



**ASSESSMENT PLAN 2013-2014**  
**Assessment of Academic Support Activities**

*Part One: Identify the service unit and guiding principles (mission, goals).*

**Service Unit Name:** University Libraries      **Date:** 10 November 2014

**Service Unit Director(s):** Marcia King-Blandford (Interim-Director)      **Person(s) completing this plan:** Marlene Porter with assistance from the Library Assessment Committee

**Service Unit Stakeholders:**

☒ Student

☒ Staff

☒ Faculty

☒ 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.

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

List the academic support activities for the service unit.

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.
2. Provide quality reference/consultation and virtual services to all stakeholders and constituents.
3. Develop, maintain, preserve and enhance timely access to all library resources at the University of Toledo and from other institutions.
4. Create, maintain, and monitor the libraries environment to ensure it is conducive to studying, collaboration and research for all stakeholders and constituents.
5. Collect unique historical materials regarding Toledo and northwest Ohio which can be used to create exhibits, and offer public programming on these collected materials as well as on other relevant topics.
6. Develop virtual exhibits utilizing digitized materials owned by the University Libraries and provided by other University departments.



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

**Assessment measures:**

Complete the following table. Please provide *the details for assessment of the academic support activities.*

<b>Data collection methods, metrics and sources</b>	<b>Applicable academic support activities</b>	<b>Measure of academic support activities</b>	<b>Frequency of data collection and review</b>	<b>Person(s) responsible for reviewing data</b>
<b>1.</b> Assignments, projects, portfolios, minute papers, surveys, instructor evaluations	ASA #1	<ul style="list-style-type: none"><li>• Pre- &amp; Post-tests/assignments</li><li>• Scoring Rubrics for presentations</li><li>• Rubrics for SLOs</li><li>• Self-assessment rubrics</li><li>• Evaluations mapped to SLOs</li></ul>	Continuous and annual	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>
<b>2.</b> Surveys of satisfaction using paper, electronic methods or focus groups	ASA #2,4,6	<ul style="list-style-type: none"><li>• Minimum thresholds of satisfaction are to be established and year to year variation is measured</li></ul>	Biennial	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>



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*Part Two: Identify the types of measures utilized in your academic support activities. (Continued)*

**Assessment measures:**

Complete the following table. Please provide *the details for assessment of the academic support activities*.

<b>Data collection methods, metrics and sources</b>	<b>Applicable academic support activities</b>	<b>Measure of academic support activities</b>	<b>Frequency of data collection and review</b>	<b>Person(s) responsible for reviewing data</b>
<b>3.</b> Usage Statistics – Circulation/Interlibrary loan/Databases/LibGuides/Webpages	ASA #2,3,4,5,6	<ul style="list-style-type: none"><li>• # of hits</li><li>• # of searches</li><li>• # of downloads</li><li>• Turnaround time of requests</li><li>• # of turn-aways</li><li>• Minimum thresholds of satisfaction are to be established and year to year variation is measured</li></ul>	Continuous and annual	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>
<b>4.</b> Program accreditation reports	ASA #1,3,4	<ul style="list-style-type: none"><li>• Reports that cite the library as sufficient/adequate in service and collection</li></ul>	As scheduled by external accrediting bodies (e.g. The Higher Learning Commission or the Accreditation Board for Engineering and Technology)	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>
<b>5.</b> Evaluations: Library, TEVAL Faculty, other college administered Student and Chair/Designee observers	ASA #1,5	<ul style="list-style-type: none"><li>• Analysis of evaluations</li></ul>	Continuous and annual	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>



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*Part Two: Identify the types of measures utilized in your academic support activities. (Continued)*

**Assessment measures:**

Complete the following table. Please provide *the details for assessment of the academic support activities*.

<b>Data collection methods, metrics and sources</b>	<b>Applicable academic support activities</b>	<b>Measure of academic support activities</b>	<b>Frequency of data collection and review</b>	<b>Person(s) responsible for reviewing data</b>
<b>6.</b> Attendance; Classes taught or requested; Frequency of courses successfully offered	ASA #1,5	<ul style="list-style-type: none"><li>• Increase or decrease in numbers</li></ul>	Continuous and annual	<ul style="list-style-type: none"><li>• Library Assessment Committee</li><li>• Personnel responsible for affecting change</li></ul>

**Comments:**

The University Libraries will be reviewing this plan in more depth with hopes to refine the ASAs and measures. Additional ASAs may be added to capture other relevant and important activities.



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*Part Three: Provide examples of how your service unit uses this information for continuous improvement.*

1. Rubrics are used to gauge the students' information literacy skills in various credit courses as well as course integrated sessions. This data is used to determine the effectiveness of instruction as well as effectiveness in student retention when tracking the data with information concerning student graduation.
2. Satisfaction surveys are conducted to determine if improvements or changes need to be made to better serve the libraries' user base. Analysis of several years of survey data help to drive decisions on prioritizing services.
3.
  - a. Usage statistics of reference service is compared with previous years and reviewed by the types of questions asked. Scavenger hunts and class assignments where multiple individuals ask for the same information at separate times fall into this area of review. An analysis is done to determine if the expertise of the library faculty can be used to pursue campus collaborations and reach out to more faculty and students.
  - b. Interlibrary Loan noted significant requests for articles in a certain subject areas. Training of the stakeholders from that area in use of library services and a review of the requests to inform purchase decisions (patron driven acquisition of resources) improves both service satisfaction and collection spending efficacy.
  - c. Gate/Head counts and surveys are done to study the usage of the libraries and determine if additional hours are needed to accommodate users.
4. Reports detailing library services and collections are generated upon request from colleges and programs for inclusion in required accreditation or program reviews. These reports drive the types of services and depth of collections offered by the libraries for maintaining accreditation of the program/college and institution.
5. Evaluations completed by participants in instructional sessions, those who attend/view exhibits and those who attend public programming are analyzed to determine possible faculty development, improvement or increased exhibits and satisfaction of public programming.



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6. a. Monitor the attendance to as well as requesting feedback (see #5) on the numerous exhibits offered in the libraries to gauge the interest and determine future offerings.
- b. Attendance is tallied to determine interest in continuing training sessions on library services and resources. The number of sessions requested is tracked and used as a gauge in offering more or less frequent sessions. It also determines if there is a need for tutorials for users who are unable to attend sessions but seek help in the areas covered in the instructional session.