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STUDENT LEARNING OUTCOMES ASSESSMENT REPORT: ACADEMIC AND CO-CURRICULAR PROGRAMS**Pg. 1.**

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| College/Unit: Library Services | Department: Library Technical Services |
| Major/Program Being Assessed: | Submitted by: Sharon Eckert Date Submitted: 6/30/08 (2007-2008) |

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): | Identify Method(s) of Assessment: | Summarize Findings: | Interpret Findings: | State Recommended Action(s) based on Findings: | Describe Plan for Follow up Assessment: |
|---|--|--|---|--|---|
| <p>-Quality of service to University constituents -Institutional and fiscal viability -Cost-effectiveness of operations</p> | <p>-(Beginning June 1, 2004 to present)</p> <p>-Libraries' data: percentage of acquisitions firm order budget spent on specific curriculum subject areas</p> <p>-Libraries' data: percentage of circulation statistics by specific curriculum subject areas</p> <p>-Libraries' data: percentage of borrowing statistics by specific curriculum subject areas</p> | <p>Data collected June 1, 2007 through May 31, 2008 was analyzed as follows:</p> <p>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.</p> <p>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; QE-QH; Q; QV; PS *[2007-2008 firm order budget included separate account for Rittenhouse R2 electronic books which are not classified]</p> <p>UNE Libraries' circulation statistics: highest % in order of frequency of circulated subject/classification area: PN; WB; L-LC; WM; PS; QE-QH; E; QK-QL; BF; PZ; HQ</p> | <p>Comparing subject areas of <u>2007/2008 acquisitions budget</u> with <u>2007/2008 circulation</u> statistics, the 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)</p> <p>Comparing subject areas of <u>2006/2007 acquisitions budget</u> with <u>2007/2008 circulation</u> statistics (see 2006/2007 report) the highest % of subject/classification areas common in both were: WB (practice of medicine); WM (psychiatry); QE-QH (biology, natural history); QK-QL (botany, zoology); HQ (family, marriage)</p> <p><i>[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]</i></p> <p>Comparing subject areas</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>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.</p> |

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| | | <p>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</p> | <p>of <u>2007/2008 acquisitions</u> budget with <u>2007/2008 borrower</u> 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)</p> <p>Comparing subject areas of <u>2007/2008 acquisitions</u> budget expenditures with <u>2006/2007 borrower</u> 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)</p> <p><i>[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]</i></p> <p><i>[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)]</i></p> | | |
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STUDENT LEARNING OUTCOMES ASSESSMENT REPORT: ACADEMIC AND CO-CURRICULAR PROGRAMS

State Student Learning Outcome # 2:

| List related Common Institutional Outcome(s): | Identify Method(s) of Assessment: | Summarize Findings: | Interpret Findings: | State Recommended Action(s) based on Findings: | Describe Plan for Follow up Assessment: |
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State Student Learning Outcome #3:

| List related Common Institutional Outcome(s): | Identify Method(s) of Assessment: | Summarize Findings: | Interpret Findings: | State Recommended Action(s) based on Findings: | Describe Plan for Follow up Assessment: |
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