

## UMBC Library Assessment Plan – FY2009-2011

**I. Assessment Goals:** The Albin O. Kuhn Library & Gallery Plan for FY2006-2016 contains this statement of our mission: “to meet the needs of a research university and continue to support a distinctive undergraduate experience. We will provide the highest quality information, resources and services for UMBC’s growing and evolving teaching, learning, research and service environment.” Therefore, the outcomes toward which the Library strives fall into these measurable categories:

- A. Information resources and information-related services
- B. Information Literacy (IL)
- C. Learning-conducive environment

### II. Measures of Outcomes:

#### A. Assessment of information resources and information-related services

NCES Data: The Library collects data that indicate level of investment and effort for the National Center for Education Statistics (NCES) Academic Libraries Survey every two years. Every three to five years, the Library provides comparative peer data from this (and other sources, when NCES data is insufficient) to the campus, with comparative analysis on level of Library support per student. Although the NCES data do not in themselves measure effectiveness, the data can be analyzed in the following ways to assess Library outcomes:

- The **information resources** provided to the campus and the investment of the campus in the Library can be measured with NCES data. We will report on availability of information resources to UMBC Library users as compared to peers.
- The Library will explore the presentation of the NCES data that reports Library outcomes for **information services** (such as interlibrary loan, document delivery, and circulation) as a ratio to Library staffing FTE, in comparison with peers.

Shortcomings – While we can quantify how much of a service we provide, there is no national standard for determining whether that quantity is enough. Therefore, in addition to making use of NCES data, the Library will have to turn to more subjective measures, using such methods to assess effectiveness with respect to service outcomes and the Library’s environment for study and learning.

Focus Groups and Surveys – In order to provide data on qualitative measures of effectiveness, the Library’s **information resources and services** outcomes will be assessed through focus groups or other appropriate assessment mechanisms still under consideration. These focus group sessions or other assessment measures will be conducted on a triennial basis among students and/or faculty, and will assess user satisfaction with how well the library supports their learning activities. Librarians will coordinate this effort with any surveys which OIR might conduct.

#### B. Assessment of Information Literacy

The UMBC IL Survey – The Library has developed a survey to assess baseline IL skills of entering UMBC students and has rerun the survey in order to gain comparison data with graduating students. We will be able to track changes in responses from Freshman to Junior or Senior year, and determine where emphasis needs to be placed on IL skills development at UMBC. We are in the process of analyzing the data from the post-test of

that survey. After the data is analyzed the Library will provide a full report to the campus on the results along with recommendations for how to approach IL development of students at UMBC.

Project SAILS – In order to obtain IL skills data comparable to peer institutions, the Library will migrate to a testing instrument developed at Kent State, in partnership with the Association of Research Libraries, which has gained nation-wide acceptance. It will provide data of our results in comparison with other institutions that have administered the instrument at their campuses.

Exit Questionnaires – A majority of the Library's individual IL sessions have been assessed through exit questionnaires and will continue to be assessed by this method. Through this quick 1-minute assessment we can determine which skills were received and which need more emphasis in future sessions.

Developing Campus-wide Partnerships – We also intend to assess, through review of campus syllabi (if we can get them) and the outcomes assessment plans of the academic programs, the level of UMBC commitment to providing IL instruction throughout the curriculum as well as the motivation (as evidenced in the syllabi) for students to learn IL principles. We will adjust IL goals for the campus to be proportional to the level of campus engagement with IL. We will continue to advocate for increased campus commitment to meet the rising Middle States Commission standards for IL delivery.

### **C. Assessment of learning-conducive environment**

Focus Groups – The Library conducted several successful focus groups for students in 2006, oriented toward determining whether there was a need for a Student Learning Center and what the priorities should be if a Learning Center was built. These focus groups revealed several trends in student demand for specific service, study environment, and computing needs. Future focus groups will be conducted to determine the needs of students and faculty for appropriate learning environments within the library.

**III. Data Gathering Process:** The Library will continue to collect and report NCES data from Library service points and production units, as in the past. As indicated above, data in IL will be gathered through testing, through exit surveys from IL classes, and data on user satisfaction will be gathered through focus groups and additional methods still under analysis. Data on IL efforts will be compiled and analyzed in the Reference Department and reviewed in the Library Executive Council (LEC). Focus group data and review of campus syllabi and academic program learning outcomes assessment plans will be compiled by the Library and assessed by the LEC.

**IV. Decision Making:** NCES data can be used to assess campus investment in the Library, as compared to peers' investments, and to provide some indication of overall efficiency compared to peers. IL delivery techniques, as well as level of effort in this area, will be assessed and revised in response to testing results. Focus group results on information resources, services and the Library's contribution to the campus learning environment will, along with budget constraints and other campus input, determine the reallocation of resources and the priorities in requests for new financial resources. The LEC will set priorities and adjust levels of effort based in part on its assessment of these data but also through consultation with staff, campus governance bodies and the campus administration.

**V. General Timeline:**

<b>Assessment Activity</b>	<b>Details</b>	<b>Timeframe</b>	<b>Outcome</b>
Library Instruction Assessment	Gather feedback from students after instruction classes to determine effectiveness of sessions.	Ongoing – goal is to assess 50% or more of library classes	Assessment of Information Literacy
Website Usability Testing	Study will determine effectiveness of web site content and design and usefulness as a tool for library users of all types.	Biennially	Assessment of information resources and information-related services
Study Use of Library Space	Study library patrons use of library spaces and determine improvements that need to be made. This study will use various and alternating methods to gather data, including but not limited to: surveys, observations, and focus groups.	Annually – alternating assessment methods	Assessment of learning-conducive environment
Analysis of NCES Data	Report on availability of information resources to UMBC Library users as compared to peers and outcomes for information services (such as interlibrary loan, document delivery, and circulation) as a ratio to Library staffing FTE, in comparison with peers.	Biennially, for NCES reporting years (FY08, 10, etc.)	Assessment of information resources and information-related services
Information Literacy Assessment	Utilize testing instrument to determine skills levels of UMBC students	Triennially	Assessment of Information Literacy
Focus Groups with Library Patrons	Focus of study will be determined at the beginning of the planning cycle.	Triennially	Assessment of information resources and information-related services

## VI. Detailed Plan for FY2009-2011:

Assessment Activity	Details	Timeframe	Department	Outcome
1. Use Study of SLC Demonstration Spaces	Design and implement two demonstration spaces designed to meet learner needs as identified in prior focus group study	Summer/Fall 2008	Library Information Technology Services	Assessment of learning-conducive environment
	Study the use of these demonstration spaces in order to inform larger Student Learning Center project and make adjustments to space designs. Conduct study utilizing surveys, discussion with users and observation	Spring, 2009		
2. Complete UMBC IL Survey	Complete analysis of data from longitudinal study comparing 2007 and 2003 testing results	Summer & Fall 2008	Reference with Information Literacy Work Group	Assessment of Information Literacy
	Provide report to campus on findings and recommendations	Spring 2009		
3. Utilize New IL Testing Instrument to Gather Peer Comparison Data	Investigate SAILS instrument and develop pros and cons document for this product	Fall 2009	Reference with Information Literacy Work Group	Assessment of Information Literacy
	Develop plan for implementation and cultivate campus partnerships	AY 08-09		
	Run survey with campus support	Fall 2010		
	Analyze data and provide report to campus	Early 2011		
4. Survey on Media Use	Design survey to gather feedback from users about the purpose of their use of the Library Media collection.	AY 08-09	Library Media and Director	Assessment of information resources and information-related services
	Conduct survey with users of Library Media	Fall 2008		
5. Focus Groups Planning	Develop and design focus groups to assess information resources and services in additional areas	Summer-Fall 2009	LEC and library staff to determine focus of study and form a working group	Assessment of information resources and information-related services
	Organize and conduct focus groups	Spring 2010		
	Analyze results, determine findings and provide report	September 2010		
6. NCES Data Analysis	Use FY 08 data to compare with other institutions, when data is published.	Summer-Fall 2009	Library Admin Offices	Peer Comparisons of effectiveness

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