

# Administrative Unit Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

## Be sure to **SAVE** your progress as you work!

**Administrative Unit**  
Library Services

**Submission Year**  
2021-2022

**Assessment Coordinator Name**  
Lisa Wiecki

**Enter Assessment Coordinator Email**  
lwiecki@lander.edu

## Unit Goal

### Goal

#### Goal 1

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

#### Unit Goal

Library Services demonstrates the ability to provide collections and information resources to support degree programs offered at Lander University.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

#### What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Frequent usage of library electronic resources to search for and download research materials.

**Timeframe for this Outcome**

2020-2021 academic year

**Performance Target for "Met"**

Stable or increased usage of research databases for searching, viewing and downloading materials

**Performance Target for "Partially Met"**

Moderate or decline in usage of research databases for searching, viewing and downloading of materials

**Performance Target for "Not Met"**

A significant decline in database searching, viewing and downloading of materials

**Assessment Measure Used**

Usage statistics

**Frequency of Assessment**

Yearly summary reports

**Data Collected for this Timeframe (Results)**

Database search statistics:  
EBSCO resources had 182,799 sessions and  
488,386 searches.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Last year there was a significant uptick in the number of sessions and searches for EBSCO resources. There is an explanation for the surge in searches. Last year's bloated number of searches, 924,315, could be due to the move to a new integrated library system and discovery layer. Librarians had to do a significant amount of testing and this test period impacted our number of searches. This year the numbers are look closer to the usage we had in the past, which was expected.

**Resources Needed to Meet/Sustain Results**

In order to sustain results the Library needs to continue to be able to renew its online database offerings.

**Explanation of How Resources Will Be Used**

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Students and faculty borrow materials from the Library.

**Timeframe for this Outcome**

2020-2021 academic year

**Performance Target for "Met"**

Stable or increased circulation statistics

**Performance Target for "Partially Met"**

Moderate or slightly decreased circulation statistics

**Performance Target for "Not Met"**

Sharp decline in circulation statistics

**Assessment Measure Used**

Circulation usage statistics

**Frequency of Assessment**

Yearly summary reports

**Data Collected for this Timeframe (Results)**

6,268 items circulated from the library collection

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Library usage did decline last year due to fewer students on campus when there were hybrid classes being taught. The Library did temporarily remove high-touch items from circulation due to concerns about the potential viral load on these items. I would still argue that our usage was stable, there were simply fewer people on campus and many avoided indoor seating spaces due to the outdoor seating added to the courtyard. Those that did come in used Library resources.

**Resources Needed to Meet/Sustain Results**

No further resources are needed at this time.

**Explanation of How Resources Will Be Used****Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Students and faculty utilize PASCAL rapid book delivery service

**Timeframe for this Outcome**

2020-2021 academic year

**Performance Target for "Met"**

Stable usage statistics

**Performance Target for "Partially Met"**

Decreased usage statistics

**Performance Target for "Not Met"**

Sharp decline in use of the service

**Assessment Measure Used**

Borrowing usage statistics

**Frequency of Assessment**

Yearly summary

**Data Collected for this Timeframe (Results)**

371 items borrowed from PASCAL institutions

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Students and faculty are aware of the PASCAL service and utilized it during the academic year. Our stats decreased due to fewer faculty and students on campus but the service was consistently used.

**Resources Needed to Meet/Sustain Results**

No further resources are needed.

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Despite fewer faculty and students on campus due to hybrid courses, our data shows active usage of our resources. While numbers declined the usage was what we would expect based on the number of students and faculty coming to campus.

**Changes Made/Proposed Related to Goal**

The Library has now gone through a full year with our new catalog and discovery layer. We fill this new tool will ultimately make access to our resources easier for students and faculty.

**Upload Files (if needed)**

## Goal 2

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

**Unit Goal**

The Library provides facilities to support the teaching and learning mission of Lander University.

**Pillar of Success Supported**

Facilities Positioned for Growth and Efficient Utilization

## Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Regular and consistent use of the Library facility by students, faculty and staff

### Timeframe for this Outcome

2020-2021 academic year

### Performance Target for "Met"

Stable or increased usage

### Performance Target for "Partially Met"

Decrease in usage

### Performance Target for "Not Met"

Sharp decrease in usage

### Assessment Measure Used

Hourly headcounts  
Daily furniture usage reset/count

### Frequency of Assessment

Headcounts: Hourly  
Furniture usage: Daily

### Data Collected for this Timeframe (Results)

The average number of users per hour per day (taken from our hourly counts) (16.5 hour day):  
33.52  
Furniture one-time usage daily count: 89.8 percent usage

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

The numbers decreased since had to reduce seating and occupancy numbers in the Library. The building was used, we just had fewer places for students to sit. We also observed fewer faculty and students on campus due to the pandemic.

### Resources Needed to Meet/Sustain Results

No further resources are needed at this time.

### Explanation of How Resources Will Be Used

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Regular and consistent use of reservable group study rooms.

### Timeframe for this Outcome

2020-2021 academic year

### Performance Target for "Met"

Stable or increased usage

### Performance Target for "Partially Met"

Decrease in usage

### Performance Target for "Not Met"

Sharp decrease in usage

### Assessment Measure Used

Room reservation reports from our online room reservation system

### Frequency of Assessment

Yearly summary report

### Data Collected for this Timeframe (Results)

Total number of hours occupied (16 rooms + 4 balcony tables): 24,139 hours  
Total confirmed bookings: 11,337

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

The number of bookings and hours occupied increased last year because the Library added more bookable spaces. We also saw students using the private rooms to take online exams as opposed to using them for group work.

### Resources Needed to Meet/Sustain Results

We need to continue to subscribe to our LibCal software by Springshare in order to maintain our room booking system.

### Explanation of How Resources Will Be Used

## Goal Summary

### Goal Summary/Comments

Although the number of users walking through our doors decreased due to factors on campus during the pandemic, we saw an increase in the need for students to book private rooms to take exams in. Therefore we saw bookings increase from previous years. This was unexpected and an interesting result of the pandemic and the hybrid courses being delivered.

### Changes Made/Proposed Related to Goal

The Library has been able to restore the seating that was removed due to social distancing guidelines during the pandemic.

### Upload Files (if needed)

## Goal 3

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

### Unit Goal

Library Services demonstrates the ability to provide access to regular and timely instruction in the use of information resources to Lander University students.

### Pillar of Success Supported

Robust Student Experience

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Librarians offer and provide instruction of information resources to students

### Timeframe for this Outcome

2020-2021 academic year

### Performance Target for "Met"

100% of requests for library instruction are fulfilled. Stable or increased number of workshops requested.

**Performance Target for "Partially Met"**

Requests for library instruction are partially fulfilled.

**Performance Target for "Not Met"**

Sharp decrease in instruction requests or inability to fulfill instruction requests.

**Assessment Measure Used**

Instruction log of workshop requests

**Frequency of Assessment**

Yearly summary

**Data Collected for this Timeframe (Results)**

Number of workshops taught: 31

Number of unique session preps: 20

Number of students reached: 2028

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

This past year our number of workshops decreased. We taught 30 workshops as opposed to the 45 workshops taught the previous year. Lander returned from remote learning with a hybrid approach to instruction for the 2020-2021 academic year. Classroom capacities were lowered and "visitor" interactions within classrooms were limited. The library offered synchronous virtual workshops and asynchronous modules to continue providing library instruction during this time. Many professors may have chosen not to request instruction due to the need to use added technology within an already overwhelmed classroom. We were able to reach more students through asynchronous instruction during this time. We moved the library module for our freshman experience course, LINK 101, completely asynchronous using instructional videos and a digital scavenger hunt using the library's website and resources. We were able to reach a total of 2,028 students through synchronous and asynchronous instruction. We had an increase in interest in our INFO 101 course (1 credit information literacy course) and taught a total of 100 students over the course of the academic year.

**Resources Needed to Meet/Sustain Results**

No further resources needed at this time but we do need to be able to continue purchasing our subscription to Springshare's LibGuides and LibWizard tutorial/assessment creation software.

**Explanation of How Resources Will Be Used****Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**



Student knowledge of library resources increases after each session.

**Timeframe for this Outcome**

2020-2021 academic year

**Performance Target for "Met"**

Significant increase of knowledge after instruction session indicated after post test.

**Performance Target for "Partially Met"**

Moderate increase of knowledge after instruction session indicated after post test.

**Performance Target for "Not Met"**

No increase of knowledge after instruction session indicated after post test.

**Assessment Measure Used**

Pre and post test administered before and after each library workshop

**Frequency of Assessment**

Happens at each session, yearly summary compiled

**Data Collected for this Timeframe (Results)**

Results for post test respondents  
Workshop Helpfulness for all levels (100, 200, & 300/400)  
55% found the workshops to be Very Helpful  
40% found the workshops to be Helpful  
5% found the workshops to be Somewhat Helpful  
0% found the workshops to be Not Helpful

**Score (Met=3, Partially Met=2, Not Met=1)**  
2

**LAST YEAR'S NUMBERS FOR COMPARISON:**

Workshop Helpfulness for all levels (100, 200, & 300/400)  
52% found the workshops to be Very Helpful  
35% found the workshops to be Helpful  
5% found the workshops to be Somewhat Helpful  
0% found the workshops to be Not Helpful

Post test responses for the question: Where to get help?

88% answered correctly

Post test responses for the question: Where to find books?

92% answered correctly

Post test responses for the question: Where to find a scholarly article?

73% answered correctly

**Comments/Narrative**

In comparing this year's responses to last year, students' perspective of the helpfulness of the library sessions increased. When moving to more asynchronous modules and less face to face sessions, the library was not able to capture the data regarding knowledge levels after a session in a the same manner as previously done. The library has adjusted our assessment measures moving forward so this will not happen again.

**Resources Needed to Meet/Sustain Results**

No further resources needed at this time but we do need to be able to continue purchasing our subscription to Springshare's LibWizard tutorial/assessment creation software.

### Explanation of How Resources Will Be Used

## Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Librarians create course guides to provide a subject-specific guide to resources in a selected discipline's course.

### Timeframe for this Outcome

2020-2021 Academic year

### Performance Target for "Met"

100% of requests for guides are fulfilled. Stable or increased number of guides requested.

### Performance Target for "Partially Met"

Requests for guides are partially fulfilled.

### Performance Target for "Not Met"

Sharp decrease in guides or inability to fulfill guide requests.

### Assessment Measure Used

Log of course guide creation

### Frequency of Assessment

Yearly

### Data Collected for this Timeframe (Results)

Number of course guides: 37

Number of students reached (by views): 15,763

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

Course Guide creation happens when requests are made for face to face instruction workshops, asynchronous instructional experiences, topical workshops, and resource pages. Librarians also create subject guides. Subject Guides are created for disciplines taught at Lander. Each year additional guides are created to match Lander's program offerings. Currently, there are 25 major subject guides. The library is currently working with ITS to integrate these subject and course guides into Blackboard (learning management system) using an LTI tool so that students can easily link to the library's resources through their course in Blackboard. This will provide the library with another way to meet

students where they are. We hope to have this available by 2022 -2023 academic year.

**Resources Needed to Meet/Sustain Results**

No further resources needed at this time but we do need to be able to continue purchasing our subscription to Springshare's LibGuides course guide creation software.

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Although our number of in-person workshops decreased due to the shift to a hybrid instructional year Librarians still saw an increase in the number of students participating in our Library instruction. We will continue to offer library instruction through a variety of modalities to reach as many students as possible including our credit bearing information literacy course. We will continue to provide the LINK 101 library module and activity asynchronously so we can reach as many freshman students as they begin their academic career at Lander.

**Changes Made/Proposed Related to Goal**

We have adjusted the way we obtain assessment data from library sessions to make certain that this information is gathered. We will continue to reach out to faculty about library instruction opportunities that can be provided in person, virtually, or asynchronously through course guides and library modules.

**Upload Files (if needed)**