

## Annual Assessment Report

Assessment Cycle	2020-2021
Name of Office	Cattell Library
Date of Office Approval	
Name of Submitter	Rebecca Fort

Date of data distribution: August 19, 2021

*Outcome data from 2020-2021 (and existing data from the two previous academic years) for the office distributed to staff members on the date above*

Date of meeting: August 19, 2021

*The office met on the date above to discuss the data, identify the key strength and challenge, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).*

The participants in the meeting were: Mary-Ann Frischkorn, Kristine Owens, and Rebecca Fort

Office Mission Statement: The mission of the Malone University Library is to provide curricular materials, research information, and Christian spiritual development resources for Malone students, faculty, staff and other library patrons, and to provide instruction in the use of those resources and in general information literacy skills.

Office Goals (these are broad goals rather than specific, measurable outcomes)

1. To equip students with information retrieval and evaluation skills
2. To provide and promote access to curricular materials, research information, and Christian spiritual development resources for Malone University students, faculty, and staff
3. To provide and maintain a web site and physical facilities that are conducive to study and research
4. To promote professional development and personal Christian spiritual growth for librarians, support staff, and student employees

### Key Strength

1. The exact wording of the specific outcome identified as a strength

- Library student workers will be able to demonstrate mastery of basic circulation tasks and will accept responsibility for accurately overseeing individually-assigned specialized jobs.
2. A brief summary of the evidence used to identify the outcome as a strength
    - Student workers performed basic circulation tasks while working without another student worker as backup to accurately check out/check in physical items, shelve items, answer phones, scan/print/copy and train others to do so
    - Student workers were given more responsibility for specific jobs that were previously performed by professional library staff. Student workers were trained to take charge of designated projects and processes involved in serials, archives, technical processing, COVID protocols, creating displays, renovation shelving and shifting, PCirc shipping and receiving, and interlibrary loans

### **Responding to the Key Challenge: Closing the Loop**

1. The exact wording of the specific outcome identified as a challenge
  - University students will locate and access library resources for research, study, or personal development
2. A brief summary of the evidence used to identify the outcome as a challenge
  - Usage statistics for physical items are lower each year. Renovation and COVID have, of course, been a huge factor in these statistics.
  - Usage of Course Guides decreased last year. Because they are online, we should have seen increases or at least similar numbers.
  - Individual instruction sessions decreased by half from 2018/2019 to 2019/2020. The number remained about the same in 2020/2021. Because the library was physically closed, we should have expected more students asking for help online
  - Online resources stats are still being collected, but due to a change in Counter statistics, the numbers from before 2020/2021 will not be comparable.
3. The action steps your office has already taken to address the challenge, including an evaluation of whether or not the action has resulted in improvement in the outcome
  - We have increased the number and types of displays in the library. We have noticed more people stopping to look at these books and picking them up.

- We have asked to do a brief instruction session with CSS tutors and with the America Reads tutors so they know what we have and who to ask for assistance. We have not yet done the session.
- We have started to contact the coaches and Director of Multicultural Services, and we plan to connect more with adjuncts to let them know about our services and to ask them to encourage the students to ask for assistance when needed. We have 4 class orientations scheduled in the library so far this semester.

#### 4. Planned Action Steps

- Continuation of the steps mentioned above
- We plan to train our student staff to be able to teach their peers how to search for information through our web site as well as how to find books here in our library or through OhioLINK

#### 5. Implications for Planning and Budgeting

- Budget: As we work with the faculty and co-curricular directors, we expect to hear about more resources that would be useful for students and faculty.
- Planning: Training for student workers will need to continue beyond our former training schedule so we can help them develop tutoring and research skills

Record the Key Strength and the Key Challenge in the [Office Assessment Google Sheet](#)