Annual Assessment Report

College/School

Department  University Libraries and Archives

Programs
09 Assessment Plans and Summaries

University Libraries and Archives Assessment Plan

Describe Annual Assessment Plans
AY2017

AY2016

In the ESU Libraries and Archives (ULA) Assessment Report for the 2014/15 academic year, we noted that we were using an external set of institutional criteria in order to measure impact upon student learning outcomes. The criteria are outlined in the American Library Association - Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education. Approved by the ACRL Board in October 2011, the Standards aid academic libraries to "demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education."

This report for the 2015/16 academic year identifies five of the nine Standards as well as a matching performance indicator from each Standard that best illustrates the outcome for a correlating activity.

AY2015

The Emporia State University Libraries and Archives (ULA) in 2014/15 embarked upon several initiatives to gain a more comprehensive sense of annual contributions to student learning. For the purposes of this document, we are using an external set of standards and performance indicators for a beginning assessment template and for future assessment planning.

The American Library Association - Association of College and Research Libraries (ACRL) in 2011 published its Standards for Libraries in Higher Education. The Standards "are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions' missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education."

Nine principles are at the heart of the Standards:

Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to
support the research and teaching mission of the institution.

**Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

**Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

**Personnel:** Libraries provide sufficient number of quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

**External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

In this 2014/15 Assessment Plan, we outline the progress of ULA in each of the nine principles and certain corresponding performance indicators from the ACRL Standards. It is the hope of ULA that this plan will also serve as a roadmap for the future assessment projects crosswalked with the ESU Strategic Plan and four Goals.

**Start:** 7/1/2015  
**End:** 6/30/2025

**Survey - Data Collection Links**
[General Education Course Specific Student Learning Assessment Survey Link](#)

**Department Summary, Strategies, and Next Steps**

**AY2016**

While our ongoing assessment will not change, we are also looking forward to the arrival of a new University Libraries and Archives Dean (Michelle Hammond) in August 2016. As a result, priorities for assessment projects may change and we will remain flexible accordingly.

**AY2015**

The ESU Libraries and Archives has started thinking more about assessment as a continuous cycle of improvement with the completion of its Assessment Plan for 2014-15. In particular, the use of the ACRL Standards for Libraries in Higher Education with its principles, performance indicators, and sample outcomes helped greatly in focusing our assessment efforts for every project, service, and resource as they contribute to student learning.

However, like all efforts, we could be much more targeted in our assessment plan. We want to perform at our best in every endeavor, but in this desire we often lose track of smaller, more frequent activities that also need to be evaluated in order to determine their continued effectiveness.

In August 2015, I (as the Director of Assessment) met with the department heads of High Tech, Distinctive Primary Sources, and Lifelong Learning in the Libraries and Archives. These areas perform the bulk of instruction, reference, processing of materials, and access to/preservation of information. To start an assessment plan for 2015/16, I sensed that I needed to learn much more about the collection and compilation of data that were already occurring in the departments. After meeting with the department heads, I created and sent them spreadsheets for their areas to complete by Friday, September 11, 2015. The spreadsheets ask for each department:

- **Type of Data** (collected/compiled)  
- **Frequency of Collection** (daily; weekly; monthly; quarterly; etc.)  
- **Format/software used for collection**  
- **Usage of statistics** (scheduling; purchasing; other decision-making)  
- **Notes/Comments**

I will collate the information on the spreadsheets into a larger, publicly accessible document for the Libraries and Archives faculty and staff to see any connections among departments in order to help with common assessment
questions and decision-making informed by data in other areas.

Another goal for the 2015/16 assessment plan to identify more specifically the goal or goals from the ESU Strategic Plan that “crosswalk” with the Libraries and Archives’ vision and mission. I noted in the 2014/15 assessment plan that ULA had a draft strategic plan written and presented in December 2014. That draft plan has yet to be reviewed by the rest of the ULA faculty and staff, but the task force writing the plan intentionally connected goals, outcomes, and performance indicators to the ESU Strategic Plan. There is still much information in the draft plan that could be revisited, rewritten, and most importantly, prioritized in terms of the activities that most demonstrate the value of the Libraries and Archives to ESU and to student learning for the common good. We will continue to utilize the ACRL Standards for Libraries in Higher Education as our professional standard and guideline, but in 2015/16 we truly need to choose a few priorities that we can fairly easily assess for “lessons learned”, and to know for sure what we are doing well for the University.
Reports and Other Evidence Documents

Usage Reports July to December 2014

- ABI_Inform
- American_Chemical_Society_Journals
- American_Reference_Books_Annual
- Annual_Reviews
- Biological_Abstracts_and_MEDLINE
- BioMed
- BioOne
- BioOne_2
- Birds_of_North_America
- Book_Review_Digest_Retrospective
- Books_in_Print
- Business_Source_Premier
- CINAHL_with_Full_Text
- Communication_and_Mass_Media_COMPLETE
- CQ_Researcher
- Criminal_Justice_Abstracts
- Dissertations_and_Theses_Full_Text
- Dissertations_at_ESU
- Encyclopedia_of_Library_and_Information_Science
- Faculty_Awareness_Survey_Results_Spring_2015
- FIS_Mergent
- International_Index_to_Music_Periodicals
- Library_Literature_Full_Text
- Library_Literature_Retrospective
- MathSciNet
- Mental.Measurements_Yearbook
- Mental.Measurements_Yearbook_with_Tests_in_Print
- Naxos_Music_Library
- News_Article_Emporia_State_University
- Philosophs_Index
- Physical_Education_Index
- Proquest_Nursing_and_Allied_Health
- PsycINFO_and_PsycARTICLES
- RILM
- Scifinder
- Senior_High_Core_Collection
- SocINDEX_with_Full_Text
- Something_about_the_Author
- SportDISCUS_with_Full_Text
Program Name: Institutional Effectiveness

Summary of Program Assessments

1. Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement. This area is narrated based on current year outcomes assessments as shown.

AY2016

1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

Since the spring of 2009, ULA has offered an undergraduate course that satisfies the ESU General Education outcome of “Information Technology”. The course is UL100, Research Skills, Information, and Technology, and is a 2-credit-hour course taught by ULA faculty in a number of formats. Sections are offered as a traditional face to face semester course, an 8 week face to face block course, and completely online for a semester, 6 week, or 8 week block.

ULA has administered two types of standardized information literacy assessments in UL100 since the Fall 2012 semester. In 2012/13, we utilized a product called iSkills from the Educational Testing Service as a pre-test and post-test in UL100 sections. While iSkills had the advantage of web-based scenarios for critical thinking, overall the test did not correlate effectively with the student learning outcomes established for the course. Consequently, ULA faculty were not able to judge successfully various improvements in students’ actual learning versus the types of questions on the iSkills pre-test and post-test. An example was a question regarding the analysis of a Microsoft Excel spreadsheet, a competency not taught in UL100.

We spent the summer of 2013 exploring other options for standardized information literacy assessment and decided upon a test called Project SAILS (Standardized Assessment of Information Literacy Skills). Project SAILS was originally developed by librarians at Kent State University and is now owned by Carrick Enterprises. It is a multiple-choice test of items based upon the ACRL Information Literacy Competency Standards (2000).

Project SAILS has been administered as a pre-test and post-test in UL100 sections from Fall 2013 through Summer 2016. Project SAILS scores are benchmarked against peer institutions and the results are reported in terms of percentages. 55 items are used to calculate results. Correct answers of 70% and above are considered “Proficiency” and correct answers of 85% or above are “Mastery”. Any scores below 70% are “Below Proficiency.” The pre-tests and post-tests are compared each semester by section and collectively. An analysis, though, revealed some of the same difficulties that plagued our use of iSkills. Some Project SAILS items do not necessarily match UL100 student learning outcomes. For instance, one item asks students about the Library of Congress Classification System, which is not used in ULA and is most likely not familiar to the typical lower-division undergraduate student taking UL100.

Similar items tend to lower pre-test and post-test scores artificially. We found as a result that students might remain at a Project SAILS rating of "Below Competency" in the pre-test and the post-test, but might have moved from "Below Competency" to "Competency" or "Mastery" if we recalculated by removing the items that were skewing the scores to a lower level. Our major concern was that overall, the Project SAILS pre-test and post-test results were not really an accurate representation of student learning across the UL100 curriculum.

The ULA faculty decided in Spring 2016 to explore a new option from Carrick Enterprises. Project SAILS now offers a product called Build Your Own Test. Institutions can customize a test from a validated bank of 162 questions, selecting up to 50 test questions. The questions are cross-referenced to the ACRL Information Literacy Competency Standards and to 8 Project SAILS Skill Sets:

Developing a Research Strategy

Selecting Finding Tools

Searching
Using Finding Tool Features

Retrieving Sources

Evaluating Sources

Documenting Sources

Understanding Economic, Legal, and Social Issues

Three ULA faculty are working this summer on selecting 50 test questions that best match UL100 student learning outcomes. The test questions will be vetted by the rest of the ULA faculty and the Build Your Own Test option will be deployed in UL100 sections as a pre-test and post-test beginning in the Fall 2016 semester. The faculty will then review the scores at the end of the Fall 2016 semester in order to assess changes in the Below Proficiency, Proficiency, and Mastery results due to the use of BYOT.

1.7 The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

The Leave Your Legacy initiative from the Special Collections and Archives department in ULA is a way for students currently enrolled at ESU to donate materials reflecting student life and activities. The project is constantly being assessed in terms of the number of materials donated and increasing overall awareness of Special Collections and Archives across campus. In Fall 2015 a student assistant with marketing experience was asked to review the initiative. Several of her suggestions were implemented, including monthly Leave Your Legacy days and targeting specific groups for collaboration, including leadership, student government, and athletes. A chapter about the Leave Your Legacy initiative was written by three personnel in Special Collections and Archives:

• Ashley Todd-Diaz, former Curator
• Shari Scribner, Assistant Archivist
• Kylie Lewis, former Public Services Supervisor

The chapter will be published by the Association for College and Research Libraries in *Students Lead the Library: The Importance of Student Contributions to the Academic Library* (2016). Writing the chapter allowed us to assess the initiative from its beginning and develop future strategies which include taking Leave Your Legacy wherever the students are – such as the dormitories and academic buildings – and working with additional student organizations and classes.

A second project in Special Collections and Archives will help in highlighting value to the campus community. Departments, offices and organizations across campus are creating more digital records; in fact, some do not create any other kind of record. It was necessary for these records to either be printed onto paper or saved on a physical medium such as a flash drive or CD in order for them to be added to the University’s historical records. To facilitate the collection of digital records, in 2015/16 the Special Collections and Archives staff worked with Information Technology personnel to develop a Skybox app called “Archives Submissions.” This app allows departments, offices, and organizations to easily transfer their digital records to Special Collections and Archives. Advertising this technology and encouraging its use continues to be an ongoing process and will be critical to our being able to successfully collect the digital records created by ESU faculty, staff, and students.

**AY2015**

1. Program Effectiveness

1.2. The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.

In the fall of 2014, a Strategic Plan Task Force continued its work of writing a draft University Libraries and Archives Strategic Plan with articulated crosswalks with the 2015-2025 ESU Strategic Plan, "The Adaptive University". The plan includes a number of objectives, strategies, and performance indicators to lead an Adaptive Library for the next ten years. While the plan is still in a draft form and has not been formally approved, it is a start for annual assessments aligned with institutional, departmental, and student affairs outcomes.

1.3. The library develops outcomes that are aligned with accreditation guidelines for the institution.
1.3. The library develops outcomes that are aligned with accreditation guidelines for the institution. This performance indicator was an integral part of ESU's recent accreditation report from the Higher Learning Commission. ESU is one of the last institutions to be re-accredited under the PEAQ Criteria for Accreditation (https://www.ncahlc.org/Criteria-Eligibility-and-candidacy/criteria-and-corecomponents.html).

Specifically, library resources and services are addressed in the following HLC criterion and core component:

3.D. The institution provides support for student learning and effective teaching.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

The HLC Self-Study Report from ESU addressed this criterion and core component as written by the Director of Assessment, ULA. However, contributions from ULA were also highlighted in the Self-Study Report for:

4.A. The institution demonstrates responsibility for the quality of its educational programs.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. While the HLC Self-Study Report covered ESU’s activities from 2004 to early 2014, for the future ULA must be focused upon learning outcomes that mesh with upcoming national accreditation requirements. At this writing, ESU is waiting to learn if the university will be recommended for HLC’s Standard Pathways or Open Pathways accreditation system. Whatever the recommendation, there will be a more focused HLC visit to ESU in four years and ULA needs to work toward establishing, maintaining, assessing, and reworking outcomes for this new approach.

Reports and Other Evidence Documents
- Institutional Effectiveness
  - 1.2 The library develops outcomes aligned with other units

Program Name: Professional Values

Summary of Program Assessments
2. Professional Values

AY2016

Assessments in AY2016 were not directed towards Professional Values topics. These assessment efforts will occur in the future.

AY2015

2.4. The library supports academic integrity and deters plagiarism through policy and education.

ULA addressed this performance indicator in 2014/15 in the following ways:

--In our credit course, UL100 (Information Literacy and Technology), chapter 6 of our textbook is titled "Manage: Using Information Effectively and Ethically". The module that accompanies this chapter covers the U.S. Copyright Act, and intellectual property and open access issues. Local concerns such as the ESU Information Technology policy for all faculty, staff, and students are related in this module to real-life situations that students will encounter. An example of a situation is the Fair Use Act in copyright law as it applies to the use of scanners and copiers. Ethical use of information is also taught in UL100 in the context of citation styles and appropriate citing of information when writing papers and projects.

--Citation styles, and in particular the strengths and drawbacks of "citation tools" in electronic databases and Web sites, are integral parts of ULA's individual library instruction sessions for general education courses and upper-division discipline-specific courses.
In Fall 2014, three ULA faculty partnered with the Graduate School to offer a series of workshops for graduate students. Under the general heading of "Cite It Right", the workshops covered general concepts of citation styles, the free bibliographic software programs of Zotero and Mendeley for citation management and organization, and specialized assistance in the American Psychological Association (APA) and Modern Language Association (MLA) citation styles. The workshops were recorded and made available at the Graduate School website, http://www.emporia.edu/grad/ The attendance at each workshop averaged to about 15 students per workshop. Student evaluations from the workshops indicated an overall high level of satisfaction with the information presented, and a desire for additional workshops from ULA focusing upon selecting databases and search strategies for specific research topics.

Program Name: Educational Role

Summary of Program Assessments

3. Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

AY2016

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments

In the 2015/16 academic year, the Lifelong Learning department of ULA focused attention upon the concept of embedded librarianship. This area is an approach that “emphasizes the importance of forming a strong working relationship between the librarian and a group or team of people who need the librarian’s information expertise. As the relationship develops, the librarian’s knowledge and understanding of the group’s work and objectives grow, which leads in turn to greater alertness to the information and knowledge needs of the group.”

Professors Cynthia Kane and Terri Summey developed a presentation about their experiences with embedded librarian assessment for the Kansas Library Association/Missouri Library Association Conference, Kansas City, MO in October 2015. An expanded version was presented at the 17th Distance Library Services Conference, Pittsburgh, PA, in April 2016. In addition, Kane and Summey wrote a chapter about embedded librarian assessment for the 17th Distance Library Services Conference Proceedings (published April 2016).

The presentation and chapter summarized embedded librarian/faculty connections with the ESU departments of Biological Sciences, Counselor Education, Health/Physical Education/Recreation (HPER), Instructional Design and Technology (IDT), Psychology, and the School of Library and Information Management. Specifically, these connections were evaluated through a survey sent to 23 faculty in these disciplines. The survey was conducted electronically via CampusLabs Baseline from October 14-21, 2015. Essentially, we wished to find out if our time spent in embedded initiatives such as librarian physical office hours in campus buildings, virtual office hours, face to face and online library instruction sessions in these faculty’s courses, research consultations with students, and a presence in Canvas courses as a “course librarian” was affecting student learning outcomes in a positive manner.

Part of the survey addressed five of the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education (2000) and asked faculty on the survey to rate their students’ skill levels from “poor” to “excellent” as a result of working with an embedded librarian. The highest results were:

● Defining and articulating a need for information: 40% of faculty respondents rated this one “very good”
● Accessing needed information effectively and efficiently: 50% of faculty respondents rated this one “very good”
● Evaluating information and its sources critically: 70% of faculty respondents rated this one “very good”
● Using information effectively to accomplish a specific purpose: 50% of faculty respondents rated this one “very
● Using information effectively to accomplish a specific purpose: 50% of faculty respondents rated this one “very good”

● Using information ethically, including demonstrating an awareness of plagiarism and utilizing the appropriate citation style for the discipline: 40% of faculty respondents rated this one “very good”

Plans for 2016/17 include:
• Developing more detailed learning outcomes for discipline-specific information literacy competencies across the ESU undergraduate and graduate curriculums
• Conducting focus groups with not only the faculty who were sent the initial embedded librarianship survey, but also with other faculty in disciplines with whom we have not yet established embedded librarianship initiatives
• Creating and implementing a survey and focus groups of students in courses and disciplines with embedded librarianship in order to:
  --Learn about students’ awareness of the embedded librarian program
  --Gather their input on the impact of the program in terms of improving their information literacy competencies
  --Evaluate the students’ user experience with embedded librarians
  --Identify ways to modify the program to refine student learning outcomes

AY2015

3.1. Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
3.2. Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

ULA faculty collaborate with departmental faculty across campus to teach individual information literacy instruction sessions in targeted undergraduate and graduate courses. Much of this instruction takes place face-to-face in the library's Electronic Classroom, Seminar Room, Learning Commons, and other library building venues. Instruction is also held in other classrooms at the Emporia campus and the KC-Metro campus, and virtually via technologies such as Zoom and Skype.

In FY2015, a total of 250 individual instruction sessions were taught and 5,195 students were reached in these sessions. An assessment of Composition information literacy instruction along with sample activities is included in the documentation section of this report.

3.4. Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

In 2014/15, ULA faculty taught UL100, Information Literacy and Technology, a two-credit-hour course that fulfills the "Information Technology" requirement of the ESU General Education Curriculum. The sections and numbers of students enrolled were:
Fall 2014: 8 sections; 86 enrolled students
Spring 2015: 9 sections, 96 enrolled students

ULA continues to experiment with and assess the most effective methods of course delivery for UL100. We offer sections as semester-long face to face instruction, face-to-face instruction in the first 8 weeks or second 8 weeks of a semester, and completely online sections. As with the rest of the campus, we switched to Canvas as of Fall 2014 for the university-wide learning management system and employ various aspects of Canvas, particularly discussion threads and the "Speedgrader" of assignments with rubrics, to measure student learning.

Since Fall 2012, ULA faculty have used the IDEA Student Ratings of Teaching in the online form to evaluate our UL100 instruction. We participated in Spring 2015 in the transition of IDEA to IDEA Campus Labs, which integrates the online student evaluation forms into a longitudinal study per faculty member of raw and adjusted scores. We are looking forward to the continued utilization of IDEA in this form to gain a more efficient perspective upon our UL100 teaching in terms of overall student learning and effectiveness. Another relatively new approach to information literacy, "embedded librarianship", became a focus for ULA in 2014/15. Two ULA faculty held physical office hours in the departments of HPER, Psychology, and Counselor Education at the ESU campus. Students and departmental faculty visited with these faculty about research assignments and general library questions during the office hours, and also used those hours to make research appointments outside the context of office hours. We plan to review in Summer 2015 the relative success of this embedded librarianship approach in terms of student learning, and expand our outreach to additional departments in 2015/16. We must always keep in mind as well that a number of undergraduate and graduate students, as well as faculty, are not physically on the Emporia campus. The embedded librarianship concept extends to virtual access. ULA faculty have partnered with departmental faculty to create video tutorials about
research that are then linked to corresponding Canvas courses.

Reports and Other Evidence Documents

Educational Role

3.1 Library personnel collaborate with faculty and others

Instruction_Statistics__2014_15

3.2 Library personnel collaborate with faculty to embed information literacy

3.3 Library personnel model best pedagogical practices

UL 100 Project SAILS Post-tests Spring 2015

UL100A_Posttest_Spring_2015
UL100B_Posttest_Spring_2015
UL100C_Posttest_Spring_2015
UL100D_Posttest_Spring_2015
UL100E_Posttest_Spring_2015
UL100F_Posttest_Spring_2015
UL100G_Posttest_Spring_2015
UL100ZA_Posttest_Spring_2015
UL100ZB_Posttest_Spring_2015

UL 100 Project SAILS Pre-tests Spring 2015

UL100A_Pretest_Spring_2015
UL100B_Pretest_Spring_2015
UL100C_Pretest_Spring_2015
UL100D_Pretest_Spring_2015
UL100E_Pretest_Spring_2015
UL100F_Pretest_Spring_2015
UL100G_Pretest_Spring_2015
UL100ZA_Pretest_Spring_2015
UL100ZB_Pretest_Spring_2015

Program Name: Discovery

Summary of Program Assessments

4. Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

AY2016

4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

When ESU’s Center for Student Involvement implemented #HornetLife, an online student involvement portal, the poster route that distributed paper flyers advertising campus activities was discontinued. As a result, Special Collections and Archives needed to find a way to collect the information that was now only being distributed on #HornetLife’s digital bulletin board. For a year we daily identified and printed the flyers that were needed while searching for a better way to collect this information. The Kansas Archive-It Consortium (KAIC) was developed in 2015; this group of Kansas Regents schools purchased a web crawler, Archive-It, which can be strategically targeted to collect digital data from ESU’s web pages. So far, we have used it to collect over 98 gigabytes of digital information,
including from #HornetLife, the university president’s Twitter account, and the Alumni Association. Next steps will include making this information publicly available online via The Internet Archives’s Wayback Machine.

AY2015

4.2. The library integrates library resource access into institutional web and other information portals.

As noted earlier, ESU began using Canvas in the Fall 2014 semester as its learning management system for all courses. Every ESU course has a Canvas "shell" that can be employed as much or as little as a faculty member would like for that individual course and section. There is a "Libraries and Archives" link in each Canvas course that opens a new window to the ULA Webpage. In addition, the ESU Information Technology Department has created a "Course Librarian" role in Canvas. Departmental faculty may request that one or more ULA faculty be embedded in a Canvas course in this role, essentially providing a personal librarian for students in the course to assist with research questions, monitoring a discussion board, searching databases for information, and related library questions.

4.3. The library develops resource guides to provide guidance and multiple points of entry to information.

ULA has subscribed for several years to a system called LibGuides. A product of the SpringShare company, LibGuides are electronic resource guides that can be easily customized for learning support for a discipline, a specific course, or a topical subject such as an upcoming Presidential election or an ESU event/activity. LibGuides was upgraded by SpringShare in early 2015 to version 2.0 and our 137 published guides were migrated to the new interface. As we continue to create and promote LibGuides for classes and subjects, we need to consider ways of measuring and evaluating their contributions to student learning. For example, every "view" for a LibGuide is collected automatically and it is easy in the administrative side to see the most popular guides simply by the number of views. As of 6/12/15, the top ten LibGuides from July 1, 2014 to this date by views are:

<table>
<thead>
<tr>
<th>Guide Name</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Life History: Searching for Information</td>
<td>843</td>
</tr>
<tr>
<td>HL355 Health Promotion Protection Management</td>
<td>783</td>
</tr>
<tr>
<td>Community Health Assessment for Nursing</td>
<td>724</td>
</tr>
<tr>
<td>Instructional Design and Technology</td>
<td>619</td>
</tr>
<tr>
<td>Composition II 102</td>
<td>468</td>
</tr>
<tr>
<td>HL850 Disease Topic Project: Disease Presentation and Book Review</td>
<td>395</td>
</tr>
<tr>
<td>HPER Information Literacy Module</td>
<td>300</td>
</tr>
<tr>
<td>Leadership Principles</td>
<td>278</td>
</tr>
<tr>
<td>Miller, Stephanie</td>
<td>267</td>
</tr>
<tr>
<td>Children's Literature Resources For Use in the Classroom</td>
<td>257</td>
</tr>
</tbody>
</table>

Program Name: Collections

Summary of Program Assessments

The AY2016 and AY2015 assessments were not directed towards Collections topics. These assessment efforts will occur in the future.
Summary of Program Assessments

6. Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

AY2016

6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

In the fall of 2015, a new space made its debut on the 2nd floor of WAW Library. ACES, the Academic Center for Excellence and Success, is a service that provides free peer tutoring, writing, and research assistance in various disciplines. The center is overseen by Gary Rapp, ACES Director, and Dr. Shelly Gehrke, Assistant Vice President for Academic Success. The 2nd floor already houses a combined Reference and Circulation Desk, facilitating student research and citation help as well as referrals to ACES tutors. Another project that had been tabled re-emerged in the late spring of 2016 when ULA learned that a budget had been approved by the Provost to begin a complete renovation of the WAW Library’s fourth floor. Among other modifications, a larger area for the Honors College will be part of the floor along with an instruction space that can be used for smaller classes or individual teaching sessions. Study carrels to promote an overall quiet floor will also be featured on the floor. Future assessment in the 2016/17 academic year for ULA will include the exploration of partnerships with ACES and the Honors College in their spaces in order to foster collaborations for student learning. In addition, it is possible to monitor “gate counts”, electronic tracking of entrances and exits of the library building through counters placed by doors. We presently do not have counters at all the doors, but we can capture certain entrances and exits and look for any usage patterns that may be predicated upon ACES tutoring hours. That is another metric for 2016/17 to report to Gary Rapp and Dr. Shelly Gehrke.

AY2015

The 2014-2015 assessments were not directed towards Space topics. These assessment efforts will occur in the future.
Program Name: Personnel

Summary of Program Assessments
The AY2016 and AY2015 assessments were not directed towards Personnel topics. These assessment efforts will occur in the future.

Program Name: External Relations

Summary of Program Assessments
9. External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

AY2016

9.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

ULA performs outreach to ESU students on a regular basis by offering activities throughout the academic year. In collaboration with the Office of International Education (OIE), a “game night” in the early fall and early spring is held in the library building, generally from 7:00 to 9:00 or 10:00 p.m. International students host games from their home countries along with other games facilitated by ULA personnel and student assistants, and the students participating in the game night have the opportunity to register for prizes awarded at the end of the evening via drawings. We continually evaluate the overall success of each game night with OIE staff and make adjustments to successive game nights based upon attendance and qualitative feedback from the students.

Additional endeavors to engage the campus and broader community with ULA include activities during National Library Week, an American Library Association initiative generally taking place the second week in April. In April 2016, the National Library Week theme was “Libraries Transform”. Events that week included:

• The launch of a library geocache as a way to introduce people to various resources, services, and unique features of the library building such as the May Massee Office on the 3rd floor;
• Staffing of a table in the Memorial Union to advertise the availability of librarian research assistance;
• “Transform Your Living Space” by planting a flower;
• “Color Your Stress Away” and popcorn in the Learning Commons;
• A ULA Trivia Contest during the week with prize drawings;
• A bulletin board on the library’s 2nd floor for students to post comments about how libraries have transformed them.

The comments were collected and will be analyzed this summer to identify any short-term and long-term outcomes in order to improve ULA services and resources.

Overall assessment of the National Library Week events revealed that students respond positively to learning more about library services, to food offerings, and to activities that promise to help with stress management. Similar feedback has been noted for ULA’s hosting of Dead Week and Finals Week events in Fall 2015 and Spring 2016.
tradition in the last few years, for example, is free food (pizza, fruit, punch) in the Learning Commons about 7:00 p.m. on the Sunday evening of Finals Week. One rather unconventional yet useful metric is the number of pizzas consumed in a given time frame. The average on those Sunday evenings is one pizza, 10 slices, per minute. Continued collaboration with the ESU Memorial Union and Sodexo Dining Services resulted in an increase in a monetary donation for food from the Union, from $500.00 in Fall 2015 to $800.00 in Spring 2016. Other successful activities during Dead Week and Finals Week continue to be “Color Your Stress Away” and “Make Your Own Stress Ball”. One lesson learned this spring in terms of engaging students is the need to revive an extraordinarily popular event we have hosted in past year. Animals such as therapy dogs for stress relief are extremely well-attended activities in academic libraries during midterms and finals weeks. Students who live in residence halls or apartments where pets are not permitted deeply appreciate the opportunity to spend some time with trained therapy animals. ULA in conjunction with the Sociology Club has hosted “Dogs in the Library” in the 2014/15 academic year and the participation from students was very enthusiastic. Due to time commitments of the Sociology Club and its faculty advisor and other circumstances, ULA was only able to bring in one dog in Fall 2015 and none in Spring 2016. However, personnel at the Reference Desk and in other venues fielded a number of questions from students asking “When will the dogs be back?” This summer is an excellent time for ULA faculty and staff to begin planning for future events and consider both formal and informal assessments of outreach to which students respond best. Special Collections and Archives regularly does educational programming with grade schools and college classes, so expanding to include high school classes was next. Special Collections and Archives staff and a graduate assistant developed several educational options that could meet a range of needs in various programs, then discussed possible teacher connections with Emporia High School librarian Carmaine Ternes. The decision was made to approach art faculty and Josh Pavlik accepted the invitation to incorporate the Curator for a Day program into his class curriculum. With the Curator for a Day program, students were able to access surrogates of art pieces from the May Massee Collection and create miniature exhibitions based on a theme of their own choosing. We presented the students with information about how art exhibits are created, from the selection of pieces to the creation of labels and the implementation of the exhibition. Working with these students allowed the Special Collections and Archives personnel to educate them about the materials within the May Massee Collection and the Special Collections and Archives at Emporia State University. As this was a brand new program, we implemented assessment that asked about the likes and dislikes of the program, elements of the program that the students learned, and what could be related to other classes. The data suggested that the students, while they enjoyed the program overall, needed to have the information presented to them in a slightly different manner, so we will modify how the program is presented to the students.

**AY2015**

9.1. The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship. Announcements about ULA activities and events are regularly communicated on Buzz-In, the ULA Webpage via a "slideshow" of photos and images, and through the social media outlets of ULA's Facebook and Twitter accounts. In Fall 2014 and Spring 2015, ULA partnered with the Memorial Union and Sodexo to host a number of activities for students during Dead Week and Finals Week. In addition, ULA worked with the Sociology Club in these semesters to sponsor a highly successful "Dogs in the Library" event. Students had opportunities to come to the library building and spend some quality time with well behaved dogs, encouraging stress relief and relaxation. National Library Week in April 2015 brought another opportunity to coordinate with campus and community organizations for events ranging from a Game Night to a "Night with Notable Authors", featuring local authors of Kansas Notable Books. In terms of donor relations, the University Archives benefited this spring from a bequest from the estate of Dr. Carol Marshall. The funds will go toward supporting research in the Special Collections and Archives for African-American history in Emporia and at ESU. We will evaluate the feedback from Dead Week and Finals Week activities as well as National Library Week this summer to learn more about our successes with external relations, and methods to strengthen those relationships in 2015/16.
The University Libraries and Archives serves a key role in the success of the University community. The diversity of operations and the collaborations which occur both in the library setting and across multiple disciplines within the campus community are extensive. The assessment process that is outlined and narrated in this assessment plan template evidences the extent to which the ULA impacts the successes of all. The library faculty teach courses in information literacy and have collaborated together in synthesizing common learning outcomes, and have participated in the ACRL-Project Sails externally normed standardized instrument. The faculty have taken this process one step further and developed a unique section as a part of the instrument refinement. The data on student learning is benchmarked and compared across multiple terms. This information serves to inform changes in curriculum, delivery, and pedagogy. These excellent assessment techniques are serving the faculty well, and in addition, there are current efforts toward aligning course-embedded assessments using the AAC&U Value Rubric. The faculty have adapted well as there have been ongoing changes occurring at the professional association levels in regard to student learning outcomes and broad overarching learning goals. The faculty are encouraged to stay steadfast in their improvement endeavors, as experts in the discipline, it through this expertise that refinements to student learning outcomes are best actualized. Remain in this continuous quality improvement mode and make adaptations as suited to meet student learning needs. As changes emerge at the professional association level, the faculty can decide how best to navigate these changes and in deciding what is important for students to know and be able to do. Keep in mind that faculty in the field who are teaching the knowledge and skills can actually be ahead of professional organizational change. Keep up the good work in assessing UL100.

The assessment of the lifelong learning concept of embedded Librarianship is an example of multiple-faceted assessment planning which includes the assessment of student learning, measurement of faculty perspectives and expectations of student learning. This is a fine assessment design that is employed across disciplines as it relates to ULA outreach efforts. The development of the measurement instrument to collect data, the professional presentation, and finally, the published chapter on behalf of the assessment work is commendable, so kudos to ULA faculty Kane and Summey for their fabulous work. The upcoming year's plan to involve faculty in developing a greater outreach to a larger number of disciplines will serve the students well in learning about and developing information literacy skills. Finally, the collaborations between the ULA and ACES and the Honors College is unprecedented. The enhancements and expansion of the physical space in the WAW Library combined with the additional programming and services to assist students in their academic endeavors will positively impact student success and satisfaction, and provide an exceptional learning experience. The assessment plan in place will serve to inform changes as the physical space, services, and programming evolve. The ULA is in for an exciting year as new leadership will provide many opportunities to change and new ideas to share. I'll look forward to reading what you have accomplished at the end of May! Keep up the great assessment work!

AY 2015

The assessment plan is well aligned using both the University's strategic plan and also the ALA guidelines. The institutional effectiveness piece where the plan's structure and timing of assessments being guided by the future designation as a "standard or open Pathways" and by accreditation expectations is well thought out. It is beneficial to plan accordingly, so that assessment cycles can be completed as required as well as providing evidence for continuous quality improvement. The breadth and depth at which you pursue assessments is impressive. The
University Libraries and Archives as an educational entity serves many roles and many constituents in a variety of settings and approaches. The physical spaces and the technology resources will continue to be challenges and the approach you are taking to inventory usage and demand will do a lot for keeping current and ahead of the curve. It is very important to continue to acknowledge every context in which you are supporting the success of students, faculty, departments, programs, and the university. You really do have an extended hand in all that occurs at the university and technology has really allowed for the extension of these educational endeavors. Your approach to assessing the AL Information Literacy and Technology course is valuable. I looked over the data from the pre-post tests and I would have liked to see some reflection and dialogue about how the data from these tests was used to inform curricular change? If it was present, I must have missed it. In the 21st century, information literacy is and will continue to play a prominent role in the education and success of our students.

The outreach that is happening with departments and programs in locations away from the library is benefitting the institution at many levels. Keeping track of these services and the curriculum being covered in workshops and presentations will most likely change over time. You may want to begin with some indirect perspective of how individuals perceive the value of these services, and in the future come up with some way inform curricular change for what is being provided. Also, take advantage of measuring student learning (value added) for those direct learning experiences you are providing. Those programs with defined learning outcomes. You don't have to measure everything, every time, but keep a list of what and when you will assess the direct learning. For the management/administration area the faculty survey was a great idea. Keeping a pulse on what faculty need and expect is directly related to how they integrate their teaching and research into the educational environment. Two additional resources available are the Senior Survey and the NSSE survey. There are questions on the Senior Survey that directly ask students about their perceptions of library services, you may consider including findings in your future reports. The university also administers the National Survey of Student Engagement every other year and there are questions asking about library services as well. These two indirect measures are both an external and internal look at students perceptions. These data won't define your unit, but can provide some different insights to look at how you are meeting the needs of the students. Your creativeness and proactive approach to educating students and the campus community are great assets. The changes to the facilities made over the past two years and those that are in the works show great promise to new opportunities to expand how you affect learning on campus. Your staff and management are professional, comprehensive, and resourceful. The campus community benefits from your endeavors. Your assessment plan is solid and ambitious. You offer so much and extend your resources in wonderful ways. You may reach the point where you need to be selective in what you are assessing and rotate some of the assessments on two to three year cycles, especially those things you are doing really well. As you approach assessment always consider what types of data you need to inform what you do and in what ways can you directly assess student learning? Direct assessment toward those things that you feel are opportunities for change and improvement. All of us have time constraints, so identifying priorities for assessment may need to play into the future as time may be a limitation. Sustaining the existing program may become challenging.

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Responsible Roles: Director of Assessment (Kane, Cynthia), Dean (Hammond, Michelle)