

7-22-2016

# Documenting Library Impact

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## Recommended Citation

Grant, Anne, "Documenting Library Impact" (2016). *Presentations*. 86.

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# DOCUMENTING

(or at least attempting to document...)

# LIBRARY IMPACT

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SCSLA – July 22, 2016

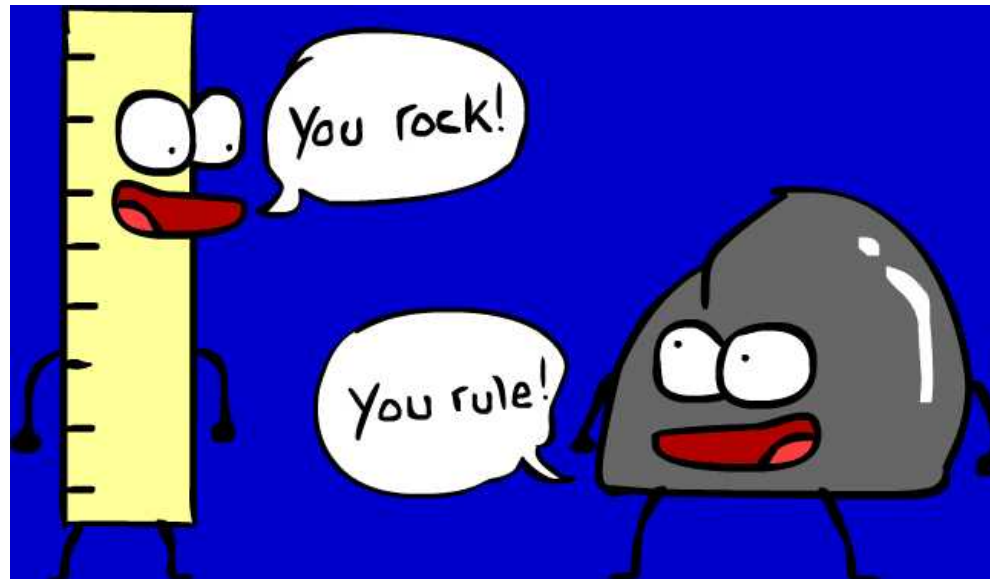
# About Me

- Instruction Librarian for 8 years
- Staff member for 8 years
- Attended ACRL Immersion for Assessment
- Warning...Shameless Plug...co-authored a book called “Take Your Library Workshops Online!” with a chapter on assessment
- Busy mom of a 3 and 5 year old



# About You...

- What kind of library are you coming from?
- What kinds of services do you provide?
- What are your facilities like?



# Document, Document, Document...

- Keep track of EVERYTHING
  - Questions answered
  - How questions are asked
  - Visits to your facility
  - Use of space
  - Website visits
  - Tutorial views – including how long and how often
  - Customer satisfaction
  - Usability
  - Session Follow Ups

# Example: What the library is doing now

8/1/15-5/31/16		
Audience	Participants	Sessions
Undergraduates	5530	273
Undergrad: Tours	178	8
Mixed: Grad/Undergrad	249	14
<b>TOTAL:</b>	<b>5957</b>	<b>295</b>
Category		
Online	6	3
Distance (off-campus)	605	20

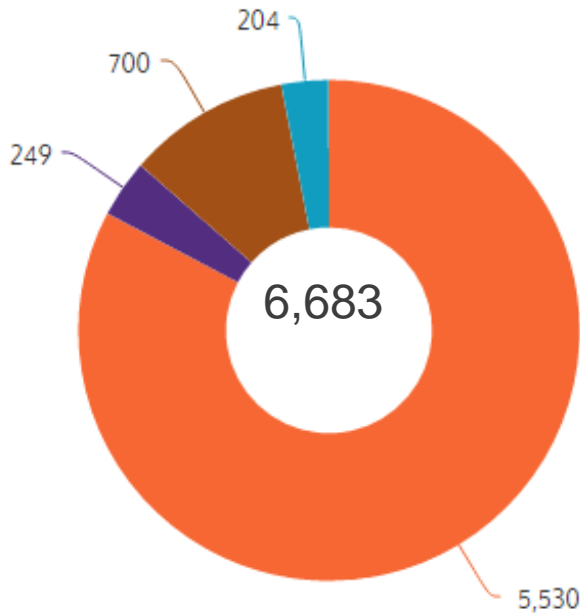
Think about what data you want to collect about each encounter with patrons.

# Visualize Your Data



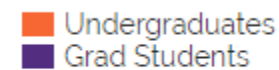
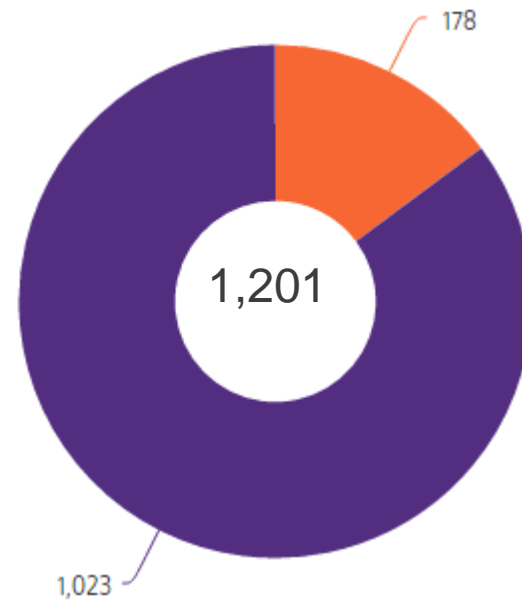
## Instruction Attendees

by audience type



## Orientation & Tour Attendees

by audience type



# Visualize Your Data



## Tutorial Videos

38 videos

10,299 views

avg. percentage viewed

## Top 3 by Minutes Watched

What is plagiarism?

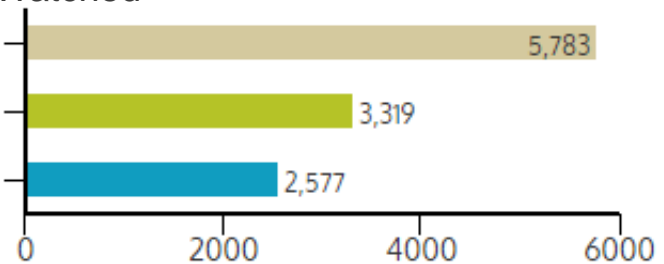
5,783

What's in it for me?

3,319

How can we help you?

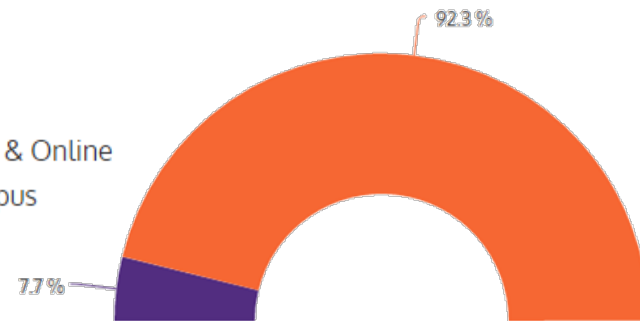
2,577



## Distance & Online Instruction

Subject liaisons provided 23 sessions for distance (off the main campus) and online programs.

Distance & Online  
On-Campus





# Look to your national organizations

- For Clemson:
  - ACRL – Association of College and Research Libraries' Standards for Libraries in Higher Education
  - ARL – Association of Research Libraries
  - ALA - American Library Association's Framework for Information Literacy

# About You...

- What are YOUR national, state and local entities counting?
  - Workshop attendance?
  - Visits to your facilities?
  - Services provided?



# Example: Goal Alignment

Instruction	LibrariesForward	ClemsonForward	Standards for Libraries in Higher Education
Culture of Assessment and training	Personnel: "Create a new training and development program"	"Living": retention of top people	8.2: Library Personnel have education and experience sufficient to their positions and the needs of the organization.
Instruction support for Undergrads	Undergraduate Learning	"Academic Core": "...enhance critical thinking and information literacy..."	3.2: Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
Instruction Support for Graduate Students	Graduate Education	"Academic Core": "...enhance the graduate student living and learning environment..."	

# Conducting Valid Assessment

- Correlation vs. Causation
  - ACRL report “Documenting Library Contributions to Student Success” was critiqued for claims of direct effects on student success
- Inconsistent data
  - Self-reported by library faculty
  - Optional, non-standardized assessment
- Comparing and consolidating assessments: general vs. subject-specific; one-shot vs. series; knowledge vs. affect; etc.
  - “That’s the million dollar question!” – Kacy Lundstrom (Utah State)
- Internal & external faculty support
  - Business as usual = easier than change

# Capturing your audience

- Our patrons needs are changing
- Information is EVERYWHERE
- Awareness is key



# Why can't we just use Google?

- From an article in Inside Higher Ed:
  - Students are not very good at using Google
  - Students do not know how to build a search that will return good results
  - "Today's college student might have grown up with the language of the information age, but they do not necessarily understand the grammar."

Inside Higher Ed News, 2011

# We know you know your stuff...

- Databases
- Research methods
- Source evaluation
- Your particular area of research



# ...but we can help!

- Librarians aren't just all about the books...we're all about INFORMATION:
  - How it's organized
  - Getting access -
  - Evaluating it
  - Citing it





# About You...

- Who could you talk to about your services/resources?





# Framework for Information Literacy

- Association of College and Research Libraries
- Seeks to build foundational knowledge
- Less “point-and-click” and more geared toward a fundamental understanding of information

# The Buckets

- "Know the Buckets"  
Understand where to look
- "Use what's in the buckets"  
Know how to apply what you find
- "Fill the buckets"  
Awareness of how you can contribute to your field of knowledge



# APPLYING THE FRAMEWORK IN CLASSES

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Some ideas that we've used to attempt  
assessment

# Sample Learning Outcomes

- **Actively participate in scholarly conversation -**  
Student will be able to describe the basic process of “scholarly conversations” in order to participate in them responsibly.
- Example: ENGL 1030 – Introduce the idea of the scholarly conversation as a social interaction and show a video about how students can participate appropriately. Students were then asked to reflect on their role and how they interpreted that role.

# Sample Learning Outcomes

- **Know the buckets** - Student will be able to match information needs to search tools in order to select the most appropriate options.
  - Example: SOCS 3910 – Students were required to find a case law so the session focused on the databases that would help students do this. Instead of being shown how to use each database, the class was divided into thirds and each of the three groups were asked to search a different database and report back on what they were able (and not able) to find in each “bucket”.

# Sample Learning Outcomes

- **Evaluating Sources** - Student will be able to use research tools and indicators of authority in order to determine the credibility of sources, understanding the elements that might temper this credibility.
  - Example: GEOG 1030 – Students were asked to find a news source for a country that had been assigned to them. This news source had to be indigenous and not news *about* the country but instead *from* the country. In order to do this, students had to look at the authority of the site and make decisions as to its relevance. This assignment was for 130 student and student responses were entered into a spreadsheet by a librarian.

# Sample Learning Outcomes

- **How to create a good search** - Student will be able to construct a search using keywords and parameters in order to find resources relevant to their research.
  - Example: ENGL 3770 (Creative Inquiry) – Students were each given a database and then asked to use the help screens in the databases as well as google their database to find searching hints and tips. They were then asked to share what they learned with their classmates in relation to their assignment.





# Let's Network!

- Send an email to Anne
- Stay connected with each other and share ideas
- Keep an eye on what others outside the libraries are doing to measure impact



# Contact Us!

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