

University of Dayton University Libraries Assessment Plan for 2009-2010

Collection Assessment (Jenkins)

Subject Selectors will conduct collection assessments in Chemistry (Edwards) and Business (Giglierano). These will be based on "Subject-based Assessment Guidelines"
(<http://library.udayton.edu/basics/departments/assessment.php>)

Leisure Reading (Jenkins and Gauder)

The Libraries will conduct a multifaceted review of leisure reading collections and initiatives. Collection use statistics, data from LibQUAL+ and NSSE, and Porch Reads assessment data will be analyzed to assess the effectiveness of leisure reading activities and suggest future directions for these.

Reference: WOREP (Escobar)

We will conduct the Wisconsin-Ohio Reference Evaluation Program in Fall 2009. The Libraries periodically employ this survey to assess the effectiveness of reference services and user perceptions of them. The survey allows us to compare perceptions of the reference staff and users for individual transactions.

Service Points (Escobar and Gauder)

In an attempt to measure the type of questions received at main service points, the library has begun to use LibStats. Statistics gathered through this program will aid supervisors in assessing training and staffing needs for each service area. While not fully initiated at the start of the academic year, we do hope to explore more data gathering uses for this program in the coming year as it relates to our public areas.

Assessment of Roesch Library Computer Lab (continuing from 08-09, Rice)

Background: The Roesch Library computer lab provides on-site computers for University of Dayton students, faculty and staff. The computer lab includes computers on the 1st and 2nd floors and Group Project Space. Decisions on location, software needs, and service desk staffing have not been based on compiled statistics, but rather hunches, suppositions, and informal conversations with users. With the purchase of a suite of applications from *Computer Lab Solutions*, we will be able to easily collect statistics on application usage, determine peak time usage, average length of time spent on computers, and which computers are heavily used.

Assessment Tool: We will utilize three applications, LabStats, AppsUse, and LabMaps. LabStats will collect data on computer usage hourly, daily, weekly, monthly and yearly. AppsUse will track the total number of times an application is launched and the amount of time the application runs. LabMaps allows users to identify computer availability from any place on campus.

Implementation: A “client” will be installed on every computer in the lab during the first two weeks of January, 2009. Statistics will be gathered during 2009. Results will be assessed during the month of January 2010 culminating in a list of recommendations.

Assessment Outcomes and Uses: Various combinations of these statistics will confirm:

- Which applications are heavily used. We will use this information to determine training needs for lab assistants. We will be able streamline our computer “image” by easily identifying unused applications and removing them from the production. We will also be able to create a more user friendly desktop by supplying users shortcuts to the most popular applications.
- Which computers are favorites. Because all applications are offered on all computers, the computers used most frequently gives insight on placement and furniture preferences.
- The heavily used times of the lab. Gaining this information will help us to schedule help desk assistants when they are needed the most.

Library Instruction (Gauder) Academic Year 2009-2010

Background: The Roesch Library instruction team provides library instruction and research training to the students, faculty and staff at the University of Dayton. The team is comprised of instruction librarians and led by an instruction coordinator. Most of the instruction is facilitated for course-related research needs and takes place during a single class meeting. The Library has a dedicated library classroom that is equipped with 20 computer workstations, which is where instruction most often occurs, although some sessions take place elsewhere on campus when the situation warrants.

In conjunction with the English Department, the instruction team works to deliver the general information literacy competencies to first-year students, a University-mandated component (see library.udayton.edu/services/ref/infolit/ilc/index.php). The assessment results for this competency are reported to the General Education committee.

Assessment Tools: There are several measures already in place for testing student research skills of first-year students enrolled in English Composition. The program reaches the largest number of students within this context, so most assessment is done through these classes.

- Information literacy competencies are measured for all students enrolled in ENG101, ENG114, and ENG198 in the Fall semester. These students are registered for a library tutorial and three quizzes in Isidore, from which scores are extracted and analyzed.
- A set of pre- and post-tests will be administered to students enrolled in 75-minute classes, both in the Fall (ENG114) and Spring (ENG102). Students will be given a pre-test during library instruction sessions. The test questions will be based on the library tutorial contents. A post-test will be administered via scantron sheets in the classrooms at the end of the semester. All instruction librarians assigned to these ENG114 or ENG102 75-minute classes will be expected to utilize this measure.
- In addition to the quizzes, samples of student bibliographies will be evaluated, in conjunction with the English Department’s portfolio process. The English Department has several research-related outcomes that are similar to the library session outcomes. We hope to provide assistance in evaluating that rubric component for their assessment needs as well as the library’s information literacy assessment needs.

Assessment Outcomes and Uses: Various combinations of these results will confirm:

- How well students have achieved the following information literacy competencies:
 - Students will develop effective strategies for using information technologies when seeking knowledge.
 - Students will understand the structure, form, and access methods of recorded information.

- Students will use information and information technology responsibly and ethically.
- How well students have retained this knowledge over time.
- How well students have applied research skills to a research-based assignment in an English Composition course.

A review of this data by the instruction team will help us to adjust our instruction practices as needed.

Documentation: The quiz results are compiled and analyzed by the instruction coordinator. These results are shared with the instruction team as well as with the General Education Committee, which is responsible for enforcing the competencies. The aggregate results are also shared with the English Department. The individual sections of ENG101, ENG114, and ENG198 also receive section scores.

The bibliography samples are analyzed by the instruction coordinator. The results are disseminated to the instruction team and the English Department instructors. These results are generally not shared with the General Education Committee.