ACADEMIC AND STUDENT SUPPORT UNIT OUTCOMES ASSESSMENT REPORT

Reporting Unit: **Wyndham Robertson Library**   Reporting Cycle: **2015-16**

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INSTITUTIONAL MISSION:

Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and cocurricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society. The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas. Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, *Levavi Oculos*, calls us to leadership and service in accord with the Hollins values and traditions.

UNIT MISSION: "The Wyndham Robertson Library fosters student success at Hollins University by teaching students to critically engage in the discovery and use of information; by connecting faculty and students with resources that advance scholarship and creative work; by strengthening the intellectual community; and by preserving and sharing Hollins' legacy." *(Revised May 2014)*

OUTCOMES:

1. As a result of participating in a first-year seminar incorporating research instruction, students will be able to explain their responsibility in the attribution of sources they use in their work, and will demonstrate the process for attribution corresponding with their assignment.

2. Members of the Hollins University community will discover resources that enhance their work through a virtual space provided by the library.

3. The library encourages feedback from its user community, and utilizes the responses to transparently design and offer services and resources.

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Outcome:

As a result of participating in a first-year seminar incorporating research instruction, students will be able to explain their responsibility in the attribution of sources they use in their work, and will demonstrate the process for attribution corresponding with their assignment.

Assessment Measure:

- Survey with one multiple choice question to assess knowledge of the citation process, and one open-ended question for reflection on the responsibility for citing

Assessment Timeline: (*All items to be coordinated by Maryke Barber)

- September-October: Draft learning outcome and survey.
- November: Test survey.
- December: Administer survey, to be completed before the semester's end (Dec. 10).
- December-January: Gather responses.
- February-May: Analyze data.

Assessment Results:
A brief summary of assessment results, analysis of results, and key findings is provided below:

All seminars returned responses, for a total of 178 students. Respondents made up 89% of the total first-year population for Fall 2015.

We found that 90% of respondents were able to correctly identify five out of six required elements for creating a citation for a journal article; 73% identified all six. 95% of students made one or no erroneous selections. Among the incorrect selections, most chose to include the total number of pages, followed by abstract and International Standard Serial Number (ISSN).

In reflecting on the responsibility for citation, 97% of respondents gave one or more valid responses, 70% gave two or more. 73% of students mentioned plagiarism; other responses included findability, credibility, and scholarly responsibility. These responses correspond with a level of development appropriate for first-year students.

Much more detail is available in our complete report, provided as a supporting document.

Use of Assessment Results for Improvement:
A summary of how the unit used the information gathered from assessment activities to make program improvements is provided below:

A large majority of first-year students effectively demonstrated the process of citation. This indicates a successful collaboration between librarians, first-year faculty and the Writing Center, all of whom are included in the effort to ensure that first-year students understand their responsibility in citing and the process for doing so. Because of the student success in achieving the desired learning outcome, we do

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not plan any changes in our teaching of citation responsibilities and strategies. We will continue our efforts to incorporate citation in first-year information literacy instruction, as well as our efforts to partner with faculty and the Writing Center to achieve desired outcomes.

We also learned more about measuring student learning outcomes. This outcome assessment was both more manageable (in terms of staff time) and more effective (in terms of high response) than the assessment of our 2014-15 student learning outcome, so we will emulate this assessment process, to the best of our ability, with future student learning outcomes.

Supporting Documents:
(Include only if needed. Supporting documents related to assessment of this outcome should be listed below and included in attachment form. Label documents clearly e.g. "Alumnae Relations Reunion Satisfaction Survey Summer 2013." Acceptable formats: .doc, .pdf, .ppt, .xls)

Full Report: 2015_16 IL Outcome_Final Report Full.

Outcome 2:

Members of the Hollins University community will discover resources that enhance their work through a virtual space provided by the library.

Assessment Measures:

- Qualitative feedback from students to be gathered through homepage survey and usability test of library website.
- Quantitative data from students gathered through usage statistics of library website (Crazy Egg and Google Analytics)

Assessment Timeline (**All items will be coordinated by James Miller)**:**

- Homepage survey to be developed by September
- Usability test to be developed by December.
- September-November: Recruit students from instruction sessions to take website survey
- February-April: Advertise and recruit students for usability test from instruction sessions and/or Student Advisory Board. Participants will receive either 3 Library Café drink vouchers OR a $10 bookshop gift card.

Assessment Results:

A brief summary of assessment results, analysis of results, and key findings is provided below:

The homepage survey revealed that students had difficulty finding the Interlibrary Loan and MyAccount links. Students also wanted to see more databases, a clearer list of databases and have easier access to databases from the homepage. Respondents also requested a layout or design that was easier to read. A few respondents suggested we use a larger and more noticeable font and have less text so links are easier to find.

In the usability tests, students completed the tasks to find books and DVDs in the catalog, determine whether the library held specific journals and in which format, find contact information for specific librarians, and determine the library's hours of operation next week. Most of the participants took an expert path to these questions and were able to find the answers quickly and on their first attempt. The pain points echoed the responses in the homepage survey, namely finding articles and databases. Some users had difficulty finding a subject specific database and/or a librarian with a subject specialty. A small set of users struggled slightly determining where to start an article search.

 As a supplement to the survey and usability testing, I collected quantitative usage data of the library's website from Crazy Egg and Google Analytics. Crazy Egg collects all clicks on the page and displays the activity as a heat map. In Crazy Egg the articles and databases link (center table) and articles tab (tabbed search box) are the "hottest" with clearly the highest click number. The click number on Books, Course Guides, Films and For Faculty (services) also shows high use of these resources. Google Analytics data confirmed the popularity and high usage of the articles and databases page. The "About" category of the website was the second most popular section, with the hours page the most popular in that category.

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Use of Assessment Results for Improvement:
A summary of how the unit used the information gathered from assessment activities to make improvements to virtual spaces is provided below:

The homepage survey and usability tests provided valuable data about how our community uses the website. The findings from the homepage survey were clear and actionable. *Image 1* (see Homepage Images) is the homepage before we administered the survey.

Based on our homepage survey results, we made the following changes (seen in *Image 2* of the file, Homepage Images);

- o   A larger font
- o   Fewer links on the homepage
- o   Easier access to databases (via drop-down box- Articles and Databases tab): see *Image 3*
- o   The InterLibrary Loan link is now listed under "Quick links" in the center of the page.
- o   The MyAccount link is featured prominently in the top right corner

Based on the usability testing, we decided to make further refinements to the articles and databases section, which will appear in a redesigned website scheduled to go live in fall 2016. The recordings of the usability test will continue to be analyzed as we prepare for this website redesign, and our success with this methodology inspired us to decide to devote funds and time to conduct at least one usability test every academic year for the foreseeable future.

Supporting Documents:
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Homepage Images
Homepage survey questions
Crazy Egg and GA Data
Usability Questions

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Outcome 3:

The library will encourage feedback from its user community and utilize responses to transparently design and offer resources and services.

Assessment Measures (Luke Vilelle and Rebecca Seipp are co-coordinating activities):

- Will build a list of all the library feedback opportunities we provide for the HU community
- Will identify all changes we made based on feedback from the community
- Will capture all instances in which we communicated changes (made based on user feedback) to the community.
- Will benchmark our communications against peers, through the identification of methods peer libraries use (particularly online) to communicate with users.

Assessment Timeline:

- Assessment measures will be captured over the course of the year, as we provide feedback opportunities throughout the year. Examples include:
  - Student Advisory Board meets once/month.
  - The library's 5-year survey of the community will be conducted in the spring.
  - Suggestion board in the library is always available.
  - Feedback forms are provided after some library events.
- Peer benchmarking will be completed by Dec. 22

Assessment Results:
A brief summary of assessment results, analysis of results, and key findings is provided below:

The library offered an extensive array of feedback opportunities for the Hollins community in 2015-16, including both ongoing methods of engagement and one-time opportunities designed around specific needs. The student advisory board, which meets three times each semester, continues to be one of the most critical elements for being responsive to student needs. The major library survey, covering all elements of library resources and services and conducted once every five years, offered the entire campus community a formal chance to provide input, and 278 community members completed the survey. The library also offered targeted feedback opportunities, such as a two-question pop-up survey on the third floor to gather reaction to the establishment of evening quiet hours on the third floor.

As the other aspect of assessing this outcome, the library conducted an environmental scan of library websites, to identify if others offered additional methods for their communities to make suggestions, and to examine how they communicated results and changes based on those findings. One resource many other libraries offered was an Assessment page, where community members could learn more about the library's assessment efforts.

Use of Assessment Results for Improvement:
A summary of how the unit used the information gathered from assessment activities to make program improvements is provided below:

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We made a number of enhancements based on user feedback in 2015-16. Notable changes included the creation of evening quiet hours on the third floor, based on a recommendation from our student advisory board and also requested on our library suggestion board. Virtually, we significantly revised the library's home page based on survey feedback (see Outcomes Assessment 2 for more details). We also made collection development decisions aided by community feedback, such as the strong positive response to the two potential streaming film databases that encouraged us to add both to our collection.

Based on its review of peer libraries, the library developed an assessment dashboard web page, at http://www.hollins.edu/library/about/assessment.shtml, and a page devoted to our student advisory board activities, at http://www.hollins.edu/library/about/lsab.shtml**.** The assessment page connect to the student advisory board page and serves as the primary avenue by which to distribute library assessment results.

The library placed a greater emphasis on reporting changes based on community feedback in its monthly newsletters. The February 2016 library newsletter included stories on the changes to the web site, the evening quiet floor hours, and the permanent establishment of the zine collection, all based on user feedback.

Supporting Documents:
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- Feedback_opportunities (a listing of all library feedback opportunities in 2015-16).
- Feedback_driven_enhancements (a listing of changes made to library services and resources based on feedback)
- WRL Newsletter – February 2016