STREAMLINING LIBRARY CLASSES

Scheduling, marketing, and data gathering in order to increase the value of a library service

Hello!

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Slides with clickable hyperlinks

scholarworks.iupui.edu

Classes webpage

library.mednet.iu.edu/classes
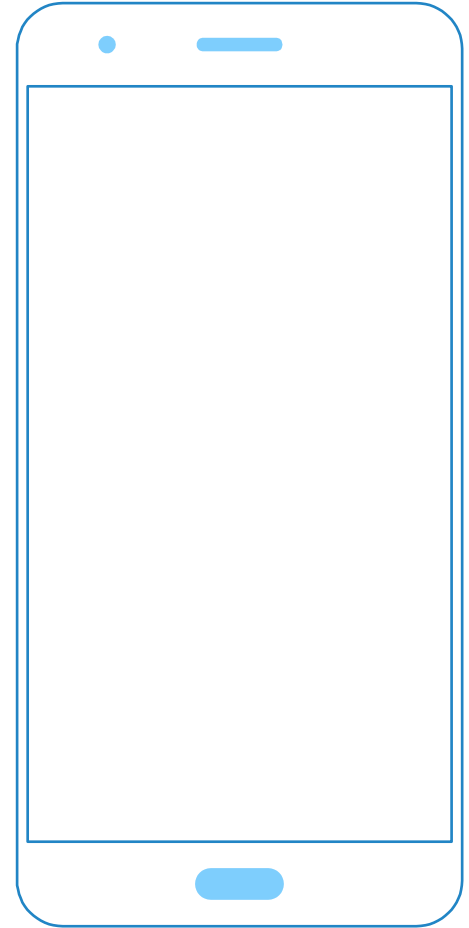
Today's agenda

1. Background
2. Methods
3. Results
4. Value added

1.
Background

Library classes

Background:

Attendance low

Scheduling system cumbersome

No consistent assessment

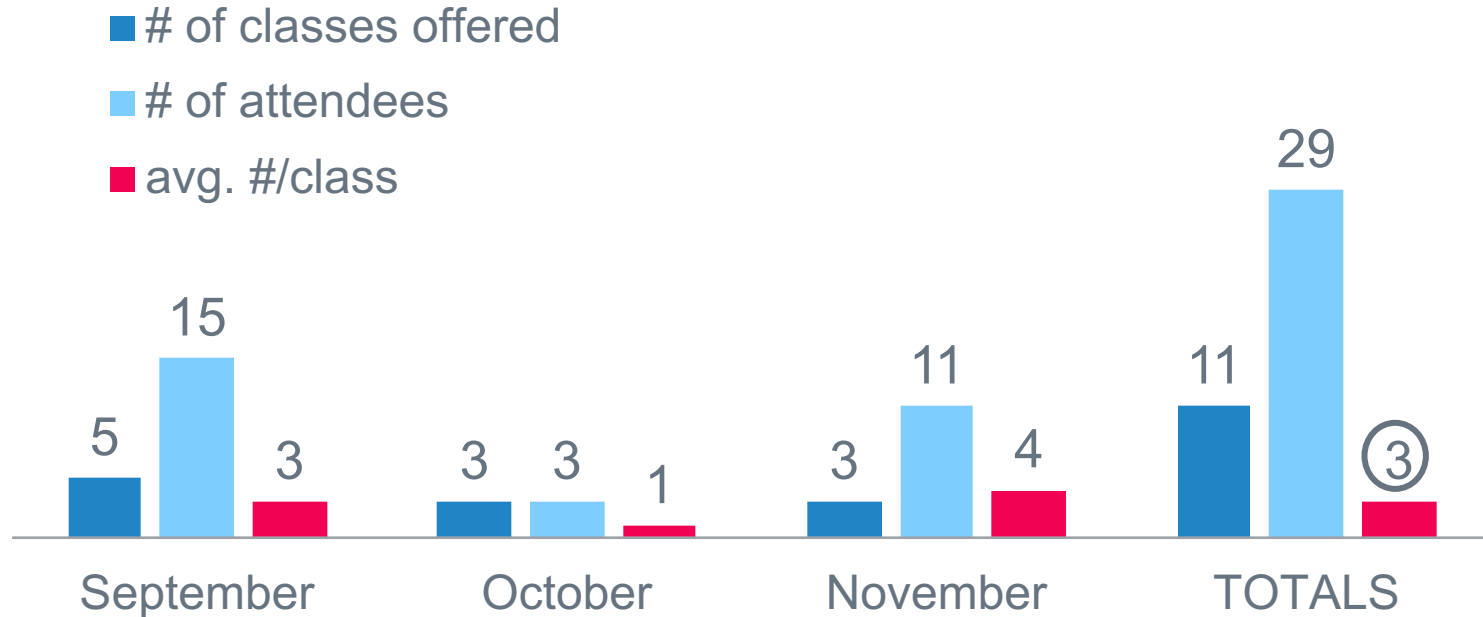   Attendance

    Class offerings

    Learner's perceptions

Consequences

Offered few classes

Staff didn't want to teach

Unclear how to improve

Fall 2018 Library Classes
Pre-implementation

■ # of classes offered
■ # of attendees
■ avg. #/class

September — 5, 15, 3
October — 3, 3, 1
November — 3, 11, 4
TOTALS — 11, 29, ③

"

Change means that what was before wasn't perfect.

People want things to be better.

-Esther Dyson

2.

Methods

What we did

Methods overview

First

Environmental scan

Access to LibCal

SpringShare asynchronous training

Second

Created and deployed evaluations in Qualtrics

Implemented system on website
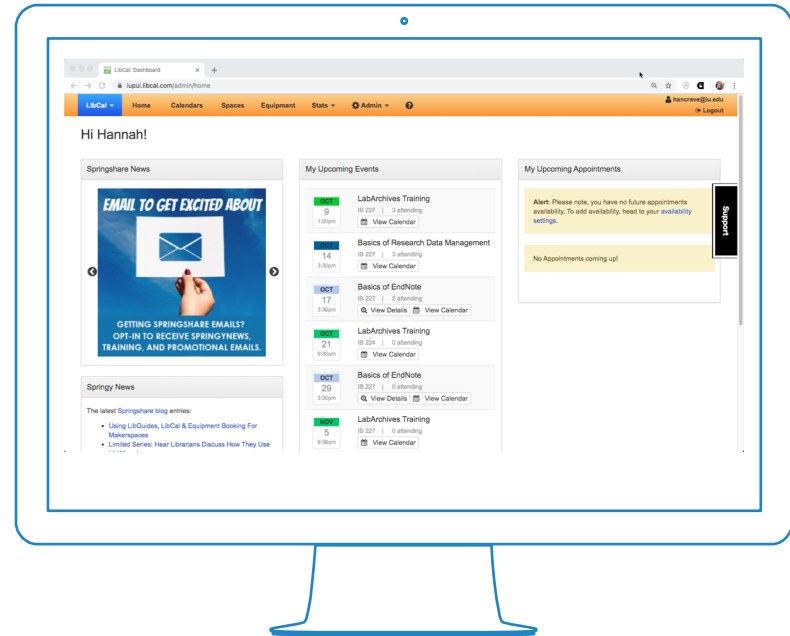
Promoted classes

Last

Analyze data using LibCal/Qualtrics tools

Reevaluate to inform practice

Demonstrate value

Methods: Access 🔒

Access to LibCal

Already had SpringShare products

Tech team activated LibCal

Methods: Training ⚙

SpringShare asynchronous training

  Video tutorials

  Help Center

Team approach

  Administrative support specialist
  Two librarians

End of Class Assessment ✏️

For every recurring class

No dropdown for classes
    New classes each semester
    Requires data cleanup later

Average survey completion time ~2.5 minutes per person
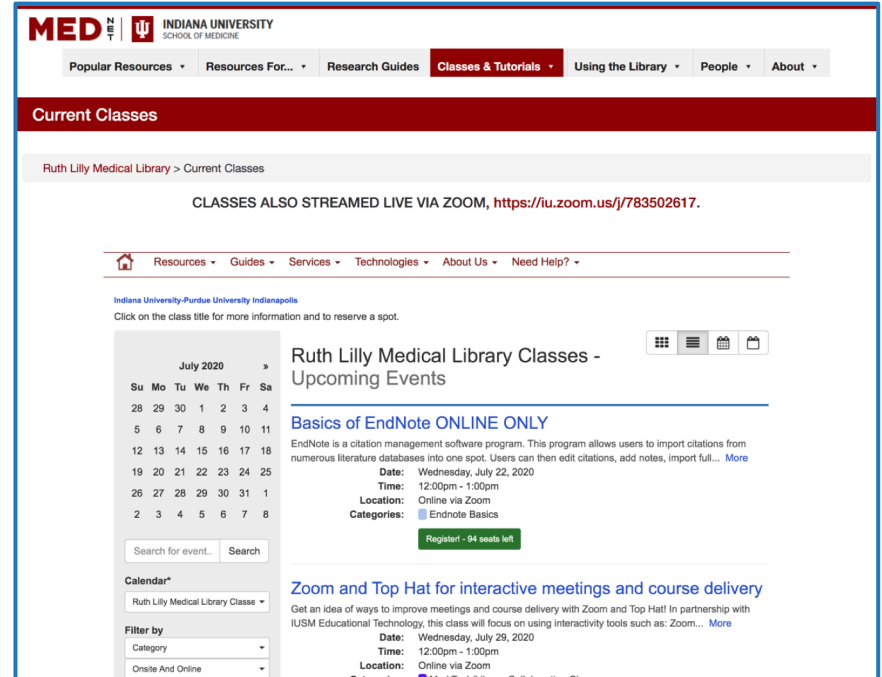   Only one page
    15 questions

[Preview our survey here](→) →

Methods: Integrate 📅

Populated classes in LibCal

Tech team: Integrated LibCal plugins to website

    Asked for library feedback

    In flux, change at semester

15

Methods: Promote 📢

People trained in LibCal are on Marketing Team

Use all current outlets to promote

    Social Media

    Campus email newsletters

    Website

    Etc.

Methods: LibCal Tools

Populating: create class templates, input upcoming classes

Before class: track registrations and cancelations, sends email reminders

After class: automatic email with our survey, librarian input attendance

Methods: Reevaluate 🔍

Use data to inform next
semester
     Best class times
     Who we reach
     How we reach them
     Content improvement

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Free for Most Commercial Use / No Attribution Required / See https://pixabay.com/service/license/ for what is not allowed
Photo Attribution by PhotosForWork.com
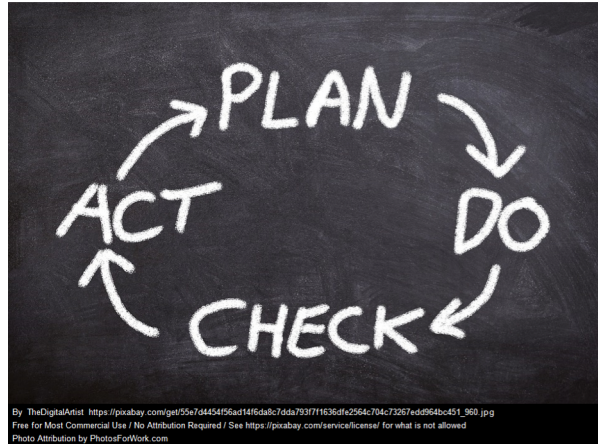
3.

Results

Library classes nirvana!

Results:
Rainbows and Butterflies

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Fall 2018 *(before change)* vs. Fall 2019

OF CLASSES OFFERED

Fall 2018: 11
Spring 2019: 20
Summer 2019: 5
Fall 2019: 17

55% increase

OF PEOPLE ATTENDING

Fall 2018: 29
Spring 2019: 87
Summer 2019: 55
Fall 2019: 109

276% increase

ATTENDEE/CLASS AVG.

Fall 2018: 3
Spring 2019: 4
Summer 2019: 11
Fall 2019: 6
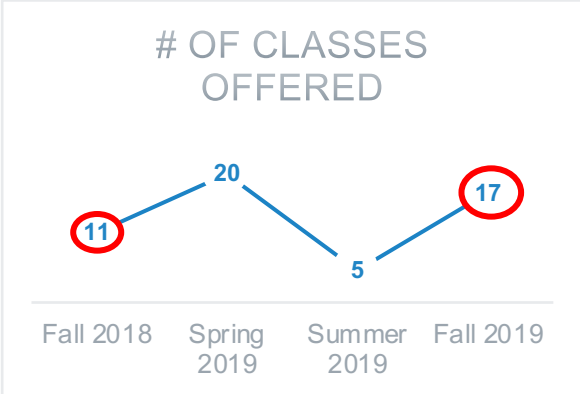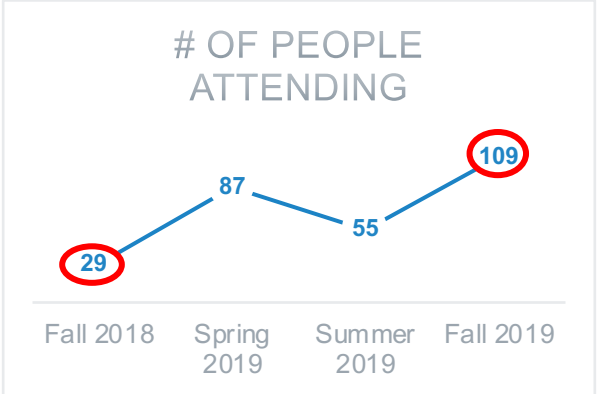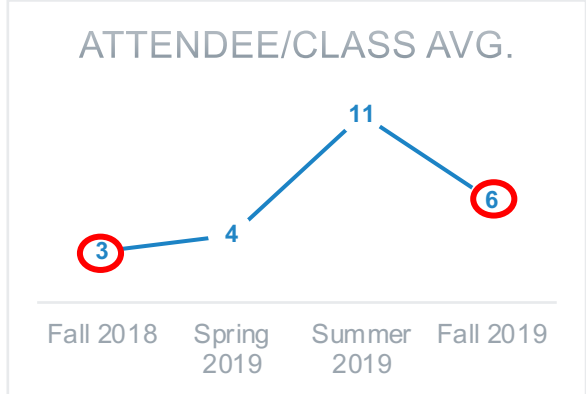
100% increase

Spring 2019 vs. Spring 2020

OF CLASSES OFFERED

20

17

20

5

Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020

0% increase

OF PEOPLE ATTENDING

87

55

109

159

Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020

83% increase

ATTENDEE/CLASS AVG.

11

4

6

8

Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020
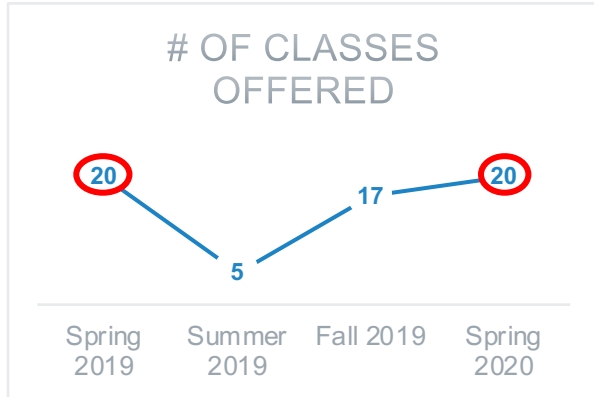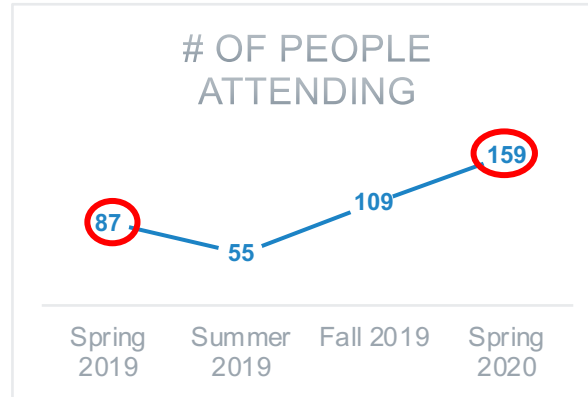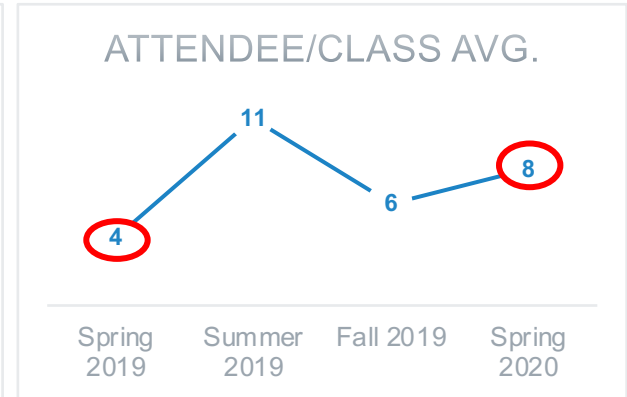
100% increase

Who registered for 2019 classes?

Faculty — 40%
Staff — 23%
Graduate/Professional Student (including all IUSM students) — 19%
Other — 10%
Undergraduate Student — 3%
Professional (unaffiliated with IUPUI, IU, or IUSM) — 2%
Librarian — 2%
K-12 — 1%
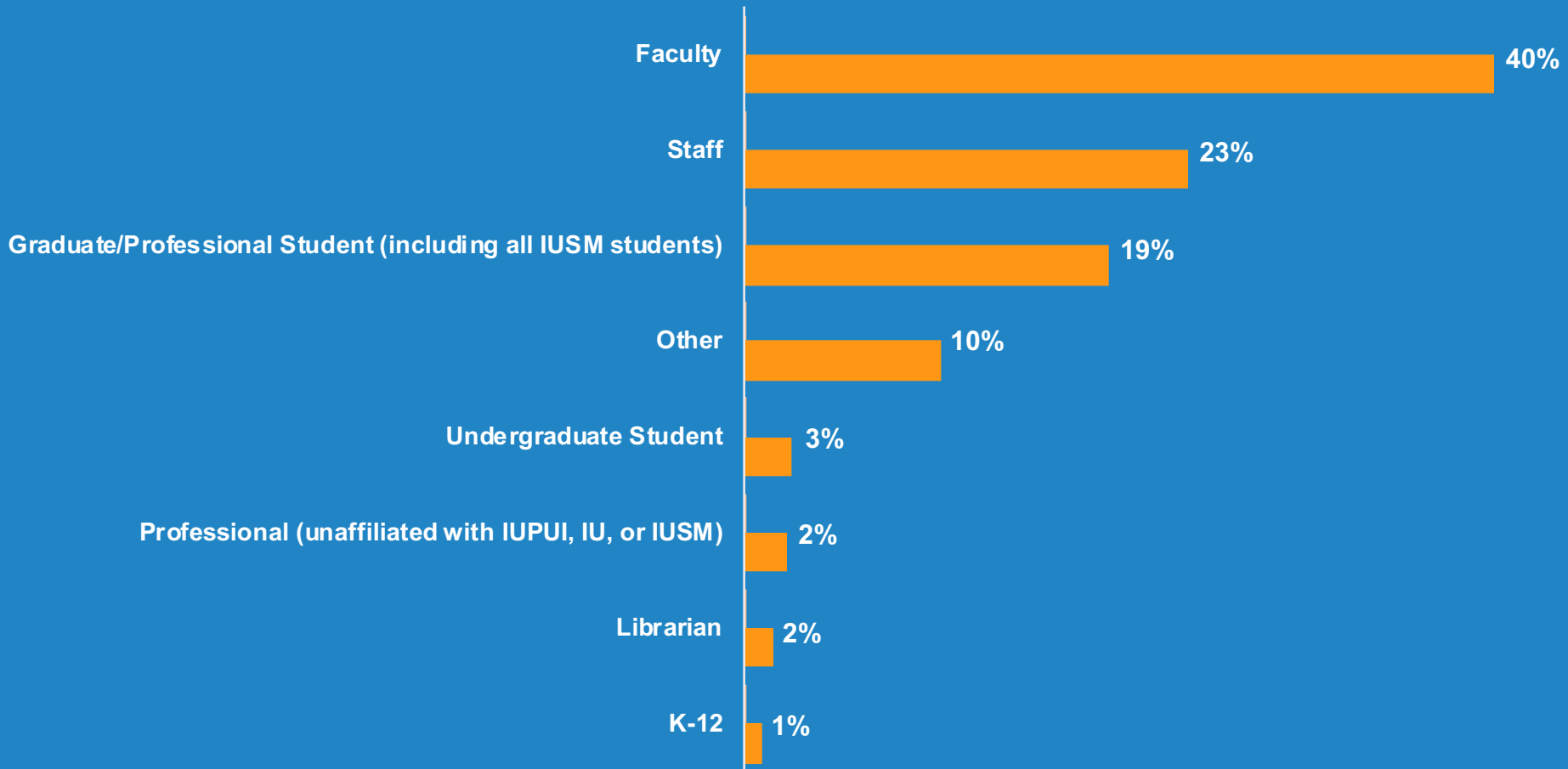
Who registered for Spring 2020 classes?

Category	Percentage
Faculty	19%
Staff	41%
Graduate/Professional Student (including all IUSM students)	35%
Other	2%
Undergraduate Student	1%
Professional (unaffiliated with IUPUI, IU, or IUSM)	1%
Alumni	1%
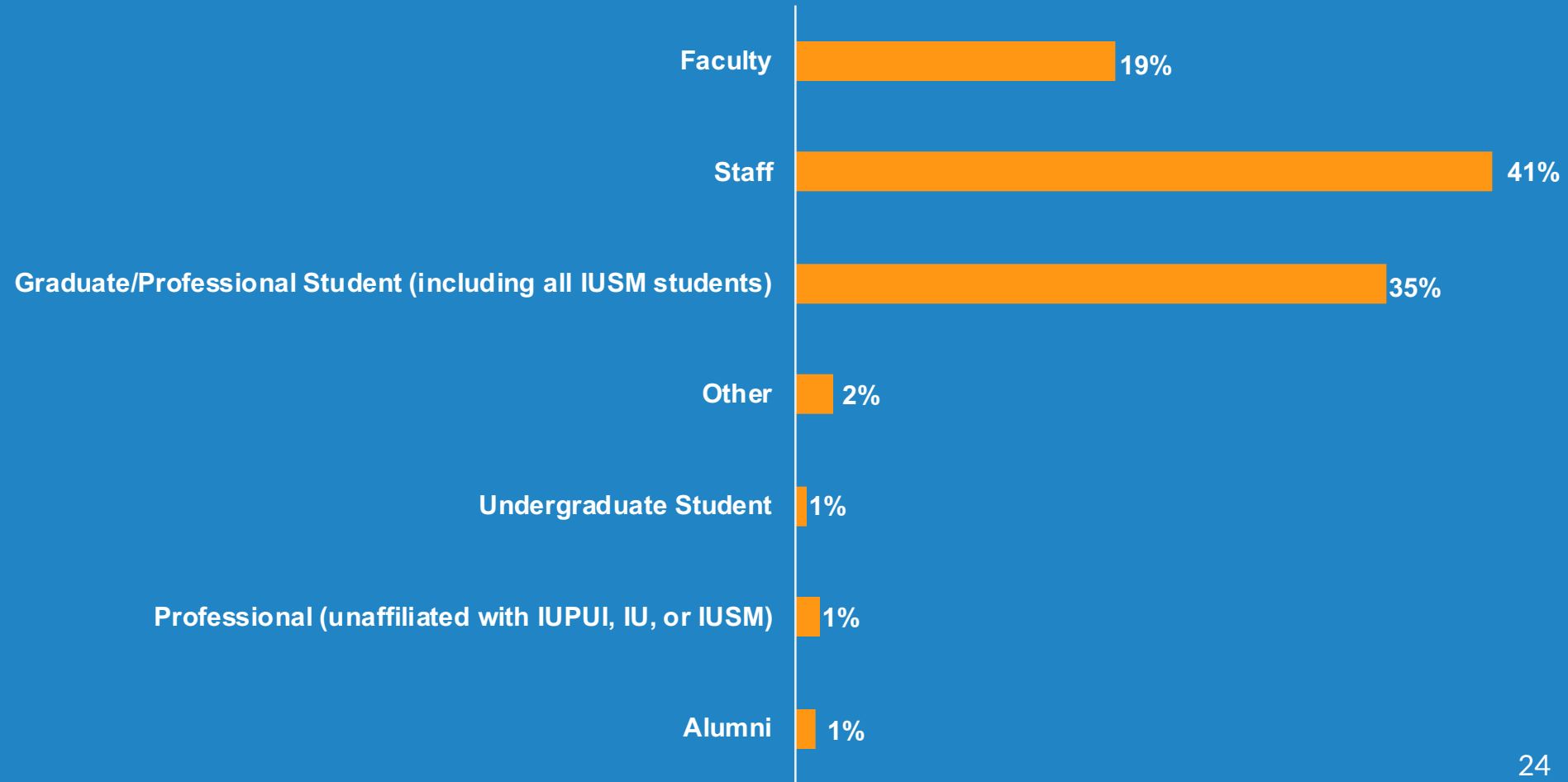
How did you hear about class?
(5 semesters)

Source	Percentage
LIBRARY WEBSITE	43%
OTHER	16%
WORD OF MOUTH	13%
EMAIL	10%
LIBRARIAN	9%
INSCOPE NEWSLETTER,	5%
EVENTS CALENDAR	4%
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC.)	1%
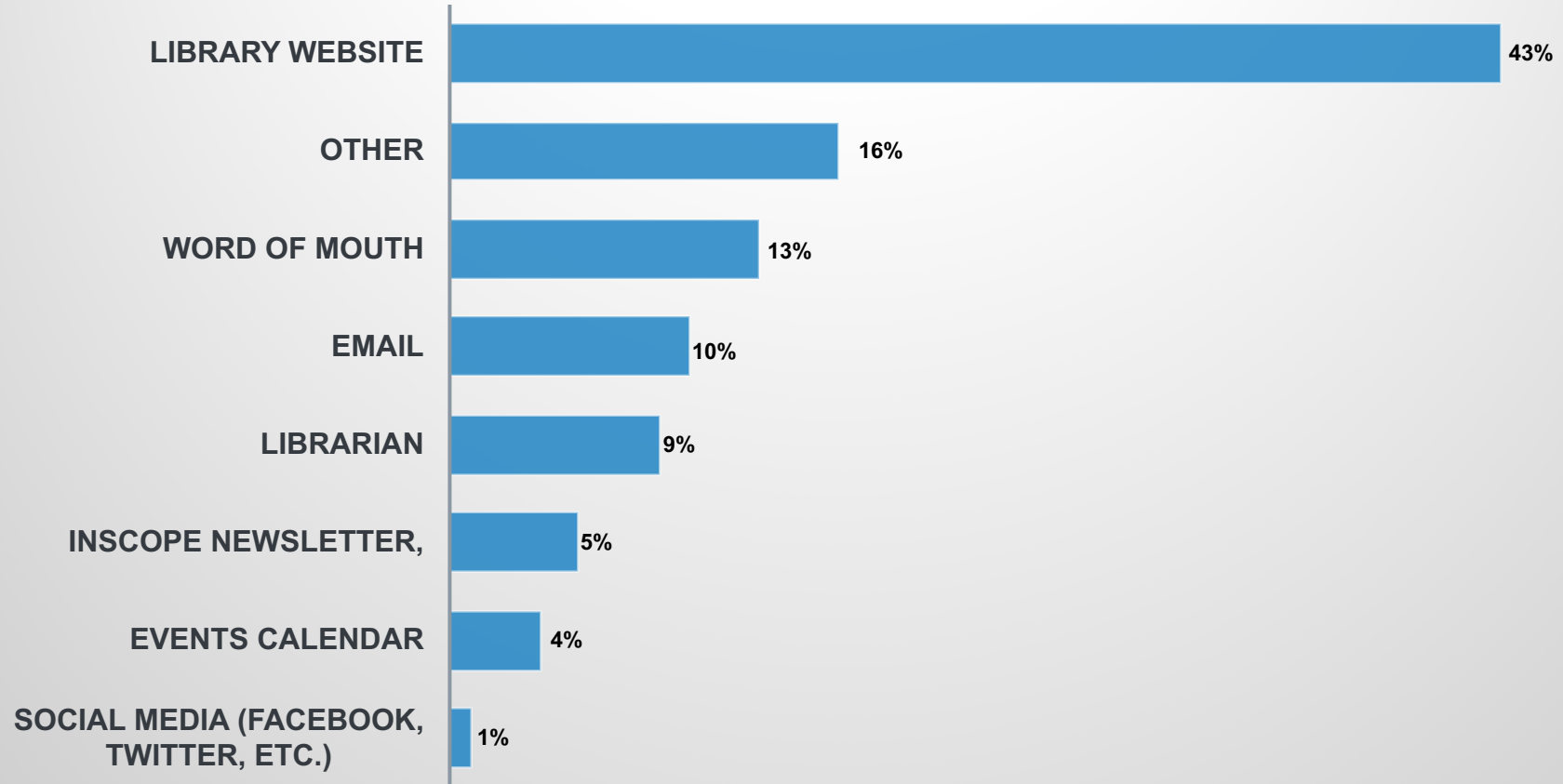
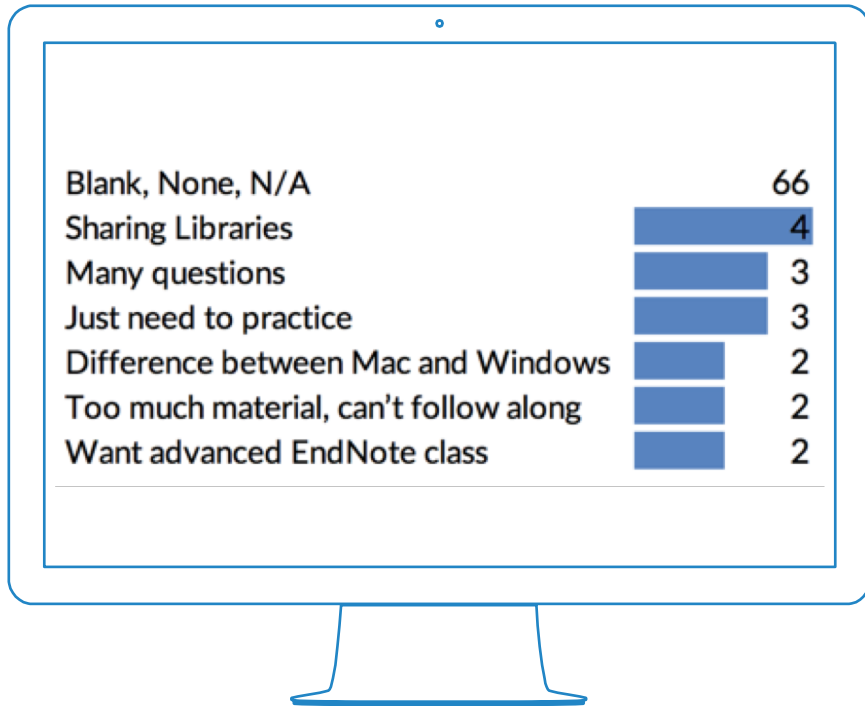**410 learners**

Number of attendees from Spring 2019-Spring 2020

145 responses

Number of surveys from Spring 2019-Spring 2020

35%

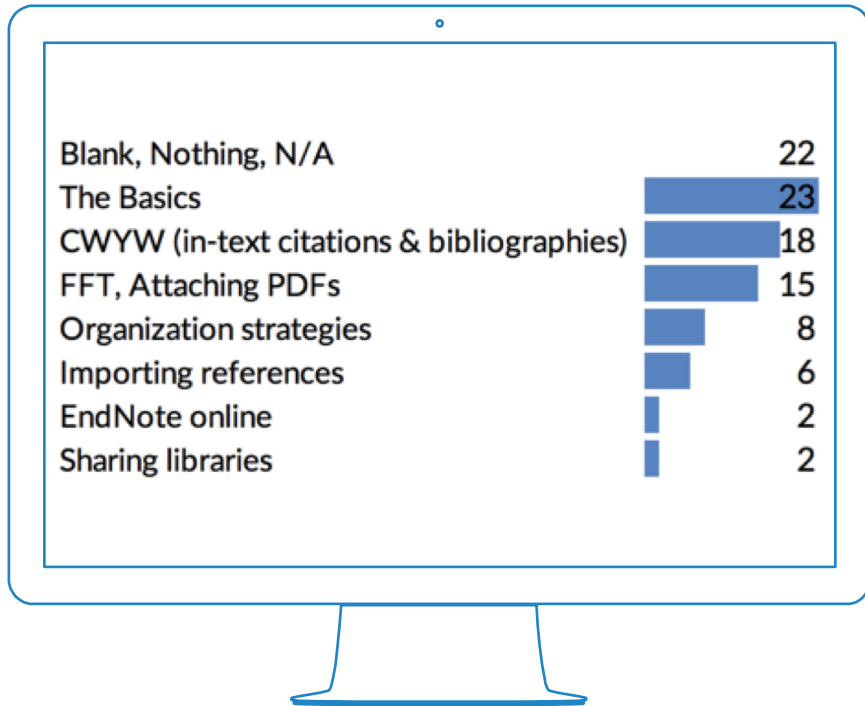Response rate

Blank, None, N/A	66
Sharing Libraries	4
Many questions	3
Just need to practice	3
Difference between Mac and Windows	2
Too much material, can't follow along	2
Want advanced EndNote class	2

EndNote specific

What questions do you still have about the subject matter?

Blank, Nothing, N/A	22
The Basics	23
CWYW (in-text citations & bibliographies)	18
FFT, Attaching PDFs	15
Organization strategies	8
Importing references	6
EndNote online	2
Sharing libraries	2

EndNote specific

What was the most important/useful/valuable thing you learned form this class?

Search strategies	5
Resource Guides (LibGuides)	3
Grey Lit searching	2
Basics	2

Blank, Nothing, N/A	10
MeSH	10
PICO	3
Library resources	3
RDM – basics	2
EBM – application	2
PubMed	2
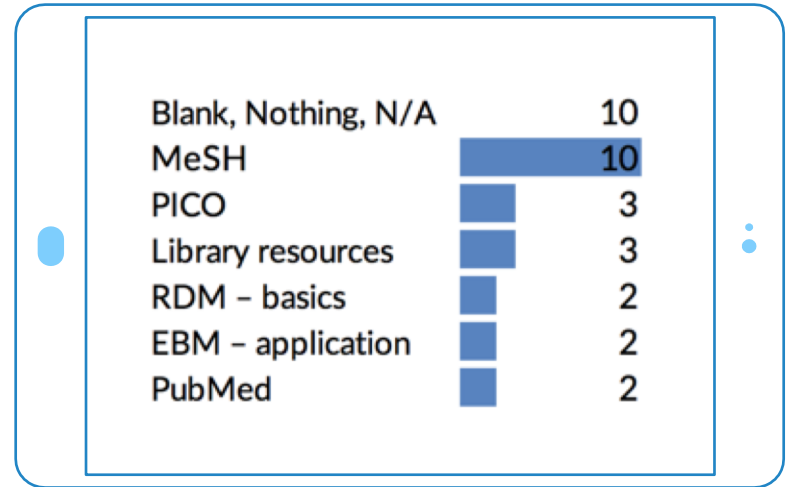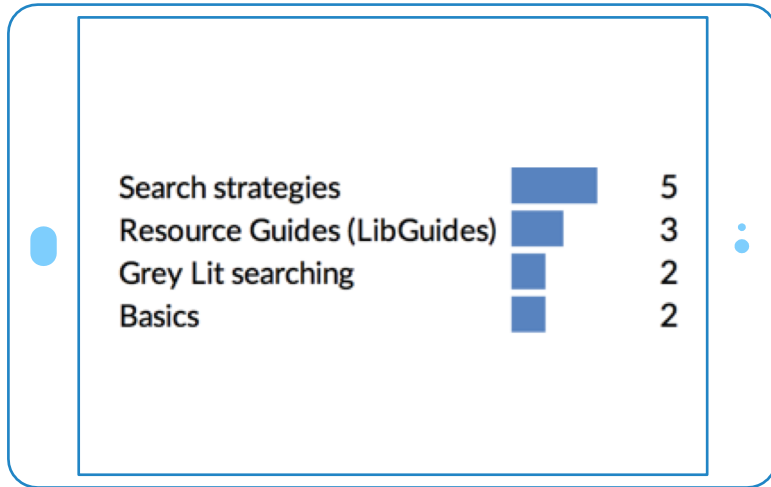
Systematic Review classes   All other classes

What was the most important/useful/valuable thing you learned form this class?

4.

Value

and next steps

Adding Value

Scheduling System

Easy to Use

Confirmation & reminders

Attendance Assessment

Analyzed each semester

Future class planning

Marketing Coordination

Schedule on school calendar

Website's front page each month

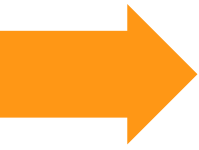## Registration Information

Who is registering?

How did they learn about class?
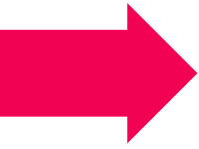
Course Evaluations

Sent one hour after class ends
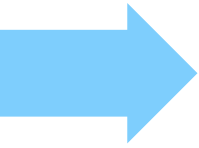
Used for class improvement

1.3 avg increase

Change in knowledge before and after class

4.3/5

"This class met my needs."

4.5/5

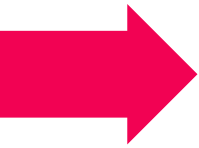"I would recommend this class to a colleague."
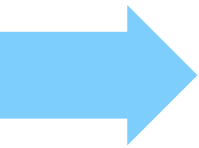
Demonstrating Value

448% increase

Class attendees   (Spring 2020 compared to Fall 2018)

167% increase

Average # of attendees/class (Spring 2020 compared to Fall 2018)

410 attendees

~ 80% Faculty, Staff, and Students (during 5 semesters)

EndNote

~200 attendees

Goal 2.3 – Optimizing research within educational programs

Goal 5.0 – Innovative research

Goal 2.1 – Maximize the success of all learners

Did we add value?

Yes!

Next steps:

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Improve classes

Use evaluation data

Follow-up survey

Determine long-term impact of classes

Thanks!

We would like to acknowledge **Brandon Pieczko, MSLIS,** our Digital and Special Collections Librarian, for analyzing the free response survey questions. Thank you, Brandon!

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Credits

Special thanks to all the people who made and released these awesome resources for free:

▷ Presentation template by SlidesCarnival

▷ Photographs by Unsplash