Iowa State University Library Assessment Plan

Fiscal Year 2021 Report
September 2021

Iowa State University Library Assessment and Planning
(http://assess.lib.iastate.edu)

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Thank you to library staff members Susan Vega Garcia and Norma Dowell for their assistance and contributions to this report. Thanks to members of the Library Management Team for their feedback and suggestions related to the library’s assessment plan and the development of the annual assessment report.

Special Notice
Starting in the 3rd quarter of FY20 (March 2020) and throughout FY21, the COVID-19 pandemic had a significant impact on library operations. Throughout this report we’ve attempted to point out this influence, especially in metrics comparing FY21 data with previous years.

In addition, a COVID-19 related chart collection has been included as an appendix section in this report. The charts include results from a staff check-in survey conducted in May 2021. Charts showing operational statistics collected monthly throughout FY21 are also included. These charts provide examples of the impact the COVID-19 pandemic had on library operations in FY21. The section also includes a short analysis of the data and metrics collected related to library operations and the COVID-19 pandemic.
Introduction
The Iowa State University Library Assessment Plan was developed over the course of 2017, and adopted in October of 2017. The plan provides a framework for efforts related to the creation, assembly, and analysis of library data and information. The assessment plan and supporting information related to it can be found on the Iowa State Library Assessment Website.

The assessment plan is aligned with the library’s strategic plan (adopted in 2015) and is intended to support strategic decision-making in the library. The assessment plan’s guiding principles are:

- Data-driven: Strive to stay objective, impartial, and grounded in research and analysis.
- Impactful: Focus on the usefulness and impact of library services on users and recommend library process changes based on expertise and findings.
- Productive: Produce and promote innovative, creative, user-friendly, trustworthy, and timely products.
- Efficient: Re-purpose assessment data to support the ongoing review of library operations and tell the Library’s story.
- Integrated: Help all ISUL units tell their stories and promote their services. Find and present relevant data in the most valid and effective ways.
- Open: Advance library communication and evidence-based librarianship by sharing and promoting work with the ISUL community.

At the heart of the Iowa State University Library Assessment Plan is a strategy map (Figure 1). A strategy map is a diagram that is used to document the primary strategic objectives being pursued by an organization. The strategy map provides a logic model for the strategy of the organization.

A well-designed strategy map provides a condensed (one side of one piece of paper) view of an organization’s strategic objectives. By providing a simple visual representation of the organization’s most important strategic objectives, the strategy map is useful as a tool to enable discussions within the library related to those objectives, and consideration of measured progress towards those objectives.
Figure 1. Iowa State University Library Strategy Map

The Iowa State University Library advances the university's academic excellence and land-grant mission by collecting, disseminating, and preserving world knowledge.

<table>
<thead>
<tr>
<th>Service Perspective</th>
<th>Financial Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1. Strengthen information literacy skills for the ISU community and beyond</td>
<td>F1. Increase financial resources through partnerships with donors and stakeholders as well as consortia.</td>
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<tr>
<td>S2. User needs and priorities are met and/or exceeded</td>
<td>F2. Align financial resources with priorities</td>
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<tr>
<td>S3. Grow the use of archival and other university produced materials while expanding the scope of digital and special collection services</td>
<td>F3. Be data driven with material acquisition decisions and when promoting the value of investment in the library</td>
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<table>
<thead>
<tr>
<th>Internal Perspective</th>
<th>Learning and Growth Perspective</th>
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<tbody>
<tr>
<td>I1. Support a physical environment that inspires learning</td>
<td>L1. Partner with users to stimulate new ways of working, thinking, and responding to their needs</td>
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<tr>
<td>I2. Support both physical and online environments that are inclusive, accessible, and inspire scholarship</td>
<td>L2. Create a workplace culture that invites collaboration, innovation, and continuous growth</td>
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<tr>
<td>I3. Easy access to superb collections that enable transformational research and learning</td>
<td>L3. Promote and convey a culture of assessment and accountability</td>
</tr>
<tr>
<td>I4. Communicate effectively with internal and external stakeholders</td>
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The Iowa State University Library serves as a Knowledge Broker by creating, collecting, curating, and communicating information.
Report

This report is the third annual Iowa State University Library Assessment Plan Report. It includes selected data visualizations along with narrative descriptions of measures and analysis in support of the library’s assessment plan. This report is intended to provide an update on the library’s progress related to the goals and objectives articulated in the library’s assessment plan strategy map.

The structure of this report has been aligned with the library’s strategy map. The strategy map contains thirteen objectives. The body of this report will contain a section for each strategy map objective. Those sections will contain a review of performance indicators and the associated targets that have been established for each strategy map objective.

Stop Light Indicators

Each performance metric identified in the report will have an accompanying target measure. Stop light indicators are used throughout the report to indicate the level of success for each performance metric. A green mark (▲) indicates measurable progress has been shown on this objective in fiscal year 2020 (FY20). A yellow mark (●) indicates measurable performance on this objective was flat in FY20. A red mark (▼) indicates measurable performance declined for this objective in FY21.

Figure 2 shows the complete list of performance metrics, target measures, and their stop light status at this time.
Figure 2. List of performance metrics

Strategy Map Key Performance Indicator Summary - Service Perspective FY21

<table>
<thead>
<tr>
<th>Strategy Map Objective</th>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen information literacy skills for the ISU community and beyond</td>
<td>Library LibGuide Average Views</td>
<td>Maintain the average views in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library LibGuide Total Views</td>
<td>Maintain the total views in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library Workshop Average Attendance</td>
<td>Maintain the average attendance in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library Workshop Total Attendance</td>
<td>Maintain the total attendance in FY21 compared to FY20</td>
</tr>
<tr>
<td>User needs and priorities are met and/or exceeded</td>
<td>Library Chat Statistics Totals</td>
<td>Maintain chat totals in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library Chat Statistics Trends</td>
<td>Level trend in the number of chats from July 2015 through June 2018</td>
</tr>
<tr>
<td></td>
<td>Library Study Room Bookings</td>
<td>Maintain the total number of room bookings in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library Website Pageview Comparison</td>
<td>Maintain a comparable number of library website pageview categories in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Library Website Pageviews</td>
<td>Maintain the total number of library website pageviews in FY21 compared to FY20</td>
</tr>
<tr>
<td>Grow the use of archival and other university produced materials while expanding the scope of digital and special collection services</td>
<td>Total Digital Repository Downloads</td>
<td>Maintain the total number of DR downloads in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Total Digital Repository Uploads</td>
<td>Maintain the total number of DR uploads in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Total Research Dataset Downloads</td>
<td>Maintain the total number of Research Data Set Downloads in FY21 compared to FY20</td>
</tr>
</tbody>
</table>
Strategy Map Objective
Increase financial resources through partnerships with donors and stakeholders as well as consortia.

Indicator 1
Courier Service Partnership Savings

Target 1
Maintain the total savings generated by the courier service in FY21 compared to FY20

ISU Foundation Total Revenue Trend

Level trend in the total revenue provided by the ISU Foundation

Financial Perspective FY21

Align financial resources with priorities

Trend in expenditures for print and electronic materials

Maintain the trend in the expenditures for print and electronic materials

Trend in expenditures for salaries by employee classification

Maintain the trend in total salary expenditures

Trend in material expenditures

Maintain the trend in the total expenditures for materials

Trend in salary expenditures and FTE counts

Maintain the trend in salary expenditures and FTE counts

Be data driven when promoting the value of investment in the library

Percent of Materials in Overall Expense Budget

Ranked at the mid-point of the ISU peer institutions for this metric

Salary per Student

Ranked at the mid-point of the ISU peer institutions for this metric
<table>
<thead>
<tr>
<th>Strategy Map Objective</th>
<th>Indicator</th>
<th>Target/Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support a physical environment that inspires learning</td>
<td>Equipment Checkout Usage - Laptops</td>
<td>Maintain the number of laptop checkouts in FY21 compared to FY20</td>
</tr>
<tr>
<td>Support both physical and online environments that are inclusive, accessible, and inspire scholarship</td>
<td>Happy/Sad Face Score</td>
<td>50% of responses are Excellent, Good, or Fair</td>
</tr>
<tr>
<td></td>
<td>Welcomeness Score from Student Survey</td>
<td>Mean score of 4.0 on 5 point scale for all respondents</td>
</tr>
<tr>
<td>Easy access to superb collections that enable transformational research and learning</td>
<td>eResource Platform Usage Trend</td>
<td>Establish a baseline measure for this metric to use in future year comparisons</td>
</tr>
<tr>
<td></td>
<td>Primo Search Statistics Totals</td>
<td>Maintain the number of Primo searches in FY21 compared to FY20</td>
</tr>
<tr>
<td></td>
<td>Primo Search Statistics Trend</td>
<td>Level trend in the Primo searches in FY17 through FY21</td>
</tr>
<tr>
<td></td>
<td>Top 10 eResource Platform Usage</td>
<td>Establish a baseline measure for this metric to use in future year comparisons</td>
</tr>
<tr>
<td>Communicate effectively with internal and external stakeholders</td>
<td>Improve the Library Website News Feature</td>
<td>Maintain the number of news item pageviews in FY21 compared to FY20</td>
</tr>
</tbody>
</table>
### Strategy Map Key Performance Indicator Summary - Learning Perspective FY21

<table>
<thead>
<tr>
<th>Strategy Map Objective</th>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with users to stimulate new ways of working, thinking, and responding to their needs</td>
<td>Patron Surveys and Studies</td>
<td>Four patron related studies conducted in FY21</td>
</tr>
<tr>
<td>Create a workplace culture that invites collaboration, innovation, and continuous growth</td>
<td>DEI Online Book Exhibits Pageviews</td>
<td>Establish a new metric to track DEI online book exhibit pageviews</td>
</tr>
<tr>
<td></td>
<td>DEI Related LibGuide Pageviews</td>
<td>Establish a new metric to track DEI related LibGuide pageviews</td>
</tr>
<tr>
<td></td>
<td>Staff Participation in Library Book Studies</td>
<td>Maintain the level of staff participation in library book studies</td>
</tr>
<tr>
<td>Promote and convey a culture of assessment and accountability</td>
<td>Alma Analytics Usage</td>
<td>Level trend in the number of Alma Analytics queries by library staff (non-IT)</td>
</tr>
<tr>
<td></td>
<td>Library Assessment Communication Tasks</td>
<td>Maintain the number of assessment communication tasks in FY21 compared to FY20</td>
</tr>
</tbody>
</table>
Strategy Map – Service Perspective

Objective S1. Strengthen information literacy skills for the ISU community and beyond

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal to “Empower users through teaching information literacy and research skills: Develop and strengthen the library’s information literacy instruction and outreach to support education and research at all levels of the university.”

The primary key performance indicator for this objective was the comparison of library workshop data and library LibGuide analytics from FY17 through FY20. A supplemental indicator for this objective was a listing of the top ten LibGuides based on usage in FY20.

The following figures show information related to the performance indicators for Objective S1.

- Figure 3. Objective S1 Performance Indicator – Library Workshops
- Figure 4. Objective S1 Performance Indicator – LibGuide Analytics
- Figure 5. Objective S1 Supplemental Material – Top Ten LibGuides based on page views
Figure 3. Library workshops total attendance

This chart compares total library workshop attendance for FY17 through FY21. Total workshop attendance in FY21 was 133, down from 223 in FY20 (-40%).

Figure 4. Library workshops average attendance

This chart compares average library workshop attendance for FY17 through FY21. Average attendance in FY21 was 33, up from 10 in FY20.
Figure 5. Library LibGuides total views

This chart compares the total number of LibGuide views for FY17 - FY21. In FY21 there were 593,998 LibGuide views, down from 624,848 views in FY20 (-5%).

Figure 6. Library LibGuides average views (Total views / Total number of Libguides)

This chart compares the average number of LibGuide views for FY17 - FY21. In FY21 there were an average of 1046 LibGuide views, down from 1186 in FY20 (-12%).
Objective S1 Performance Indicators Observations and Discussion
The collection of stoplight indicators for Objective S1 are shown in Figure 8.

Figure 7. Top ten LibGuides based on page views in FY21

This chart shows the top ten library libguides, as measured by total views in FY21 (green bar). Total FY17, FY18, FY19 and FY20 views for each of the selected libguides is also shown.

Figure 8. Objective S1 Indicators

**Objective S1. Strengthen information literacy skills for the ISU community and beyond**

**Indicator 1**
**Library LibGuide Average Views**
Target 1
Maintain the average views in FY21 compared to FY20
Missed Target

**Library LibGuide Total Views**
Maintain the total views in FY21 compared to FY20
Missed Target

**Library Workshop Average Attendance**
Maintain the average attendance in FY21 compared to FY20
Exceeding Target

**Library Workshop Total Attendance**
Maintain the total attendance in FY21 compared to FY20
Missed Target
Four performance indicators were developed for this objective. Two were based on library workshop attendance data (average workshop attendance, and total workshop attendance), and two were based on LibGuide usage data (average LibGuide views and total LibGuide views). Figure 3 & 4 shows the workshop related performance measures comparing FY17 through FY21, and Figure 4 & 5 shows the LibGuide performance measures comparing FY17 through FY21.

The expectation for these four performance measures were that levels attained in FY20 would be maintained in FY21. The LibGuide measures fell short of this goal in FY21. The workshop measures exceeded this goal in FY21 (even though less workshops were offered in FY21 due to COVID restrictions, average workshop attendance was up).

An added piece of information related to LibGuide usage was included in this section of the report. Figure 7 shows the top 10 most viewed LibGuides in FY21. The chart compares the number of views for each of these guides in FY21 with the number of views they had in FY20. Several guides had increases in the number of views from FY20 to FY21.

**Objective S2. User needs and priorities are met and/or exceeded**

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal to provide “Responsible and anticipatory resources and services: Anticipate the diverse needs our users. Respect and respond to each user’s request.”

The primary key performance indicators for this objective were a comparison of the usage of the library’s chat service for FY20 and FY21, the comparison of library study room reservations for FY20 and FY21, and the comparison of website pageviews for FY20 and FY21.

A supplemental chart (Figure 14) was included in this section based on analysis using the EDUCAUSE Learning Space Rating (LSR) system. The EDUCAUSE tool was used to measure various spaces designed to support group learning activities. The chart shows and compares how these spaces scored on the assessment. Library learning spaces consistently scored high on the following LSR measures: Visual Displays, Sound Amplification, Proximities within Space, Access to Adjacent Informal Learning Areas, Network Connectivity, Audio/Visual Interface and Control.

The following figures show information related to the performance indicators for Objective S2.

- Figure 9. Objective S2 Performance Indicator – Study Room Usage
- Figure 10. Objective S2 Performance Indicator – Chat Counts
- Figure 11. Objective S2 Performance Indicator – Chat Trend
- Figure 12. Objective S2 Performance Indicator – Website pageviews and pageview comparison
- Figure 13. Objective S2 Supplemental Material – Library Group Learning Spaces Learning Assessment
Figure 9. Study room usage

This chart shows the comparison of the total number of study room bookings for FY17 - FY21. The metric used in this chart is the average total per month. Using this metric, the average total number of room bookings per month in FY21 was 1,148, down from 1,800 in FY20 (-36%).

Figure 10. Chat counts by month FY21

In August of FY20 the library switched to the LibChat tool from SpringShare. This chart shows the LibChat chat counts from FY20 through FY21. The number of missed chats (orange line) is also shown. For this reporting period the number of missed chats was less than 3% of the total chats.

Also in FY21 the type of chat, either “Ask a Librarian” or “Tech Lending” was tracked. For FY21, the number of Ask a Librarian chats was 1571. The number of Tech Lending chats was 127.
Figure 11. Chat count trend

The total chat count in FY21 was down 7% compared to FY20, from 1,847 to 1,719. The overall trend in chats from FY12-FY21 is on the increase.

Figure 12. Website pageviews

This chart compares the number of pageviews for the library home page as reported by Google Analytics. Pageviews went from 729,580 in FY20 to 627,061 in FY21, a 14% decrease.
Figure 13. Website pageview comparison

[Graph showing website pageview comparison excluding homepage FY18 to FY21]

This chart compares the number of pageviews for various library website pages. Comparing FY20 and FY21, pageview increases for the page categories Spaces and Tech, News, About the Library, and Covid Resources. Pageviews decreased for Research, How to Borrow, and Help.

Figure 14. Group Learning Spaces Assessment

[Bar chart showing library group learning spaces assessment]

Library Group Learning Spaces Assessment

- LCC Study Rooms
- Room 196
- Room 32
- Room 405
- Collaborations Corridor
- Study Rooms
- Third Floor Study Rooms
- Media Center Study Rooms
- Room 134
- Room 31

In 2017 EDUCAUSE developed a learning space rating system. The Learning Space Rating System (LSRS) provides a framework to measure the potential performance of a learning space. Using Part B of the LSRS, the various Parks Library group learning spaces (classrooms/labs/study rooms) were assessed. The Learning Connection Center (LCC) Study Rooms, Room 196, and Room 32 received the highest scores, with a score of 25 out of 34.
Objective S2 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective S2 are shown in Figure 15.

Figure 15. Objective S2 Indicators

Five performance indicators were developed for this objective. One was based on library study room booking data (see Figure 9), two were based on library chat data (see Figure 10 & 11), and two were based on website page views (see Figures 12 & 13). A chart (Figure 14) showing results of an assessment of library learning spaces was included as supplemental information for this section of the report.

The target for the library study room bookings performance indicator was not achieved. The total chat metric was not met, but the chat trend metric was maintained. The total website pageview metric was not met, but the metrics related to the comparison of website pageview categories was maintained.

Even though website page views were down by 14% (Google Analytics) in FY21 compared to FY20, several specific types of library website content saw increases in page views in FY21. Examples of these page categories were spaces and tech, news, about the library, and Covid-19.
Objective S3. Grow the use of archival and other university produced materials while expanding the scope of digital and special collection services

This objective connects to the university’s strategic goal to “Enhance the university’s research profile by conducting high impact research that addresses the grand challenges of the 21st century.” This objective also connects to the library’s strategic goal to provide “Dynamic collections: Collect, preserve, and make accessible our information resources and collections, in line with the university’s strategy to produce and share transformational research and creativity.”

The primary key performance indicators for this objective were obtained from download and usage analytics for the digital repository and the data repository. A secondary indicator for this objective was the comparison of the growth of the university digital repository and the comparison of the growth of the university data repository for FY21.

The following figures show information related to the performance indicators for Objective S3.

- Figure 16. Objective S3 Performance Indicator – Research Data Repository Data Set Disclosures and Research Data Repository Downloads
- Figure 17. Objective S3 Performance Indicator – Digital Repository Downloads and Uploads

Figure 16. Research Data Repository Disclosures

Approved Data Set Disclosures

This chart shows the number of approved data set disclosures submitted in FY21 compared to FY19 and FY20. Submitting a disclosure is the first step towards sharing data on DataShare. Once the disclosure is reviewed and approved by appropriate campus offices, librarians initiate the publishing process. COVID-19 impacts continued into FY21, possibly affecting the number of disclosures received.
DataShare Total Downloads - FY19, FY20, and FY21

This chart compares the number of downloads from DataShare, ISU's open data repository, in FY21 compared to counts from FY19 and FY20.
Figure 16. Digital Repository uploads and downloads

Digital Repository Total Uploads FY17 - FY21

This chart compares the total number of uploads from the ISU Library digital repository for FY17 through FY21.

Digital Repository Total Downloads FY17 - FY21

This chart compares the total number of downloads from the ISU Library digital repository for FY17 through FY21. There was a 11% increase in downloads in FY21 compared to FY20.
Objective S3 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective S3 are shown in Figure 18.

Figure 17. Objective S3 Indicators

Objective S3. Grow the use of archival and other university produced materials while expanding the scope of digital and special collection services

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal</th>
<th>FY21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Dataset Disclosures</strong></td>
<td>Maintain the total number of Research Data Set Disclosures in FY21 compared to FY20</td>
<td>Misset</td>
</tr>
<tr>
<td><strong>Total Research Dataset Downloads</strong></td>
<td>Maintain the total number of Research Data Set Downloads in FY21 compared to FY20</td>
<td>Exceed</td>
</tr>
<tr>
<td><strong>Total Digital Repository Downloads</strong></td>
<td>Maintain the total number of DR downloads in FY21 compared to FY20</td>
<td>Exceed</td>
</tr>
<tr>
<td><strong>Total Digital Repository Uploads</strong></td>
<td>Maintain the total number of DR uploads in FY21 compared to FY20</td>
<td>Exceed</td>
</tr>
</tbody>
</table>

The research data repository saw a decrease in the number of data set disclosures but an increase in the number of data set downloads in FY21 compared to FY20. COVID-19 may have had an effect on the number of data set disclosures. The research data repository is still in its very beginning stages of becoming established as an option for ISU researchers.

There was an increase in total digital repository downloads and uploads in FY21 compared to FY20. Content continues to be added to the repository and the additional content that is added attracts a larger audience of scholars who use the digital repository. Library scholarly communications outreach efforts promoting the ISU digital repository also contributes to increasing awareness and use of the digital repository on the ISU campus.
Strategy Map – Financial Perspective

**Objective F1. Increase financial resources through partnerships with donors and stakeholders as well as consortia**

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Healthy Culture: Create a workplace culture that invites collaboration, innovation, and continuous growth, in line with the university’s strategy to foster a culture and work environment that rewards faculty and staff for their contributions, supports a balance between work and life, and inspires individuals to work together to achieve at the highest level of their abilities.”

The primary key performance indicator for this objective was produced by the ISU Foundation. A secondary indicator for this objective was the comparison of interlibrary loan expenditures associated with the new Iowa distribution network.

The following figures show information related to the performance indicators for Objective F1.

- Figure 19. Objective F1 Performance Indicator – Courier Partnership Savings
- Figure 20. Objective F1 Performance Indicator – ISU Foundation Total Revenue

*Figure 18. Courier partnership savings*
Objective F1 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective F1 are shown in Figure 21.

Figure 19 shows that the courier program experienced its first loss (-$2,408) in the five years since it was established. The main reason attributed to this was fewer ILL requests in FY21 due to the COVID pandemic.

Figure 20 shows the increasing trend in revenue related to the ISU Foundation, from FY14 through FY21. There was a significant increase in revenue in FY21 compared to FY20.
Objective F2. Align financial resources with priorities
This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Agile Organizational Structure: Work together to create and agile organizational structure that will stimulate new ways of working, thinking, and responding to user demands and a changing service environment.”

The primary key performance indicator for this objective was generated through a survey of the library’s management team designed to measure workplace priorities.

The following figures show information related to the performance indicators for Objective F2.

- Figure 22. Objective F2 Performance Indicator – Trend in material expenditures
- Figure 23. Objective F2 Performance Indicator – Trend in print and electronic expenditures
- Figure 24. Objective F2 Performance Indicator – Trend in salary expenditures
- Figure 25. Objective F2 Performance Indicator – Trend in salary expenditures and FTE counts

Figure 21. Trend in material expenditures for materials

This chart shows the overall trend for library materials is decreasing.
Figure 22. Trend in material expenditures comparing print and electronic format types

This chart shows the trend in electronic format material expenditures and print format related expenditures are both decreasing.

Figure 23. Trend in salary expenditures FY14-FY21

This chart shows total library expenditures declined slightly in FY21, compared to FY20. The trend in total salary expenditures from FY14-FY21 is slightly increasing.
Objective F2 Performance Indicators Observations and Discussion

**Figure 24. Trends in salary expenditures and FTE Counts FY14-FY21**

This chart shows the trends in FTE counts and total salary expenditures for the different employee classifications in place in the library.

**Figure 25. Objective F2 Indicators**

**Objective F2. Align financial resources with priorities**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Missed Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend in material expenditures</td>
<td>Maintain the trend in the total expenditures for materials</td>
<td>Missed Target</td>
</tr>
<tr>
<td>Trend in expenditures for print and electronic materials</td>
<td>Maintain the trend in the expenditures for print and electronic materials</td>
<td>Missed Target</td>
</tr>
<tr>
<td>Trend in expenditures for salaries by employee classification</td>
<td>Maintain the trend in total salary expenditures</td>
<td>Missed Target</td>
</tr>
<tr>
<td>Trend in salary expenditures and FTE counts</td>
<td>Maintain the trends in salary expenditures and FTE counts</td>
<td>Missed Target</td>
</tr>
</tbody>
</table>
Figure 22 shows the trend in library expenditures related to materials. Figure 23 compares the trend in print material expenditures with electronic material expenditures. The overall trend for both electronic and print material expenditures is declining.

Figure 24 shows the trend in library expenditures related to staff salaries. The overall trend has been slightly upward. But the FY21 total salary expenditures was below the trend line.

**Objective F3. Be data driven with material acquisition decisions and when promoting the value of investment in the library**

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Dynamic collections: Collect, preserve, and make accessible our information resources and collections, in line with the university’s strategy to produce and share transformational research and creativity.”

The primary key performance indicators for this objective were created through comparisons of trends in selected monetized collection metrics for Iowa State University and our peer institutions.

The following figures show information related to the performance indicators for Objective F3.

- Figure 27. Objective F3 Performance Indicator – Peer Comparison Material Expenditures
- Figure 28. Objective F3 Performance Indicator – Peer Comparison Staff Compensation per Student
Figure 26. Peer comparison ratio of material to total library expense budget

This chart shows the ratio of library material expenditures to library total expenditures for FY2020, for ISU and all of ISU’s peer institutions. ISU had the highest percentage of all institutions in this comparison. (Source - ARL Statistics)

Figure 27. Peer comparison ratio total salary to student enrollment

This chart shows the ratio of library staff compensation to student enrollment FY2020, for ISU and all of ISU’s peer institutions. ISU had the lowest percentage of all institutions in this comparison. (Source - ARL Statistics)
Objective F3 Performance Indicators Observations and Discussion
The collection of stoplight indicators for Objective F3 are shown in Figure 29.

Figure 28. Objective F3 Indicators

In FY20 (the most current year available), the Iowa State University library had the highest percentage of material expenses to total expenses when compared with ISU peer institutions. Also, in FY20, the ISU Library had the lowest salary per student value when compared with ISU peer institutions.
Strategy Map – Internal Perspective

**Objective I1. Support a physical environment that inspires learning**

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Physical Space: Pursue continuous improvement of the library’s internal and external physical spaces to provide an ambience conducive to learning and an environment that is safe for all users.”

The primary key performance indicator for this objective was a comparison of results of the annual CAC survey of library student workers for FY17, FY18, FY19 and FY20. Secondary indicators related to the use of the library’s equipment checkout program were also developed for Objective I1.

The following figures show information related to the performance indicators for Objective I1.

- Figure 30. Objective I1 Performance Indicator – Student Rating Score Comparison
- Figure 31. Objective I1 Performance Indicator – Laptop Checkout
- Figure 32. Objective I1 Performance Indicator – Equipment Checkout Unique Users

**Figure 29. Student ratings comparison**

This chart shows the average student rating (5 point scale with 5 = high) for various library technology and space items. The overall rating on these items increased from 3.4 in FY20 to 3.7 in FY21, an increase of 9%.
Figure 30. Use of equipment checkout: laptop checkout

Laptop Equipment Checkout FY17 - FY21

The number of laptop check-outs through the library’s equipment checkout program decreased from 9,595 in FY20 to 2,461 in FY21 (-75%). But it should be noted that the library also introduced a long term laptop loaner program in FY21, in response to the increase in virtual learning required by the pandemic. The LLP supplied long term laptop loans to 490 users in FY21. We will consider the FY21 number to be a new baseline going forward.

Figure 31. Use of equipment checkout: unique users

Count of Unique Users of the Library Equipment Checkout Program FY17 - FY21

The number of unique users of the library’s equipment checkout program decreased from 2,924 in FY20 to 2,698 in FY20 (-8%). This decrease was most likely influenced by the COVID-19 pandemic.
Objective I1 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective I1 are shown in Figure 33.

Based on results of the library’s annual CASTLE survey of student employees, the average rating for satisfaction with library spaces and technology was higher in FY21 when compared with FY19. The library’s equipment checkout program also saw an increase in the number of laptop checkouts, and the number of unique users of the equipment checkout services in FY21 when compared to FY19. Based on this information, a stop-light rating of “exceeding target” was assigned to the performance indicators for Objective I1.

Objective I2. Support both physical and online environments that are inclusive, accessible, and inspire scholarship

This objective connects to the university’s strategic goal to “Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.” This objective also connects to the library’s strategic goal for “Responsible and anticipatory resources and services: Anticipate the diverse needs our users. Respect and respond to each user's request.”

- I am welcome in the library
- I am comfortable in the library
- I feel respected in the library
- I work best in the library

A secondary indicator was from a Happy/Sad face feedback device in the library. The device collects feedback to the question “How are you doing today?”

The following figure shows information related to the performance indicators for Objective I2.

- Figure 34. Objective I2 Performance Indicator – Welcomeness results from 2019 student survey
- Figure 35. Objective I2 Performance Indicator – Happy/Sad face survey results
Figure 33. Student Survey Welcomeness results

Average Score on Welcomeness Measures FY19 vs FY21

When possible, the library includes questions related to welcomeness in surveys. These questions were included in the 2019 student survey, and also more recently in surveys of students related to their use of various library services, including technology lending and study room reservations. This chart compares the average welcomeness scores gathered from these two types of student feedback related surveys.

Figure 34. Happy/Sad feedback

Happy/Sad Face Survey - How are you doing today

Starting in late 2019, a Happy/Sad face device has been used to collect climate feedback from users of the library. The device prompt was “How are you feeling today?” This chart compares the overall responses for the Spring 2020 and Spring 2021 semesters. (Excellent - Good - Fair - Poor - Very Poor).

Note: Data collection in the Spring 2020 semester only was conducted until the library closed in March due to the COVID-19 pandemic.
Objective I2 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective I2 are shown in Figure 36.

Figure 35. Objective I2 Indicators

During the Spring 2019 semester, the library acquired a survey kiosk from a company called ViewPoint. The device is designed to use a simple happy/sad face interface to collect feedback about how users are feeling. Users are prompted with a question like “Overall, how satisfied were you with your visit today?” and they can select from five emoji faces in response.

In the Spring of 2021, over 75% of users using the device responded either excellent, good, or fair to the prompt “How are you feeling today?”

- I feel welcome in the library
- I feel comfortable in the library
- I work best in the library

The mean score for all four questions on a five-point scale exceeded 4.0.
Objective I3. Easy access to superb collections that enable transformational research and learning

This objective connects to the university’s strategic goal to “Enhance the university’s research profile by conducting high impact research that addresses the grand challenges of the 21st century.” This objective also connects to the library’s strategic goal for “Dynamic collections: Collect, preserve, and make accessible our information resources and collections, in line with the university’s strategy to produce and share transformational research and creativity.”

The primary key performance indicator for this objective was a comparison of Primo search statistics for FY17 through FY21. Baseline information for key performance indicators for eResource usage were also established using data from the new OpenAthens system, and will be tracked going forward.

The following figures show information related to the performance indicators for Objective I3.

- Figure 37. Objective I3 Performance Indicator – Primo Searches
- Figure 38. Objective I3 Performance Indicator – Primo Searches Trend
- Figure 39. Objective I3 Performance Indicator – Top 10 eResource Platform Usage FY21
- Figure 40. Objective I3 Performance Indicator – eResource Platform Usage Trend FY21

Figure 36. Primo searches FY17-FY21

This chart compares the number of Primo searches over the last six fiscal years. Fiscal year 2020 and 2021 search totals were most likely influenced by the COVID-19 pandemic.
Figure 37. Primo searches trend FY17-FY20

This chart shows the declining trend in the number of Primo searches over the last five fiscal years. Fiscal year 2021 search totals were most likely influenced by the COVID-19 pandemic.

Figure 38. Top 10 eResource Platform Usage FY21

Top 10 eResource Usage FY21
Objective I3 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective S3 are shown in Figure 41.

Figure 40. Objective I3 Indicators

Objective I3. Easy access to superb collections that enable transformational research and learning & Support both physical and online environments that are inclusive, accessible, and inspire scholarship

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primo Search Statistics Totals</td>
<td></td>
<td>Maintain the number of Primo searches in FY21 compared to FY20</td>
</tr>
<tr>
<td>Primo Search Statistics Trend</td>
<td></td>
<td>Level trend in the Primo searches in FY17 through FY21</td>
</tr>
<tr>
<td>Top 10 eResource Platform Usage</td>
<td></td>
<td>Establish a baseline measure for this metric to use in future year comparisons</td>
</tr>
<tr>
<td>eResource Platform Usage Trend</td>
<td></td>
<td>Establish a baseline measure for this metric to use in future year comparisons</td>
</tr>
</tbody>
</table>

As shown in Figure 39 & 40, the number of searches using the library’s Primo discovery tool is declining. The decline in the use of the library search tool may simply be an indicator that library patrons are finding alternative paths to collection materials.
Objective I4. Communicate effectively with internal and external stakeholders

This objective connects to the university’s strategic goal to “Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.” This objective also connects to the library’s strategic goal for “Engagement: Engage our stakeholders as we demonstrate the library’s value to the campus, in line with the university's strategy to provide high quality experiences for students, faculty and staff.”

The primary key performance indicator for this objective was an analysis of the web analytics related to the news items posted on the library website.

The following figures show information related to the performance indicators for Objective I4.

- Figure 42. Objective I4 Performance Indicator – News item page views

![Figure 41. Library news item page views](chart.png)

This chart shows the number of pageviews for library news items for FY19, FY20 and FY21. For this comparison, pageview counts increased over 200% from FY20 to FY21.
Objective I4 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective I4 are shown in Figure 43.

Figure 42. Objective I4 Indicators
Strategy Map – Learning Perspective

**Objective L1. Partner with users to stimulate new ways of working, thinking, and responding to their needs**

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Engagement: Engage our stakeholders as we demonstrate the library's value to the campus, in line with the university's strategy to provide high quality experiences for students, faculty and staff.”

The primary key performance indicator for this objective was to track library user experience studies and surveys conducted in FY20.

Over the course of FY20, the library assessment team engaged patrons through a variety of surveys, studies, and data analysis. Here is a list of some of these activities:

- CASTLE Survey
- Project Outcome technology lending survey
- Project Outcome study room survey
- Project Outcome public technology usage survey
- Project Outcome study room survey
- ARL Statistics Survey
- ACRL Library Metrics Survey
- Staff wellness check-in survey

**Objective L1 Performance Indicators Observations and Discussion**

The collection of stoplight indicators for Objective L1 are shown in Figure 44.

*Figure 43. Objective L1 Indicators*

The FY21 target for Objective L1 was to conduct four surveys/studies seeking feedback from patrons and/or staff related to their needs and user experience with the library. The list of patron and staff surveys above shows selected examples of this work in FY21. The FY21 target was exceeded for this performance indicator.
Objective L2. Create a workplace culture that invites collaboration, innovation, and continuous growth

This objective connects to the university’s strategic goal to “Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.” This objective also connects to the library’s strategic goal for “Healthy Culture: Create a workplace culture that invites collaboration, innovation, and continuous growth, in line with the university's strategy to foster a culture and work environment that rewards faculty and staff for their contributions, supports a balance between work and life, and inspires individuals to work together to achieve at the highest level of their abilities.”

The primary key performance indicators for this objective was to establish two new metrics related to pageview counts tied to DEI online materials, and to continue to track library staff participation in DEI book studies. FY21 was year three of the library’s focused task to address DEI issues through intentional programming and professional development. The library is beginning to see evidence of positive growth in organizational participation and how library staff view DEI work.

Note: Thank-you for the assistance from Susan Vega-Garcia, Library Assistant Dean for Inclusion and Equity, who provided data for the three indicators included in the FY21 report.

Figure 44. DEI Online Book Exhibits Pageviews

All FY21 DEI Committee Book Exhibits were created as online guides in place of in-building book displays due to COVID-19. Exhibits were made for each recognized heritage month, as well as a few other notable celebrations, and continued to draw public interest while the Library operated at limited capacity. The majority received over one hundred views, a notable outlier being the APIDA Exhibit, which was published near the end of fiscal year 2021.
Figure 45. DEI LibGuide Pageviews

DEI Related LibGuide Pageviews FY21

Guides related to the Library's Book Discussion Series continued to see heavy use in FY21, four of which accounted for the top five DEI guides with the most views. The How to Be an Antiracist guide was also the most viewed ISU Library guide overall, with the White Fragility guide ranked third overall. DEI guides continue to attract national attention and demonstrate the importance of the Library's DEI work.

Figure 46. Participation in library book study

Staff Participation in Library Book Studies

The library conducted a book study for "White Fragility" by Robin DiAngelo in FY2019 and for "How to be an Antiracist" by Ibram X. Kendi in FY2020. Due to COVID-19, the book study was done remotely and an online Canvas site was created for the FY2021 series where staff read, "Gender: Your Guide." Staff posted written reflections, responded to posts made by other participants, and could join optional Zoom calls for verbal discussions. All staff were invited to participate.
Objective L2 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective L2 are shown in Figure 48.

Figure 47. Objective L2 Indicators

For this report, two new DEI related indicators were added: (1) pageview counts for DEI online book exhibits (Figure 45) and (2) pageview counts for DEI related Iowa State library LibGuides (Figure 46). Future reports will be able to compare pageview trends for these two indicators.

A third indicator, staff participation in library DEI book studies (Figure 47), was carried over from last year’s report.

The FY21 targets to establish the two new indicators and also to maintain staff participation in DEI book studies were met.
Objective L3. Promote and convey a culture of assessment and accountability

This objective connects to the university’s strategic goal to “Ensure access to the ISU Experience – including an exceptional education offering practical, global, and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.” This objective also connects to the library’s strategic goal for “Agile Organizational Structure: Work together to create and agile organizational structure that will stimulate new ways of working, thinking, and responding to user demands and a changing service environment.”

The primary key performance indicator for this objective was a comparison of library assessment related information sharing tasks in FY19 and FY20. A secondary indicator was a comparison of Alma Analytics usage in FY19 and FY20.

The following figures show information related to the performance indicators for Objective L3.

- Figure 49. Objective L3 Performance Indicator – Assessment Communication Tasks
- Figure 50. Objective L3 Performance Indicator – Alma Analytics Usage

**Figure 48. Library assessment communication tasks**

<table>
<thead>
<tr>
<th>Library Assessment Communication Tasks FY17 - FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
</tr>
<tr>
<td>1 on 1 meetings with LMT Members</td>
</tr>
<tr>
<td>Content added to the Library Assessment Website</td>
</tr>
<tr>
<td>Library Operational Data Collection</td>
</tr>
<tr>
<td>Monthly LMT Library Assessment Updates</td>
</tr>
<tr>
<td>Support the work of DUX</td>
</tr>
<tr>
<td>Website Usability</td>
</tr>
<tr>
<td>Monitized Indicator Report Leadership Update</td>
</tr>
<tr>
<td>Report to the Librarian Assembly</td>
</tr>
<tr>
<td>Year-End Library Assessment Report</td>
</tr>
<tr>
<td>Strategic Framework Planning and Assessment</td>
</tr>
<tr>
<td>Student Survey</td>
</tr>
</tbody>
</table>

Library assessment communication channels used in FY21 compared to FY 17, FY18, FY19, and FY20.
Objective L3 Performance Indicators Observations and Discussion

The collection of stoplight indicators for Objective L3 are shown in Figure 51.

Figure 50. Objective L3 Indicators

Library assessment related information is shared with library stakeholders using a variety of communication channels. Library assessment communication activities were similar in FY21 compared to FY19 (see Figure 49).
**Next Steps**

Library assessment tasks can emerge quickly. The Library Assessment Team strives to be agile in our work. Our work cannot be complete without the assessment tasks completed by many of our colleagues in the library. For every task we are engaged with there are multiple colleagues that contribute their portion of time and effort engaging in assessment, evaluation, strategy, and wise data driven decision-making for the library operations, day in and day out.

It will be important in the coming year to track progress associated with the library’s new social innovation initiative, started in the spring semester of 2021. The assessment team will support work to communicate out accomplishments related to this initiative over the course of FY22 and beyond.

The following Calendar of Actives provides an outline of assessment related work that is expected to be conducted throughout FY22.
Calendar of FY22 Assessment Activities

**July**
- Fiscal Year End Report Data Collection
- Project Outcome Editorial Board
- Library Strategic Framework Wrap-up

**August**
- Fiscal Year End Report Draft
- ARL VPO meeting

**September**
- Fiscal Year End Report Final
- Project Outcome Editorial Board

**October**
- ARL VPO meeting
- Project Outcome Surveys
- Special project work (TBD)

**November**
- Special project work (TBD)
- Project Outcome Editorial Board
- ACRL Data Reporting
- ARL Data Reporting

**December**
- Library Social Innovation work

**January**
- Special projects (TBD)
- ARL VPO meeting

**February**
- Potential student and/or faculty surveys
- Project Outcome Editorial Board

**March**
- Special projects (TBD)

**April**
- Special projects (TBD)
- Project Outcome Surveys
- ARL VPO meeting

**May**
- ELUNA OpenAthens presentation
- Special projects (TBD)
- Project Outcome Editorial Board

**June**
- Prep for year-end report

**Ongoing**
- Tableau Visualization Maintenance
  - Library Services Metrics
  - Wireless Metrics
  - ARL Peer Comparisons
  - ACRL Metrics
  - ARL Statistics
  - Digital Initiatives Analytics
- TRAC monthly fulfillment report
- Alma and Primo Analytics Report Development
- Google Analytics Analysis
- Collection Development Support
- Open Initiatives Support
- Project Outcome related work

**Project topics under consideration**
- Social innovation assessment
- Strategic planning
- External review
- Support of DEI related assessment and data collection
- Research data services support and assessment
- User Experience Assessment
- Digital Stewardship Assessment
- ARL VPO Services
- ACRL Project Outcomes Editorial Board
- Regent level outreach and collaboration
Appendix – COVID-19 related chart collection

The appendix contains a chart collection showing information related to the COVID-19 impact on library staff, operations, and services. Figures 1-5 are based on data collected from a library staff check-in survey. Figures 6-10 are based on data collected from monthly operational statistics.

Staff COVID-19 Check-in Survey Results

Appendix Figure 51. Staff check-in survey respondent job classification distribution

Appendix Figure 52. Staff check-in survey respondent work schedule
Appendix Figure 53. Staff check-in survey respondent comfort level with return to workplace

- Very comfortable: 66%
- Somewhat comfortable: 7%
- Neither comfortable nor uncomfortable: 13%
- Somewhat uncomfortable: 7%
- Very uncomfortable: 7%

Appendix Figure 54. Staff check-in survey respondent concerns

- Public health regulations not being followed
- Not everyone being vaccinated
- Cleaning of common areas
- Ventilation in my workspace
- Availability of disinfecting supplies
- Readjustment to office life schedule
- Care for family members
- My commute
- My parking
- Having in-person interactions with others
- I don’t have any concerns
- Other (please describe):
Appendix Figure 55. Staff check-in survey respondent meeting logistics feedback

<table>
<thead>
<tr>
<th>Options</th>
<th>Disagree</th>
<th>Agree</th>
<th>No preference</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All meetings should return to being face-to-face</td>
<td>58</td>
<td>8</td>
<td>21</td>
<td>86</td>
</tr>
<tr>
<td>Meetings with staff in the same building should be face-to-face</td>
<td>25</td>
<td>29</td>
<td>32</td>
<td>86</td>
</tr>
<tr>
<td>Meetings with staff at different locations should be virtual</td>
<td>8</td>
<td>56</td>
<td>22</td>
<td>86</td>
</tr>
<tr>
<td>All meetings should be scheduled virtually</td>
<td>41</td>
<td>16</td>
<td>28</td>
<td>85</td>
</tr>
<tr>
<td>All meetings should have both a face-to-face and a virtual option</td>
<td>10</td>
<td>56</td>
<td>20</td>
<td>86</td>
</tr>
<tr>
<td>The convener of the meeting should decide if it will be virtual, face-to-face or both</td>
<td>32</td>
<td>28</td>
<td>26</td>
<td>86</td>
</tr>
</tbody>
</table>
Appendix Figure 56. Library operational statistics gate counts FY21 by month

**Gate Counts**

**Counts by Month FY2021**

**Parks Library**

- Jul: 422
- Aug: 46,153
- Sep: 73,489
- Oct: 70,987
- Nov: 59,155
- Dec: 3,884
- Jan: 19,717
- Feb: 36,001
- Mar: 78,028
- Apr: 73,269
- May: 1,46

% Chng Previous Jun, 65.6%

**Design Reading Room**

- Jul: 0
- Aug: 927
- Sep: 1,383
- Oct: 1,375
- Nov: 965
- Dec: 277
- Jan: 495
- Feb: 1,169
- Mar: 1,415
- Apr: 1,268
- May: 723
- Jun: 584

% Chng Previous 1265.0%

**Vet Med Library**

- Jul: 0
- Aug: 1,945
- Sep: 4,295
- Oct: 4,652
- Nov: 4,462
- Dec: 209
- Jan: 1,188
- Feb: 3,158
- Mar: 4,088
- Apr: 3,599
- May: 1,741
- Jun: 591

% Chng Previous 3599.0%
Appendix Figure 57. Library operational statistics gate counts fiscal year comparison

Gate Counts

**Count Per Year**

**Parks Library**
- 2017: 2,264,688
- 2018: 2,118,221 (-6.47%)
- 2019: 1,718,981 (-18.85%)
- 2020: 602,321 (-64.96%)
- 2021: 187,428 (-68.88%)

**Design Reading Room**
- 2017: 40,351
- 2018: 43,410 (7.58%)
- 2019: 37,968 (-12.54%)
- 2020: 63,56%
- 2021: 6,177 (-55.36%)

**Vet Med Library**
- 2017: 70,414
- 2018: 64,798 (-7.98%)
- 2019: 55,269 (-14.71%)
- 2020: 29,762 (-46.15%)
- 2021: 14,886 (-49.98%)

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Appendix Figure 58. Library operational statistics User Consultations

User Consultation

User Consultations Per Year

Reference

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>% Chng Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>8,107</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>6,663</td>
<td>-17.81%</td>
</tr>
<tr>
<td>2019</td>
<td>5,691</td>
<td>-14.59%</td>
</tr>
<tr>
<td>2020</td>
<td>5,660</td>
<td>-0.54%</td>
</tr>
<tr>
<td>2021</td>
<td>2,121</td>
<td>-62.53%</td>
</tr>
</tbody>
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Directions

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>% Chng Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>4,027</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>2,734</td>
<td>-32.11%</td>
</tr>
<tr>
<td>2019</td>
<td>4,254</td>
<td>55.60%</td>
</tr>
<tr>
<td>2020</td>
<td>1,230</td>
<td>-71.09%</td>
</tr>
<tr>
<td>2021</td>
<td>247</td>
<td>-79.92%</td>
</tr>
</tbody>
</table>
Appendix Figure 59. Library operational statistics loans by month

Loans

Out-Of-Building by Month of Selected Fiscal Year

Automated Charges

Automated Renewals
Loans

Out-Of-Building by Year

Automated Charges

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>% Chg Prv Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>55,452</td>
<td>-9.62%</td>
</tr>
<tr>
<td>2018</td>
<td>42,698</td>
<td>-23.00%</td>
</tr>
<tr>
<td>2019</td>
<td>41,106</td>
<td>-3.73%</td>
</tr>
<tr>
<td>2020</td>
<td>22,158</td>
<td>-46.10%</td>
</tr>
<tr>
<td>2021</td>
<td>11,525</td>
<td>-20.23%</td>
</tr>
</tbody>
</table>

Automated Renewals

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>% Chg Prv Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>43,331</td>
<td>8.62%</td>
</tr>
<tr>
<td>2018</td>
<td>38,057</td>
<td>-12.17%</td>
</tr>
<tr>
<td>2019</td>
<td>29,787</td>
<td>-21.73%</td>
</tr>
<tr>
<td>2020</td>
<td>23,101</td>
<td>-22.45%</td>
</tr>
<tr>
<td>2021</td>
<td>17,116</td>
<td>-18.30%</td>
</tr>
</tbody>
</table>
Appendix Figure 62. Library operational statistics Interlibrary Loans year comparison

Interlibrary Loan

Lending By Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Loaned</th>
<th>% Chg Prv Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>26,123</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>30,834</td>
<td>18.03%</td>
</tr>
<tr>
<td>2019</td>
<td>31,821</td>
<td>3.20%</td>
</tr>
<tr>
<td>2020</td>
<td>22,048</td>
<td>-30.71%</td>
</tr>
<tr>
<td>2021</td>
<td>15,153</td>
<td>-31.27%</td>
</tr>
</tbody>
</table>

Borrowing

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Borrowed</th>
<th>% Chg Prv Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13,034</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>11,683</td>
<td>-10.37%</td>
</tr>
<tr>
<td>2019</td>
<td>7,021</td>
<td>-39.90%</td>
</tr>
<tr>
<td>2020</td>
<td>8,524</td>
<td>21.41%</td>
</tr>
<tr>
<td>2021</td>
<td>8,902</td>
<td>4.43%</td>
</tr>
</tbody>
</table>

DDS-Filled Requests

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Filled</th>
<th>% Chg Prv Yr</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td>6,859</td>
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</tr>
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<td>2018</td>
<td>10,089</td>
<td>47.09%</td>
</tr>
<tr>
<td>2019</td>
<td>5,530</td>
<td>-45.19%</td>
</tr>
<tr>
<td>2020</td>
<td>6,364</td>
<td>15.08%</td>
</tr>
<tr>
<td>2021</td>
<td>4,449</td>
<td>-30.09%</td>
</tr>
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