



## Mansfield Library 2022 Assessment Report

### MISSION STATEMENT

**Mission:** The Mansfield Libraries design and implement specialized services, instruction, and programs to nurture scholarship and creative activity. We provide our campus and community members the opportunities to understand the past, analyze the present, and prepare for the future as globally-engaged citizens.

**Vision:** The Mansfield Libraries continuously adapt to the world’s ever changing, interconnected, complex reality, improving technologies and changing tools, to best meet the educational and research needs of our diverse University of Montana campus and community members, and serve as places where lives are enriched and transformed.

**Instruction mission:** The central mission of library instruction is to create information literate students. According to the Association of College and Research Libraries (2015) Framework for Information Literacy for Higher Education “Information literacy is 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.”<sup>1</sup>

### DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

- Nurture scholarship and creative activity. (2. Drive excellence and innovation in teaching, learning, and research. 3. Embody the principle of "Mission First, People Always". 4. Partner with place. 5. Proudly tell the UM story.)
- Meet the educational and research needs of our diverse University of Montana campus and community members. (2. Drive excellence and innovation in teaching, learning, and research. 3. Embody the principle of "Mission First, People Always". 4. Partner with place. 5. Proudly tell the UM story.)
- Create information literate students. (1. Place student success at the center of all we do. 2. Drive excellence and innovation in teaching, learning, and research.)
- The Library developed internal Priorities for Action for September 2021-July 2023, each align with UM PFAs. (See Appendix A.)

### STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

In addition to Student Learning Outcomes, Library standards and measurements to evaluate them are included below.

Student Learning Outcomes	Measurement Tools A.	Measurement Tools B.	Measurement Tools C.	Measurement Tools D.
<b>Instruction Frameworks</b> 1. Authority is Constructed. 2. Information Creation as a Process. 3. Information Has Value. 4. Research as Inquiry. 5. Scholarship as	Statistics/Trends (continuous): <ul style="list-style-type: none"> <li>• Instruction (course-integrated, individual sessions and workshops, credit</li> </ul>	Evaluations: <ul style="list-style-type: none"> <li>• One-shot instruction sessions Student Library Instruction</li> </ul>	Credo Information Literacy – Core (continuous): <ul style="list-style-type: none"> <li>• Use</li> </ul>	University-wide Program-level Writing Assessment, administered by the UM UPWA

<sup>1</sup> Association of College & Research Libraries. (2015). *Framework for information literacy for higher education*. Chicago, IL: Author.

Student Learning Outcomes	Measurement Tools A.	Measurement Tools B.	Measurement Tools C.	Measurement Tools D.
<p>Conversation. 6. Searching as Strategic Exploration. See the <a href="#">Library Information Literacy Curriculum</a> for detailed Knowledge Practices and Dispositions.</p> <p><b>Educational Role</b>  “Partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.”<sup>2</sup></p>	<p>courses, supervised and credit internships)</p> <ul style="list-style-type: none"> <li>• Reference</li> <li>• Consultations</li> <li>• LibGuides Use</li> </ul>	<p>Feedback (optional) (See Appendix B.)</p> <ul style="list-style-type: none"> <li>• COMX 111 Student Library Instruction Feedback (continuous)</li> <li>• Graduate Student Workshop Series Surveys (Fall 2022) (See Appendix C.)</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> </ul>	<p>Program Coordinator (continuous)</p>
<p><b>Collections</b>  “Provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.”</p>	<p>Statistics/Trends (continuous):</p> <ul style="list-style-type: none"> <li>• Use</li> <li>• Budget</li> <li>• Price Per Use</li> </ul>	<p>New Program Proposals and Accreditation Reviews (as proposed or required)</p>	<p>No Book (continuous)</p>	
<p><b>Discovery</b>  “Enable users to discover information in all formats through effective use of technology and organization of knowledge.”</p>	<p>Statistics/Trends (continuous):</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• ScholarWorks</li> <li>• Montana Memory Project</li> <li>• Archives West</li> <li>• Technology Support and Use</li> </ul>	<p>Bibliographic Data Analysis (FY22):</p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Withdrawn Materials</li> <li>• OCLC WorldCat Holdings</li> </ul>	<p>No Book (continuous)</p>	
<p><b>Space</b>  Serve as “the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.”</p>	<p>Statistics/Trends (continuous):</p> <ul style="list-style-type: none"> <li>• Building Use</li> <li>• Study Room and Studio Use</li> <li>• Onsite researchers in Archives &amp; Special Collections</li> <li>• Exhibits</li> <li>• Programs</li> <li>• Program Attendance</li> </ul>	<p>Building Space Planning Task Force Space Evaluation (FY21)</p>	<p>No Book (continuous)</p>	
<p><b>Professional Values</b>  “Advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.”</p>	<p>Student Centered Innovative Projects (FY22)</p>			

<sup>2</sup> This and the subsequent quoted statements are from the following document: Association of College & Research Libraries. (2018). *Standards for libraries in higher education*. Chicago, IL: Author.

Student Learning Outcomes	Measurement Tools A.	Measurement Tools B.	Measurement Tools C.	Measurement Tools D.
<b>Institutional Effectiveness</b> “Define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.”	Priorities for Action (September 2021-July 2023) Actions with Success Indicators (FY22-FY23) (See Appendix A.)	Organizational Planning Task Force Survey (FY21)		

## RESULTS and MODIFICATIONS

Student Learning Outcomes and Project results	Modifications made to enhance learning and library services
<p><b>Student Library Instruction Feedback</b></p> <p>Beginning Spring 2022, librarians implemented a modified survey to gather student feedback on library instruction. The revised instrument asks students to rate the effectiveness of “the language used by the librarian to explain information,” instead of asking students to rate the session “overall.” Other changes, based on the <a href="#">Project Outcome for Academic Libraries</a> instruction survey questions (the library previously piloted), include asking students to rate if they “learned something new that will help [them] succeed in [their] classes,” “feel more confident using the library,” and are “more aware of library resources and services,” after the instruction session. Open-ended questions are also part of the evaluation. These were changed from “How might you apply what you learned in this session to your assignment?” and “In your research, what might you do differently based on what you learned in this session?” to “How might you apply what you learned to class assignments?,” “What did you like most about this session?,” “What other content could librarians cover in instruction to help you succeed in your work?,” and “Feel free to provide any further comments below.”</p> <p>The implementation numbers are low at this point. Keeping that in mind, 90% of students found the language used “Very effective or Effective,” and 90% responded that they “Strongly agree or Agree” with each of the newly added outcomes questions. The qualitative data indicates that the timing of library instruction in students’ academic career and during the course of a semester is important to students; information we have seen over time and can communicate when collaborating with faculty on campus. Among other findings, the open ended responses on what students liked are important to identify specifics that resonate with students’ learning needs and styles (e.g., hands on work). See Appendix B. for the full quantitative data, and select qualitative responses.</p>	<p>Given the implementation is new and responses low, we do not plan to make any significant changes at this point. At the program level, we will respond to students’ stated preferences and needs, and continue to communicate the importance of timing to faculty. Additionally, individual library faculty will make modifications to their teaching based on feedback from the sessions they taught. In terms of assessment, we will continue to modify the feedback form to ask questions that can inform our practice and understanding of student learning and needs, and increase the use of an instrument. And we will use the data we have to inform the revision of our curriculum.</p>
<p><b>Bibliographic Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Accessibility – Catalog records were reviewed for accessibility metadata (not including eResources, for which library personnel cannot locally control the data). Currently 4,958 records for items owned by Mansfield or Missoula College in the OneSearch system have at least one field with accessibility information, 216 of those records were created in FY22.</li> <li>• Withdrawn Materials – Library personnel reviewed, withdrew and or shifted an extensive number of materials to make room for the expansion of the Mansfield Center on the fourth level of the building, including a large-scale journal withdrawal; all library materials, excluding Archives and Special Collections materials, were moved</li> </ul>	<ul style="list-style-type: none"> <li>• Accessibility – Accessibility metadata was added or upgraded for locally cataloged materials so that library users can refine searches by accessibility features, and accessibility information will display when library users search OneSearch. This enables users of the library to more easily find resources that are fully or partially accessible. This also allows students with disabilities to know if they need to request accommodations for alternative formats.</li> <li>• Withdrawn Materials – The location data for each item in the collection being withdrawn or shifted</li> </ul>

Student Learning Outcomes and Project results	Modifications made to enhance learning and library services
<p>from the floor. Also noteworthy was the Government Documents Duplicates Weeding Project. Bibliographic Management Services personnel worked in conjunction with Circulation colleagues, the Government Documents Librarian, and the Space Planning Committee to complete the review, which resulted in withdrawing 4,861 duplicate documents (deleting or modifying catalog records) and moving over 750,000 items (updating location data in catalog records and physically moving items between floors and or shelves); the entire documents collection was moved into compact shelving.</p> <ul style="list-style-type: none"> <li>• OCLC WorldCat Holdings – Catalog records were reviewed for alignment with the holdings data available in OCLC WorldCat: 1,447,767 records were sent to OCLC to compare with their database records after internally researching the process and improving the accuracy of the data. As a result of this comparison, OCLC removed holdings from records in their database that were not included in the records we sent, added holdings to their database for records in the set we sent that didn't already have our holdings, and searched for possible matches in their databases for records in the files we sent that did not have OCLC numbers.</li> </ul>	<p>was kept up-to-date, and the physical movement well-organized and efficiently handled, enabling users to continue to access materials during and after the projects, resulting in essentially no wait time for library users to access those materials.</p> <ul style="list-style-type: none"> <li>• OCLC WorldCat Holdings – WorldCat records accurately reflect the materials available at UM. The improved records help with speedy receipt of library users' Interlibrary Loan requests by reducing the time for troubleshooting requests that can't be filled, and also provide library users with another portal to find library collections, via WorldCat and Google (i.e., WorldCat holding are searched in general Google searches).</li> </ul>

## FUTURE PLANS FOR CONTINUED ASSESSMENT

Future plans include refining reference and instruction evaluation instruments, including greater implementation of instruction measures.

## APPENDICIES

- A. Mansfield Library and Payne Family Library Summary of Priorities for Action, September 2021-July 2023
- B. Student Evaluation of Library Instruction 2022
- C. Graduate Student Workshop Series Evaluation Data Fall 2022

## Appendix A. Mansfield Library and Payne Family Library (ML) Summary of Priorities for Action (PFA), September 2021-July 2023

### 1) *Place student success at the center of all we do.*

- ML PFA 1.1 - Meet the unique needs of Missoula College students through additional services and staffing support at the Payne Family Library.
- ML PFA 1.2 - Create a full-time tenure-track Diversity, Equity, and Inclusion (DEI) librarian position to lead the library, and collaborate with campus and community partners in anti-racism work and addressing institutional racism.
- ML PFA 1.3 - Provide equal access to, and free and unrestricted public use of, government information in our role as the Regional Federal Depository for Montana by building and maintaining adequate infrastructure and staffing support.
- ML PFA 1.4 - Decentralize whiteness in library instruction and reference interactions to address institutional racism and implicit bias.
- ML PFA 1.5 - Provide welcoming spaces throughout the library building, which foster research, learning, contemplation, and rejuvenation.
- ML PFA 1.6 - Pilot use of Credo Information Literacy (Core), an information literacy tool, in select UM writing courses to provide sustainable online instruction, integrate instructional resources within course Moodle shells, including built-in assessment, and potentially increase the reach of the library instruction program.
- ML PFA 1.7 - Upgrade Macs and PCs on Mansfield Library Level 3 and at the Payne Family Library.
- ML PFA 1.8 - Increase awareness of Open Access content and Open Educational Resources across campus and within the library.
- ML PFA 1.9 - Revise instruction program curriculum to develop students' information literacy abilities.
- ML PFA 1.10 - Show awareness to our patrons and relevant service areas within the library that dominant systems of naming, subject headings, and metadata may be inappropriate to some materials and actively seek consultation from the community to which the materials originate.
- ML PFA 1.11 - Provide University of Montana students with library employment, paid internships, and other experiential learning opportunities at the graduate and undergraduate levels.
- ML PFA 1.12 - Provide sustainable and efficient methods of increasing accessibility of library resources.
- ML PFA 1.13 - Tailor library services for graduate students to meet their unique and varied information and research needs, including collaboration with strategic partners.
- ML PFA 1.14 - Improve library student employee engagement and communication.

### 2) *Drive excellence and innovation in teaching, learning, and research.*

- ML PFA 2.1 – Complete the review and processing of federal documents deselected by the Montana State Library.
- ML PFA 2.2 - Investigate research data management (RDM) opportunities on campus in order to lay the groundwork for a more formalized set of RDM library services.
- ML PFA 2.3 - Investigate implementation of expanded chat service by creating a TRAILS (Treasure State Academic Information and Library Services) staffed chat service.
- ML PFA 2.4 - Realign the library's holdings of owned materials within WorldCat to reflect more accurate information that makes materials easier to find.
- ML PFA 2.5 - Increase the availability of place-focused unique and rare content available for scholarship at UM and worldwide.
- ML PFA 2.6 - Collaborate, cooperate, and partner with innovative facilities and programs across campus (e.g. Innovation Factory, IT, Media Lab, other Colleges, etc.).
- ML PFA 2.7 - Establish adequate and sustainable funding, with a predictable budget allocation model for the Mansfield Library, which aligns with the mission and aspirations of the University of Montana.
- ML PFA 2.8 - Work with the UM Foundation to better facilitate planned giving and fundraising opportunities.
- ML PFA 2.9 - Add relevant acquisitions to the library collection that support diversity, equity, and inclusion (DEI), and/or are from publishers outside the mainstream publishing industry.

- ML PFA 2.10 - Establish a feature-rich livestream / podcast / dialogue studio within the One Button Studio Room and serve as a high-quality place to conduct interviews or meetings of importance, including remote interviews.
- ML PFA 2.11 - Establish the library as the baseline studio and studio support entity on campus.

### **3) *Embody the principle of "Mission First, People Always".***

- ML PFA 3.1 - Support professional development for all Mansfield Library employees by funding and encouraging participation in UM-based and discipline-specific continuing education.
- ML PFA 3.2 - Ensure adequate emergency planning and training of the Mansfield Library and Payne Family Library faculty, staff, and student employees with a comprehensive emergency response plan.

### **4) *Partner with place.***

- ML PFA 4.1 - Create, refine, and implement shared exhibit guidelines and best practices to specifically engender collaboration between the library and the wider campus and Missoula community, with an emphasis on representation of patron and community populations.
- ML PFA 4.2 - Continue partnership in Documenting COVID - 19 in Missoula County: A Community Archive Project.
- ML PFA 4.3 - Undertake reparative description of archival collections, and surface content about traditionally marginalized and underrepresented communities.

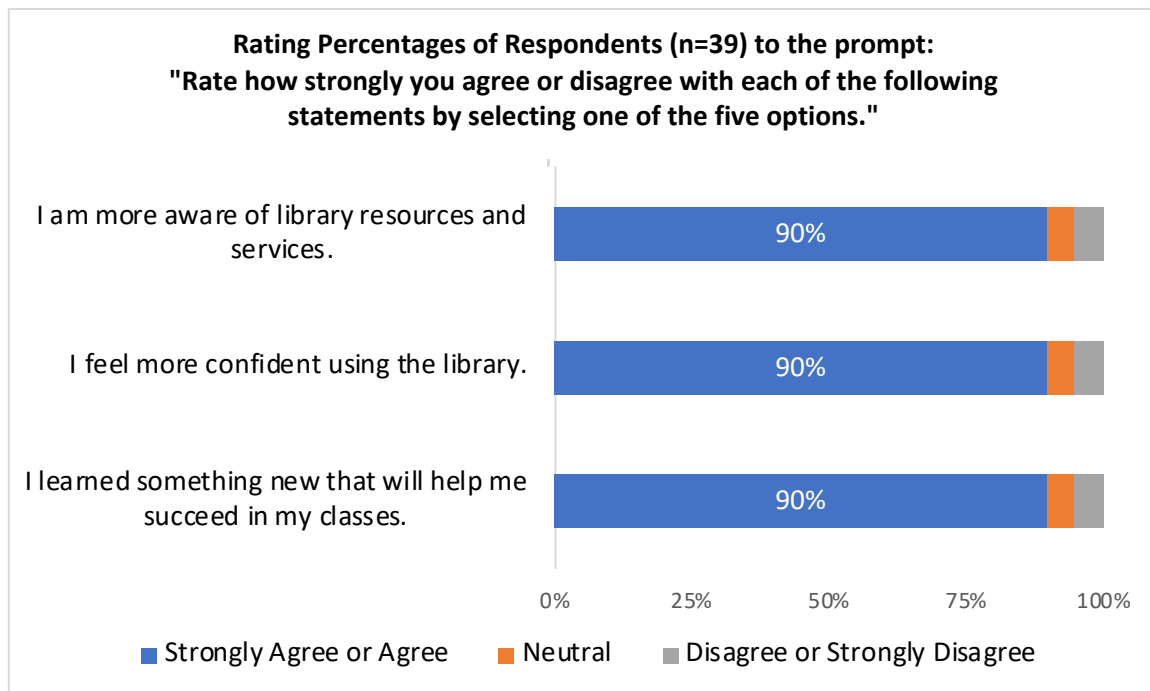
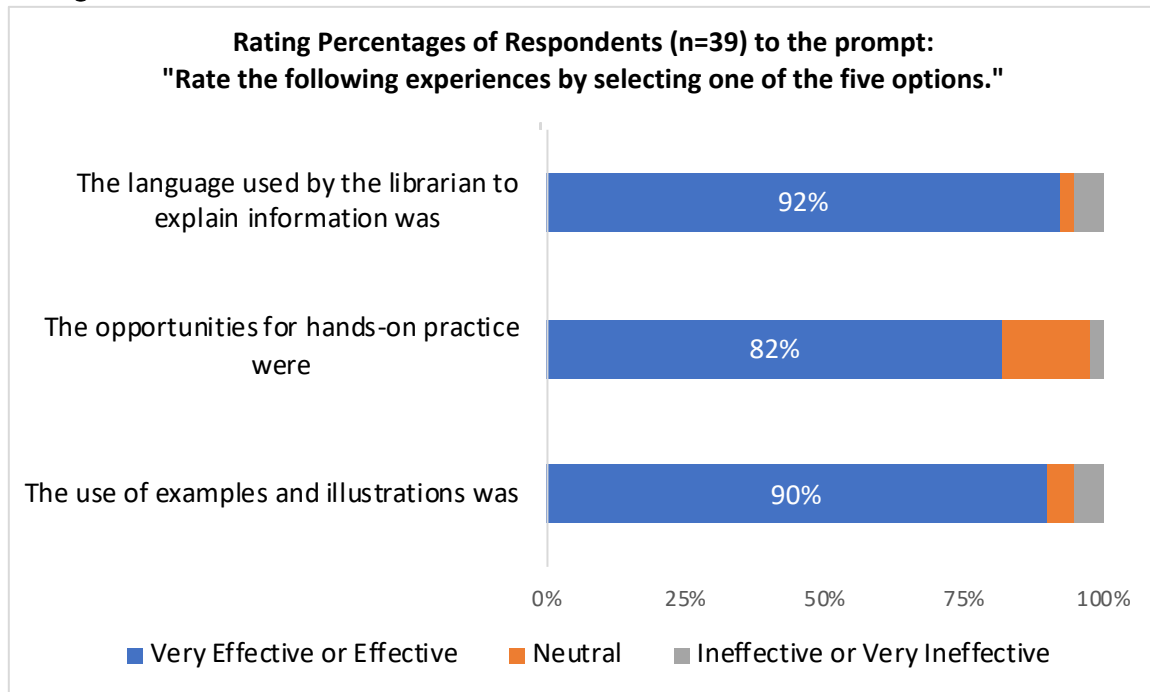
### **5) *Proudly tell the UM story.***

- ML PFA 5.1 - Highlight student and faculty performances, lectures etc. by making recordings available for the public to borrow.
- ML PFA 5.2 - Improve stewardship and preservation of the library's unique and rare regional content, including content by and about the University of Montana.
- ML PFA 5.3 - Partner with campus units to explore the generation of compelling institutional data/metrics.
- ML PFA 5.4 - Develop a Mansfield Library Communication Plan to advance and improve communications between the library and its stakeholders (library personnel and users, UM campus, and Missoula community) through clear, consistent, and timely messages using a range of communication channels.

## Appendix B. Student Evaluation of Library Instruction 2022

Evaluation data below represents responses from both undergraduate and graduate students.

### Rating Questions Data



### Open-ended Questions Select Responses

How might you apply what you learned to class assignments?

- I can search topics on databases more effectively.
- I have already used what I learned in my lit review for my future dissertation (which databases to use, strategies for limiting or widening searches, etc.). I also signed up for RefWorks and am loving it--I had previously used EndNote but find I like RefWorks much better.

- I will be using all new learning for my dissertation and class work moving forward.
- I've already utilized it to help me in doing research for several different classes.
- Understanding how to use reworks both for collecting documents, but also citing, will make writing my project proposal much easier and more organized.
- Using the library website for sources that are credible rather than using google.

#### What did you like most about this session?

- Being walked through use and setup of reworks and the databases.
- I enjoyed how hands on and how easy it was to follow along and understand the material.
- I liked how the presenter made all of the resources so clear and easily identifiable for future usage. [They] demystified the process.
- I loved learning about the department specific research guides!! I had no idea those existed and now have it bookmarked and refer to it often. Also thank you for showing us RefWorks! I now use it almost daily and love how organized it keeps all my lit review sources.
- The instructor was willing to do hands on examples of questions that we have encountered in doing searches. I learned A LOT of information that will help me navigate doing research so much more effectively and efficiently.
- The section about how to implement citations. I already knew many of the tricks regarding searching the library database.

#### What other content could librarians cover in instruction to help you succeed in your work?

- Deeper into the interlibrary loan service
- How to cite your work.
- I do have a little trouble figuring out how to find research that includes a specific author (for some classes we have to identify and interview researchers utilizing different types of research methods) I've had difficulty doing a generic author search. And maybe [Librarian X] did cover this, actually I think [they] did, there was so much information, but a way for the system to sift research based on type of method.
- Maybe provide a better understanding of where you should start as far as keywords.
- Tour of library would be cool

#### Feel free to provide any further comments below.

- very personable, easy to understand, familiarity with research for department, thus real examples
- I found [Librarian X] to be really helpful and would feel comfortable reaching out to [them] if I am getting stuck on something specific. [Librarian X] clearly knows [their] stuff and can explain it in a way that is easy to understand.
- I think this course would have made more sense to require for a freshman or sophomore. It seems somewhat antithetical to take a course on available library resources and Refworks in one's last semester of having access to the UMT library; I am not sure who has control over this fact though.
- [Librarian X], thank you so much for providing such great instruction throughout my time here at UM. I have seen you present 5 or 6 times over the years in different classes, and you've always made accessing resources and new information to accessible.
- I thought the information was great but it might have been more effective a little later in the semester when we had started our final paper.



## Appendix C. Graduate Student Workshop Series Evaluation Data Fall 2022

### *Attendance, Response Rates and Percentages*

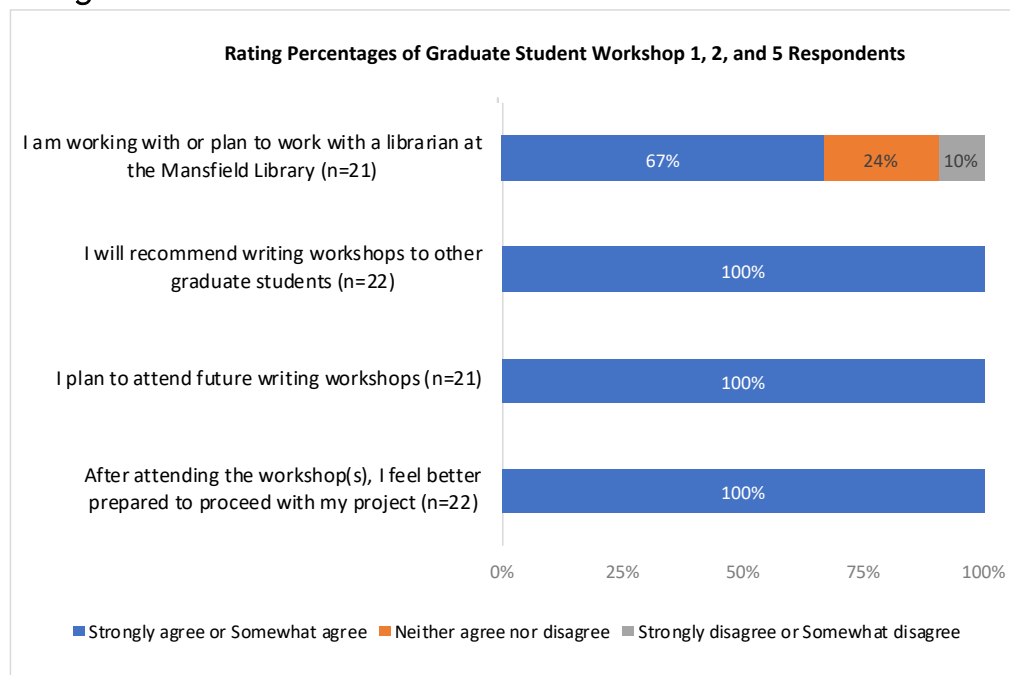
A total of 79 graduate students attended the three sessions library faculty co-presented (this number may include double-counts, students who attended more than one of the sessions).

- Workshop 1. Does it have to be this hard? Strategies for managing your writing process and staying organized (28)
- Workshop 2. Overwhelmed by the Literature? Lit review part 1: Strategies for finding, analyzing and using sources (34)
- Workshop 5. Preparing to Publish? Strategies for writing journal articles and exploring publication options (17)

The percent of attendees that responded to the evaluation surveys: Workshop one 43% (n=12), Workshop two 26% (n=9), Workshop five 29% (n=5), overall 33% (n=26).

Note not all survey respondents answered each question. Percentages below are based on the number of respondents that answered the question.

### *Rating Questions Data*



### *Open-ended Questions Select Responses*

Please let us know what else you appreciated about the workshop as well as suggestions for improvements.

- I wasn't even aware about all the resources that were available and am so grateful!!
- I appreciated the file organizing, I had never thought about doing that before. Also I would prefer less time spent on interacting. Perhaps this was just more for the first one, but I get like most of the time was spent on peoples experiences.
- I found all of it very applicable and well communicated. There were only a couple opportunities to discuss or ask questions, and I would've loved more engagement in that regard.
- All the information was relevant and helpful.
- Amazing facilitators who know the topic! I felt like there was an effective overview so it was approachable, but I learned a lot about journals and open access.
- It was a very well organized and efficient transfer of information. I learned a lot of \*useful\* stuff in that 1 hour.

Please share any new topics you would like workshops to cover.

- Using citation managers while writing, avoiding plagiarism, and the correct way to cite scientific articles within the narrative and at the end.
- Maybe writing a research proposal or a grant proposal?
- publication fees and costs, doctoral comprehensive topic paper writing/outlines/formats
- How to organize, outline writing, essays, projects in general. I think this was covered by the first workshop of the semester though, which I missed.
- Quantitative data analysis, PhD preparation, GRE crash courses.