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

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ACRL Project Outcome

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

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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.



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.

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 learned today that about before (instead
3. "What if I lost a b

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on +
-I

- 1) I 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

to search general
to narrow down

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

Learn that you can find your
Quick search to full text and
Journals Peer reviewed more search engines like
- I will try using Google Scholar and more.
- NA yet.

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2) In the tools to acad cr
ess in
No

learned how to look for an address
this resource

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

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UNIVERSITY OF CENTRAL FLORIDA
INSTITUTIONAL REVIEW BOARD

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IRB Assurance
Guiding Ethical Principles
IRB Membership Representation
IRB Membership Information
IRB Meeting Dates
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OVERVIEW

The Institutional Review Board consists of a committee established to advocate for the protection of the rights and welfare of human participants involved in research.

Review and approval is required for all research involving human participants conducted by the University of Central Florida (UCF). Approval must be obtained prior to including human participants in an investigation. IRB Policy defines in detail the operations of the Institutional Review Board, its scope of authority, and the requirements for human subjects research conducted by or in collaboration with the UCF.

The IRB evaluates proposals for new research and conducts review of on-going research to ensure that the [Guiding Ethical Principles](#) for human subject protection are met. When reviewing research, the IRB considers issues such as the process for recruitment, selection and informed consent of prospective research participants; assessment of the risks and potential benefits to participants and the measures for participant safety; what additional safeguards are needed if vulnerable populations are included; and what methods are provided for protecting participants' privacy and maintaining confidentiality. For on-going research, the IRB also evaluates proposed amendments to modify research, safety reports, periodic reports on the progress of research and requests for reapproval to continue research.

The IRB Membership includes experts in science, medicine, and participant advocates, including representatives from the community, in order to provide the diverse perspectives needed to conduct a thorough review of research.

The IRB's compliance with regulatory requirements and various human subject protection standards, including membership representation, is outlined in the [IRB Assurance](#) and [Membership Representation](#). UCF has completed assurance agreements with the U.S. Department of Health and Human Services, Office of Human Research Protection, to describe the institutions' human subjects program and assure compliance with federal regulations for human subject protection.

Human Research Protection Program Brochure
Printable Version

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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.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints Katy Miller, Department Head, Student Learning and Engagement, UCF Libraries, 407-823-2055) or by email at katy.millier@ucf.edu. IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, 11/28/21, 9:51 AM Qualtrics Survey | Qualtrics Experience Management https://ucf.qualtrics.com/jfe/form/SV_3aU210MSjslKVBs 2/2 Powered by Qualtrics A Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

Student Perception of Library Instruction Survey



Survey URL:

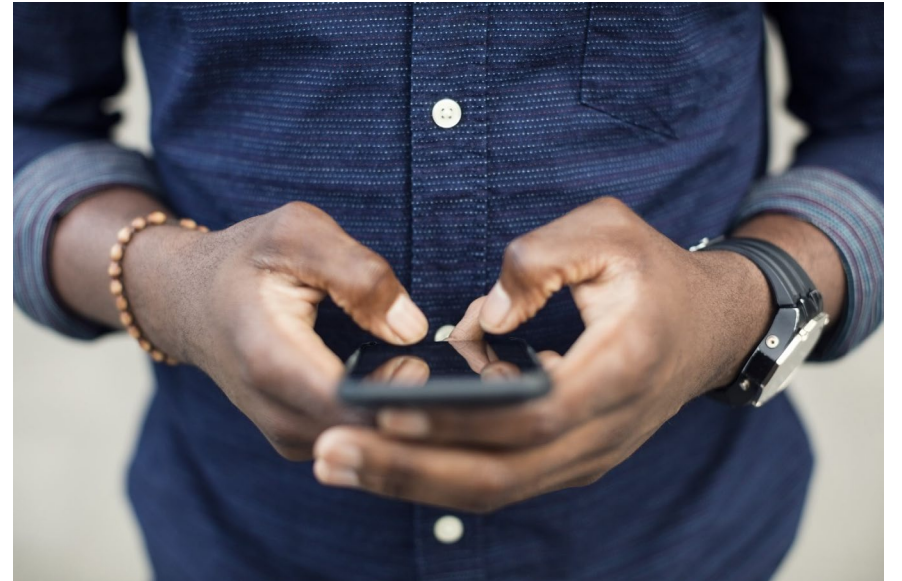
- https://ucf.qualtrics.com/jfe/form/SV_3aU2I0MSjsIKVBs

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

project | **OUTCOME**
MEASURING THE TRUE
IMPACT OF LIBRARIES

ACRL Advancing learning
Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association

Welcome,
[Account](#) | [Log Out](#)

[Survey Management](#) [Data Dashboard](#) [Resources](#) [Peer Discussion](#)

RESOURCES

Project Outcome provides resources to help libraries throughout the outcome measurement process.

Search Project Outcome Resources



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.

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Thank you!

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