

Mardigian Library
Assessment Team Progress Report
October - December 2016

1. The Assessment Implementation Team attended a 3-part webinar series about academic library assessment. The series was sponsored by the Library Leadership and Management Association (LLAMA), a division of the American Library Association. The second presentation of the webinar focused on specific assessment strategies conducted by Brigham Young University, and was very practical and informative.

2. The Institutional Research (IR) staff member who was working with the Assessment Team left the university. The new researcher met with the Assessment Team chair to discuss our project and to assume responsibility for analysis of our data.

Pilot assessment strategies:

1. Comparing checkout statistics to GPA and other student success measures; broken down by college and major.

Progress: In the previous quarter, IR compared library usage data, and found no statistical difference regarding GPA. They suggested we allow them to further analyze the data and provide breakdowns by college and major. Change in IR staffing delayed this assessment, but IR staff are now analyzing the data.

Next: 1) When IR has finished their analysis, they will meet with the Assessment Team. 2) Based on a presentation from a Grand Valley State University librarian, we should ask IR to try analyzing data as it pertains to retention, not GPA. GVSU was able to show significant differences when they compared the library's effect on retention, rather than GPA.

2. Assessing building usage by specific areas/ tasks being performed.

Progress: A timeframe for collecting data was established and students were scheduled to perform the walk-arounds. The survey is conducted using a tablet or the student's own cell phone.

The first round of surveys was conducted several times during the week of Nov. 10. Based on this experience and feedback from the students, the survey was tweaked to make it easier to complete. The second round of surveying was conducted the week of Dec. 12.

Next: 1) Conduct 2-3 surveys during the winter semester. 2) Analyze the data to determine trends, and what areas and technology options are being used. Data by college/major will not be available since we are not interacting with students while conducting the survey.

3. Identifying who accesses electronic resources, broken down by college and major
Progress: 1) The authorization procedure was implemented in early to mid-September so that statistics could be gathered about both off and on-campus users. 2) We pulled data for the fall semester to see if good data was being collected. A few issues were noted and fixed. It was noted that sorting in Excel was not sufficient for easy sorting/analysis.

Next: 1) Download the fall data into Access to allow easier/more querying and sorting. 2) Change how some data is collected in III. 3) Data will be collected for the academic year; IA will add college/major. 4) Data will be included in the analysis comparing use of physical resources with student success measures (assessment #1).

4. Assessing use of resources in research bibliographies from faculty publications, student theses, and/or capstone projects.

Progress: 1) A staff member compared the bibliographies of some students' theses to the resources offered by the library. One member from the Assessment Team is compiling the results.

Next: 1) Theses from other areas need to be obtained for comparison, as well as some faculty publications and students' capstone projects.

5. Assessing faculty knowledge of collections and services

Progress: 1) A test survey was created.

Next: 1) Get feedback from other library staff, test the survey, and conduct the survey during the winter semester.

6. Comparing GPA of students who have in-class instruction in COMP 106 vs. students in sections who do not receive instruction

Progress: 1) Previous analysis of library instruction found no statistical effect on GPA of students. Based on Grand Valley's reported findings of library instruction having a positive impact on retention rate, we asked IR to perform a similar analysis on our data. 2) LRC librarians confirm that statistics are being kept regarding classes/sections that receive library instruction, not just COMP 106.

Next: 1) When IR has completed their assessment, they will meet with the Assessment Team.

7. Comparing graduation rates of students who have in-class instruction in COMP 106 vs. students in sections who do not receive instruction

Progress: 1) When meeting with IR staff, we discussed performing this type of analysis. IR felt that this analysis would not yield valid results due to the many factors influencing graduation rates.

Next: 1) This strategy will not be pursued. 2) Based on the webinar presentation by GVSU staff, we asked IR to compare/analyze the retention rate of the fall 2011 COMP 106 students. 3) We need to be sure statistics are being kept regarding classes/sections that receive library instruction, not just COMP 106.