, and academic support services
- Library: How does the library instruction program contribute to the Library mission?
 - Library instruction helps fulfill part of the Library's mission by "collaborating to provide research, writing, and academic support services"

Report of Assessment Results [Reports of Program revisions? Reports to stakeholders?]

- Internal library report
- Report to Associate Provost for Graduate, International, and Online Learning

User Services Program Outcome

- After participating in the library instruction program students will be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information

Timeframe How long will this take?	Criteria (Combined with Action step from template) What will be happening?	Evidence How will you collect information?	Analysis What can we learn from the evidence/data? Are our current actions getting us toward the outcome?
<p>Indefinite</p> <p>Beginning Fall of 2016</p> <p>Tracking freshman for a 4 year period</p> <p>Survey students Checkpoints along the way would be retention on an annual basis and GPAs (Also, look at other library contact along the way)</p> <p>At the end, do they graduate and do they get a job?</p>	<p>We will be conducting COMP 106 instruction sessions and assessing its impact on the success of the students</p> <p>Student success is defined by</p> <ol style="list-style-type: none"> 1. Higher retention rates, 2. Elevated GPAs, 3. Higher graduation rates, and 4. Higher acceptance into graduate school 	<p>Student IDs through a survey and then track these students through Banner</p> <p>Collect IDs from students who have contact with the library</p> <p>For comparative purposes, work with Banner to get data from COMP 106 classes that do not have instruction</p>	<p>Are the one-shots successful? (Refer to Criteria section for definition of success.)</p> <p>What numbers are we looking for? Do we need to make changes?</p> <p>What changes need to be made?</p>

APPENDIX B

Proposed Pilot Assessment Strategies Spring/Summer 2016

1. Compare checkouts to GPA (and other success criteria, if possible); also break down by college and major (User Services)
2. Assess building usage by specific areas/tasks being performed (User Services)
3. Identify and analyze who is accessing resources from off-campus (Collections)
4. Assess use of resources in research bibliographies from capstone projects and faculty publications (Collections)
5. Assess campus knowledge of collections (Collections)
6. Compare In-class instruction sessions to GPA (Instruction & Learning Services)
7. Compare In-class instruction sessions to graduation rates (Instruction & Learning Services)