Eastern Michigan University Annual Assessment Report

College or Unit Name: University Library
Report Year: 2013-14
Submitted on: July 2014

Descriptor/Scope of Assessment at EMU:

Assessment at EMU has a primary focus on student learning in academic programs but also includes the assessment of services provided by student support units.

1. Summary of overall achievements in assessment (500 words).

    The University Library has focused on two assessment projects during 2013-2014: conducting and analyzing the LibQUAL+ Library Services Survey and analyzing the Information Literacy Trial Module conducted by the National Survey of Student Engagement (NSSE).

    LibQUAL+

    The LibQUAL+ Library Services Survey was used as our primary tool to benchmark user perceptions and satisfaction of library services for assessment purposes. This survey is annually administered by Association of Research Libraries (ARL), which has managed the survey for more than 1,200 libraries over the past fifteen years and is well regarded among academic libraries both nationally and abroad.

    A team of faculty, staff and administration in the University Library met throughout the fall of 2013 to set the parameters for the survey conducted March 11- April 1, 2014. As the library had used the LibQual+ Library Services Survey in 2003 and 2009, it was decided to use the same survey for comparison. Four different dimensions were used to organize the survey in the areas of: *Information Control* (resources and access), *Affect of Service* (helpfulness and competence of library employees), *Library as Place* (physical environment), and *Local Questions* (supplement questions selected by the library) to further investigate information literacy efforts, interlibrary loan services and sense of security in the building. These four categories reflect the mission statement of the University Library

    The document attached in the appendix is the first of two reports for this project. It summarizes the user satisfaction of the respondents reported during in the survey and recommendations for service improvement. This report can be found online at: http://www.emich.edu/library/about/assessment/LibQualSummary2014.pdf.

    The second report from this project will compare the information gathered from this survey to other comparable institutions across the nation when it becomes available at the end of the 2014 calendar year.

    NSSE Information Literacy Trial Module

    The EMU Library was selected to participate in a beta trial of an additional module of information literacy (IL) questions for the 2013 NSSE survey. While the validity of these questions is still being studied by the NSSE team, the results still bring some helpful results

for analysis. The IL module consisted of 18 questions addressing information literacy experience and its impact on academic success.

IL is the set of skills needed to find, retrieve, analyze, and use information. It gives students the skills to know when they need information and where to locate it effectively and efficiency. IL includes the technological skills needed to use the modern library as a gateway to information. IL enables student to analyze and evaluate the information they find and equips students with the critical skills necessary to become independent lifelong learners.

Two faculty members evaluated the results and made recommendations for improvement to the faculty who serve on the Public Services Team. The Library hopes to add this additional module in a future NSSE survey. This report is included in the appendix.

2. Examples of findings in assessment through using valid and reliable assessment methods (500 words)
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LibQUAL+ Findings
As the LibQUAL+ survey was just implemented and analyzed, the University Library will work the following recommendations made by each category as outlined in the LibQUAL+ summary document:

Information Control
- Continue to provide and make accessible a robust collection in a variety of formats within budgetary restraints to support academic research and information needs, while seeking additional resources for graduate program support.
- Ensure accessibility for independent use of resources both on and off-campus.
- Assess and implement improvements to library website.

Affect of Service
- Expand efforts with library-wide training to continuously improve staff (faculty, staff and student employees) knowledge and customer service.
- Provide individual attention within staff constraints.
- Improve ongoing communication with all entities located within the library building.

Library as Place
- Find ways to monitor quiet study space.
- Review hours of operation.
- Investigate options and feasibility of reserving group study rooms.

Local Questions
- Address increasing expectations for learning tools with our growing population of online users.
- Raise awareness of public safety issues in the library.

NSSE Information Literacy Findings

In sharing this report with Library Dean, Department Head and Public Services team, the Library will work together to identify areas of concern and derive goals during 2014-2015. Preliminarily, we identify the following:

1.   Need for longitudinal data. Action: confirm that EMU will continue to participate in the NSSE IL module in the coming years.

2.   Need for increased student participation. Action: contact IRIM to offer Library support in promoting NSSE.

3.   Improve EMU student experience of classroom feedback on their research. Action: strategic planning of engagement with faculty on this topic in a variety of ways such as sharing bibliographies or offering models for effective feedback; or collaboration with Writing Across the Curriculum program or Faculty Development Center.

4.   Increase critical engagement with and the questioning of resources. Action: same as #3, possibly also online models of the process of critically engaging with written material.

5.   Increase access to and feedback opportunities for libguides and other instructional parts of EMU Library's digital presence. Action: encourage embedding guides in course shells, add 'talk back' options to some guides, and develop more interactive tutorials (perhaps on critical engagement with resources).

6.   Increase awareness of how Library faculty and staff contribute to student learning and development. Action: presentations at LAC and various relevant councils and committees on the hidden but crucial support library gives to student learning, data collection on the quality of student work in key courses, outreach to key student leaders and organizations, and similar efforts at assessment and public relations.

3. Examples of using assessment findings to make (1) decisions and (2) improvements to programs. (500 words)

Most of our assessment in the library has fallen into the category of programmatic assessment, e,g. assessing a particular new service after one year to decide continuation or refinement. One example is a pilot program, which was initiated to investigate and assess the use of Patron Driven Acquisitions (PDA), also referred to as Demand Driven Acquisitions or DDA. This is a growing arena in academic libraries and we wanted to determine if the EMU community would use and benefit from this type of access. DDA allows patrons to have access to an electronic format of a book for a significantly reduced cost to the library on short-term loan (STL). If a particular ebook is viewed more than limits set by the vendor, say three times, then that action triggers the library to purchase the ebook at the full retail price. Based on the 2013-2014

assessment, the library continued the DDA program. Due to several publishers announcing to increase the prices of STLs starting on July 1, 2014, this model will have to be reassessed during the 2014-2015 academic year.

Other assessment initiatives within the Library in the past have concentrated on metrics that are data-driven, e.g. peer comparisons of library expenditures per student FTE or analysis of collection usage compared with collection expenditures in various print and electronic formats. These findings are published in the University Library's Annual Report.

The LibQUAL+ survey is the base of a three-year assessment initiative and the library intends to implement the LibQUAL+ survey again in 2017 to evaluate our effectiveness of initiatives and continuous improvement in student support services. As the LibQUAL+ and NSSE IL survey was just analyzed, the University Library will act on the findings made in each category as outlined in section two for improvement.   In addition, the second LibQUAL+ report will compare the information gathered from the survey to other comparable institutions across the nation when it becomes available at the end of the 2014 calendar year and analyzed winter semester 2015. This will allow us to benchmark our findings with peers.

Appendix A

LibQual+ 2014 Library Services Survey Summary

This 25 page report can be found online at:
http://www.emich.edu/library/about/assessment/LibQualSummary2014.pdf.

Appendix B

NSSE – National Survey of Student Engagement Survey: The College Student Report 2013 Information Literacy Module

Eastern Michigan University has been participating in the National Survey of Student Engagement (NSSE) for ten years, with interesting results that may be seen here: http://irim.emich.edu/ia_surveys.php?trgt=NSSE. In 2012 EMU Library was selected to participate in a beta trial of an additional module of Information Literacy questions. While the validity of these questions is still being studied by the NSSE team, the results still bring some potentially helpful results to EMU.

In evaluating the results, it is important to keep in mind that only 22% of EMU seniors and first-year students participated in the NSSE, and many of those opted not to fill in the IL module. In fact, only 10% of EMU first-year students recorded IL responses, and 20% of seniors. About 2/3 of the respondents were female (first-year students and seniors). The other demographic information appears to be on par with the general makeup of the student body at EMU, but it

may be that the kind of student who will stay through a survey is also the kind of student who would appreciate and use the library, so the results may not represent the EMU student body as a whole and may be biased toward the Library.

Nonetheless, the results of this survey are very encouraging regarding Information Literacy. The IL module consists of 18 questions addressing information literacy experience and its impact on academic success. The results show that Eastern Michigan University and is comparable to similar institutions in each of the 18 questions of the survey. Comparing the mean (average) answer of EMU students to the mean answer of all the students across the nation who took the NSSE, the EMU results were extremely close. In no questions did EMU come out worse than the national pool. EMU results are slightly better than the pool on two questions, although the difference is probably not statistically significant.

Other results also point to the impact of the EMU Library on student success. The great majority of responding EMU students reported completing an assignment that used a non-required information source. Indeed, 81% percent of the first year students had already done so. Similarly, 84% of the seniors reported using a non-required information source in the current school year. Only 2% of the first year students and seniors stated they had never done this in the current year.

The importance of the involvement of classroom faculty in Information Literacy instruction cannot be overstated. Encouragingly, 70% of the first year students said that they have received helpful feedback from their instructors on the information sources they used. Only 5% said they had never received such feedback. Interestingly, a lesser majority (62%) of the seniors stated they had often or very often received helpful feedback, with 10% indicating that they had never received this in the current year. Since classroom feedback is a crucial link in Information Literacy, a possible goal for EMU could be to improve this number.

Since the Halle Library is a very attractive, welcoming building, it is not surprising that the majority of seniors and first-year students indicated that they used the library's physical facilities regularly. Only 16% of the seniors and first-years stated that they had never used the library's physical resources in the current year.

Information Literacy efforts at EMU stress not only how to find information, but how to determine its quality. Apparently, the efforts by library and classroom faculty have been successful, as approximately two-thirds of both seniors and first years indicated that they did not use an information source due to its questionable quality. Relatedly, 77% of seniors and 82% of first-years stated that they have frequently changed the focus of a paper while researching the topic.

Many of the library faculty emphasize effective attribution and the prevention of plagiarism, and this appears to be reflected in instruction by EMU classroom faculty as well. Eighty-eight percent of seniors and 89% of first year students said that their instruction emphasized not plagiarizing. Indeed, only 2% of both groups said that their instructors gave very little emphasis to plagiarism issues in the current year.

Arguably, most students and departmental faculty view the library as primarily the provider of information sources such as books, databases, and journal articles. Therefore, the perceived value of these resources is vitally important to the successful mission of the library. In this area as well, the EMU Library received high ratings. Sixty-nine percent of seniors and 68% of first year students said that these resources have been important or very important to their learning and development. In fact, less than 5% of seniors and only 2% of first year students indicated that these resources were not important to their learning and development. In addition, only 5% of seniors and 2% of first year students said that their experience at EMU has not contributed to their skills in using information effectively, thus pointing to the successful Information Literacy program at Eastern Michigan University.

Despite the very favorable overall results of the survey, there are areas in which the Library can improve. One area of concern was that nearly one-third of both seniors (33%) and first year students (29%) had classes that did not emphasize the questioning of information resources for quality (responding "very little" or "sometimes"). These students might be reached by having librarian liaisons continue to work closely with the departmental faculty to teach how to discern quality information sources. One way to do this would be for classroom faculty to share student bibliographies or papers with subject librarians, so that the resources used can be evaluated.

Another opportunity for improvement is the perception of the usefulness of the library guides and tutorials (both in print and online). Although 32% of seniors stated that these guides were somewhat to very important, 31% percent said that these had not been important to them. For first year students this figure is even higher with 51% stating that library guides and tutorials had not been important. Only 8% of first-years thought they were very important. Interestingly, this is one of the two questions where EMU came out slightly ahead of the national pool, so while there is certainly a need to improve, the results do not suggest that EMU Library is doing worse than the other libraries in the NSSE beta IL module.

According to the available usage statistics, many of the library guides are heavily used and prove to be valuable to a great number of students. Apparently, however, many students still do not know about these guides or do not regard them as important. Asking classroom faculty to encourage the use of these guides and embedding them in their course shells would be one way to lead more students to encounter and use these valuable tools.

Despite the high scores given to the library at EMU, evidently students do not know that it is largely due to the efforts of the library faculty and staff that their Information Literacy experience at EMU has been so favorable. Thirty-two percent of seniors said that library staff (online or in-person) had not been important to their learning or development. Of the first year students 52% indicated the same. Only 16% of seniors and 10% of first year students said they had been important or very important their learning and development at EMU.

These results open up some concerns for the Library faculty and staff as to their perceived value to students, which could have a detrimental effect on campus support. It is imperative that both administration and faculty find ways of demonstrating the Library's direct contribution to the student experience at EMU. Admittedly, it is not easy to show a direct correlation to student success using quantitative methods alone. Perhaps the use of more qualitative measures that

show how the library contributes to the retention and overall student success could be explored. In addition, there could be more attention paid to PR from both faculty and library administration. The library liaison program is an excellent place from which to work.

Conclusions and Proposed Action
The results of the NSSE 2013 Information Literacy beta Module show that the Eastern Michigan University Library has been very successful in its Information Literacy efforts. Student responses match or exceed the national average on all questions. The robust library liaison program, the quality and commitment of the library faculty and staff and the support of the library administration have led to these favorable results. Though there is room for improvement, this survey shows that the EMU Library can be proud of its contribution to student success at EMU.
         Proposed actions:
In sharing this report with Library Dean, Department Head and Public Services team, we hope to work together to identify areas of concern and derive goals. Preliminarily, we identify the following:
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2.   Need for increased student participation. Action: contact IRIM to offer Library support in promoting NSSE. Responsible party: Library admin office
3.   Improve EMU student experience of classroom feedback on their research. Action: strategic planning of engagement with faculty on this topic in a variety of ways such as sharing bibliographies or offering models for effective feedback; or collaboration with Writing Across the Curriculum program or Faculty Development Center. Responsible party: Public Services team or Liaison team.
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