

**College or Unit Level Annual Assessment Report
Template and Guidelines**
(Rev. April 18, 2017)

College or Unit Name: University Library

Report Year: 2016-17

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EMU's Mission and Expectation for Assessment

[\(https://www.emich.edu/assessment/\)](https://www.emich.edu/assessment/)

Mission

EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas.

Expectation

EMU expects all curricular and co-curricular areas to generate and implement learning goals, collect relevant data, and use on-going assessment processes for continuous improvement.

Purpose of Unit Reports on Assessment of Student Learning

The nine units that report on assessment of student learning (see the list below), list their goals for the academic year, describe what goals were accomplished, and provide examples of how assessment data were used to enhance programs (i.e., to “close of the loop” of the assessment cycle).

Note on Preparation for Preliminary Visit

EMU is preparing its self-study and final report for the Higher Learning Commission. A draft prepared for representatives of the Board of Regents, the President, and Provost, among others, will be ready about July 1. A final draft should be ready by September 1. Therefore, the information you provide will be useful to the HLC Planning Teams, particularly teams #3 (Teaching and Learning: Quality, Resources, and Support) and #4 (Teaching and Learning: Evaluation and Support).

For links to the assessment page for each of the following, go to

<https://www.emich.edu/assessment/unitsassessment.php>

- College of Arts and Sciences
- College of Business
- College of Education
- College of Health and Human Services
- College of Technology
- General Education
- Graduate School
- Student Affairs & Student Services
- University Library

1. Description of Council/Committee.

University Library Assessment Team Members: Meryl Brodsky, Elizabeth Bucciarelli, Kelly Grossman, Mike Schumaker, Kathie Mason, Amy Singer, Lisa Klopfer, Bill Marino, and Jackie Wrosch

Subteams:

LibQUAL Assessment Task Force: Amy Singer, Kelly Grossman and Mike Schumaker

NSEE Report Evaluation Task Force: Lisa Klopfer and Elizabeth Bucciarelli

2. Assessment Goals:

The Library consistently strives to ensure patrons have a positive learning experience while interacting with faculty and staff, accessing resources and using the library building. Most of our assessment has fallen into the category of programmatic assessment, e.g. assessing a particular service or resource to decide continuation or refinement.

The 2016-2017 assessment goals were determined at the annual fall retreat. They are:

- Evaluation of the National Survey of Student Engagement (NSSE) Information Literacy Module.
- Conduct LibQUAL Survey to the entire EMU Community

3. Summary of Accomplishments:

NSSE Information Literacy Module Analysis

The module, a short set of add-on questions asks about undergraduates' information use and how much their instructor emphasized the proper use of information. Data from the module can be used to assess institutional efforts to develop information literacy skills for college students. The full analysis may be found in the Appendix.

LibQUAL Survey

The survey was conducted to understand the information needs as well as the community's perceptions and expectations of library service. This survey was conducted March 13-31, 2017 and was administered by the Association of Research Libraries. The full report may be found on the library website at:

<http://www.emich.edu/library/about/assessment/LibQualSummary2017.pdf>

4. Examples:

NSSE Information Literacy Module

The University Library plays a crucial role in supporting information literacy, but arguably the most important role the Library can take is to partner with departments and classroom-based instructors to embed consistent and scaffold information literacy experiences throughout a student's learning path at EMU.

The 2016 NSSE IL module consists of 14 questions such as "During the current school year, about how often have you done the following? Completed an assignment that used an information source (book, article, website, etc.) other than required course readings" (INL01a) and "During the current school year, how much have your instructors emphasized

the following? Appropriately citing the sources used in a paper or project.” (INL02b). Each question had a response option from 1 (never or very little) to 4 (very often or very much).

In 2016, EMU first year students gave strong positive responses to questions about using sources other than required readings, working on a project that had multiple sub-assignments, not plagiarizing, and citing sources. EMU senior year students scored significantly lower than the comparison group ($p < .05$ with an effect size less than .3 in magnitude) on 9 of the 14 questions, and on par for the remainder. Beyond the first year, there is a clear need for scaffolding and explicit instruction for higher order information literacy skills such as identifying how an author’s findings or conclusions contributed to the existing knowledge of a topic, or recognizing disciplinary differences in how sources are used to position, justify, illustrate or otherwise support or contest an argument.

LibQUAL Survey

The survey investigated:

- Whether users are able to independently find the information they need.
- Perceived helpfulness and competence of library staff.
- Physical environment as a location conducive to inspiration, individual study and group work.
- Information Literacy efforts, public safety and Interlibrary Loan services.

5. **Closing the Loop: Over Time Analysis.**

NSSE Information Literacy Module

In 2013 the Library participated as a beta partner for the new survey module. While the validity of these questions was untested, the results still gave EMU an encouraging snapshot, showing that Eastern Michigan University was on par with similar institutions and at or above national averages.

The questions the 2013 module had directly addressed Library involvement were dropped in the 2016 module, thus prohibiting the Library to make a direct correlation between the 2013 and 2016 module. The 2016 results indicate beyond the first year, there is a clear need for scaffolding and explicit instruction for higher order information literacy skills such as identifying how an author’s findings or conclusions contributed to the existing knowledge of a topic, or recognizing disciplinary differences in how sources are used to position, justify, illustrate or otherwise support or contest an argument.

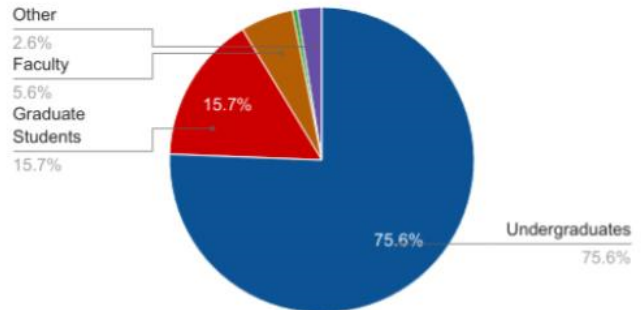
LibQUAL Survey

The library used the information gathered from the 2014 formal assessment process for development of service initiatives to improve the effectiveness of library services in alignment with the strategic plan, mission and goals of the library. Quickly reviewing the 2017 LibQUAL survey results, the initiatives seemed to have paid off as the respondents responded that their desired level of service and their perceived level of service consistent and slightly better than they were in 2014.

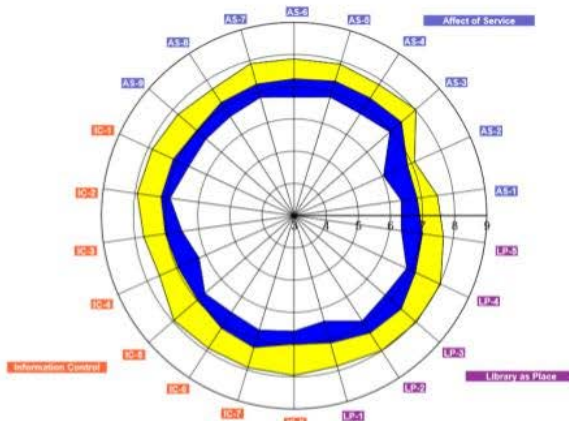
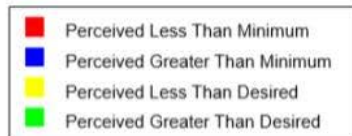
LibQual Summary

~40 questions total
 ~20 questions per respondent
 Average time: 5-10 min.

	2014	2017
Respondents	1545	1583
Minimum Desired Perceived	6.5406 7.8916 7.0465	6.58 7.815 7.1395



LibQual Results



Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.64	7.76	7.20	0.56	-0.57	1,557
Information Control	6.52	7.79	7.04	0.52	-0.75	1,572
Library as Place	6.57	7.90	7.18	0.61	-0.72	1,560
Overall	6.58	7.81	7.14	0.56	-0.68	1,575

Areas identified as perceived ongoing needs from the University Library include:

- Giving users individual attention (AS-2)
- Modern equipment that lets me easily access needed information (IC-5)
- Print and/or electronic journal collections I require for my work (IC-8)

Undergraduates overall, were the most satisfied with library services, with Graduate Students and Faculty requesting more research related resources and publications as a rule.

Appendix

NSSE – National Survey of Student Engagement 2016 Information Literacy Module

Background

Information Literacy is defined by the Association of College & Research Libraries as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”

(<http://www.ala.org/acrl/standards/ilframework>). Information literacy knowledge, skills and dispositions are essential for academic and professional success in the 21st century, and should be core to both General Education and disciplinary education. Like writing and reasoning, Information Literacy is taught across all disciplines and should be embedded in all curricula, which makes it difficult both to assess and to improve.

The Eastern Michigan University (EMU) Library plays a crucial role in supporting information literacy, but arguably the most important role the Library can take is to partner with departments and classroom-based instructors to embed consistent and scaffold information literacy experiences throughout a student’s learning path at EMU.

Eastern Michigan University has been participating in the National Survey of Student Engagement (NSSE) for over a dozen years. A description of the survey and complete results may be seen here: http://irim.emich.edu/ia_surveys.php?trgt=NSSE. In 2012 EMU Library applied for and was selected to participate in a beta trial of a topical module of Information Literacy questions, which was implemented in the early months of 2013. While the validity of these questions was untested, the results still gave EMU an encouraging snapshot, showing that Eastern Michigan University was on par with similar institutions and at or above national averages. In response to the 2013 survey, the EMU Library identified several areas for improvement, which were worked into the following year’s Library goals.

For two years EMU dropped the information literacy module from the NSSE survey, and then it was included again in the 2016 survey.

2016 IL module

The 2016 NSSE IL module consists of 14 questions such as “During the current school year, about how often have you done the following? Completed an assignment that used an information source (book, article, website, etc.) other than required course readings” (INL01a) and “During the current school year, how much have your instructors emphasized the following? Appropriately

citing the sources used in a paper or project.” (INL02b). Each question had a response option from 1 (never or very little) to 4 (very often or very much). The questions that in 2013 had directly addressed Library involvement were dropped in the 2016 module.

Six institutions were selected by EMU as a comparison group: Bowling Green State University, Ferris State University, Grand Valley State University, Indiana University of Pennsylvania, Middle Tennessee State University, and Tennessee Technological University.

Information Literacy module responses in the 2016 NSSE survey were received from 404 first year students (out of a 2,661 offered the survey), and 839 seniors (out of 4,720 offered the survey). These groups had a higher percentage females than the actual population of freshmen and seniors, but was representative of ethnicity. The overall EMU NSSE response rates of 23% and 24% were significantly higher than the comparison group as well as higher than the average of all MAC institutions and of all MI public institutions.

2016 IL module results

EMU first year students’ average scores were significantly higher than the six comparison institutions ($p < .05$ with an effect size less than .3 in magnitude) on 6 of the 14 questions, and on par for all but one other question. EMU first year students gave strong positive responses to questions about using sources other than required readings, working on a project that had multiple sub-assignments, not plagiarizing, and citing sources. The only question where EMU first year students responded with significantly lower ratings than the comparison group was “How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?” (INL03), where on a scale of 1-4, the average response for EMU first year students was 2.9.

EMU senior year students scored significantly lower than the comparison group ($p < .05$ with an effect size less than .3 in magnitude) on 9 of the 14 questions, and on par for the remainder. They showed the most difference from the comparison group on the question, “During the current school year, about how often have you done the following? Decided not to use an information source in a course assignment due to its questionable quality” (INL01e), with an average response of 2.1 on a scale of 1-4. On question INL03 about how the institution has contributed to their use of information, the senior year student average score was 3.1, which is 0.2 higher than the first year students, but significantly lower than the comparison group’s average of 3.2 (on a scale of 1-4).

Comparison with 2013

The question set in the 2016 module is different from the 2013 version, and far fewer EMU students responded to the 2013 questions, making direct comparison and longitudinal analysis impossible.

Discussion of results

The results show that Eastern Michigan University is doing comparably well in engaging first year and senior year students with core information literacy practices, but there are significant concerns regarding exposure to higher order information literacy practices, and particularly the experience of senior year students, whose scores were generally lower than the comparison group.

The importance of the involvement of classroom faculty in Information Literacy assignments and instruction cannot be overstated. A large majority of responding EMU students reported completing an assignment that used a non-required information source. Indeed, 97% percent of the first year students had already done so. Similarly, 96% of the seniors reported using a non-required information source in the current school year (INL01a). Unfortunately, a full 22% of first year and 24% of senior year students reported that in that year they had never completed an assignment that used the library's electronic collection of articles, books, and journals (INL01d). It should also be of concern that 6% of the first year students and a surprising 15% of seniors reported that in 2015-16 they had never received feedback from an instructor that improved their use of information resources (INL01c).

Information Literacy efforts at EMU stress not only how to find information, but how to determine its quality and evaluate whether information discovery warrants a change in research topic. EMU students did not score well on either of those higher order experiences. 19% of first year and a surprising 25% of seniors reported having never changed the focus of a paper or project based on information found while researching the topic (INL01f). Another question related to higher order information literacy skills asked whether students had ever looked for a reference that was cited in something they had read (INL01g). 15% of first year and a disappointing 20% of seniors reported never doing this in 2015-2016.

EMU students did show more experience with instruction in the mechanical tasks of attribution and avoiding plagiarism. Only 2% of first years and 6% of seniors reported that plagiarism was emphasized very little (the lowest possible score) by an instructor (INL02a). Similar responses were made for questions about citing appropriately and using scholarly sources. When asked if their instructors emphasized questioning the quality of information sources (INL02d), 6% of first year and a unsatisfactory 17% of seniors reported the lowest available score, very little.

Conclusions and recommendations

The results of the NSSE Information Literacy module suggest that while there is no cause for alarm, there is plenty of opportunity for improvement. In general, both first year and senior year students reported more experience with the lower order instructor expectations of citing sources and avoiding plagiarism, but much less awareness or experience with higher order information literacy practices such as choosing not to use a source because of its questionable quality, or

changing a paper topic to adjust to what was learned while researching. It is discouraging that for INL01d, only 51% of seniors reported using online library resources often or very often, and a full 24% reported never doing this (the first year results are similar).

The General Education program and the Library faculty have an opportunity to address the gaps in higher order information literacy learning by embedding and supporting information literacy learning outcomes in all General Education courses. A single intervention in several General Education classes to explicitly teach using the EMU Library Information Literacy Student Learning Outcomes rubrics already in place in Canvas would likely show a significant effect on student experience.

Beyond the first year, there is a clear need for scaffolding and explicit instruction for higher order information literacy skills such as identifying how an author's findings or conclusions contributed to the existing knowledge of a topic, or recognizing disciplinary differences in how sources are used to position, justify, illustrate or otherwise support or contest an argument. This need is reflected in some of the low NSSE INL scores of EMU seniors, and should be consistently and widely addressed through the Provost's office, the Library, Writing Across the Curriculum, and any relevant faculty development programs.