March 8

2019

Practical Assessment: From Beginner to Expert

Assessment Interest Group
University of Toledo, Carlson Library Room 1005 2801 W. Bancroft St. Toledo, OH 43606-3390
Parking Information

Due to University of Toledo's coinciding spring break, parking is free! Please park in "C" lots with white lined spaces.

Parking Instructions

• Enter from Bancroft St. North entrance
• Proceed down North Towerview Blvd. to Stadium Drive
• Proceed left down Stadium drive to Lot 10 on the right (with tennis courts)
• Park close to the tennis courts if possible, and follow the walkway across the bridge to Carlson Library

• Room 1005 will be on the right as you enter the library (a sign will be posted)

Please see the end of the program for a larger map of the university.
In the face of declining enrollment numbers at Kettering University, a private STEM university in Flint, Michigan, the Kettering University Library implemented a number of user experience improvement efforts, such as physical renovations, a course reserve program, joining MelCat, increasing hours of operation, and expanded electronic resources, but have these improvement efforts paid-off? Please join Kettering University Librarians Emily Dunn, Josh Olsen, and Dawn Winans as they discuss the library’s assessment of these efforts, and learn about what else the Kettering University Librarians have been doing recently to ensure that the Kettering University Library not only meets, but exceeds their learning community’s needs.

At our small undergraduate library, our engineering students and faculty frequently use our study and meeting spaces. However, they make less use of our information resources. In a spring 2018 survey, only 27% of engineering student respondents reported using library databases very often, in contrast to 44% and 75% of students in our other colleges. Engineering resources require a significant portion of our collection development budget, so this lack of use has consequences. Given our tight budget, we cannot afford resources that are not being used.

I wondered where the disconnect was. Were we not providing the right resources? Or, did our engineers not know what resources we had and how to use them?

In order to determine what was happening, I decided to conduct a citation study.
Friday (continued)

Assessment of our engineering faculty’s publications. By examining their bibliographies, I could determine what types of sources they were using and whether those sources were available in our collections. Then, I could tell whether the library needed to adjust our resources to align with the sources our engineers were actually using, or increase our outreach so that they knew what we had and how to use it.

In my presentation I will outline the methods and tools I used for my study, making it easy for academic librarians working with any subject area to replicate with their faculty or students. I will also share some results of the study and actions taken or planned based on those results.

11:30 am-11:45 am Break
11:45 am-12:30 pm Session 3

Improving Instruction Sessions through Student Pre/Post-Survey and Reflective Practice
Speaker: Hanna Schmillen, Ohio University Libraries

Are my instruction sessions meaningful? How can I make this session more meaningful next time? I ask these two questions to myself weekly. I apply two techniques to help me answer them; one is the implementation of a pre/post survey. The second is note taking and self-reflection after the session. And you know what? It has made a huge difference in my teaching approach, curriculum understanding, and report with faculty. Most importantly, I have a better understanding of student perspectives and their perceived value of my session.

Qualtrics is the platform used for my pro/post survey and the same surveys are completed across courses for consistency and cross analysis. I assess the students’ confidence before and after the session on five concepts related to the Information Literacy Framework. In addition, there are both open-ended questions and multiple-choice questions about the session. For my reflective approach, I take notes during the session concerning the “vibe” of the room, how well or not they are answering questions and are completing the in-class activities. After, I take reflective notes on how I think the session went, where improvements can be made, and give the session a score out of 10. I utilize my notes and the students’ survey submissions for planning and negotiating the future session.

In this presentation, I plan to share my practical techniques, with examples, and the results of the student survey submissions over the past three semesters. I will also discuss my approach to reflective practice. Open discussion will be encouraged.

12:30 pm-1:30 pm Lunch
Friday (continued)

1:30 pm-2:15 pm

Session 4

Assessment of Library Impact and Value: Demonstrating That Your Library is a Great Investment
Speakers: Tonya Fawcett, Grace College
Anita Gray, Huntington University

In 2014 The Private Academic Library Network of Indiana (PALNI) Executive Committee created an ROI committee to:
- Develop relevant reports and instructions for tools
- Help libraries demonstrate effectiveness, relevance & value
- Support marketing of libraries to home institutions.

This workshop will explain the various steps and processes the PALNI ROI committee has taken to create a validated, open access survey instrument. We researched, studied, assessed current consortia processes, and subsequently created a survey instrument that is primarily based on two principles from the ACRL Standards for Libraries in Higher Education, the Educational Role and Institutional Effectiveness. The survey is projected to be released as an open access tool spring 2019.

Survey development is important but what we do with the aggregated results is perhaps more important and is also an integral part of this presentation. During the survey development process the ROI committee also researched identification of stakeholders and options for reporting library value to those stakeholders.

2:25 pm-3:10 pm

Session 5

Project Management Fundamentals for Collection Assessment
Speaker: Katherine Mason, Eastern Michigan University

Assessing library collections can be a complicated and time-consuming process. Without a thoughtful plan time and effort can be wasted reviewing incomplete data, gathering information not needed to answer your questions, or providing faulty analyses and recommendations. This presentation will share how project management concepts can facilitate successful assessment projects. Using completed projects as examples, we will explore the steps required to plan, implement, and evaluate a collection assessment project at your library.
Thanks

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