**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Olson Library (Academic Information Services) | | | |
| This document is the |  PLAN or   REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | 7-30-12 |
| Submitted by (Unit Representative) | | | Darlene Walch | | |
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| **Department or Unit Mission Statement:        Was this mission statement revised this year?     Yes  \_**X**\_ No** |
| Olson Library contributes to the mission of Academic Information Services and to NMU’s teaching, learning, scholarship, and community outreach activities by providing academic programming in information literacy, access to information resources in a range of formats, instructional and consultative services, and a place to study and engage in collaborative scholarship. (Rev. 3/19/09) |

**Functions within the University:**

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| In addition to being part of NMU’s continuous improvement process, outcomes assessment plays a direct role with the AQIP Systems Portfolio (100-page document submitted every four years). To increase awareness and help gather Portfolio information, **please type “X” for all AQIP categories directly related to your unit’s core mission**. Some functions appear in more than one category. This is a first round collection of this information so do the best you can with the selection; if you want help, ask S. Poindexter. (Note: this section of the form is short-term; it will be deleted once functions have been mapped between units and the Systems Portfolio.)  **** AQIP Category 1: Helping Students Learn documents the curricular and co-curricular processes and student learning support.  **** AQIP Category 2: Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach.  **** AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs.  **** AQIP Category 4: Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs.  **** AQIP Category 5: Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions.  **** AQIP Category 6: Supporting Institutional Operations documents student and administrative support services, safety, and facilities.  **** AQIP Category 7: Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards.  **** AQIP Category 8: Planning Continuous Improvement documents NMU’s strategic and administrative planning processes.  **** AQIP Category 9: Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies).  (A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip)  under the Current Document tab.) | | |
| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e. your “bottom line” measure.)* |  | **Means/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal.  What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*?) |
| Provide quality information resources in support of the curriculum in a cost effective manner. |  | Collect statistical data to show growth and modification of the collection indicative of changes in resources:   1. Monthly expenditures and additions by type of material 2. Monthly deletions of outdated materials 3. Continue the long-term weeding project, removing from the shelves materials that have not been used.  The target for the end of FY15 is to reduce the circulating collection on the library’s third floor by 50% from its 2009 size. 4. Print material (books, journals, etc.) expenditures will be monitored on a monthly basis and compared to expenditures for electronic resources (databases, journal collections, and ebooks).  The 2012 target is to have 75% of library acquisition expenditures directed toward electronic resources. 5. Books in digital form will be reviewed in the context of the collection policies and curricular needs.  Books in digital form will be favored when content, ease of access, and cost factors are positive.  The FY12 target is to increase the digital book expenditures by 40% over FY11. 6. Resource use data by type of material and discipline based on circulation and browse statistics |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| 1. Monthly acquisitions reports are extracted from the library’s internal cataloguing and acquisitions system to provide data for monitoring throughout the year. Documenting our assessment of monthly changes in funds expended has proven difficult because purchases and subscriptions aren’t paid at a constant rate throughout the fiscal year. For instance, our hundreds of print periodicals are handled in bulk through a subscription agent for best efficiency and pricing. The subscriptions run on the calendar year rather than the fiscal year, and all have to be paid in advance; thus, all of the library’s annual expenditures for a calendar year’s print subscriptions fall within a period of four months in the middle of the fiscal year. In addition, subscription renewals for January 1 are due September 1, which means that reviewing and making most of the decisions for the following calendar year has to take place during the previous fiscal year, when subscription costs can only be projected/estimated. The actual costs aren’t known until the renewals are in process and fulfilled, which isn’t complete until more than halfway through the fiscal year. Notwithstanding the nonlinearity of expenditures throughout the year, monthly fund reports were extracted and carefully monitored, and data for individual electronic resources were entered and tracked via spreadsheet, providing cost histories and inflation by title and vendor back to 2001. 2. Counts of weeded materials were reported monthly by Technical Services staff managing the withdrawal process. 3. The long-term weeding project continued, with data compiled and analyzed for progress toward the 2015 objective. At the end of FY12, 111,000 volumes had been reviewed and 68,000 withdrawn. 66% of the unused materials have been reviewed, and 60% of those were withdrawn, representing 18% of the collection overall (see attached file WeedingProgress.xlsx, tab “Overview” –). 4. Expenditures were monitored and analyzed throughout the year for the proportion between print and electronic formats and projecting for print periodicals. The target of 75% expenditures to be directed toward electronic resources was exceeded; 77.67% of acquisitions funds expended were for electronic resources. 5. Books in digital form were discussed in depth this year, with the development of a new program that makes ebooks available to users but does not charge us for purchase or rental until the material is actually used. Expenditures for electronic books rose 27.88%, below our 40% target. We set the 40% target based on our vendor’s initially quoted startup and ongoing costs for the new program. To our benefit (even if it was confusing at the time), the vendor changed its pricing for part of the program from a per-title fee to a flat fee, which made unnecessary $9,000 of our planned expenditures for electronic books. 6. A method was developed for extracting extensive usage data on print materials, audiovisual media, technology items (e.g., laptop chargers, flash drives, cameras, modems), study rooms, and other resources available from the library for FY10 and FY11. The data were analyzed for material type, user group, and subject matter, yielding a multifaceted picture of how the library and its physical materials are used and by whom. For instance, items of all types (including study rooms) were checked out 44,900 times in FY11. 21,900 print books were checked out 36,600 times; 48% of book checkouts and 56% of all checkouts were by undergraduates. The most heavily used subjects were in history, literature, general social sciences, philosophy, psychology, and medicine.   We discovered issues with developing usage data for electronic resources, in that administrative account access for extracting usage data had not been consistently maintained over the years; the increasing rate at which publishers and database vendors have bought, sold, merged, and discontinued titles and collections made it difficult to keep accurate access information on file. In response, the library this year adopted a new system for managing electronic resources, which for the first time consolidates administrative account access logins (along with other important information) and makes them available on a department-share server to authorized users as needed. |  | 1. Developing cost and inflation histories offers a broad trend picture of the library’s expenditure patterns over time for electronic databases and journal packages. Along with usage data in the process of being developed, this information also allows closer assessment of the value of specific databases and packages, which in turn helps the library make better-informed decisions about where to devote funds for new and ongoing materials. Additionally, closely tracking cost histories improves our continual monitoring of expenditures, as it is now possible to identify not only what has been paid for during the fiscal year, but what has yet to be paid for. This information permits more accurate evaluation and reassessment during the year of where the year’s remaining funds are best used. 2. Data on weeding help keep librarians and staff constantly apprised of progress, allowing us to adjust our pace and our expectations as needed. 3. In combination with data on our initial list of unused materials, the withdrawal data tell us that while we will finish our review of unused materials by the end of FY15, we probably will not meet the goal of withdrawing 50% of the circulating collection by then. That information helps inform the process of updating our strategic-directions document. With the progress data in hand, we can start planning goals and strategies for the next round of collection review and develop strategies for continuous ongoing review in the future. 4. The library exceeded its target for 75% of expenditures to be directed toward electronic resources. As cost inflation in electronic resources is lower than in print materials-- especially in periodicals and academic journals--increasing the proportion of funds devoted to electronics means lower overall cost increases, making more efficient use of acquisitions funds. The library’s incremental targets toward our 80% goal in FY15 are reasonable and achievable, and progress is on track to reach this goal.   OA Committee feedback on our FY11 report included questions about providing external data to support the selection of our expenditure targets. Industry standards are not available, because the proportion of funds directed to various kinds of information (e.g., books, journals, indexes) and in various formats (e.g., electronic, print, audiovisual media, microfilm) varies widely across institutions based on curricular and research foci. For example, a university with engineering programs leading to licensure, or with a medical school, would rely much more on electronic journals, standards, and conference proceedings, which are much more expensive in technical fields than in the humanities. A comprehensive doctorate-granting school would focus its resources more broadly, expending significant funds also on print books in the humanities and social sciences, which cost considerably less than books in technical fields. Thus, proportions of funds allocated to various kinds of materials aren’t standard across academic libraries.  Comparisons even limited to peer institutions are mathematically problematic as well; various reporting tools (including NCES analytical tools) are intended to normalize data for comparison, but as distinctions between information forms and formats become increasingly blurred, collections data and expenditure relationships become blurred as well. Reviewing NCES Academic Library Survey data, for instance, reveals how obviously some data points are reported via inconsistent methods across institutions. In addition, strength of institutional identity is inversely related to peer comparability. Rather than benchmarking against fine-grained quantitative input measures from NMU’s currently accepted peers, Olson Library has chosen its expenditure targets as projections in line with the university’s strategic goals, positioning itself to be able to support the university’s still-developing new programs, especially future programs online. Having the needed information resources already available to users by the time new academic programs actually require them means considerable advance work for access, licensing, and/or acquisition. The funding has to be in place by the time the library begins negotiating for the ebooks, journals, media, or other formats appropriate to the new program, which means planning for the expenditures well beforehand.   1. We did not meet our objective of increasing expenditures for electronic books by 40%. The FY12 increase was only 27.88%, primarily because we planned for some costs that in the end we didn’t have to pay when a major vendor changed its pricing structure. The program in planning at our FY11 report (access to electronic books for which we pay only as they’re used) was successfully implemented. Close collaboration between Systems and Technical Services staff, in consultation with the Collection Development librarian and the subject liaison librarians, resulted in a highly automated and streamlined system by which we can load new book records into our online catalog and make them instantly available both on and off campus, without devoting capital funds to purchase them outright just in case someone will need them. We are invoiced only for a portion of the purchase price when a title is used for more than five minutes, and for its purchase when it has been used for five minutes more than four times. The result was that at the end of FY12, we had 17,400 new ebooks available for instant use, and we had paid to purchase only nine. We paid fractions of the purchase price for fewer than five uses of an additional 128 ebooks, at a total cost for uses and purchases equivalent to buying only 36 ebooks out of the 17,400 available. This data tells us that the program is tremendously efficient and worth expanding. As the number of ebooks available increases weekly, and as users discover that they’re available, we expect further growth in the program; as we continue to monitor usage and expenditures, we will be able to continue projecting and allocating our funds with increasing efficiency. 2. Usage data of the library’s physical resources tell us that the print collection is still in demand, and that despite being technologically comfortable and increasingly connected online, today’s undergraduates are still the heaviest users of the library and its print collections. The data tell us also that library space is in very heavy demand--study rooms, for instance, were used 6,900 times in FY11. This data further revealed that while we can track usage, we do not yet track the volume of requests for study rooms that we can’t fulfill because they’re all in use at a given time. We will need to develop that data in order to determine how much more study space is needed and begin planning how to provide it.   We need also to continue the process of developing usage data for our electronic databases, journals, and ebooks, in order to build a more complete picture of how all the library’s information resources are used. Electronic usage data will augment our usage data on print and other materials, and will help better describe both the role of the library on campus and its value. |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |

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| *Objective* :  Assess the effectiveness of the three library instruction delivery modes: face-to-face only, hybrid (combination of face-to-face and embedded in the course management system) and embedded in the course management system only.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action  Efficiency/cost action   Compliance issue  Satisfaction measure  X Create baseline   Other (explain):  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*:  CA1 |  | *Describe timetable plans to achieve objective*.  a. An assessment instrument will be written to measure student learning, and a medium and procedure will be chosen for its dissemination and collection. (June – November 2011)  b. The assessment instrument and its method of dissemination will be used on three Nursing courses (one for each instruction delivery method) during the Fall and Winter semesters in order to evaluate its practicality for each instruction method and its potential for use across the curriculum.  c. The method of delivery will be considered effective if 75% of students are able to complete their library research successfully, based on the information gathered by the assessment instrument.  *Beyond completing the above steps, how will you judge whether the objective was a success?****[[1]](#endnote-1)[i]****Examples: If the rationale was Efficiency/cost, what is the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*? |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| a. The assessment instrument was written during fall semester. Dissemination of the instrument would be via e-mail, with instructors returning results via either e-mail or campus mail.  b. The assessment instrument was disseminated for each semester via e-mail to three Nursing instructors whose courses received each type of library instruction (Face-to-face [F2F], Face-to-face & embedded [F2F+E], and Embedded only [EO]. Five different instructors were directed to apply the instrument to the final submitted version of a paper that required library research, and report how many students received each score for each Objective. Instructors chose one course section for each semester. Data were collected for all three sections taught for all courses at the freshman, junior, and senior levels, two in Fall 2011 and one in Winter 2012. In the fall semester, one instructor was confused about providing data by Objective, so their results were not included in the summary or analysis.Assessment data were collected from each instructor and compiled in an Excel spreadsheet (see attached file AQIPembeddedLibrarianshipRawData2012.xlsx).   |  |  |  | | --- | --- | --- | | **Objective** | **Average Student Score by method (F2F, F2F+E, EO)** | **Overall ave. student score by objective** | | |  |  |  | | Locate academic/scholarly sources | **4.19** | **4.38** | | **4.31** | | **4.63** | |  |  |  | | Synthesizes relevant ideas from sources | **4.14** | **4.18** | | **4.18** | | **4.22** | |  |  |  | | APA style citing in-text  & references | **4.33** | **4.39** | | **4.21** | | **4.72** |   The definition of success was met or exceeded for all of the learning objectives on average, although the average is affected by the number of students who did not participate in the assessment |  | We have met the standard for success this year. We will examine the possible reasons for the lack of student participation in the final assessment to see if we can improve the percentage of participation. The use of the rubric for the final project proved to be more efficient and useful for assessment, since all sections require some version of this assignment, which serves as a culmination of material taught in the course. |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |
| *Objective*:  Complete the initial review and analysis of the Holocaust/Human Rights Collection to identify areas for development (e.g. materials in specific subject areas, authors, publishers, or formats that will enhance and strengthen the collection).  *Rationale (Why you are setting this objective? Mark with “X”)*:  X Effectiveness/quality action X Efficiency/cost action   Compliance issue  Satisfaction measure  X Create baseline   Other (explain):  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*:  CA1 |  | Describe timetable plans to achieve objective.   1. August 2011: Receive consultant’s review and analysis of the collection. 2. Based on the consultant’s report, define the scope of the collection by analyzing the subject classifications found in the catalog records for titles identified as part of the collection.  This analysis will be completed by December 31, 2011, and will outline the collection using the alphanumeric Library of Congress classification scheme for subject classification. 3. Map the scope of the collection (as determined from the analysis in item 3b) to NMU’s curriculum, to be completed by March 31, 2012. The map will specify subject strengths of the collection and academic programs.   *Beyond completing the above steps, how will you judge whether the objective was a success*?1 |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| 1. The consultant’s report was received on time in August, 2011, and far exceeded our expectations. It provided both broad insight on and close analysis of the collection’s strengths and weaknesses, and recommendations for continued development. The report was extensive and detailed (see attached files HolocaustAssessmentReportHW20110815.doc, HolocaustAssessmentReportAppendixesD-FHW20110815.xls, and HolocaustAssessmentReportAppendixKeHW20110818.xlsx). 2. Subject mapping of the collection was completed (see attached file HolocaustBibsAnalysis20120718.xlsx, tab “SubjectDist”). In close agreement with the consultant’s assessment, we found that the collection’s relative emphases lie in world history, language and literature, social sciences, and philosophy. 3. Mapping the collection to the curriculum still remains to be completed. With the consultant’s report and the subject mapping in hand, we developed a data-based method of conducting the curriculum mapping, relying on course data to be provided by Academic Affairs. Extracting and compiling that data has proven quite challenging, and we have not yet received it. We plan to complete the curriculum mapping and begin outreach and dissemination activities in FY13. |  | 1. While we expected to take some time to shape our strategies in response, we did not expect so much information to absorb. The result was a slower response to the report than planned. 2. The subject mapping gave us hard local data on the collection itself to support the consultant’s assessment report, and on which to build our plan for mapping the collection to the curriculum. 3. We considered several methods of mapping to the curriculum, including starting with surveying departments, working with an honors student to develop an independent research project, or creating department surveys/discussions via our subject liaison librarians. The consultant’s report and our subject map, showing that the collection’s strengths lay in a few areas, suggested that focusing initially on the related departments would be the most fruitful approach. We then felt that identifying course instructors could be done efficiently by using course data from the university’s online bulletin system. From that information, syllabi could be collected and those instructors contacted for further discussion about the collection and its potential instruction uses. This approach would naturally lead into more actively promoting the collection’s use, and would give the library a toehold in broadening outreach to more departments. The plan relies, however, on course data from Academic Affairs, which we understand has been difficult to generate. It is still in process, and we’re confident that it will come. |

[1] Many service units already use an evaluative measure and this approach is now more common in assessment theory– not everything we try works out the way as hoped and creating a target and/or success/bail out threshold is appropriate. In cases where this is a new approach for a unit, in the 2011-12 Plan consider how you *might* measure the added value of an objective; however, it is not yet a requirement. The OA committee will provide suggestions in its feedback for this year. During the year, dialogues, additional resources, one-on-one meetings and/or seminars will be held to evolve our OA process.

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives may address specific operational issues. Other unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. These latter unit objectives are potential AQIP Action Projects – giving a little more recognition to unit efforts. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |

1. [↑](#endnote-ref-1)