Department of Maureen and Mike Mansfield Library
2020 Assessment Report

MISSION STATEMENT

Library Mission: The Mansfield Library, the premier research library in Montana, facilitates the intellectual and creative pursuits of all members of the University of Montana community and supports their informational, educational and cultural development as global citizens.

Library 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."[i]

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.

1. 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.)

2. Prepare students for twenty-first century challenges, and to address local and global issues and to make a difference in the cultural and economic fabric of Montana and the world. (1. Place student success at the center of all we do. 2. Drive excellence and innovation in teaching, learning, and research. 4. Partner with place.)

3. Facilitate the intellectual and creative pursuits of all members of the University of Montana community. (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.)

4. Support the informational, educational and cultural development of UM community members as global citizens. (3. Embody the principle of "Mission First, People Always". 4. Partner with place. 5. Proudly tell the UM story.)

- The Library developed internal Priorities for Action for May 2019-June 2020 that mirror the UM PFAs. See Appendix A.

STUDENT LEARNING GOALS and MEASUREMENT TOOLS

In addition to Student Learning Goals, Library standards are included in the table.

Student Learning Goals	<Measurement Tool>	<Measurement Tool>	<Measurement Tool>
Instruction Frameworks 1. Authority is Constructed. 2. Information Creation as a Process. 3. Information Has	Statistics/Trends (continuous):	Evaluations (optional):	Credo Information Literacy – Core (FY20-FY21):

Student Learning Goals	\<Measurement Tool\>	\<Measurement Tool\>	\<Measurement Tool\>
Value. 4. Research as Inquiry. 5. Scholarship as Conversation. 6. Searching as Strategic Exploration. See the Library Information Literacy Curriculum for detailed Knowledge Practices and Dispositions. **Educational Role** **"**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."[ii]	• Instruction (course-integrated, individual sessions and workshops, credit courses, supervised and credit internships) • Reference	• Student Evaluation of Library Instruction • Instructor Evaluation of Library Instruction	• Quizzes (See Appendix B.) • Content Mapping and Evaluation
Collections "Provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution."	Statistics/Trends (continuous) • Use • Budget • Price Per Use	New Program Proposals and Accreditation Reviews (as proposed or required)	Collection Realignment: (Summer and Fall 2020): • Collections Realignment Task Force analysis • Review of Department and Campus Feedback
Discovery "Enable users to discover information in all formats through effective use of technology and organization of knowledge."	Statistics/Trends (continuous): • Web • ScholarWorks • Archives West • Technology Support and Use		
Space 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."	Statistics/Trends (continuous): • Building Use • Study Room and Studio Use • Exhibits • Programs • Program Attendance	Accessibility Center Evaluation and Revitalization Project, Part 2 (2020)	Building Space Task Force Space Evaluation (FY21)
Professional Values "Advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service."	Student Centered Innovative Projects (FY19-FY20)	OER@UM Grant Initiative (2019-2020)	
Institutional Effectiveness "Define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement."	Organizational Planning Task Force Survey (FY21)		

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
Collection Realignment: The library targeted ejournal packages for cancellation, as they make up the single largest component of the materials budget, to address the reduced budget in FY20. The reduction and absence of alternate	Modifications/Actions: The library identified a FY20 budget for continuing select journals from the cancellation lists. The library continued subscriptions to journals with over 10 requests from users or over 350 uses during FY20, resulting

Learning Goal results	Modifications made to enhance learning
funding sources made cancelling ejournal packages unavoidable. The library notified campus about the cancellations and solicited feedback prior to finalizing the cancellation and retention lists. • Received 306 total forms and email responses from 104 faculty, 180 students (overwhelmingly graduate level), and 22 staff, other, or not identified. • Respondents advocated for 662 unique journal titles from the proposed cancellations list.	in continued subscriptions to 47 journals. Nine ejournal packages and around 90 low-use individual ejournal subscriptions - totaling over 4,100 titles – were cancelled. Potential future: A Library Workgroup was appointed by Acting Provost and V.P. for Academic Affairs in fall 2020 to discuss the collection budget situation and made recommendations to UM Administration. Modifications could be the implementation of Workgroup recommendations including a predictable and sustainable library budget model, new endowed funds to support the library, and an immediate solution to avoid cuts.
OER@UM Grant Initiative: Evaluated outcomes of grant initiative that incentivized faculty to explore, use, and create OER in order to help reduce the costs and improve the availability and accessibility of course materials for students. • Awarded grant funds to 20 excellent proposals from UM faculty in 4 grant categories. • The $4,000 in Adopt, Adapt, Create Grant costs generated $24,730 in cost savings to students in the 2019-2020 academic year alone. Cost savings will accrue over time as faculty continue OER use. • At least 6 of the 11 Review Grant recipients went on to use OER or create OER for their courses. If all of the 11 faculty who reviewed OER used those OER just once in a course, they could save their students approximately $35,200 in textbook costs. • Read the final report on the [Initiative webpage](#).	Modifications/Actions: Follow-up with OER@UMT Review Grant recipients to encourage adoption of OER; work with individual faculty, upon request, to help them find and transition to accessible OER in sustainable ways; and continue to raise awareness of OER (give presentations, facilitate discussions) as opportunities arise or time allows. Potential future: Adopt recommendations presented in final Grant Initiative report including the allocation of a budget for additional OER grants and staff.
Accessibility Center Evaluation and Revitalization Project, Part 2: Reviewed whether or not previous changes made to the space are perceived as positive by students, and what may still be needed or wanted by students for their successful research and study. • Modifications made to the space in 2019, such as adding a white noise machine, large keyboard, headphones with microphone, and magnifier were perceived as positive by participants interviewed. All indicated they would use the space again, too. • Some additional services/resources related to accessible space/equipment in the ATR desired by students included: improved lighting and noise control, information on how to identify and use equipment, more space on the desk, and better access to outlets.	Recommended Modifications: Clarify optimal use of space to users and internal employees; add room to reservation system; add instructions for equipment, a whiteboard, and pictures or art; improve lighting; and rearrange equipment for easier use.

FUTURE PLANS FOR CONTINUED ASSESSMENT

Future plans include the development of instruction assessment measures to align with FY22 changes in the instruction faculty provide, as well as measures to address new teaching modalities and online instructional resources, and further analysis of Credo quiz responses Ways to measure and evaluate the library's studio spaces and services will be explored as well. And an assessment component will be included in the next iteration of the Mansfield Library Priorities for Action.

APPENDICIES

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[i] Association of College & Research Libraries. (2015). *Framework for information literacy for higher education*. Chicago, IL: Author.

[ii] 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.

Appendix A. Mansfield Library - Priorities for Action (through June 30, 2020)

Final Version (May 24, 2019); Note: lists are not in a prioritized order

1. *Place student success at the center of all we do:*
- Complete the OER pilot grant initiative: assess outcomes, tailor subsequent OER initiatives to realize the potential of OER to increase student retention and improve student success; leverage assistance from the MUS OER Coordinator.
- Provide UM students with employment and paid internship opportunities which engage them with the university and help prepare them for life and work after graduation.
- Expand access to specialized computers and software to meet the information and research needs of students.
- Hire a librarian, or establish a librarian regularly onsite, for the Missoula College Library and extend their hours open during each semester to develop and provide targeted research support and instruction to meet the unique needs of MIssoula College students.
- Revise the instruction program model and curriculum to develop students' information literacy abilities and meet their information and research needs.
- Tailor services for graduate students to meet the unique and varied information and research needs of that student population.

2. *Drive excellence and innovation in teaching, learning, and research:*
- Establish an Innovation Studio Space on Level 1 with staffing to provide in-depth training, on-demand support, and individual consultations for video post-production, 3D printing, visualization, etc. to support students, faculty, and staff with their learning and information production needs.
- Collaborate, cooperate, and partner with innovative facilities and programs across campus (e.g. Innovation Factory, Media Lab, etc.) to enhance the resources, expertise, spaces, and experiences available to students, faculty, and staff.
- Launch an Undergraduate Research and Creative Scholarship Initiative to better coordinate and facilitate a robust undergraduate research experience at the University of Montana.
- Provide and maintain adequate library collections that enhance the research, learning, and teaching activities of students, faculty, and staff.
- Complete the review and processing of federal documents discarded by the Montana State Library and sent to the ML as part of our regional depository role and stored in over 100 boxes.
- Research alternative ILL management systems since the current one may be obsolete soon and for better integration with resource sharing in Alma/Primo.
- Use assessment and data-informed decision making to ensure services, instruction, collections, spaces, etc are designed and refined to meet the needs of library users and the goals and mission of the library and UM.

3. *Embody the principle of "Mission First, People Always":*
- Support professional development for all library employees by encouraging (and funding) participation in UM-based and discipline-specific continuing education.
- Establish working group meetings for Staff Supervisors and for Student Worker Supervisors, to regularly review and discuss policies, practices, issues, etc. to ensure employees are treated equitability, to support a healthy work environment, and to engage students with the university and help prepare them for life and work after graduation.
- Transition the PawPrint unit into the Technology and Systems Division of the library to greater align staff and services with similar roles and skillsets into a single division.
- Support diversity and inclusivity through collections, services, instruction, displays, events, and physical and virtual environments in recognition of our unique responsibility to and long history of upholding equal access, intellectual freedom, and freedom of expression.

- Make our hiring practices more inclusive by creating awareness, for search committee members, about implicit bias and blind application review, and writing our job advertisements in such a way that they encourage diverse applicants to apply.

4. *Partner with place:*
- Continue to digitize archival and special collections (e.g. UM publications, photographs, etc.) and provide enhanced metadata for them.
- Hire a full-time faculty or curator-level position to expand archival collection accessioning, arrangement, description and access to increase the availability and accessibility of place-focused unique and rare content available for scholarship at UM and around the world.
- Hire a staff supervisor in Digital Production to oversee student employees and digitization projects to increase the availability and accessibility of place-focused unique and rare content available for scholarship at UM and around the world.
- Hire a staff member, or re-purpose an existing employee, for Metadata Support in BMS of digital projects (digitization, Esploro, etc.) to increase the availability and accessibility of place-focused unique and rare content available for scholarship at UM and around the world.

5. *Proudly tell the UM story:*
- Partner with campus units to explore generating compelling data (through optimized integration between Esploro, RCS Metrics, and Faculty Profiles) to enable researchers and administrators to communicate the impact of UM research and creative scholarship.
- Develop communication and marketing plans to communicate the expertise, services, spaces, collections, etc. of the library to the UM and greater community, as well as to communicate the impact of our work on the community.
- Hire a Data Services Librarian to partner with various campus units, that manage or develop policies or practices around university and research data assets in research profiles, research and creative scholarship (RCS) metrics, and institutional dashboards and metrics to facilitate better communication and to ensure accuracy, privacy, security, and appropriate levels of access.
- Increase awareness of Open Access (OA) across campus via workshops, conversations spurred by the Esploro/Pivot adoption, and by continuing to provide OA content in ScholarWorks.
- Continue to provide leadership in the area of digital preservation / digital archiving at UM and to Montana's cultural heritage and academic library communities.
- Take measures to improve preservation of the library's unique and rare regional content, including content by and about the University of Montana (e.g. Explore options for macro-level climate control for A&SC storage areas; Explore options for adding earthquake bracing to A&SC Level 4 shelving; Identify moving-image material with rare or unique regional content to prioritize for preservation and digitization).

Appendix B. Credo Information Literacy – Integration and Measures

In spring 2020, the library began implementing Credo's Information Literacy – Core into the curriculum design to address students' foundational information literacy skills. The text, self-guided tutorials, multimedia and videos, and quizzes in each module are mapped to the Framework for Information Literacy for Higher Education, can be customized and integrated into courses in Moodle, include assessment options, and are discoverable by students for self-study on the website.

Integration

One example of integration of Credo into a course was when content from three modules was curated by a librarian for an undergraduate advanced writing/graduate course in Spring 2020. The faculty member teaching the course chose how they would measure students' engagement and learning with the information literacy content, as indicated by the measurement for each module.

Module I. Sources of Information
- ACRL Frameworks covered: Research as inquiry, Searching as strategic exploration, Information has value, and Information creation as process.
- Measurement: Videos and Tutorials Completion
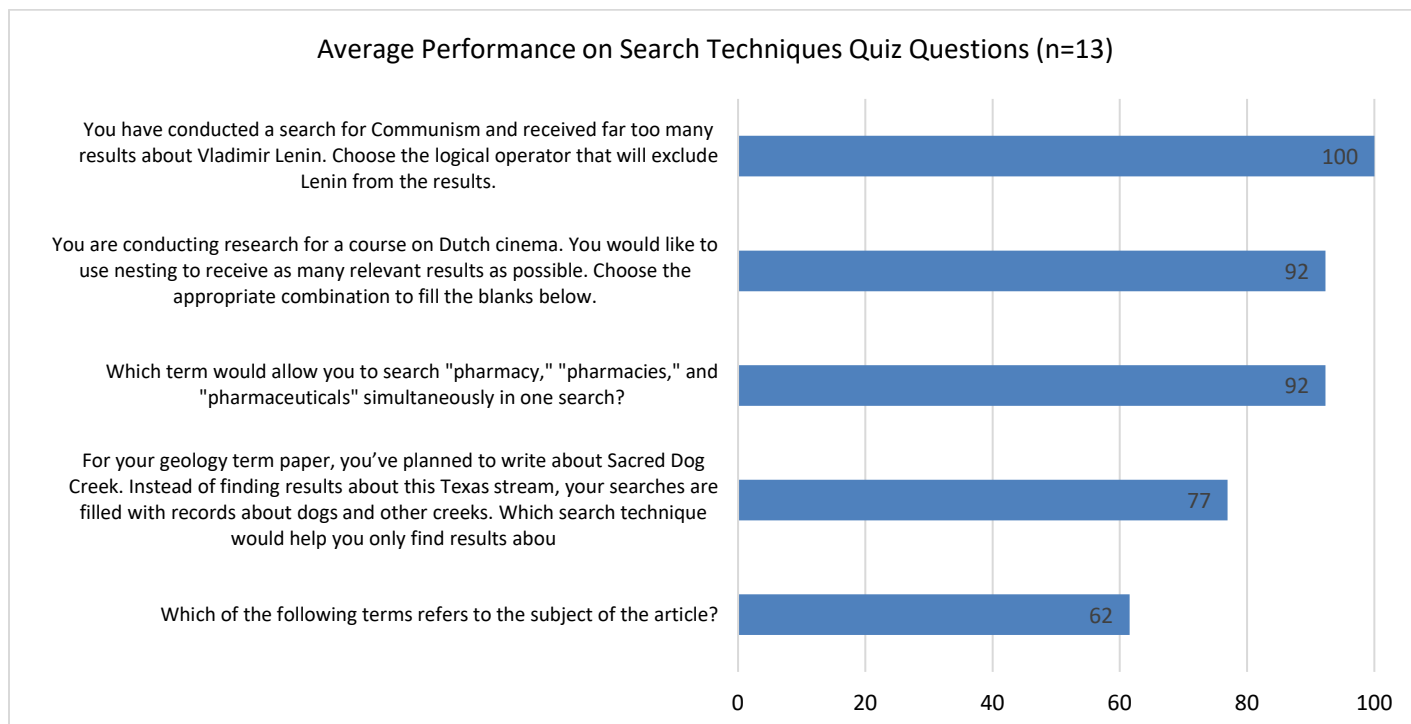
Module II. Searching for Information
- ACRL Framework covered: Searching as strategic exploration
- Measurements: Videos and Tutorials Completion, Quiz Completion

Module III. Citations and Academic Integrity
- ACRL Frameworks covered: Information has value, Research as inquiry, Scholarship as conversation
- Measurements: Videos and Tutorials Completion, Quiz Completion

Measures

Measurements within Credo include a pre- and post-test as well as quizzes. An example of questions and average scores on the Search Techniques quiz by students in the Undergraduate/Graduate course referenced above is shown in the chart below.

Average Performance on Search Techniques Quiz Questions (n=13)

Question	Score
You have conducted a search for Communism and received far too many results about Vladimir Lenin. Choose the logical operator that will exclude Lenin from the results.	100
You are conducting research for a course on Dutch cinema. You would like to use nesting to receive as many relevant results as possible. Choose the appropriate combination to fill the blanks below.	92
Which term would allow you to search "pharmacy," "pharmacies," and "pharmaceuticals" simultaneously in one search?	92
For your geology term paper, you've planned to write about Sacred Dog Creek. Instead of finding results about this Texas stream, your searches are filled with records about dogs and other creeks. Which search technique would help you only find results abou	77
Which of the following terms refers to the subject of the article?	62

In addition to the Search Techniques quiz, Credo includes quizzes on the following:

- Anatomy of a Research Paper
- Bias
- Choosing a Database
- Choosing and Using Keywords
- Citations (i.e., APA, Chicago, Harvard, MLA, Turabian)
- Evaluating Information
- Peer Review
- Primary and Secondary Sources
- Quantitative Reasoning
- The Research Process
- Research Strategies
- Synthesizing Information
- Thesis Statements
- Types of Sources
- Visual Literacy
- Writing and Communication

Analysis of quiz data is forthcoming, in the general content areas, and more importantly and applicable to making modifications to teaching and implementation, at the question level. Librarians will also consider elements such as if students who took a quiz received library instruction in addition to engaging with curated online content or not, and whether students took the quiz as part of a course requirement or self-selected to check their learning.