Technical Services Student Learning Outcomes Assessment 2007-2008

UNE Library Services
INSTRUCTIONS: (Complete the Student Learning Outcomes Assessment Report form electronically.)
1. Provide department/program Mission Statement. A mission statement is a “philosophical expression of why the department/program exists and what it hopes to accomplish. A brief summary of what the department or program does to meet the needs of all of its stakeholders.” Adapted from: Component Strategic Planning: Recommendations for Component Strategic Planning. American Physical Therapy Association (2002).
2. State Student Learning Outcome in terms of what students should know and be able to do, i.e., students will be able to …
3. Determine which of the Common Institutional Student Learning Outcome(s) (if any) relate to your stated Student Learning Outcome. Common Institutional Student Learning Outcomes were derived from materials previously submitted by academic units through this reporting process and are:
   - Ability to Engage in Critical Thinking,
   - Commitment to Lifelong Learning,
   - Understanding of Human Relations,
   - Acquisition of Research Skills,
   - Use of Ethical Principles,
   - Ability to Understand and Apply Technology,
   - Acquisition of Discipline-Specific Knowledge,
   - Practical Application of Knowledge,
   - Communication Skills,
   - Community Involvement,
   - Concepts of Health and Wellness,
   - Global Awareness.
4. Identify the Method(s) Used to Assess the stated Student Learning Outcome, include multiple measures when appropriate, i.e., surveys, portfolios, interviews, examinations, etc. Refer to Methods of Assessment Worksheet for examples
5. Summarize Findings. Use quantitative/qualitative data as appropriate.
6. Interpret Findings.
7. State Recommended Actions/Changes based on findings. Describe how the department/unit is using or will use the findings to develop recommended improvements.
8. Describe Plans for Follow up Assessment.

Mission Statement:

The University of New England Libraries are central to the intellectual life of the University community. They cultivate a vibrant learning environment by providing access to scholarly collections and resources; by offering services that foster inquiry and independent, life-long learning; by providing welcoming, interactive spaces and infrastructure that enhance the educational experience and support the information needs of the University; and by preserving specific historical collections.

State Student Learning Outcome #1:
The Libraries should contribute to the overall quality of learning, teaching, and research by acquiring or providing access to resources that most directly and cost-effectively support the University’s academic programs and meet the informational needs of students, faculty, staff, and administration.
**List related Common Institutional Outcome(s):**
- Quality of service to University constituents
- Institutional and fiscal viability
- Cost-effectiveness of operations

**Identify Method(s) of Assessment:**
- (Beginning June 1, 2004 to present)
- Libraries’ data: percentage of acquisitions firm order budget spent on specific curriculum subject areas
- Libraries’ data: percentage of circulation statistics by specific curriculum subject areas
- Libraries’ data: percentage of borrowing statistics by specific curriculum subject areas

**Summarize Findings:**
Data collected June 1, 2007 through May 31, 2008 was analyzed as follows:

Compared % of Libraries’ acquisitions firm order budget spent on specific curriculum subject areas with the % of UNE Libraries’ circulation statistics and the % of MaineCat (formerly Maine InfoNet) and Interlibrary Loan borrower requests of specific curriculum subject areas.

Acquisitions budget: highest % of firm order budget spent, in order of expenditure amount in each subject/classification area: WA; WM; WB; QK-QL; HQ; QC-QD; PN; HV; QK-QH; Q; PV; PS * [2007-2008 firm order budget included separate account for Rittenhouse R2 electronic books which are not classified]

UNE Libraries’ circulation statistics: highest % in order of frequency of circulated subject/classification area: PN; WB; L-LC; WM; PS; QK-QL; E; QK-QL; BF; PZ; HQ

**Interpret Findings:**
Comparing subject areas of 2007/2008 acquisitions budget with 2007/2008 circulation statistics, the subject/classification areas common in both were: PS (American literature); PN (general literature); WM (psychiatry); HV (social work, welfare); QK-QL (botany, zoology)

Comparing subject areas of 2006/2007 acquisitions budget with 2007/2008 circulation statistics (see 2006/2007 report) the highest % of subject/classification areas common in both were: WB (practice of medicine); WM (psychiatry); QK-QL (botany, zoology); HQ (family, marriage)

Comparing circulation statistics to acquisitions expenditures of the previous year provides meaningful comparison. Highest % of subject/classification areas common in this 2007/2008 report and the 2006/2007 report were: WB; WM; QK-QL; HQ

**State Recommended Action(s) based on Findings:**
1) Incorporate classification/subject areas in the collection of electronic book usage statistics to determine the classification/subject areas most used in the electronic format.
2) Incorporate classification/subject areas in the collection of media usage statistics (DVDS & videos) to determine the classification/subject areas most used in these formats.
3) Continue to work toward compiling circulation statistics for circulating editions of standing order titles to identify titles that have not circulated; assess those titles for potential reallocation of funds to firm order funds or alternative standing order titles.
4) Conduct an historical comparative analysis of the data collected + associated assessment reports from 2004-2005 to the present, to identify key elements that will guide decision-making in our efforts to provide access to resources that cost-effectively support the University’s academic programs.

**Describe Plan for Follow up Assessment:**
Data collected June 1, 2008 through May 31, 2009 will be analyzed and interpreted, incorporating 2007-2008 recommended actions. Follow-up recommendations will be based on findings.
MaineCat and Interlibrary Loan: highest % of combined *borrower requests, in order of frequency of requested subject/classification area: PS; HQ QK-QL; HV; DS; QE-QH; WM

of 2007/2008 acquisitions budget with 2007/2008 borrower requests, the highest % of subject/classification areas common in both were: PS (American literature); PN (general literature); WM (psychiatry); HV (social work, welfare); QE-QH (biology, natural history); QK-QL (botany, zoology)

Comparing subject areas of 2007/2008 acquisitions budget expenditures with 2006/2007 borrower requests, the highest % of subject/classification areas common in both were: QK-QL (botany, zoology); HQ (family, marriage); HV (social work, welfare); PS (American literature)

*Comparing acquisitions expenditures to borrower requests of previous year provides meaningful comparison. Highest % of subject/classification areas common in this 2007/2008 report and the 2006/2007 report were: PS; QK-QL; HQ*

*Subject/classification areas consistently high % of borrower requests in 2004-2005; 2005-2006; 2006-2007; 2007-2008 = PS (American literature); QK-QL (botany, zoology); HQ (family, marriage)*
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