4-18-2022

Evaluating Library Instruction at 2-Year and 4-Year Institutions

Katy A. Miller
University of Central Florida, katy.miller@ucf.edu

Rachel Edford
University of Central Florida, rachel.edford@ucf.edu

Karen Kaufmann
Seminole State College of Florida, kaufmannk@seminolestate.edu

Original Citation

University of Central Florida

STARS
Showcase of Text, Archives, Research & Scholarship

ACRL Project Outcome

Evaluating Library Instruction
at 2-Year and 4-Year Institutions

Karen F. Kaufmann
Librarian, Professor Library & Information Science
Seminole State College

Katy Miller
Department Head, Student Learning and Engagement
University of Central Florida

Rachel Edford
Instruction & Engagement Librarian,
University of Central Florida

How to use Project Outcome as a catalyst for research

Using our experience as a case study, we hope to generate ideas for other institutions to explore using Project Outcome in research projects.

- Identifying opportunities
- Planning considerations
- Implementation lessons
- Analyzing results

Who we are

Seminole State College of Florida

- 4-year BS; 2-year college-A.A., A.S., A.A.S. degrees, specialized career certificates; continuing professional & adult education

- Over 200 degree & certificate programs

- 25,486 students

- 50 percent of students are minorities

- Designated Hispanic Serving Institution (HSI) with 28 percent Hispanic enrollment

Source: seminolestate.edu

University of Central Florida

- 4-year metropolitan research university

- 230 degree programs

- 70,000 students

- 49.1 percent of students are minorities

- Designated Hispanic Serving Institution (HSI) with 27.8 percent Hispanic enrollment

Source: ucf.edu

DirectConnect™

- DirectConnect™ to UCF guarantees admission to UCF with an articulated A.A. or A.S. degree from one of the partner state colleges.

- More than 47% of UCF undergraduates are transfer students.

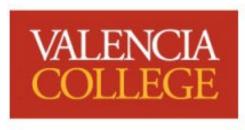- Florida has a statewide course numbering system to facilitate transfers.

Source: ucf.edu

Identifying opportunities for collaboration

- Project Outcome was an inspiration for collaboration. We began brainstorming in fall 2021 on how we might examine instruction between the institutions.

- You don't have to have a clear idea to begin, conversations for us to learn from each other might shape the study. For us, the Direct Connect had an established pipeline, so we wanted to look at the student experience for those coming to UCF compared to those starting at UCF.

UCF

SEMINOLE STATE COLLEGE
OF FLORIDA

Planning

- Comparing library instructions
- Assessment methods
- Study design considerations
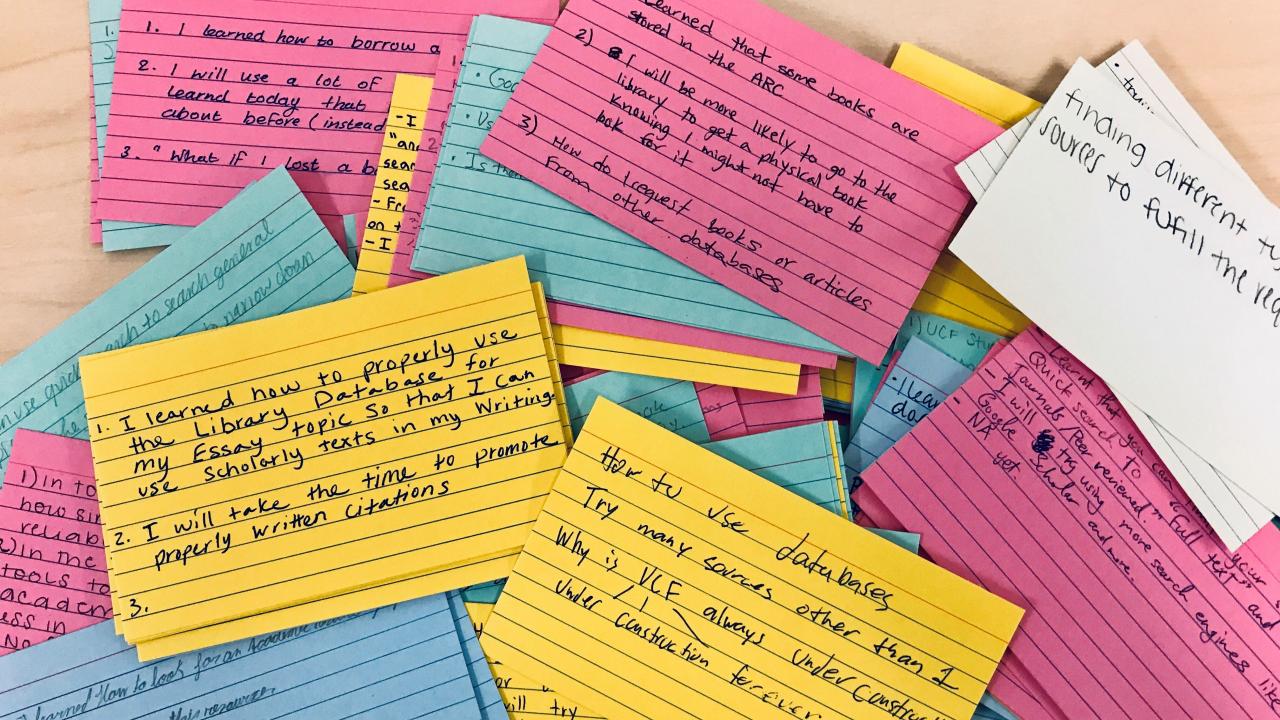- Institutional Review Board

Library Instructions at both institutions

- Student Learning and Engagement Department of UCF Libraries has a separate department for first year instruction.

- Instructions most often provide a basic overview and/or are tied to an assignment.

- Traditional "one-shot" instructions reach a small portion of the student population.

- It is impossible to coordinate instructional activities across the curriculum.

1. I learned how to borrow a

2. I will use a lot of
learnd today that
about before (instead

3. " What if I lost a b

learned that some books are
stored in the ARC

2) I will be more likely to go to the
library to get a physical book
knowing I might not have to
look for it

3) How do I request books or articles
from other databases

finding different
sources to fulfill the req

1. I learned how to properly use
the Library Database for
my Essay topic so that I can
use scholarly texts in my Writing

2. I will take the time to promote
properly written citations

3.

How to use databases
Try many sources other than 1
Why is VCF always under construction
Under construction forever

Learnt that you can
Quick search to full text and
Journals/Peer reviewed "
- I will try using more search engines
Google Scholar and more.
NA yet.

1) In to
how si
reliab
2) In me
tools to
academ
ss in

I learned How to look for an Academic
this resource
will try

Padlet Activity

https://padlet.com/edfordra/acrlprojectoutcome

1. How are you currently assessing library instruction at your institution?

2. What barriers to implement formal assessment measures have you encountered, or do you imagine you might encounter?

Assessment Prior to Project Outcome

Seminole State College

- Varied assessment by librarians without a uniform tool

- Instruction data tracked using LibInsight form

- Shared information and a coordinated effort was not in place

- PO surveys piloted in 2020-2021

- Working on an IL Program document to guide this work is in progress (beginning 2019)

University of Central Florida

- No uniform, formal assessment measures for student feedback
- Instruction data tracked using LibInsight form
- Piloted the PO Survey in Summer 2021
- Recommendation from audit report to solicit more feedback on library instruction

Study design considerations

- Which course would give the largest sample size? Are the sample sizes comparable?

- What modalities should be included?

- Does the course have common elements for students?

- How many librarians would participate?

- What are some we expected differences between institutions?

Institutional Review Board

Benefits (beside the obvious)

- Requires articulation of the purpose of the research
- Forces you to outline the steps in the process with a timeline
- Asks important questions regarding details to implement it
- Brings an outsider perspective and brings clarity to your writing
- Affirms that your research has value, and you are asking a question worth investigating

Institutional Review Board

What to know

- IRB process looks different at each institution
- Might require training
- Approval process can be lengthy
- Approval is for the process, not the results

Implementation

- Coordinating across institutions
- Roll out
- Lessons learned

Coordinating across Institutions

Final details

- Set a timeline
- Assign responsibilities
- Communicate with stakeholders

Student Perception of Library Instruction Survey

Principal Investigator: Katy Miller, University of Central Florida

Other Investigators:
Rachel Edford, University of Central Florida
Karen Kaufmann, Seminole State College of Florida

Purpose or this research: Examine student satisfaction perceptions of library instruction and services at the University of Central Florida and the DirectConnect partner Seminole State College of Florida. All data collected will be stored on a password protected device for up to 5 years after study closure.

Participation: Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with the University of Central Florida or Seminole State College of Florida, including continued enrollment, grades, employment or your relationship with the individuals who may have an interest in this study.

Eligibility: You must be 18 years of age or older, a student of UCF or Seminole State College, and enrolled in ENC 1102 to take part in this research study.

Student Perception of Library Instruction Survey

Survey URL:

- https://ucf.qualtrics.com/jfe/form/SV_3aU2I0MSjslKVBs

Please include the following information:

- Course section:
- Course professor:
- Librarian:

Roll out

- Survey URL and QR code
- Timing
- Communicating with faculty and students
- Connecting survey to course content
- Participant age requirements

Lessons learned

- Leverage existing relationships
- Rely on your knowledge of institutional/departmental culture
- Do your homework
  - https://acrl.projectoutcome.org/surveys-resources
- Be flexible

Analyzing Results

Develop a methodology for analysis of results

- Qualtrics to measure between institutions for this study

- Project Outcome to compare with similar institutions

Use research to inform methods of analysis

- Research gap focus

- Should support your own community of practice

Next Steps

Considerations at this stage

- Review what we have learned

- Explore unexpected results

- Analyze the experience of a cross-institutional research project

Future potential options

- Include online classes

- Administer survey in other courses

Checklist

PROJECT OUTCOME

Research Study Checklist

IDENTIFY OPPORTUNITIES

- ☐ What are you curious about regarding your services?
- ☐ Can you improve or advocate for change based on what you learn?
- ☐ Review Project Outcome resources to help develop the study.
- ☐ Engage with others to brainstorm and clarify the project.

PLANNING CONSIDERATIONS

- ☐ Articulate the purpose of your project by turning it into a research question.
- ☐ Select the Project Outcome survey that will best fit your needs.
- ☐ Think through every aspect of the project from start to finish.
- ☐ Understand the requirements for conducting the study at your institution and publishing the results.
- ☐ Develop a strategy to use what you learn from the study.

IMPLEMENTING YOUR STUDY

- ☐ Develop a realistic timeline that includes unexpected delays.
- ☐ Collaborate with fellow researchers to coordinate responsibilities.
- ☐ Have clear communication plan for updates and to overcome roadblocks.
- ☐ Give yourself some flexibility and grace during data collection.

ANALYZING RESULTS

- ☐ Set aside the appropriate amount of time to analyze the results.
- ☐ **This includes a refresh on resources available through Project Outcome!**
- ☐ Look for unexpected questions and insights to emerge.
- ☐ Look for unexpected opportunities to use the results.

References

Connaway, L.S., & Radford, M.L. (2021). *Research methods in Library and Information Science* (7th edition). Libraries Unlimited.

Phelps, S. F., Senior, H. E. K., & Diller, K. R. (2011). Learning from each other: A report on information literacy programs at Orbis Cascade Alliance Libraries. *Collaborative Librarianship, 3*(3), 140–153. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,shib&db=lih&AN=67046965&authtype=shib&site=ehost-live&scope=site&custid=current&groupid=main&authtype=shib

Sharun, S., Edwards, T. M., Goebel, N., & Knoch, J. (2014). Institutions collaborating on an information literacy assessment tool. *Library Management, 35*(8), 538-546. https://www.proquest.com/scholarly-journals/institutions-collaborating-on-information/docview/1718491180/se-2?accountid=10003

Vaugh, P.,& Turner, C. (2016). Decoding via coding: Analyzing qualitative text data through thematic coding and survey methodologies. *Journal of Library Administration, 56*(1), 41-51. https://doi.org/10.1080/01930826.2015.1105035

Ziegenfuss, D. H., & Borrelli, S. (2016). Exploring the complexity of student learning outcome assessment practices across multiple libraries. *Evidence Based Library & Information Practice, 11*(2), 9–27. https://doi.org/10.18438/B8SG94

Thank you!

Karen Kaufmann
KaufmannK@seminolestate.edu

Katy Miller
Katy.Miller@ucf.edu

Rachel Edford
Rachel.Edford@ucf.edu

PROJECT OUTCOME

Research Study Checklist

IDENTIFY OPPORTUNITIES

- ☐ What are you curious about regarding your services?
- ☐ Can you improve or advocate for change based on what you learn?
- ☐ Review Project Outcome resources to help develop the study.
- ☐ Engage with others to brainstorm and clarify the project.

PLANNING CONSIDERATIONS

- ☐ Articulate the purpose of your project by turning it into a research question.
- ☐ Select the Project Outcome survey that will best fit your needs.
- ☐ Think through every aspect of the project from start to finish.
- ☐ Understand the requirements for conducting the study at your institution and publishing the results.
- ☐ Develop a strategy to use what you learn from the study.

IMPLEMENTING YOUR STUDY

- ☐ Develop a realistic timeline that includes unexpected delays.
- ☐ Collaborate with fellow researchers to coordinate responsibilities.
- ☐ Have clear communication plan for updates and to overcome roadblocks.
- ☐ Give yourself some flexibility and grace during data collection.

ANALYZING RESULTS

- ☐ Set aside the appropriate amount of time to analyze the results.
- ☐ **This includes a refresh on resources available through Project Outcome!**
- ☐ Look for unexpected questions and insights to emerge.
- ☐ Look for unexpected opportunities to use the results.