**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | University Archives | | | |
| This document is the | REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | July 25, 2012 |
| Submitted by (Unit Representative) | | | Marcus C. Robyns | | |
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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The Central Upper Peninsula and Northern Michigan University Archives serves as a repository for unpublished organizational records and personal papers that document the history of Northern Michigan University and the central Upper Peninsula of Michigan. Through its collections and services, the Archives supports the mission of Academic Information Services and the university's instruction, scholarship, and community educational outreach activities. |

**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.)  **X** AQIP Category 1: Helping Students Learn documents the curricular and co-curricular processes and student learning support.  **X** 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.  **X** 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.  **X** 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.) |

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| **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*?) |
| Evaluate the effectiveness of the Archives’ reference services.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue X Satisfaction measure 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*: CA3 |  | 1. The University Archivist will develop an “exit” survey form and request that researchers complete the form at the end of their research project. The form will include an evaluation of the reference staff (personal behavior, knowledge, and reference skill) and the Archives ( accessibility, quality of finding aids, comfort, quality of collection holdings, costs, timeliness of providing service). 2. We expect to experience 100 – 150 research projects (patrons visit the Archives several times during the course of their research) each semester and expect to achieve a 90 percent completion rate of the exit survey forms. 3. Effectiveness of the Archives’ reference services will be defined as having 80 percent of visitors rank each survey category as satisfactory or better. |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| The Archivist developed a short patron survey form. Reading room staff members asked each patron to complete the form prior to completion of their research project. The survey asked patrons to rank the following catagories:   1. Please assess the professional behavior, knowledge, and reference skills of Archives Reading Room Staff. 2. Please assess the quality and usability of the Archives’ finding aids. 3. Was the environment (accommodations, equipment, noise, etc) in the Reading Room conducive to effective research?   Ninety patrons completed the Fall Semester survey. This represented an 85 percent completion rate, short of the 90 percent goal. Eighty-nine percent of patrons ranked category one satisfactory or better. Seventy-six percent of patrons ranked category two as satisfactory or better. Eighty-two percent of patrons ranked category 3 as satisfactory or better.  The main areas for concern appear in categories 2 and 3. Sixty-nine percent of patrons in category 2 found the Archives’ finding aids satisfactory or worse. Twenty-one patrons found the finding aids unsatisfactory. Although we reached the goal of eighty percent for category 3, the Archives still has a problem with the noise level in the Reading Room.  One hundred and twenty patrons completed the Winter Semester survey. This represented a 92 percent completion rate. 98 percent of patrons ranked category one as satisfactory or better. 82 percent of patrons ranked category two as satisfactory or better. Disturbingly, only 57 percent of patrons ranked category 3 as satisfactory or better. We are at a loss to understand why, given that we conducted noise training the previous semester. Written comments were not helpful.   |  |  |  | | --- | --- | --- | |  | Fall 2011 | Winter 2012 | | Cat 1 Professional Behavior | 89% sat | 98% sat. | | Cat 2 Quality | 76% sat | 82% sat | | Cat 3 Environment | 82% sat | 57% sat. | |  | In response to the Fall Semester 2011 survey, we conducted staff training to reduce noise levels. Staff members are no longer allowed to “chat” in the Reading Room while patrons are present. We have used information from the patron assessment of the Archives’ finding aids to improve the Encoded Archival Description (EAD) web site (<http://www.nmu.edu/archives/node/208>) . In particular, we have included a FAQ page and a keyword search engine (<http://www.nmu.edu/archives/node/209>) .  In response to the poor assessment of the quality of the Reading Room environment in the Winter 2012 Survey, the Archivist will develop a more detailed question or questions for the next survey in an attempt to get at the root of the problem. |
| **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* : Evaluate the level of patron satisfaction with the Archives’ Encoded Archival Description (EAD) finding aids.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue X 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*: CA3 |  | *Describe timetable plans to achieve objective*.   1. Prepare a Qualtrics online survey that will assess user satisfaction with understandability, convenience of use, quality, completeness, and accuracy of information for each EAD finding aid. A link to the survey will be imbedded and available to visitors at the top of each page of the finding aid. 2. Achieve a 35 to 45 percent response rate from visitors to the finding aids (based on total number of visits recorded by Google Analytics) 3. Define satisfaction as having 80 percent of visitors rank each survey category as satisfactory or better. |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| No data collected. The Archives did not complete the EAD finding aids or project web site until after the evaluation period. We will include this objective for the 2012-2013 evaluation period. |  | This work was not completed as the Archives was in the process of finishing a major grant project, and the Archivist was writing a new grant application. |
| **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*: Increase the awareness and use of records management services.  *Rationale (Why you are setting this objective? Mark with “X”)*:  X Effectiveness/quality action X Efficiency/cost action  X Compliance issue X Satisfaction measure 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*: CA3 |  | Describe timetable plans to achieve objective.   1. Prepare and offer a one-hour, on-site presentation of records management services and a one-hour online version (using Camtasia); 2. Distribute a records management information flyer to all offices and programs; 3. Achieve a 20 percent increase in record transfers to the University Records Center; 4. Achieve a 20 percent increase in record destruction services; 5. Use Google Analytics to analyze the number and type of visits to the online records retention and disposition schedules. Use this information as a baseline for evaluation next year (2011-2012). |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| Time constraints, including completion of two major grant projects and assignment on the NMU-AAUP Contract Negotiation Team prevented completion of this assessment objective. The Archives intends to include this objective for the 2012-2013 evaluation period. |  | The Archivist took on an added assignment as a member of the NMU-AAUP Contract Negotiation Team. |

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. |