# Institutional Effectiveness Plan – 2009-2010

**Academic Department or Division:** Odum Library, Valdosta State University Archives and Special Collections

**Degree Program:**

**Contact Person:** Deborah S. Davis

 **Email:** dsdavis@valdosta.edu

 **Phone:** 229 259-7756

**Assessment Cycle:** 2009-2010

**Mission:** The VSU Archives and Special Collections supports the University's commitment to scholarly and creative work, enhances instructional effectiveness, encourages faculty scholarly pursuits, and supports research in selective areas of institutional strength focused on regional need by collecting, preserving, and providing access to records of enduring historical value documenting the history and development of VSU and the surrounding South Georgia region.

**Expected Student Learning Outcomes**:

Based on "Assessment of parts of the education programs in the VSU Archives and Special Collections" submitted September of 2009, our goals for our extra credit volunteer program and for our History 3000 classes are as follows:

 **Volunteers:**

 1. Students should become intimately familiar with primary source documents and understand the difficulty of using those sources without indexing,
 2. Students should have the opportunity to improve their grades through hands-on work in addition to the usual reading and writing,
 3. Students should be introduced to the procedures of using archives as history majors, and
 4. Students should experience Archives work and explore an area that is often a career option for history majors.

| Assessments/Measures for Volunteer Learning Outcomes 1-4 | | | |
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| Outcome # | Success Criteria | Measurement | Method |
| 1-primary sources & indexes | Participation indexing project working with primary sources | Number of students who volunteered and completed hours in these projects | Excel time and project logs; final printed evaluations Also Teacher interviews and printed teacher evaluations |
| 2-improve grades | Participation | Number of students who completed projects for extra credit | Extra credit hours and grades reported in report to teacher |
| 3-using archives | Participation | Responses to written student evaluations showing understanding of archives procedures | Written student evaluations and written teacher evaluations |
| 4-Archives career info | Completion of projects | Number of students who work enough hours to report for final grade and number of students who request jobs in archives, ask | Excel time and project logs; Archivist keeps track of student requesting jobs or advising |

| | | for professional mentoring, or ask about archives as a career | |
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**History 3000 Classes:**

1. History majors should learn about archival work as a possible historian's career, and archivist should serve as an informal mentor in students exploring that possibility.
2. Students should be able to describe materials in an archival collection clearly and usefully, in writing that is the quality of a published finding aid,
3. Students should be able to improve their grades by working in a non-traditional learning environment.
4. Students should learn how to handle original items from an archive appropriately, exploring basic document preservation procedures.

| Assessments/Measures for History 3000 Learning Outcomes 1-4 | | | |
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| Outcome # | Success Criteria | Measurement | Method |
| 1-Archival Career | Participation | Number of students in the History 3000 class who complete the project; number of students who approach archivist for employment or for advising on careers; written evaluation of class | Written class evaluations; teacher evaluations; teacher interviews Final logs of grades and participation; Archivists observation of students requesting jobs or advising; |
| 2-Writing descriptions | Successfully passing writing project | 70% of students completing project receive 80% or higher on final project | Final grade report to class professor; teacher evaluations; teacher interviews |
| 3-improve grades | Participation | Number of students who completed final project with a 75 or better | Final grade report to class professor; teacher evaluations; teacher interviews |
| 4-handle original items | Behavior | Students handle original documents without damage or loss of archival numbers and order | Observation |

**General Orientations**: These are classes which may be "one-shot" or multi-meeting. The main focus of these classes is facilitating archival research and not creation of archival descriptions as is the focus in our Volunteer program and History 3000.

1. Students will understand how to use our online finding aids to locate and request items in the Archives.
2. Students will understand the differences between items in Archives and items in the library as a whole.
3. Students will have the tools necessary to create a research plan for their projects using archival materials, library materials and the internet.

Or (for those classes only exploring archival materials and not how to find t hem,)

4. Students will connect actual archival documents, photographs, and artifacts to time periods and concepts they have studied in their classes.

| Assessments/Measures for General Orientation Learning Outcomes 1-4 | | | |
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| Outcome # | Success Criteria | Measurement | Method |
| 1-use finding aids | Task Completion | Number of students or groups who find materials in our archives or online in others | Observation and written student and teacher evaluations; teacher interviews |
| 2-library vs Archives | Task Completion | Number of Students or groups who find materials in our archives or in the library | Observations and written student and teacher evaluation; teacher interviews |
| 3-research plan | Participation | Students expression of understanding of different sources on written evaluation | Written student and teacher evaluations; teacher interviews |
| 4-archivial docs and class connect | Participation | Students and teachers expression of understanding of primary sources found in archives in written evaluations | Written student and teacher evaluations; teacher interviews |

**Expected Service Outcomes**: (To assess archival services outside of a classroom setting—these are administrative goals)

1. Patrons should find our website informative and easy to navigate
2. Patrons should be able to find specific materials from our archival collections using our finding aids, especially our Archon System
3. Patrons should be able to access information about all of our holdings electronically.
4. Patrons who contact us by email or phone should receive expeditious initial replies to their queries and efficient and timely delivery of answers and documents to longer-term projects.
5. Patrons who come into our archives for research purposes should receive answers and information quickly and efficiently.
6. Patrons who come to our Archives or contact us by phone or email should feel that they dealt with staff who were helpful and friendly. Our staff should be enthusiastically engaged in patron reference questions.
7. Patrons should find our physical environment inviting and comfortable for their research and study needs.

| Assessments/Measures for Expected Service Outcomes 1-7 | | | |
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| Outcome # | Success Criteria | Measurement | Method |
| 1-website | Number of hits on pages | We will measure the number of hits and how deep patrons travel into the site and collect survey results of web users | Web Count software numbers and Archival Metrics Web Surveys |
| 2-find items | Patrons contact us for archival materials | We will measure the number of patron requests via email (especially those from outside VSU) and their comments on a web-based survey | Email requests and Archival Metrics Web Survey |
| 3-access electronically | Percentage of items held that are currently entered in Archon; | Box level descriptions for all of our vault holdings should be in Archon in 2010, with work | Both the Archival Metrics Finding Aid Survey and the Website survey will give us some |

| | patrons requests for material in Archon | towards folder level descriptions where appropriate. | information on this goal. However, our own data of records added to Archon and changes in the size of our back-log will be the most useful. |
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| 4-email and phone: accurate and timely question answering | Question completion and timeliness | We will track the reference questions as well as the steps taken to create a final answer; we will also measure customer satisfaction via a survey | Our new short-term reference question tracker Libstats will give us a good idea of the quality of answers and speed of those answers for shorter term (less than an hour) reference questions. We will use our Reference Tracking database developed in-house to track long term projects and questions from initial contact to final delivery, tracking the steps in between. We will also use the Archival Metrics Researcher Survey periodically to assess our email, phone, and in-house researchers' reactions to our service. This survey will be delivered via email during certain times in the year with the completed answer to longer questions. For walk-in patrons with long questions, we will have the same survey in-house. |
| 5- walk-in: accurate and timely question answering | No reference questions left "unanswered." | We will measure patron satisfaction with our walk-in services via written survey. We will track reference questions and time to answer them. | Through periodic use of the Archival Metrics Researcher Survey. Lib Stats and the Reference Tracking Database will also be used to evaluate timeliness and accuracy |
| 6-helpful staff | Lack of patron complaints/expressions of satisfaction | We will measure patron satisfaction with our service demeanor with a written survey | The Archival Metrics Researcher survey will be administered periodically. |
| 7-physical environment | Lack of patron complaints/expressions of satisfaction | We will measure patron satisfaction with our service demeanor with a written survey | The Archival metrics Researcher survey will be administered periodically. |

**Expected Preservation Outcomes**: In 2009 the VSU Archives and Special Collections participated in a state-wide survey for the program "Georgia Healthy Collections Initiative." Data from our survey were measured against preservation standards within the archival profession, and different aspects of our program were given a rating, along with information on steps necessary to make our collections and preservation program stronger. Based on that evaluation, we have chosen to set goals/ outcomes for 2010 to strengthen our data gathering practices, to update our disaster plan, parts of which are four years old, and to explore options for a preservation or digitizing grant.

1. Data on climate should be available for analysis for our physical space, for our exhibits, and for any special environments we maintain.
2. Data on light conditions in all exhibit areas will be logged regularly with actions taken to bring Archival lighting closer to lighting standard in all areas.
3. Information on provenance and subsequent preservations actions will be readily available for our collections.
4. The VSU Archives shall explore and seek grant funding for preservation and digitizing activities to add to our capacity to care for and make accessible our important collections.
5. The VSU Archives will have an up-to-date disaster and emergency preparedness plan and a staff trained in following this plan.

| Assessments/Measures for Preservation Outcomes 1-5 | | | |
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| Outcome  # | Success Criteria | Measurement | Method |
| 1-Climate Data | Data sets for climate are complete | 1 will be met by a series of temperature and humidity measurements taken either daily (vault, patron area) or weekly (freezer and museum displays). | Temperature/humidity readings kept daily to monthly, depending on area. Healthy Collections Survey criteria |
| 2-Lighting Data | Complete set of data for lighting, used for making changes to lamps and filters to ensure displays are lit at near museum standards. | 1 will be met by a log of lighting measurements taken every month, at least, across all of our areas, paying special attention to display areas. | Lighting  measurement log; Healthy Collections Survey criteria |
| 3-Provenance Information online | Information on provenance and major preservation activities will be available in Archon (all of it) | We will compare the provenance records in paper to those in Archon, as well as major preservation steps taken in processing | Archon records and paper records; Healthy Collections Survey criteria |
| 4-grant writing | A completed grant proposal | We will explore agencies offering grant funding for preservation, processing, or digitizing projects. | Activities such as workshops, meetings, and grant writing will count as methods to meet this goal; Healthy Collections Survey criteria |
| 5-disaster planning and training | An updated disaster plan and training sessions | Goal 5 will be met by a completed, updated disaster plan, which has been distributed to all pertinent campus offices and by an official training of all archives staff and student workers on the general points of that plan.  If finding is available the goal of disaster preparedness would be met by replenishing our disaster supplies. | Training sessions; disaster plan; disaster supplies; Healthy Collections Survey criteria |

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Dept. Head/Director    Date

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