Executive Summary: Review the assessment plans and reports for your service area and write a brief statement highlighting the most important and relevant information to be shared with the university community.

Assessment of any academic library is a challenge. Libraries straddle both educational and service missions. Significant thought had to go into where do UT Libraries even fit within the UAC assessment processes. UT Libraries serve every affiliated constituent of the University from the newest freshmen through staff, faculty and even the active alumni association members. UT Libraries also serves within our statewide academic library consortium, OhioLINK, providing materials and collaboratively making purchase decisions which effect every student in higher education across the state. Our services are located throughout multiple campuses, physical locations and include significant virtual presences. Modalities of service include traditional lectures, virtual tutorials, chat support and reference desk staffing. In short, with multiple patron types and multiple modalities of outreach, UT Libraries commitment to meeting our patrons wherever and however they are learning (classrooms, service desks, online, etc.) makes any effort to track impact very complicated. Further confounding the assessment effort has been the recent administrative changes. At the highest level of library administration, there have been three leaders in five years as well as a significant loss of faculty and staff (20-30%). This shuffling has crippled the strategic planning process which should be the foundation of a solid assessment plan; "One of the real challenges facing academic libraries is a lack of consensus about the goals and objectives of the library" (Matthews, 2011).

Given that background, it is not surprising that 13/14 plan and report demonstrate progress but not perfection in assessment within University Libraries. The plan clearly delineates six ASAs and provides examples of data being used for improvements and decision making. ASAs are identified for future and on-going review to support an assessment plan that is timely and responsive to change.

The report contains two specific examples of assessment. The first example, concerning librarian-delivered instruction does not cite an example of the assessment data being used to inform action but rather notes that a consolidated effort is lacking in this area and looks forward to moving towards robust assessment. The report does not mention that there are well-established practices in place but they are challenged by a lack of homogeneity across programs, campuses, and type of instruction. So while there are examples of assessment data being used to shape UT Libraries instruction, none meet the level of a systematic, unit-wide assessment. The second example concerns the ASA of providing reference consultation to all stakeholders. Data is provided from academic years 2011/12 thru 2013/14. The data demonstrates a dramatic decrease in reference requests at service desk. It is, however, a selective measure. Other measures listed such as "# of hits", or "# of searches" are not included. The report discusses how this data was used and then details plans to move forward with streamlined processes and technologies to improve assessment in the future.

Part I Individual Service Unit Review Table: Review of each unit’s plan and report submissions and complete the table below.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>University Libraries</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y*</td>
<td>Y</td>
<td>Y*</td>
<td>Some of the reported changes are focused on the assessment process rather than on the service provided</td>
</tr>
</tbody>
</table>

*Please explain in notes

**Please complete the following overall summary:**

<table>
<thead>
<tr>
<th>Description</th>
<th># of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of service units in your area</td>
<td>1</td>
</tr>
<tr>
<td>Number of service units completing all sections of the service unit report</td>
<td>1</td>
</tr>
<tr>
<td>Number of service units completing some of the sections of the service unit report</td>
<td>1</td>
</tr>
<tr>
<td>Number of service units that did not submit a report</td>
<td>0</td>
</tr>
</tbody>
</table>

I would like to nominate the following service unit to be considered for the Excellence in Assessment Award:
Part II (Review and analysis of data provided in individual service unit reports) instructions: After reviewing the plans and reports submitted and completing Table I, write a brief evaluation of your college, division or unit. Please provide specific examples as necessary.

II.1 Trends

*Note trends and commonalities between service units in your area concerning assessment issues.*

No trends were seen.

II.2 Issues and needs

*Identify areas for improvement, possible concerns, and opportunities for staff/faculty development/support.*

Issues and needs exist around the complexity of assessment with the division and the need for leadership and technological support to advance assessment.

II.3 Could you identify from the individual reports examples of changes that required resources (i.e. human, financial)? If yes, please list.

Technological resources are referenced on page 3 of the report.

II.4 Could you identify from the individual reports examples of changes that will require resources in the future (i.e. human, financial)? If yes, please list.

No.

II.5 University recommendations

*List the responses from part 5 of the service unit reports from your area. (How can the university better support the delivery of your academic support activities?)*

Hire a full-time Dean/Director of University Libraries.

Submitted 1/7/2017 by Bridget Faricy-Berendo
Part One: Identify the service unit and guiding principles. (mission, goals)

Service Unit Name: University Libraries   Date: 1 Dec 2014
Service Unit Director(s) Marcia King-Blandford (Interim-Director)   Person(s) completing this report: Marlene Porter with assistance from the Library Assessment Committee

Service Unit Stakeholders:
- Student
- Faculty
- Staff
- External Constituency

University Libraries Mission Statement:
The mission of the University Libraries is to drive excellence in life-long learning, discovery and engagement. Within a collaborative and interdisciplinary environment, we enrich the student learning experience, facilitate research at all levels and engage the community through innovative educational services, resources and technologies.

Part Two: Identify the types of measures utilized in your academic support activities.

Assessment measures:
Complete the following table. Please provide a minimum of two assessment measures of academic support activities.
(Definition: Academic support activities are provided by service units which directly and indirectly support effective teaching, learning, and development.)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Applicable academic support activities</th>
<th>What is the process by which this assessment data is examined and leads to action by the service unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- &amp; Post-tests/assignments</td>
<td>1. Provide instruction on the use of library resources that aid in research and learning across academic programs, certificates and outreach initiatives to all stakeholders and constituents via various platforms, including credit courses such as, AL3000, AL1130, COMP702, and HON4950.</td>
<td>The University Libraries updated their Plan for 2013-14 and as of this date, there has been no unified collection of data across the libraries. To ensure that this is done for next year’s report, the Library Assessment Committee will be working on consolidating collection of the instruction data to so that decisions can be made using reliable information.</td>
</tr>
</tbody>
</table>
Part Two: Identify the types of measures utilized in your academic support activities (Continued).

Assessment measures:
Complete the following table. Please provide a minimum of two assessment measures of academic support activities.

(Definition: Academic support activities are provided by service units which directly and indirectly support effective teaching, learning, and development.)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Applicable academic support activities</th>
<th>What is the process by which this assessment data is examined and leads to action by the service unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # of hits (interactions at service points)</td>
<td>2. Provide quality reference/consultation and virtual services to all stakeholders and constituents.</td>
<td>Upon reviewing the plan, it was found that user transactions (interactions at service points) were not listed as a measure and needs to be included. Data for the number of interactions have been collected for numerous years and have been compiled and reviewed. See below for a compilation of the data for 3 fiscal years (2012, 2013 and 2014)</td>
</tr>
<tr>
<td>• # of searches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Minimum thresholds of satisfaction are to be established and year to year variation is measured</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of User Transactions by Library

Approved by UAC, July 2014
Part Two: Identify the types of measures utilized in your academic support activities (Continued).

Assessment measures:
Complete the following table. Please provide a minimum of two assessment measures of academic support activities.

(Definition: Academic support activities are provided by service units which directly and indirectly support effective teaching, learning, and development.)

Comments:
There was only selective collection of data following the old University Libraries assessment plan (http://libguides.utoledo.edu/loader.php?type=d&id=239933) during the 2013-14 fiscal year. This was the ongoing collection of reference interactions (second ASA listed above). University Libraries along with the LaValley Law Library are seeking technical approaches to streamline collection and analysis of data that support academic support activities.

Part Three: Please provide examples of change based on review of assessment results that lead to continuous improvement. (What changes are being made and why?)
There has been change at some reference points due to decrease in activity. With the decrease in staff, both professional and paraprofessional, reference hours have been decreased at Carlson and Mulford. Mulford was able to add a staff position for 20 hours to assist in reference so as to allow the full-time faculty librarians to attend to library services beyond the library offices.

Part Four: Suggestions for change in the service unit assessment process that might inform changes to the assessment plan.
A more coordinated effort in collection of data that is focused on the ASAs is a priority.

Part Five: How can the university better support the delivery of your academic support activities?
Examples: Access to library services; communication skills; writing skills

Hire a full-time Dean/Director of University Libraries.