

AU Libraries
Assessment Plan
[FY2015 – 2016] or [2015 – 2018]

Mission of the AU Libraries

Herrick Memorial Library

Herrick Memorial Library provides comprehensive yet straightforward access to outstanding scholarly resources for Alfred University's programs in the liberal arts and sciences, education, and business. Student learning, whether collaborative or individual, is supported through well-designed facilities and new technologies. Emphasizing responsiveness, collaboration, flexibility, and innovation, the Library promotes the spirit of free inquiry that is at the heart of intellectual experience, teaching, research, and critical skills of lifelong value to the University's graduates.

Scholes Library

Scholes Library provides information services which support the mission of the New York State College of Ceramics at Alfred University to advance knowledge in art, science, and engineering. The library also serves the broader research community as a specialized center for information on ceramics and glass. We are dedicated to the library as both place and virtual space, offering an environment conducive to study and collaborative work, and resources for effective information retrieval and scholarly communication.

Purpose of Library Assessment

Assessment should be a structured, ongoing process used to better understand and serve the AU community by responding to the needs of our users through maintaining and improving beneficial programs and services. Ongoing assessment helps the libraries take action, monitor and improve our services, and identify changing patterns in users' needs and information usage. Assessment also assists with marketing and promoting library collections and services.

Goals of the Assessment Program:

- To foster a culture of assessment at the Libraries.
- To enable data-driven decision-making .
- To respond to the needs of our users.
- To monitor, maintain, and improve our programs, collections, and services.

Library Assessment Oversight

[Assessment Team/Assessment Coordinator/Library Directors] is responsible for directing and coordinating the assessment process in the AU Libraries. The responsibilities include initiating, supporting and monitoring a sustainable assessment program; ensuring that assessment priorities are identified and that assessment processes are occurring; taking the lead in creating an annual assessment plan; gathering the results of assessment initiatives; and advocating for a culture of assessment.

Library Assessment Process

Assessment is an important, ongoing step in maintaining quality and overall improvement within the AU Libraries. It also plays a vital role in the allocation of resources. Each [spring/fall], the Librarians review the AU Libraries Strategic Plan and decide on strategic priorities for the upcoming year. At this point, the assessment component is discussed and decisions are made about what will be assessed, by whom, and the overall timeframe. [At least one major strategic initiative will be assessed each year. OR Each year the tactics from the annual strategic workplan will be assessed.] As the libraries also support the University curriculum and general education learning outcomes, the University General Education Assessment Plan will also influence the libraries' assessment schedule.

An annual assessment report is due to the Provost Office by November 1st of each year. This process and the assessment outcomes will facilitate the creation of that report.

Communication of Assessment

It's important to maintain and share the assessment data and outcomes with the library staff, the university community, and other libraries. To aid this, the AU Libraries assessment data and outcomes are located online _____. Additionally, assessment material will be communicated through the Annual Assessment Report, the minutes of the AU Librarian Meetings, and _____.

Assessment Tools

1. Regular use of the national LibQual user survey.
2. Collection and regular analysis of statistics including circulation, reference questions, gate counts, etc.
3. Review and analysis of reports generated by ILL, Collection Management, Access Services, etc.
4. Work with the university's academic programs to have them include one or more questions relating to the library in their student exit surveys/interviews.
5. Periodically work with individuals, groups, and the Library Committees, to collect user input regarding the library and its services.
6. Periodic user surveys via Campus Labs.
7. Regular review and evaluation of the library's various collections.
8. Regular analysis of web server logs.
9. Individual evaluations from library instructional sessions and tours.

Assessment Goals and Priorities

The five strategic initiatives of the AU Libraries are the basis for the overall assessment emphasis and work:

1. Promote Information Literacy
2. Enhance the User Experience
3. Create Campus Connections
4. Manage Purposeful Collections
5. Support Dynamic Library Spaces

Assessment Goals for 2015 – 2016 *[this may not be necessary depending on what is decided about our annual assessment – we may assess tactics from the strategic plan, or decide to set up a four-year assessment cycle]*

- Promote Information Literacy
- TBD

The following are templates from other library assessment plans that help track the details:

Possible Template #1 for Assessment Worksheet

Assessment Activity	Assess the information literacy program	
Time Period	AY2015-2016	
Direct Measures	Describe student work to be used to provide evidence for outcome	Information Literacy Rubric
Indirect Measures	Describe instrument: test, survey, interview, etc.	
Where will evidence be gathered?	Courses taught by librarians	
What results indicate success or failure?	What is the expected level of achievement?	
Status		
Notes	This was started in 2014-2015 and should continue again this year. This will support the University's assessment of the general education learning outcome "Frame important questions and evaluate relevant information."	

Possible Template #2 for Assessment Worksheet

Assessment Objective		
Data Results		
Actions Taken Based on Data Collected		
Responsible Individual		
Measures		
Timeline with Milestones		
Implementation Plan		

Possible Template #3 for Assessment Worksheet

Objective:

Public Service personnel will provide library users with excellent assistance with resources and services at the public services desks (e.g. determine service quality and experience of overall library visit).

Implementation Strategy:

Implemented every 3-5 years, LibQUAL+ is used by library personnel to solicit, track, and measure service quality. The 2013 LibQUAL+ survey was open for participation February 25-March 15. Feedback forms distributed throughout each semester by Information Services and Access Services faculty and staff are used to collect library users' perceptions regarding services provided when visiting the public service desks. An electronic suggestion box is also made available 24x7 from the library's website for soliciting and responding to feedback provided by library users regarding services and resources.

Measurement

Tool:

- 1) LibQUAL+ measures library users' minimum, perceived, and desired quality of service levels across three dimensions: Affect of Service, Information Control, and Library as Place. The survey is completed online by participants.
- 2) User Feedback is obtained from library work teams & task forces that a) investigate the library organizational structure, b) investigate new resources and services, and c) develop and revise policies & procedures, as well as other activities identified by the library administration. Feedback is also obtained from students and faculty regarding library resources and services. Print and electronic copies of feedback forms are made available at both service desks as well as online via library website.

Data Collection

Process:

- 1) Replies from Feedback forms were entered into Excel and examined by the Library Assessment Officer to determine the satisfaction level of library users' visiting the public service desks. Data examined were based on responses received during the 2012-2013 academic year.
- 2) The Library Assessment Officer analyzed the quantitative data collected in March-April 2013 from LibQUAL+ using SPSS

Possible Template #4 for Assessment Worksheet

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Criteria	Actions	Evidence	Responsibility--Timeline
X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning	Provide research assistance by appointment or drop-in; in person and via IM, phone, and email. Provide one-on-one subject specialist research appointments with students. Ensure reference staffing/availability and	Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-	Jeremy Evaluation done by June 2016

outcome met during the session.	training best meet user needs.	Sunday)) LibAnalytics DeskStats Library H3lp		
X% of IM reference questions include information on effective research techniques or strategies.	Provide research help to students.	Library H3lp transcripts	Educational Services (Sara) & R&D / Library staff who monitor chat/IM	Annual (summer)

Possible Template #5 for Assessment Worksheet

OBJECTIVE 2b: *First-year students can use finding tools effectively to identify useful resources and locate needed information* (learning outcome)

- **Performance Criteria/Indicators for Success** (What will students/customer be able to do, to be, possess or perceive when the goal is accomplished? The National Center for Research, Evaluation, Standards, and Student Testing (1996) defines *criteria* as "guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products, or performances." The student will be able to do the following:
 - Identify the campus library as a primary source for class-related information
 - Delineate the elements of information (e.g., author, title, topic, call number, etc.) that are used as access points in the library's basic finding tool
 - Describe how typical citation elements help differentiate publications as books, journals, newspapers, non-print media, or Web sites
 - Identify potential sources of information
 - Create search strategies appropriate to the finding tool (e.g., online catalog, printed index or electronic database), using appropriate keywords or phrases, Boolean operators, or subject headings
 - Interpret search results to access full-text online or to locate physical copy in a campus library or externally through Interlibrary Loan.
- **Performance Activities**
 - Students enrolled in the Freshman Experience will attend an interactive multimedia presentation highlighting library services, resources, policies and library layout.
 - English 002 students will attend 1-2 hour library instruction sessions to learn how to navigate the library home page, Sterling, and general databases

- International Students will attend an interpretive tour and hands-on library session to familiarize themselves with library layout, policies and procedures.
- Center for Academic Reinforcement enrollees and students in the Graduate Expository Writing Program will complete online library tutorials with embedded quizzes to master basic searching techniques
- **Methods of Assessment**
 - Pre- and post-tests to measure participants' learning
 - Focus group comprised of 10-12 students who participated in library sessions or completed the online tutorial.
 - Survey Questionnaire
 - Bibliography prepared by CAR or Expository Writing students
- **Use of Findings**
 - Advise English 002 Coordinator of any shortcomings detected
 - Revise exercises for CAR and Expository Writing participants
 - Revise library tour and workshop for international students'orientation
- **Feedback Channel and Assessment Timeline**
 - Teaching librarian
 - Class or Program Instructor
 - Student
 - University Assessment Committee