

## Maag Library – Assessment Report FY 2007-2008

### Table of Contents

Topic	Page
1.Goals/Objectives	1
1A. Goals/Objectives in relation to the University's goals	2
1B. Goals/Objectives in relation to HLC Criteria 3 and 4	4
2. Activities engaged in to meet goals and objectives	5
3. Data	7
3A. Strengths	11
3B. Challenges and areas for improvement	12
4. Future action steps	13
5. Feedback loop	13
6. How is assessment maintained	14
7. Executive Summary	15
8. 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/Marketing**

- The Maag marketing and promotions team has raised awareness of library services through participation in such university events as Welcome Week, SOAR, and new faculty orientation.

### **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.
- Throughout FY 07-08, construction on new facilities for the Writing Center, Reading and Study Skills, and the English Language Institute was completed in the lower level of 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, the Maag Blog was established to share library information with staff as well as the campus community.
- Maag's information literacy program is unique in its use of audience response systems, iPods, and podcasting.

**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. FY07-08 saw the retirement of two classified staff members in Access Services and two classified staff, the acquisitions librarian and the head of Collection Services. However, there was no interruption of service in either department.

**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 Criteria 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 (FY 2008)**

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

During FY 2008 Maag Library:

- Provided leadership on the OhioLINK Digital Resource Management Committee.
- Worked on the OhioLINK strategic planning initiative for the next ten years, with the goal of revising the strategic view of OhioLINK and its services.
- Partnered with OhioLINK to reduce duplication of purchases and to expand the overall collection.
- Working with a largely new staff, Archives continued retrospective inventory and processing of all collections.
- Finished the 5<sup>th</sup> floor Archives and Special Collections facility and held a Grand Opening ceremony for the Centennial celebration.
- Provided 230 patrons with historical research assistance in Archives.
- Continued to partner with the School of Graduate Studies to digitize graduate theses and dissertations. So far, theses and dissertations from 1971-2003 have been digitized.
- Initiated digitization of the Jambar, which consists of scanning, insertion and refinement of metadata, and finally transfer to MaagNet.
- Initiated digitization of oral histories with the goal of providing audio as well as transcripts of interviews online.
- Worked with northeast regional depository to refine a shared depository model which maximizes the use of physical space as well as reduces unnecessary duplication among the five participating institutions.
- The systems librarian worked with the head of Collections Services to provide users with multiple modes of access to items in the MaagNet catalog by adding URLs to records of items in print which are also available electronically.
- Evaluated popular microforms collections and starting with the Loyalist Claims collection, created a digital finding aid which provides links to online material. Copyright issues will be examined, with the goal of soliciting donations of legal copies of primary material.

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

During FY 2008 Maag Library:

- Based on requests from students and data on course enrollments and textbook costs, continued to expand our collection of textbooks on closed reserve.

- Improved delivery of ILL and Maag-owned documents through electronic document delivery, using **www.yousendit.com** for large files. Future goals for this project include increasing usage through publicity, and refining policies governing its use.
- Assessed service quality through 5-question surveys administered at the reference and microform service desks.
- Planned and carried out “Welcome Week” activities for Fall 08.
- Partnered with campus support services—Writing Center and the Center for Student Progress. Gave library sessions to peer tutors and writing counselors.
- Distributed satisfaction surveys to all faculty to gather feedback on information literacy sessions.
- Initiated the WordPress project to streamline the creation of subject guides, class pages, and blogs for timely dissemination of information.

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

During FY 2008 Maag Library:

- Developed a plan for maintaining the 6<sup>th</sup> floor stacks area, with the goals of effectively processing incoming volumes and minimizing crowding and overflow.
- Purchased and installed new security gates in the lobby.
- Upgraded two servers, Jupiter and DSpace, to improve processing and storage capacity.
- Completed construction of lower-level classroom area for the Writing Center, Reading and Study Skills, and the English Language Institute.
- Completed office space for microforms librarian on the 3<sup>rd</sup> floor.

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

During FY 2008 Maag Library:

- Continued cross training in Access Services to ensure no interruption of service during periods of low staffing. Access Services is currently working with other campus agencies, such as the bursar’s office, to increase quality and speed of customer assistance.
- Required WordPress training of all professional staff.
- Hired new staff member in Archives to manage objects inventory, artifacts collections, documentation, and collection usage at the Rose Melnick Medical Museum.
- Hired a health sciences librarian to serve as liaison to all health services departments.

- Examined the positions in archives relative to the need for individual thought and action. The result was a transition from LMTA 2 to Librarian 2 Technical Services for two archives classified positions.
- Similarly, the need for a staff member in Access Services to assume additional responsibilities led to the creation of an Administrative Assistant 2 position.

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

During FY 2008 Maag Library:

- Initiated a records retention program, in partnership with the office of university council
- Participated in the YSU English Festival by providing space for workshops and leadership on the English Festival committee
- Partnered with local high schools and community training centers providing building tours and instruction assistance
- Worked with Civic Engagement and American Democracy Project focused on Constitution Day and Voter Registration
- Worked with community groups to bring primary resources into DSpace. Examples include the Delta project and the Lariccia collection.
- Initiated digitization of governance records, including meeting minutes for the Academic Senate and the Board of Trustees. This project enables the campus and local community to search and recover governance-related issues.
- Examined how each librarian’s subject specialty relates to community organizations and activities. For example, the social sciences librarian is working on collecting planning documents from Youngstown government offices.

**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 3, 2008 the OhioLINK collection now totals **47.6 million** copies of books and other library materials (audio and digital).
- There are now 11 million unique titles in the OhioLINK Library Catalog.
- **Over 7.5 million scholarly journal articles, 40,000 electronic books, 17,500 theses and dissertations from Ohio students, and thousands of digital**

- 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 13,970 books from OhioLINK in FY 07-08, a 17% increase from last year.

### **WordPress Project**

The goal of this project is to create an environment in which the creation of web content is greatly simplified, and which any staff member can create web content and display it quickly. Traditional subject guides and class pages have been transformed into blogs which are owned by the staff member, who can then update them quickly.

- 21 library staff members have created 58 blogs so far.
- Library news display—16 staff members contribute news and information to the Maag Blog, which is displayed on the library's homepage.
- Captcha project—With the creation of so many blogs, it became necessary to develop protocols to deal with the influx of spam. This project controls unwanted communication by requiring the user to copy random letters and numbers into a form before submitting comments, forms, or email. Spam communications stopped entirely after the inauguration of the captcha program. We will use this program for all future web based forms.

### **University Functional Analysis Project.**

Beginning in Spring 2009, Archives will begin the University Functional Analysis project. This project will analyze each university department's structure, records procedures, and records creation policies. This will allow the archives staff to have a topological understanding of current records and archival materials, creating closer relationships with departments and giving the archives greater control over records. The secondary purpose of the project is to create a feedback loop and quality control check for records management.

### **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.
- **Audio Tour program** – In the summer of 2008, Friends of Maag Library purchased 7 iPod shuffles for the information literacy program.

- **Goals** – The goals of the audio tour program were to free librarians from doing the approximately 50 building tours requested each semester, so they can focus on upper-division, subject-specific instruction. Also, it was important to provide standardized information about the building and services.
  - **Implementation** – An audio tour was developed for the iPods, and instructors of English 1539 and 1540 were solicited to volunteer their classes to take part in the program. Five classes participated. An assignment was developed and given to participants in both the audio and librarian-guided tours.
  - **Assessment** – Completed assignments were collected from classes taking the audio tour and from those that received traditional guided tours, and their scores compared. On average, students taking the guided tours did 5-10% better than students taking the audio tour. The opinions of the instructors and students who took the audio tour were solicited via an electronic survey. Students indicated satisfaction at being able to tour the library at their own pace, and the ease of rewinding parts of the tour they did not understand. They also enjoyed the “scavenger hunt” experience of finding the next stop on the tour. Instructors felt that students should have more exposure to library staff, but otherwise were satisfied with the program.
  - **Future** – The questions the students missed tended to be in those areas where the text of the audio tour could be clearer and more explanatory. The audio tour will be improved and reissued on the iPods. Overall, the program was very successful. In January of 2008, Friends of Maag Library bought an addition 13 iPods, for a total of 20. Guided tours will gradually be phased out for English 1539/1540 classes.
- **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.

<b>Instruction Sessions by Department</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
Art	1	0	11	1	14
American Studies	-	-	1	0	1
<b>Biology</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>22</b>
<b>Business</b>	<b>19</b>	<b>24</b>	<b>16</b>	<b>21</b>	<b>23</b>
Chemistry	1	2	2	3	2
Communications	-	-	-	7	<b>28</b>
Computer and Information Science	0	4	1	3	2
<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	3
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>141</b>

English, general	3	6	9	1	3
Environmental Studies	-	-	-	1	1
Geology	0	3	0	1	1
Health	2	0	1	3	1
High Schools tours and presentations	6	3	3	4	1
History	5	8	1	3	5
Honors Seminar	-	-	-	1	0
Human Ecology	1	1	1	3	14
Journalism	0	1	2	0	4
Misc. tours	-	-	-	7	0
Music	2	5	2	0	1
Nursing	3	4	5	3	2
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	2
Reading & Study Skills	13	11	34	23	21
Religious Studies	0	1	0	0	0
Social Work	3	2	3	3	5
Technology	0	2	0	0	0
Theater	2	0	1	0	0
Workshops (RSK, fac., Refworks)	-	-	-	42	6
Women's Studies	1	1	1	0	1
YEC/Int'l Students/TCCT	2	8	3	3	1
<b>Total Sessions</b>	<b>212</b>	<b>349</b>	<b>315</b>	<b>294</b>	<b>310</b>

Class	FY 04	FY 05	FY 06	FY 07	FY 08
ENGLISH 1539	3	9	7	7	13
ENGLISH 1540	8	17	11	14	35
ENGLISH 1550	3	44	47	38	39
ENGLISH 1551	67	96	86	78	54
<b>Total</b>	<b>81</b>	<b>165</b>	<b>151</b>	<b>138</b>	<b>141</b>

- **Faculty Survey** – 49 instructors responded to a 15-question survey on the quality of the information literacy instruction their classes received. The survey results indicate:
  - Instructors thought the Turning Point audience response system improved class participation and interaction.
  - Instructors felt that the instruction was more relevant when the librarian focused on resources for specific class assignments
  - Instructors overwhelmingly felt that the library instruction was well done, and that they would recommend the session to colleagues.

### 3A. STRENGTHS OF THE LIBRARY

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

- Part of Maag’s planning process is identifying priorities, and those priorities are determined by the data that we collect. Our priorities determine where we focus our assessment efforts. For example, making content available electronically via Dspace, and then assessing the processes we use to store digital information and the way that information is used by patrons, was identified as a priority.
- 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.

#### **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	FY 2007
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	\$1,075,160

Senior staff meets every year to plan what we can do with our resources, based on the plans we have. We prioritize the use of funds in concert with our strategic plans and priorities.

1. To accommodate partners in academic support, we have adjusted space allocation in the lower level of Maag Library.
2. We have also maximized our use of the Northeast Regional Depository by working with four other contributing colleges to eliminate duplication so as to expand the lifetime of the existing facility. Our ability to do that was informed by our assessment of use patterns of materials in the depository and the recognition that duplicate items were seldom if ever needed.
3. Continued support to OhioLINK where our purchases are greatly leveraged
4. Acquired major electronic resources such as JSTOR Arts & Sciences VI, along with OneSource, Evidence-Based Medicine Reviews, and unlimited access to Opposing Viewpoints.
5. 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.

## Staff Utilization

In Access Services, we adjusted staff to put more knowledge and authority closer to the patron to enable the quicker resolution of problems, based on the feedback we received from patrons.

### 3B. CHALLENGES AND AREAS FOR IMPROVEMENT

#### 1. Funding

a. **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.

b. **Technology** – As we're pushed to make greater use of technology, the cost of maintaining and refreshing that technology is not consistent with funds budgeted to the library.

#### 2. Communications

a. Effective communication with constituents, getting their attention and taking time to listen, is always going to be a challenge.

b. Constant change the way information is presented, accessed, and delivered requires continual ongoing communication to keep faculty and students effective in their use of library services and products. The changing economics of publishing and new modes of access leave us with great uncertainty about how information will be disseminated, and with that the future of libraries.

c. Improving interactions with faculty, and their use of information and library staff in instruction.

#### 3. 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.

c. The leanness of our staff makes us vulnerable to losing individuals and the specific skills that they have. With the loss of critical personnel, recovery is difficult.

#### 4. Evolution of OhioLINK

OhioLINK is in a necessary state of strategic transition. It was designed and built 15 years ago in a model where local collections and a small number of electronic databases were the focus of the organization. Increasingly, electronic information of all sorts (books, journals, databases, primary material and unpublished manuscripts, images, video, etc.) is all acceptable for inclusion in OhioLINK. The

cost of that transition will be significant and the source of funds for that transition for that has not been determined, at a time when state finances are strained. While we have to maintain legacy functionality, such as circulation, acquisitions, reserves, and interlibrary loan, that aspect will be in decline. The ability to find and link digitally to information in any format will become more important. This will require new software, moving away from vendor solutions to open source, protocol-based solutions, which have not yet been built. The nature of scholarly recognition is changing. The library has always been publications-based, but in the future “publications” will not have the same look and feel. In this environment, we don’t know what format scholarly works will take.

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

1. **Planning**—We are in the second year of a three-year strategic plan. Most of the goals that we have set out for ourselves will continue. The university itself is undertaking a strategic planning process, as mandated by state of Ohio, and that process will inform the library’s next planning iteration.
2. **Information Literacy**—Information Literacy continues to play an extremely important role our goal to promote, assess and improve library services to advance knowledge through information.
3. **Archives**—The development of physical and digital archives, university records management, and perhaps most importantly partnering with faculty in the preservation of scholarly primary materials will continue to be a focus.
4. **OhioLINK**—Our work with OhioLINK must be a focus, since we depend so heavily on the OhioLINK structure for information access and delivery.
5. **Technology**—We intend to extend our use of technology to both save resources and increase our effectiveness.

#### 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. 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.
3. 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.
4. 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. EXECUTIVE SUMMARY**

Maag Library operates according to its current three-year strategic plan, which spans 2007-2010. Strategic plans are developed with careful consideration to existing University academic affairs and OhioLINK strategic plans and associated goals. Based on Maag's three-year plans, annual plans are constructed that address remaining goals in the strategic plan according to available human and fiscal resources. Data collected on the effectiveness of our efforts guide our annual planning.

A few of the goals outlined in the strategic plan involve ongoing improvements to the facility, collections, access, and services. Based on local assessment as well as collaboration with OhioLINK and the Northeast Regional Depository, staff members evaluate, streamline, and where possible, update our print and electronic collections to ensure that the most relevant materials are available to patrons. This year, Maag improved delivery of ILL and in-house documents through electronic document delivery, using [www.yousendit.com](http://www.yousendit.com) for large files. Maag also upgraded two servers, Jupiter and DSpace, to improve processing and storage capacity.

Maag's primary assessment activities are focused on Information Literacy, training students at all levels to be aware of information sources both general and disciplinary, proper citation format, and information analysis for learning and scholarship. Librarians follow set standards for Information Literacy as established by the American Library Association's College and Research Library Division.

Maag librarians utilize several techniques for assessment of Information Literacy. Librarians use SurveyMonkey to collect feedback from instructors on the quality of the Information Literacy sessions delivered to their classes. Librarians also utilize TurningPoint Technology's audience response system for real-time assessment of learning. Podcasts developed this year provide an initial overview of library services. Podcast tour effectiveness is assessed via post-tests and instructor feedback. Finally, Maag has pioneered the use of WordPress weblog software to ensure that resource guides (online subject bibliographies) are as up to date as possible.

Maag's greatest challenge is to begin to gather more accurate data on the effectiveness of information literacy instruction sessions by gathering and reducing data from all sessions of each type to better understand how well learning outcomes for each module are being met and then to utilize quality improvement techniques to revise and improve both the modules and instructor effectiveness. Maag continues to work towards these goals with fewer human and fiscal resources than do our IUC peers. Assessment remains one of Maag's highest priorities as we strive to maximize our available resources.

## 8. DOCUMENTATION

### Documentation for this report:

Maag Library's Strategic Plan 2007 – 2010

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

Maag Library Annual Reports (2006-2008)

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

Library Statistics 2000 – 2008

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

OhioLINK News Release and Online Newsletter Fall 2008

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

Quarterly Acquisitions Budget on Maag Website

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

Information Literacy planning documents

Information Services Annual Report 2007-2008

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.yzu.edu/archives/index.html>