

## Maag Library – Assessment Report FY2007

### Table of Contents

Topic	Page
1.Goals/Objectives	1
1A. Goals/Objectives in relation to the University's goals	2
1B. Goals and HLC Criterion	3
2. Activities engaged in to meet goals and objectives	4
3. Data	7
3A. Strengths	10
3B. Challenges and areas for improvement	12
4. Future action steps	13
5. Feedback loop	15
6. How is Assessment Maintained	16
7. Documentation	16

# Maag Library – Assessment Report

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## 1. Goals/Objectives

The Maag Library Strategic Planning process was undertaken by considering the future of higher education and the future of libraries and by attempting to draw assumptions about the role of libraries in higher education over the next three years. In an environment in which “huge amounts of undifferentiated information will continue to overwhelm the ability of most individuals evaluate and pinpoint high quality and relevant information”, the library has one critical assumption, the general acceptance of which forms the essence of strategic library programs:

**Our Principal Strategic Assumption: The library will continue to be of central importance to the mission of our institution.**

The mission of higher education is to develop individuals into personal, professional, and civic leaders. Effective leaders operate from the basis of information, not opinion. In an age when information is the coin of the realm, effective managers of that information are essential to the stability and development of society and the knowledge upon which it is built. How the library conducts its business and serves the faculty, staff, students, and residents of our community will determine if our assumption of centrality is generally accepted.

*Adapted from Maag Library's  
Strategic Plan 2007-2010*

### **Five Major Goals in Strategic Plan 2007-2010:**

- 1. Enhance access to scholarly information and focus local collections on YSU centers of excellence.**
- 2. Promote, assess and improve library services to advance knowledge through information**
- 3. Transform Maag Library into a dynamic, contemporary learning environment.**
- 4. Build the future of Maag Library around the collective thought and individual leadership of an empowered staff.**
- 5. Foster effective links between life-long learning, community success and information.**

## 1A Maag Library's Goals in Relation to the University's Goals

If one reviews the University's 10 Critical Issues as outlined in the *Centennial Strategic Plan*, it's clear that the staff of Maag Library have paid careful attention to the University's priorities.

Maag Library's goals are a critical component to **Critical Issue 2: Programs/Teaching, Learning and Research**. This is the principal context for any library's existence in higher education. Most of the work of this or any library in higher education is clearly designed to support teaching, learning and research. The Library, however, has activities that relate to other Critical Issues identified in the Centennial Strategic Plan:

### **Critical Issue 3: Financial Resources**

- We have taken great efforts to make strategic use of existing resources, both financial and human, to advance strategic plans.
- Library materials allocation funds have been redirected to enable the acquisition of electronic resources; staff have been reassigned to areas of greatest strategic priority.
- Technology has been used to streamline work and to improve productivity.

### **Critical Issue 4: Image/Market**

- A marketing/promotions team has been created and is working to improve communications and to help build a focused image of Maag programs throughout the University and beyond.

### **Critical Issue 5: Student Services/Alumni Relations**

- Maag staff have partnered with Reading & Study Skills, Center for Student Progress, Writing Center and other student support services to enhance student information literacy skills and to promote use of library resources.
- Maag staff worked to co-locate classrooms in the building to bring students into the Library (over 800 new students per term).
- Plans are underway for expanding the residence of student support services within the Library.

### **Critical Issue 6: Diversity**

- Maag staff pay particular attention to developing diverse skills and collections. We build collections that are reflective and considerate of our diverse communities and develop literacy training programs for diverse skill levels.
- Maag staff are particularly attentive to the diverse perspectives of our clientele, especially when engaged in the Library's primary mission—reference assistance and information literacy training.

### **Critical Issue 7: Technology**

- As a result of our attention to technology as a means of creating, storing and retrieving data, we are not only leaders in the University but are leaders in the state and nation as well.
- Maag consistently attempts to use and, when possible, contribute to the development of, Open Source Software.
- As an active member of OhioLINK, Maag participates in the cutting-edge use of technology for consortial information sharing.
- Experimentation with new technologies is valued in the Maag staff culture.
- Maag has moved to make use of new technologies to improve standard communications. For example we now place acquisitions budget information on the web for rapid access by departmental selectors and Maag's newsletter was created as a digital-only, HTML product.
- Maag's information literacy program is unique in its use of audience response systems.

### **Critical Issue 8: Community Engagement**

- Maag staff have taken a leadership role in Civic Engagement and the (AASCU) American Democracy Project with a particular focus on supporting Constitution Day and Voter Registration efforts.

### **Critical Issue 9: Human Resources Development**

- The development of both professional and classified staff has been made a priority.
- Opportunities for staff development are provided whenever possible; attendance at training sessions, conferences, online training are all supported.
- Access Services, Information Services, and Collections Services actively cross-train staff and as a result have developed productive, empowered staff.

### **Critical Issue 10: Facilities/University Neighborhood**

- Maag Library is an open public facility; library services are generally available to any citizen.
- An enormous amount of attention has been given to revitalizing our current facility through the prioritization of our current operating budget.

## **1B Maag Library's Goals in Relation to HLC Criterion 3 and 4**

### **CRITERION 3: Student Learning and Effective Teaching**

**Criterion 3** articulates why libraries exist in higher education. We take our responsibilities very seriously. We are as attentive to the development of information literacy skills of our most needy students as we are to the exacting needs of graduate students. We respond quickly to faculty needs for support of instructional programs.

**3a.** Information Literacy instructional goals are clearly stated. We act in accordance with the Information Literacy Competency Standards for Higher Education as established by ACRL (Association of College & Research Libraries).

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

**3b.** We have assessed our own teaching. We strongly support new and innovative ways to interact with faculty. We provide time for librarians to work with faculty on new pedagogical approaches and we bring our own creativity and understanding of technology to help faculty accomplish change.

**3c.** We have been attentive to the academic needs of our students as well as their physical needs for study, collaborative space, and formal learning facilities such as the fully-equipped Instruction Room on the 4<sup>th</sup> floor.

**3d.** Within a constrained resource base we have made effective use of resources to increase our array of information resources for faculty and students and to build and deliver effective learning support services.

#### **CRITERION 4: Acquisition, Discovery, and Application of Knowledge**

**4a:** Fundamentally “lifelong learning” is the lifelong acquisition, analysis and use of information. This is why Maag Library exists. We ensure access to information, the fundamental building-block of scholarship.

**4b:** The exercise of intellectual inquiry begins with an analysis of knowledge and information.

## **2. ACTIVITIES ENGAGED IN TO MEET GOALS AND OBJECTIVES (based on FY 2006-2007)**

Maag’s activities were primarily driven by the three-year Maag Strategic Plan. Activities shown below are based on the third year of that Strategic Plan, FY 2006-07.

### **GOAL 1: Enhance access to scholarly information and focus local collections on YSU centers of excellence**

During 2006-2007 Maag Library:

- Completed the 5<sup>th</sup> floor Archives and Special Collections for Centennial celebration.
- Continued to expand our physical Archives collections as well as our Digital Archives.
- Partnered with the School of Graduate Studies to digitize graduate theses and dissertations.
- Continued to utilize our Innovative Interfaces library system and Yankee Book Peddler online to streamline the selection, purchasing and processing of library materials.
- Worked aggressively at the state-wide OhioLINK level to make and implement strategic decisions about database subscriptions and digital, full-text acquisitions.

- Developed a digital institutional repository project through the Maag Multi-Media Center with the goal of digitizing 100 historic Dana School of Music performances in time for the University's Centennial.
- Developed (in collaboration with KSU, UA, CSU and NEOUCOM) innovative ownership strategies for long term preservation and access at Northeast Ohio Regional Depository.
- Made major strides in the conversion of Maag's government documents depository collection from print to primarily digital.

**GOAL 2: Promote, assess and improve library services to advance knowledge through information**

During 2006-2007 Maag Library:

- Developed Information Services Class Scheduling and Staffing Policy to clarify and standardize the handling of library session requests.
- Developed learning outcomes for English composition, Business, and Reading & Study Skills classes.
- Identified and presented library sessions to capstone courses in English, Nursing, History, and Social Work.
- Worked with the Composition Committee in getting information literacy recognized as an integral part of the composition sequence.
- Planned and carried out "Welcome Week" activities for Fall 07, a program that will be continued.
- Partnered with campus support services—Writing Center and the Center for Student Progress. Gave library sessions to peer tutors and writing counselors.
- The Maag Business Librarian produced exhaustive online guide to US tax resources
- Distributed satisfaction surveys to all faculty to gather feedback on information literacy sessions.
- Revised most web-based Subject Guides for promoting intellectually sound materials.
- Introduced the first podcasting service in the multi-media center.
- Convened all professional staff for an all-day in-service on the topic of active learning.

**GOAL 3: Transform Maag Library into a dynamic, contemporary learning environment.**

During 2006-2007 Maag Library:

- Revamped services on lower level to improve services for both microforms and government documents
- Established Jazzman's Café on Level Three of Maag

- Redesigned the Reference room to improve functionality, sightlines and lighting effects; redefined what constitutes an effective, active (physical) reference collection and moved many reference volumes to storage.
- Introduced wireless capability
- Revised policy and practice for re-allocating individual study carrels to increase utilization.
- Completed the Multi-Media Center renovation to improve both functionality and ambiance.
- Improved building security with installation of cameras in lobby.
- Initiated the transformation of 6<sup>th</sup> floor documents office into meeting and classroom space.
- Completed a renovation plan for major Archives display area
- Identified quiet-study vs. group-study areas throughout building

**GOAL 4: Build the future of Maag Library around the collective thought and individual leadership of an empowered staff**

During 2006-2007 Maag Library:

- Completed our Staff reorganization which also developed our intention and capacity to work as a team-based organization.
- Initiated cross training in all areas.
- Continued our tradition of all-staff training retreats, which included two multi-day events focused on team development.
- Required Portal training of all staff and began the use of the Portal for internal as well as campus-wide communication.

**GOAL 5: Foster effective links between life-long learning, community success and information**

- Met with director and staff of Youngstown Early College
- Worked with Civic Engagement and American Democracy Project focused on Constitution Day and Voter Registration
- English Festival participation
- Collaborative activities with Mahoning Valley Historical Society and Ohio State Historical Society (Museum of Labor and Industry)
- Partnered with local high schools and community training centers providing building tours and instruction assistance

### 3. DATA

**The following data gives context to the strategic planning and strategic decisions made by Maag Library:**

**Participation in OhioLINK. The scope of the materials available to YSU faculty, students and staff indicate why Maag Library believes it is important to focus on an “access” rather than an “ownership” strategy for library collections. Our success is indicated by the final statistic of YSU borrowing:**

- As of October 12, 2006 the OhioLINK collection now totals **45.5 million** copies of books and other library materials (audio and digital).
- There are now 10 million unique titles in the OhioLINK Library Catalog.
- **7.5 million scholarly journal articles, 19,000 electronic books** and more than **2,000 digital videos** are accessible online 24 hours a day, seven days a week for all university students, faculty, and staff.
- YSU’s annual dollar investment of \$450,000 in support of OhioLINK is conservatively returned tenfold in terms of products available. OhioLINK arguably represents the finest statewide higher education consortium in the nation (public and private).
- Maag Library patrons borrowed 11,915 books from OhioLINK in FY 05-06.

**Development of Archives facility. The following figures document the rapid growth of the Maag archival collections and the commitment of resources to the program:**

- The physical archives collections grew from 505 cubic feet to 723 cubic feet. The digital archives collections now number 1,462.
- Digital Archives began in 2005 with state of the art technological processes (Dspace). Developed 7 Dspace communities including Business & Media Archives of the Mahoning Valley, historical photographs of the University, University business and financial documents, and much more.
- Went from .5 staff in FY2000 to 5-full-time staff in FY2006 with no additional staff lines. Staffing increase was accomplished through reassignments based on unit priorities.

**Literacy Effort. The following statistics show the growth of activities related to the Maag commitment to information literacy and outreach to the faculty:**

- All professional librarians on staff participate in the Library Liaison program and in this role will participate in library instruction efforts. This responsibility is written into each professional position description.

- **Project Outreach** – During FY2004 the first comprehensive effort to build partnerships with faculty was undertaken.
  - **281** full-time faculty members were personally visited by a Maag librarian
  - Faculty were asked to return a feedback form. Approximately 25% of the forms were returned. Of the 70 forms returned the following information was gathered:
    - 58 “strongly agreed” that the librarian provided useful information.
    - 61 indicated that they accessed Maag Library resources less than 3 times per week.
    - 51 responded that they require their students to use the library’s resources at least once per course.
    - 57 felt that their students could *not* effectively use the library and its resources (15 had “no opinion or knowledge” of their students’ library skills).
  
- **Partnership efforts** – willingness to partner with other student support services to achieve academic success for our students and the willingness of services to partner with us.
  
- **Information Literacy – instruction activity**  
 Data collected clearly demonstrate commitment to the Information Literacy program. Numbers of students instructed along with the number of subject-specific classes indicate that our program is dynamic and is reaching a significant number of students. Fluctuations in numbers of classes per discipline often vary according to librarian/faculty staffing changes.

<b>Instruction Sessions by Department</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Fall 2007</b>
Art	1	0	11	1	11
American Studies	-	-	1	0	1
<b>Biology**</b> <i>Science librarian left in FY05</i>	<b>0</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>19</b>
<b>Business</b>	<b>19</b>	<b>24</b>	<b>16</b>	<b>21</b>	<b>10</b>
Chemistry	1	2	2	3	1
Communications	-	-	-	7	19
Computer and Information Science	0	4	1	3	0
<b>CRC/ Education</b>	<b>59</b>	<b>77</b>	<b>68</b>	<b>7</b>	<b>3</b>
Criminal Justice	5	4	2	2	2
Dental Hygiene	1	1	1	1	0
Engineering	2	1	2	2	1
<b>English composition</b>	<b>81</b>	<b>165</b>	<b>151</b>	<b>138</b>	<b>82</b>
English, general	3	6	9	1	3
Environmental Studies	-	-	-	1	0
Geology	0	3	0	1	0
Health	2	0	1	3	0
High Schools tours and presentations	6	3	3	4	0
History	5	8	1	3	2
Honors Seminar	-	-	-	1	0

Human Ecology	1	1	1	3	7
Journalism	0	1	2	0	2
Misc. tours	-	-	-	7	0
Music	2	5	2	0	1
Nursing	3	4	5	3	1
Philosophy	0	0	1	0	0
Physical Geography	-	-	-	3	0
Physical Therapy	1	1	1	1	0
Political Science	1	1	1	1	1
Psychology	1	4	1	3	0
Reading & Study Skills	13	11	34	23	13
Religious Studies	0	1	0	0	0
Social Work	3	2	3	3	1
Technology	0	2	0	0	0
Theater	2	0	1	0	0
Women's Studies	1	1	1	0	1
Workshops (RSK, faculty, RefWorks)	-	-	-	42	5
YEC/Int'l Students/TCCT	2	8	3	3	0
<b>Total Sessions</b>	<b>215</b>	<b>355</b>	<b>326</b>	<b>294</b>	<b>186</b>
<b>Total Students</b>	<b>5741</b>	<b>7543</b>	<b>7878</b>	<b>7350</b>	<b>4650</b>

- **Faculty Survey** - A 10-question IL survey was distributed electronically to English faculty and the results compiled. The survey results indicate:
  - All of the respondents indicated that they require academic research in their classes and that the quality of those sources is important.
  - The faculty who teach upper division classes “assume, at first at least, [the students] have the skills [and are] frequently surprised that they don't.”
  - Of the 20 surveys returned, 16 faculty members felt that students would benefit from having a library orientation/research component in each of the English composition courses, from 1539 through 1551.
- **Student Survey** - Assessment information was collected from 381 students in English 1539&1540/1550/1551 using a 7-question online form.

**Conclusions:**

- Most students agree that the instruction session is well-done.
- The majority of students at all levels indicate that they did not know the material covered beforehand.
- Most indicate that the library session has made them more likely to use the library for research. This rate declines slightly for the 1551 group.
- Most rate their online/computer skills to be “good”. (Faculty survey indicates that the faculty shares this assessment, with the exception of students in 1539/40. According to the faculty, these students would benefit from a typing or basic computer class.)

- **ARL's LibQUAL+ survey (Association of Research Libraries)**  
*LibQUAL+ is a research and development project undertaken to define and measure library service quality across institutions and to create useful quality-assessment tools for local planning. Service quality has always been a value for libraries; LibQUAL+ provides a measure of that value.*  
*(from: <http://www.arl.org/libqual/geninfo/faqgen.html>)*
- Maag Library participated in the LibQUAL+ survey in FY2003.
- Forty-three OhioLINK institutions participated in the survey.
- YSU received 552 responses to the survey. Only 9 of the 43 participating OhioLINK institutions recorded a greater response rate!
- On a scale of 1 to 9 in the area of OVERALL QUALITY OF SERVICE, Maag Library recorded an average rating of 7.33. (The University of Akron recorded a rating of 6.71; Kent State University recorded 7.17).
- The majority of positive comments concerned the staff and services provided. Most negative comments concerned the facility and its condition at the time.
- Since the LibQUAL survey, many of the conditions that caused dissatisfaction have been corrected, most notably more computer workstations, better lighting, more signage, and a cleaner, less cluttered environment.

### **Textbook Project:**

Based on requests from students and data on course enrollments and textbook costs, Maag Library added over 100 course textbooks in the past year. These textbooks were selected because of the courses they represented (introductory or high enrollment) and because of their relatively high unit costs.

### **Operational data and decision-based data:**

Maag Library has the ability to query many sources of activity-based data when making operational decisions. We have access to all of our providers of electronic, on-line services to determine the extent of use based on web visits and item downloads. We can use our Library Management Information system to gather data on circulation, acquisitions, use of the physical collections and other operational matters. We do periodic sweeps of the library to know how many patrons use us at the various times we are open, especially when we need to evaluate extraordinary hours of operation.

## **3A. STRENGTHS OF THE LIBRARY**

### **Principal strength of the current Maag Library is its ability to plan and execute its plans.**

- While not easy to describe in quantitative data it is easy to understand by examining the plans that exist, the manner in which strategic plans are rendered into annual plans and the degree to which those annual plans are accomplished each year.

- Such planning enables strategic change, enables effective communication with our constituencies, enables the prioritization of resources both fiscal and human and provides a common focus for all staff in the organization.

Specific strengths have been derived from our planning process and execution of that process. Let's look at some things:

### Utilization of limited acquisition funds

Despite the significant decline in resources available to us over the past seven years we have been able to make some significant enhancements to collections through careful planning and analysis of collections use.

Library Materials Budget	FY 2000	FY 2001	FY 2002	FY 2003	FY 2003	FY 2004	FY 2005	FY 2006 <i>*Appropriated</i>
TOTAL	1,410,000	1,365,000	1,379,999	\$1,315,000	\$1,315,000	\$1,030,160	\$1,075,160	\$1,075,160

1. Continued support to OhioLINK where our purchases are greatly leveraged
2. Acquired major electronic resources such as JSTOR Arts & Sciences I and II, along with the JSTOR General Science and Botany collections.
3. Strengthened academic programs that are not well represented in the OhioLINK academic community such as programs in Health & Human Services. Areas undergoing program reviews have been given special attention and resources acquired that are vital for program accreditation.
4. Updated traditional reference sources such as acquiring the *Dictionary of National Biography* and *American National Biography* online.
5. Added critical titles in Biological Sciences; most notably *Nature Online*.

### Eliminated unnecessary physical collections:

Because of our planning process and the associated communications activities, we were able to downsize our physical collections without the campus upheaval that can often accompany attempts to withdraw physical materials. Maag Library:

- Eliminated over 50% of our classic reference works because so much of it had been supplanted by electronic versions. This is especially true in traditional abstract, index and other bibliographic research products.
- Eliminated over 50 % of our government documents collections as more and more government information becomes available in electronic formats. In addition, many paper documents are available from other Ohio libraries via OhioLINK interlibrary borrowing.
- Eliminated all local holdings for journal titles that we have perpetual electronic access to via JSTOR and OhioLINK EJC.
- Eliminated all corporate annual reports (now available electronically).

- Moved many other lesser used titles to the NorthEast Ohio Depository where they are being combined with collections from our depository partners to form one efficient collection with minimal internal duplication.
- Moving to make purchase decisions only after ensuring that a given purchase will not add to an existing surfeit of availability within the OhioLINK collective.
- Increased the overall size of the physical and virtual collections our users have access to while making room in the building for both new collections and additional service space.

### **Staff Utilization and increased productivity**

- With no staff increases (we have the same number of librarians -17- we had in 2003 and have one less classified position than in 2003) we have increased the services offered:
  - Archives staff went from .5 FTE to 5 FTE
  - Productivity increased:
    - No decrease in materials ordered or time to acquire a new item
    - No cataloging backlog of any note
    - Implemented liaison process
    - Reference in-person transactions increased
    - More instruction classes are offered
    - Chat-Ref and Email reference services now available
    - Circulation both locally and through OhioLINK has increased

## **3B. CHALLENGES AND AREAS FOR IMPROVEMENT**

### **1. Limited ability to respond to inflation**

- Acquisitions** – while inflation has averaged about 10% over the last few years our budget has remained nearly flat. We have squeezed and leveraged as much as possible but the cost of materials continues to rise while budgets remain flat. Expectations for library collections continue to rise as well.
- Technology** – increased numbers and size of servers, workstations, along with the accompanying infrastructure changes that need to be made to accommodate an increasingly sophisticated technology environment will continue to exert considerable pressure on library budgets and the ability of the library to meet user needs and expectations.
- Facilities maintenance** – maintaining a 30-year old building with increasingly deferred maintenance issues and an operating budget that does not allow for necessary improvements.

## **2. Faculty engagement**

- a. More one-on-one interactions are needed while librarians are stretched for available time. All professional librarians are involved in the Liaison program and workload issues will need to be addressed.
- b. More structured and integrated literacy program throughout campus
- c. Increased direction from faculty and departments concerning specific actions the Library can take to improve learning.
- d. Closer collaborations with faculty and with academic support units to improve learning outcomes.

## **3. Communications**

- a. Effective communication with constituents, getting their attention and taking time to listen, is always going to be a challenge.
- b. Constant change in information services and content requires continual ongoing communications to keep faculty and students effective in their use of library services and products.

## **4. Staff transition**

- a. Over 50% of the current library staff may be eligible for retirement by the end of 2007.

## **5. Salary structure and lack of advancement opportunities for librarians.**

- a. Ironically, the more successful we are in developing staff the less likely we are going to be able to retain them due to the lack of a promotional structure similar to that of faculty for professional librarian advancement.
- b. Current entry level librarian salaries makes it extremely difficult to increase staff diversity.

## **6. Better Assessment:**

- a. Need to better clarify outcomes.
- b. Develop better tools for overall evaluation of services
- c. Develop targeted tools for individual programs

## **4. FUTURE ACTION STEPS TO IMPROVE UNIT**

**1. New strategic plan for 2007-2010 and associated annual plans** for each of these academic years.

### **2. Focus on assessment – data collection and analysis.**

- More clearly articulated outcomes and data collection activities to support those outcomes.
- Implement a user satisfaction instrument for general assessment.  
Undertake research to evaluate the impact of literacy on student outcomes. (One such project is currently underway with the help of a library science graduate student doing a practicum at Maag Library)
- **Instruction Outcomes Assessment Project**
  - The purpose of this study is to evaluate the impact of a one-time library instruction session on English Writing 1 (1550) and Writing 2 (1551) students. The study will

- Will the students receiving library instruction choose more authoritative sources than students not receiving instruction?
- Will those not receiving library instruction rely more heavily on Internet resources? Furthermore, will the students that received instruction receive higher grades on the assignment than the students who did not?
- Four classes will be used: 2 Writing 1 (1550) and 2 Writing 2 (1551). The students in these classes are usually, but not always, first- and second-year students. One Writing 1 and one Writing 2 class will be given a single (separate) library instruction session at Maag Library, which will focus on use of the library and use of relevant databases on the library's website. The other Writing 1 and Writing 2 classes will not receive a library instruction session. They will be encouraged by the instructor(s) to use library resources for the assignment but will not be given specific instructions on accessing or using the databases.
- After the instructor(s) grades the term papers, copies will be made of the bibliographies. These will be marked with the grades for the assignment and a code based on whether it was written by a student receiving library instruction or not. In this way, the names can be left off or removed from the bibliographies to maintain the anonymity of the students.
- The bibliographies will then be analyzed by the above named investigators to determine the nature of each citation and how it was located. The findings will be based on a statistical analysis of the bibliographic citations in the students' papers. A statistical analysis package, SPSS v. 13.0, will be used to determine if the differences in the types and numbers of resources used by the two groups of students are statistically significant. The grades of the two groups will also be compared to determine whether or not there is a statistically relevant correlation.

### **3. Improve quantity and quality of liaison outreach to faculty.**

- a. Track number of interactions and set goals for increases
- b. Develop faculty feedback instrument for those interactions
- c. Work on promoting and rewarding innovative librarian-faculty projects centered on teaching and learning

### **4. Develop effective analyses demonstrating the impact of limited funding on library services. Present this information to the University Administration.**

Target reports based on planning priorities

Use degree of support to gauge effectiveness of report and report format

Revise and resubmit

### **5. Development and Training of Staff:**

Identify strategic direction and skills

Identify staff to be trained and training opportunities

Identify funding

## 5. FEEDBACK LOOP

**Overview:** Maag Library works within a planning and assessment model that is somewhat unique. Our planning largely does not fit with expressions of user need. Change in libraries is so rapid that users seldom know what to expect for future services nor are they always ready to leave current services even though those services have a limited lifespan. Libraries must therefore plan and implement services that will meet future needs.

In this environment, it is more important for libraries to place greater emphasis on the evaluation of current services and to assess outcomes that are described generically rather than specifically. Outcomes, in this case, are important to frame accurately. We wish to ensure, for example, that we can deliver an interlibrary loan document to a desktop in less than 24 hours from request rather than to focus on the mechanisms we use to deliver that document.

Data collection will inform our already strong processes of strategic planning and associated annual plans.

To help prepare our users for change, to understand our strategic issues and to ensure that our services are evolving effectively we will strengthen and systematize the following:

1. Personal conversations with faculty: We need to hear directly from faculty. We will increase the number of one-on-one interactions and we will attempt to systemize the data collected. However, much of this work will yield ideas and other qualitative responses rather than statistical feedback.
2. Engage in focus group work with faculty and students: We will use focus groups to get an understanding of the perspectives of our users on more controversial issues where the nature of the discussions helps to bring understanding to the issues.
3. Episodic quality assessment, customer service feedback: We will take better advantage of existing institutional surveys of faculty and students to gather data on the effectiveness of library services.
4. Literacy assessment: Learning outcomes and associated assessment will be refined for all information literacy sessions. Assessment will be built into the curriculum for each session.
5. We will automate the collection and display of existing use data (dashboard).
6. Feedback received drives our strategic planning processes and annual plans.

## **6. HOW IS ASSESSMENT SUSTAINED**

This is a difficult question to address because it seems so obvious. Assessment is sustained when two conditions occur. The first is that the data is actually used to drive decisions. Doing so creates a data-driven culture that builds sustainability for assessment. The second condition is that assessment must be a regular activity and relatively easy to accomplish. If assessment is episodic or difficult there will be little heart in the staff for continuing it.

Maag Library already has a strong culture of making and implementing plans. Including greater use of data in our planning process is an obvious next step.

## **7. DOCUMENTATION**

### **Documentation for this report:**

Maag Library's Strategic Plan 2004 – 2007

<http://www.maag.ysu.edu/department/Administration/index.html>

Maag Library Annual Reports (YEARS??)

<http://www.maag.ysu.edu/department/Administration/index.html>

Library Statistics 2000 – 2005

<http://www.maag.ysu.edu/department/Administration/statistics.html>

OhioLINK News Release and Online Newsletter Fall 2005

<http://www.ohiolink.edu/>

Quarterly Acquisitions Budget on Maag Website

<http://www.maag.ysu.edu/collserv/budget/budget.html>

Information Literacy Framework (prepared May 2006)

Information Services Annual Report 2005-2006

Centennial Strategic Plan of Youngstown State University, drafted June 28, 2002

Information Literacy Competency Standards for Higher Education as established by ACRL (Association of College & Research Libraries).

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

Archives and Special Collections web page

<http://www.maag.ysu.edu/archives/index.html>

Project SAILS

<http://www.projectsails.org/sails/aboutSAILS.php?page=aboutSAILS>