

11-20-2015

Reap What you Sow: Connecting Library Service Data to University Learning Outcomes

Mandy Shannon

Wright State University - Main Campus, mandy.shannon@wright.edu

Sue Polanka

Wright State University - Main Campus, sue.polanka@wright.edu

Jason Lipiec

Wright State University - Main Campus, jason.lipiec@wright.edu

Follow this and additional works at: https://corescholar.libraries.wright.edu/ul_pub



Part of the [Information Literacy Commons](#)

Repository Citation

Shannon, M., Polanka, S., & Lipiec, J. (2015). Reap What you Sow: Connecting Library Service Data to University Learning Outcomes. .

https://corescholar.libraries.wright.edu/ul_pub/170

This Presentation is brought to you for free and open access by the University Libraries at CORE Scholar. It has been accepted for inclusion in University Libraries' Staff Publications by an authorized administrator of CORE Scholar. For more information, please contact library-corescholar@wright.edu.

Reap what you sow

Connecting library service data to university learning outcomes

Mandy Shannon

Sue Polanka

Jason Lipiec





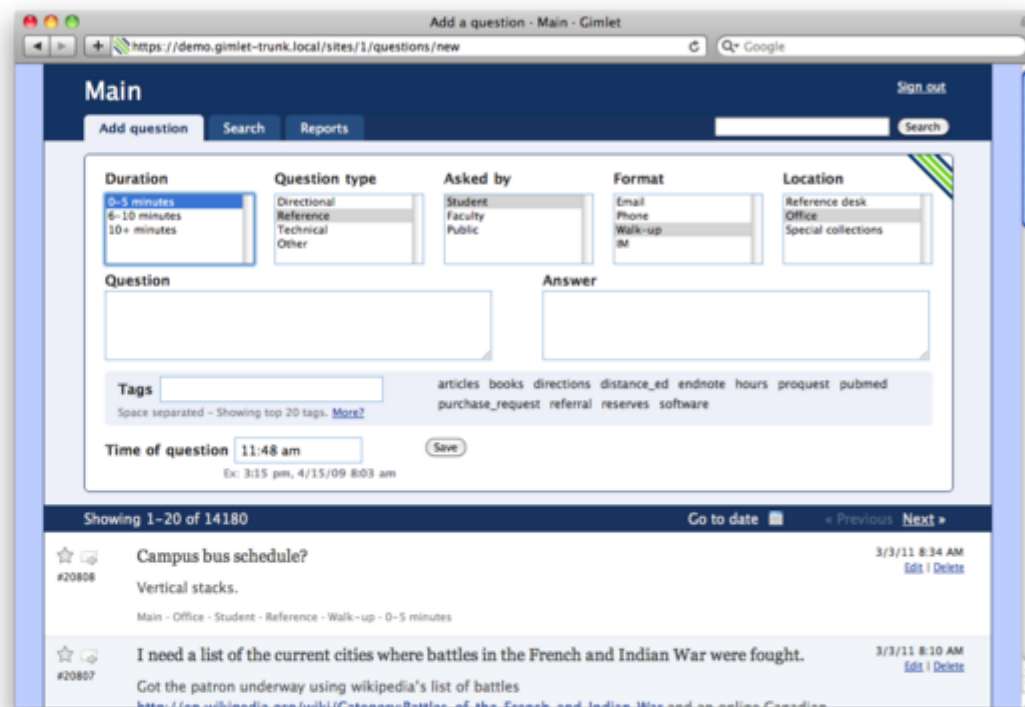
Simple and Refreshing

Your library's questions and answers put to their best use. Know when your desk will be busy. Everyone on your staff can find answers to difficult questions.

\$20/month for the first branch; \$10/month each additional.

Free trial. No credit card required. [Pricing details](#)

Try Gimlet for free!



Over **17,629,793** questions answered.



Track questions

Record questions at your service points.



Search answers

Build your knowledge-base and improve service.



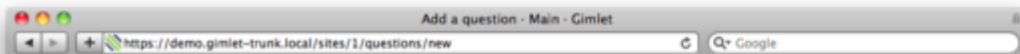
Build reports

Charts and graphs help you know when you are busiest.



Safe & Secure

SSL encryption used for all pages, not just sign in.



Track Questions

Statistics 2014 Month: **September**

Name: **Mandy Shannon**

ENG1100/2100	Undergraduate Classes	Graduate Classes	Campus Groups	Community Groups
	WMS 4005 (13)	SW 7230 (20)	Google like a pro (5)	Unwin(e)d (11)
	WMS 3005 (27)	PLS 7030 (13)	More than books (8)	
	PLS 2220 (40)		Stop searching, start finding (8)	
	WMS 4790 (11)		Unwin(e)d brown bag (6)	
	COM 1010 (x5; avg 23)		<u>RefWorks</u> for ICP students (12)	
	COM 4490 (24)			
	LEAP 4 (x3; avg 12)			
	WMS 4000/EC 4450 (with Carol) (14)			
Total:	Total: 280	Total: 33	Total: 39	Total: 11

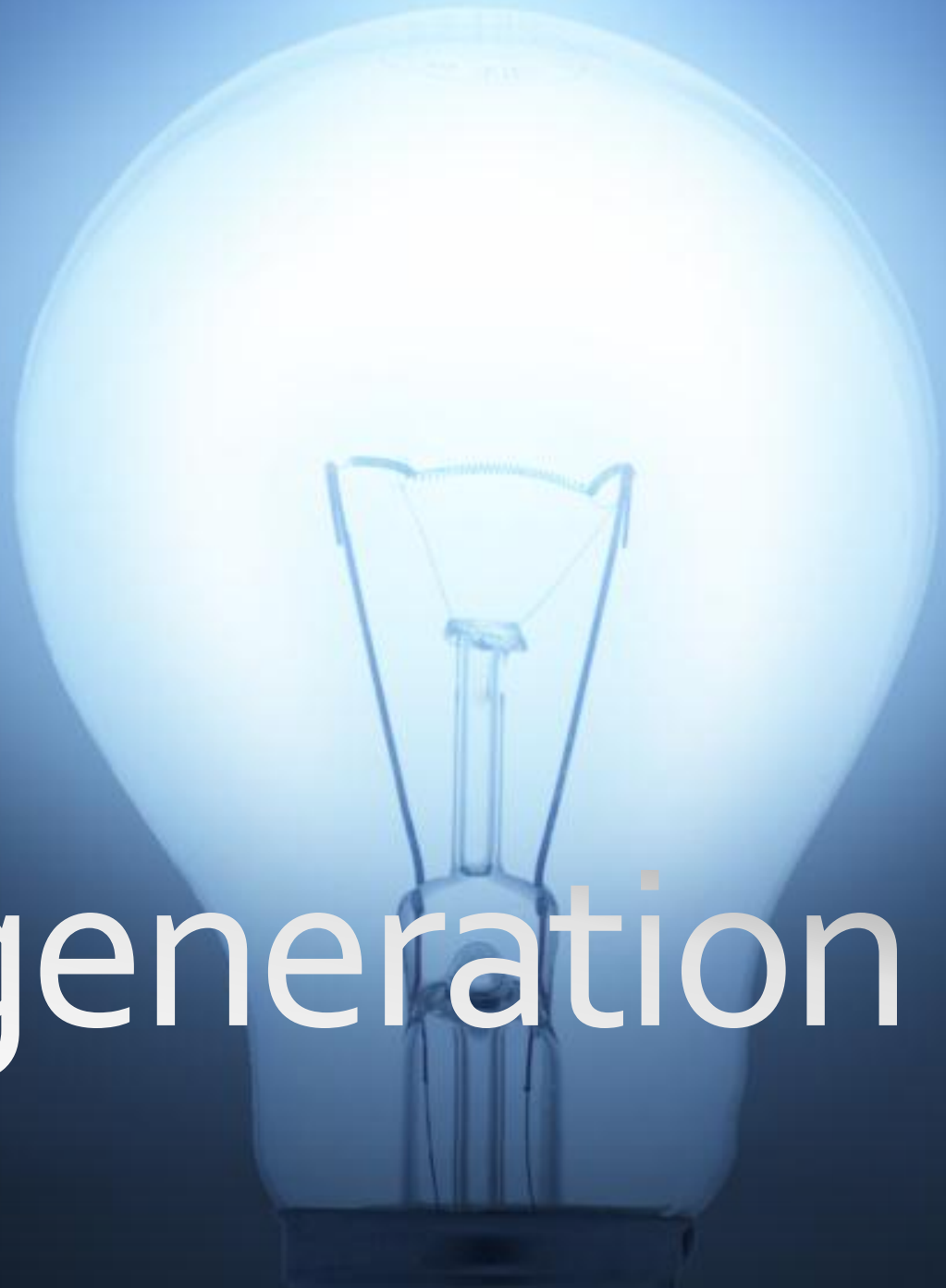
ENG1100/2100 Assists	IM (subject widget) 2	Literature Searches 2	E-mail Reference (not dref) 4	Telephone 4
ENG1100/2100 Appointments	<u>SoMe</u> (tell us what)	Appointments 25		



Project Timeline

June '14 to present



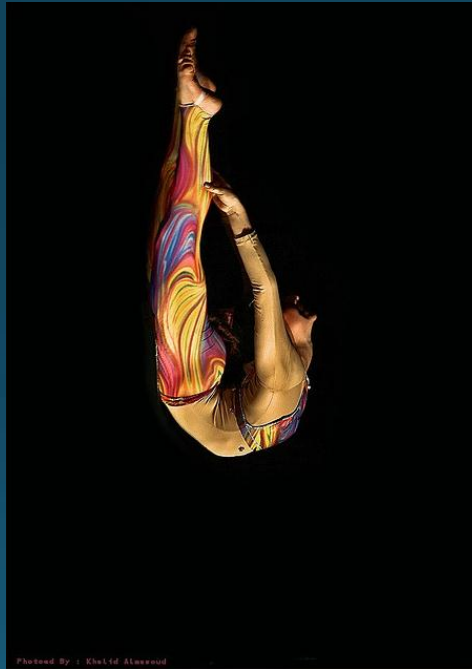


Idea generation

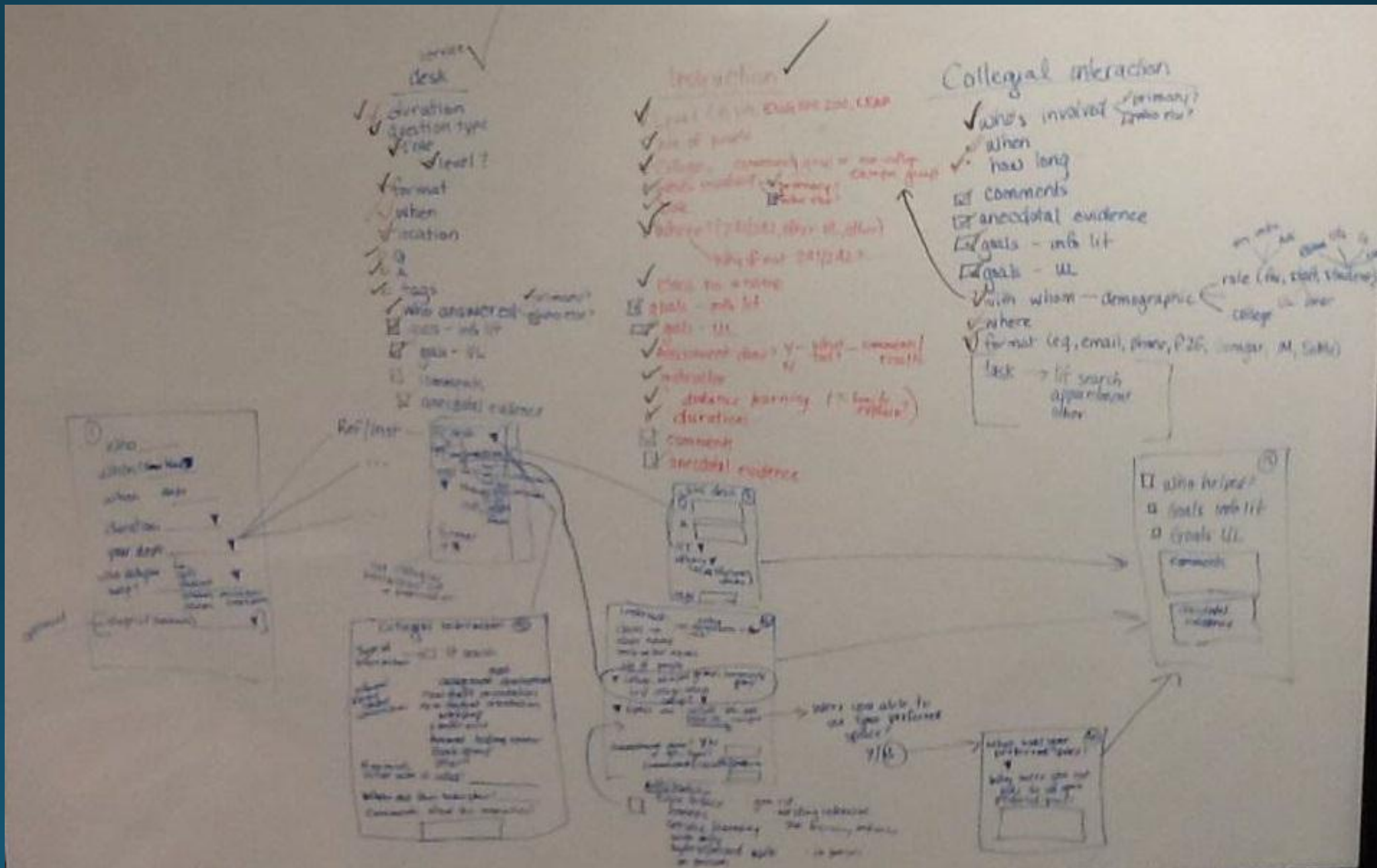


REINVENTING LIBRARIES:
REINVENTING ASSESSMENT

Benefits of form-based statistics



First Steps



Google form

University Libraries - Statistics

* Required

Your Name *

Time *

Date *

Duration *

Your department *

Who did you help? *

College (if known)

What type of interaction was this? *

With whom did you interact? *

Do not guess; if uncertain, please select "unknown."

If this was with a group, what type of group was this?

[Directional / Technical](#)[Supplies](#)[Room Booking / Return](#)[Look Up Known Item](#)[Service Desk](#)[Instruction](#)[Collegial Interaction](#)[Department](#)[My List](#)**Duration**

0 - 5 minutes
6 - 15 minutes
16 - 30 minutes
31 - 45 minutes
46 - 60 minutes
1 - 2 hours
2 - 3 hours
3 - 4 hours
More than 4 hours
Full day
Multi-day

With whom did you interact?

Student
Faculty
Staff
Community
Alumni
Unknown
Undergrad student
Graduate Student

Format

Face to Face
Online
Blended
Phone
Email
IM / Text
Bomgar
SoMe

Location of Question

Information Desk
Stacks
Virtual reference shift
Writing Center
Other

College (if known)

Unknown

Date

11/15/2015

Time

5:34 PM

Question**Answer****Who else Helped?**

Directional / Technical

Supplies

Room Booking / Return

Look Up Known Item

Service Desk

Instruction

Collegial Interaction

Department

My List

Duration

0 - 5 minutes
6 - 15 minutes
16 - 30 minutes
31- 45 minutes
46 - 60 minutes
1 - 2 hours
2 -3 hours
3 - 4 hours
More than 4 hours
Full day
Multi-day

Instruction Type

Class Instruction
Class Introduction
Workshop
Orientation
Appointment
Lit search
Other

With whom did you interact?

Student
Faculty
Staff
Community
Alumni
Unknown
Undergrad student
Graduate Student

Format

Face to Face
Online
Blended
Phone
Email
IM / Text
Bomgar
SoMe

College (if known)

Unknown

Date

11/15/2015

Time

5:38 PM

Programs

Number

Name

Is there a LibGuide for this class/event? Yes No

Number of people Please enter digits, not text (e.g., 9, not nine)

Who else Helped?

Did you incorporate assessment?

If yes, what type of assessment did you use?

Did you incorporate assessment?

Yes

No

If yes, what type of assessment did you use?

Were you able to use your preferred space?

Yes

No

Space used

▼

What was your preferred space?

▼

Why were you not able to use your preferred space?

e.g., Room was already booked, instructor preference, etc.

Comments or Reflection If this was an individual or group interaction, was there any additional information that would be helpful to share?

Elements

1. Communication

- The foundational skills students need in academic discourse, research, and documentation in an electronic environment

Learning Outcomes

- a. Adapt rhetorical processes and strategies for audience, purpose, and type of task
- b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- c. Employ appropriate mechanics, usage, grammar, and spelling conventions
- d. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments
- e. Present focused, logical arguments that support a thesis
- f. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately
- g. Use electronic environments to draft, revise, edit, and share or publish texts

2. Mathematics

- The foundational skills required to use and interpret mathematics and statistics

- a. Identify the various elements of a mathematical or statistical model
- b. Determine the values of specific components of a mathematical/statistical model or relationships among various components
- c. Apply a mathematical/statistical model to a real-world problem
- d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data
- e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs

3. Global Traditions

- Historical analysis and global perspectives necessary to understand our diverse world

- a. Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

4. Arts/Humanities

- Tools for analysis and appreciation of the arts, philosophy, and religious thought

- a. Critically analyze significant creative, literary, philosophical or religious works
- b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works

Directional / Technical

Supplies

Room Booking / Return

Look Up Known Item

Service Desk

Instruction

Collegial Interaction

Department

My List

Duration

0 - 5 minutes
6 - 15 minutes
16 - 30 minutes
31- 45 minutes
46 - 60 minutes
1 - 2 hours
2 -3 hours
3 - 4 hours
More than 4 hours
Full day
Multi-day

With whom did you interact?

Student
Faculty
Staff
Community
Alumni
Unknown
Undergrad student
Graduate Student

Format

Face to Face
Online
Blended
Phone
Email
IM / Text
Bomgar
SoMe

College (if known)

Unknown
BSOM
CECS
CEHS
COLA
CONH
COSM
RSCOB
SOPP
University College
Lake Campus
Research Centers
Administration
University Libraries

Programs

Date

11/15/2015

Time

7:01 PM

Number of people Please enter digits, not text (e.g., 9, not nine)

Type of interaction

- Academic department meeting
- Appointment
- Campus committee
- Candidate tour
- Collaboration with faculty/staff
- Collection development
- Institutional review (e.g., IRB, IACUC)
- Literature search
- Marketing / Outreach
- Reference transaction
- Other

Comments about this interaction?


```

root 7 0.0 0.0 0
root 8 0.0 0.0 0
root 10 0.0 0.0 0
root 12 0.0 0.0 0
root 13 0.0 0.0 0
root 15 0.0 0.0 0
root 16 1092758 0.0 1051806 0 17: POSIX ADVISORY READ 2429 08:01:788105 128 128
root 17 0.0 60.0 0 0 18: POSIX ADVISORY READ 2429 08:01:787986 1073741826 10737423
root 19 0.0 0.0 1225 0 19: POSIX ADVISORY WRITE 2653 08:03:50331790 0 EOF
root 20 140330 0.0 58378 310800 20: POSIX ADVISORY WRITE 2653 08:03:50331679 0 EOF
root 21 0.0 0.0 0 0 21: POSIX ADVISORY WRITE 2461 08:03:50331789 0 EOF
root 22 3578375 0.0 13 4231 22: POSIX ADVISORY READ 2511 08:03:50463625 128 128
root 23 451944 0.0 436444 297229 384595 23: POSIX ADVISORY WRITE 2519 08:03:50463627 0 0
root 24 6086 0.0 5533 3487 3729 24: POSIX ADVISORY READ 2511 08:03:50463625 128 128
root 25 700187 0.0 352880 281383 223877 25: POSIX ADVISORY READ 2489 08:03:50463625 128 128
root 26 0.0 0.0 0 0 26: POSIX ADVISORY READ 2489 08:03:50463623 1073741826 1073741827
root 27 0.0 0.0 0 0 S 0 10:00 0:00 [watchdog/3]
root 28 0.0 0.0 0 0 S 0 10:00 0:00 [cpuset]
root 29 0.0 0.0 0 0 S 0 10:00 0:00 [khelper]
root 30 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 31 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 32 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 33 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 34 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 35 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 36 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 37 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 38 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 39 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 40 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 41 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 42 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 43 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 44 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 45 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 46 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 47 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 48 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 49 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 50 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 51 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 52 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 53 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 54 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 55 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 56 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 57 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 58 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 59 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 60 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 61 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 62 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 63 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 64 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 65 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 66 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 67 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 68 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 69 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 70 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 71 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 72 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 73 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 74 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 75 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 76 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 77 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 78 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 79 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 80 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 81 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 82 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 83 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 84 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 85 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 86 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 87 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 88 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 89 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 90 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 91 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 92 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 93 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 94 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 95 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 96 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 97 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 98 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 99 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]
root 100 0.0 0.0 0 0 S 0 10:00 0:00 [kdevtmpfs]

```

```

Buffers: 106548 kB
Cached: 800360 kB
SwapCached: 274268 kB
Active: 4921576 kB
Inactive: 0 kB
Active(anon): 3943432 kB
Inactive(anon): 2693508 kB
Active(file): 1432804 kB
Inactive(file): 219044 kB
Unevictable: 2510628 kB
Mlocked: 2474464 kB
HighTotal: 0 kB
HighFree: 0 kB
LowTotal: 7370760 kB
LowFree: 433704 kB
SwapTotal: 795788 kB
SwapFree: 366656 kB
Dirty: 13848132 kB
Writeback: 13848004 kB
AnonPages: 18112 kB
Mapped: 0 kB
Shmem: 1441436 kB
Slab: 834448 kB
SReclaimable: 210752 kB
SUnreclaim: 113264 kB
KernelStack: 82276 kB
PageTables: 30988 kB
NFS Unstable: 3664 kB
Panic: 15516 kB
Writeback: 0 kB
CommitLimit: 494064 kB
Committed_AS: 17931404 kB
VmallocTotal: 4322252 kB
VmallocUsed: 122880 kB
VmallocChunk: 33164 kB
HardwareCorrupted: 70668 kB
AnonHugePages: 0 kB
HugePages: 0 kB

```

Product development

Product Development

August/September



Google Forms Vs T

Google forms



TIDBIT

Resources



HTML



CSS



JS



User Frontend

TIDBIT [Instruction Assistance](#) [Problem Reporting](#) [Reports](#) [Search](#)

[Directional / Technical](#) [Supplies](#) [Room Booking / Return](#) [Look Up Known Item](#)

[Service Desk](#) [Instruction](#) [Collegial Interaction](#) [Department](#) [My List](#)

Duration

- 0 - 5 minutes
- 6 - 15 minutes
- 16 - 30 minutes
- 31 - 45 minutes
- 46 - 60 minutes
- 1 - 2 hours
- 2 - 3 hours
- 3 - 4 hours
- More than 4 hours
- Full day
- Multi-day

With whom did you interact?

- Student
- Faculty
- Staff
- Community
- Alumni
- Unknown
- Undergrad student
- Graduate Student

Format

- Face to Face
- Online
- Blended
- Phone
- Email
- IM / Text
- Bomgar
- SoMe

Location of Question

- Information Desk
- Stacks
- Virtual reference shift
- Writing Center
- Other

College (if known)

Unknown

Date

11/15/2015

Time

5:34 PM

Question

Answer

Who else Helped?

[Submit](#)

Control Panel

Login

Username

Password

Remember me



Control Panel: Users

User Manager: Edit

Name

Last Visit Date

Username / Email

Registration Date

Password

ID: 2

User Groups

- Registered
- Manager
- Administrator
- Super User

User Status

- Active
- Inactive

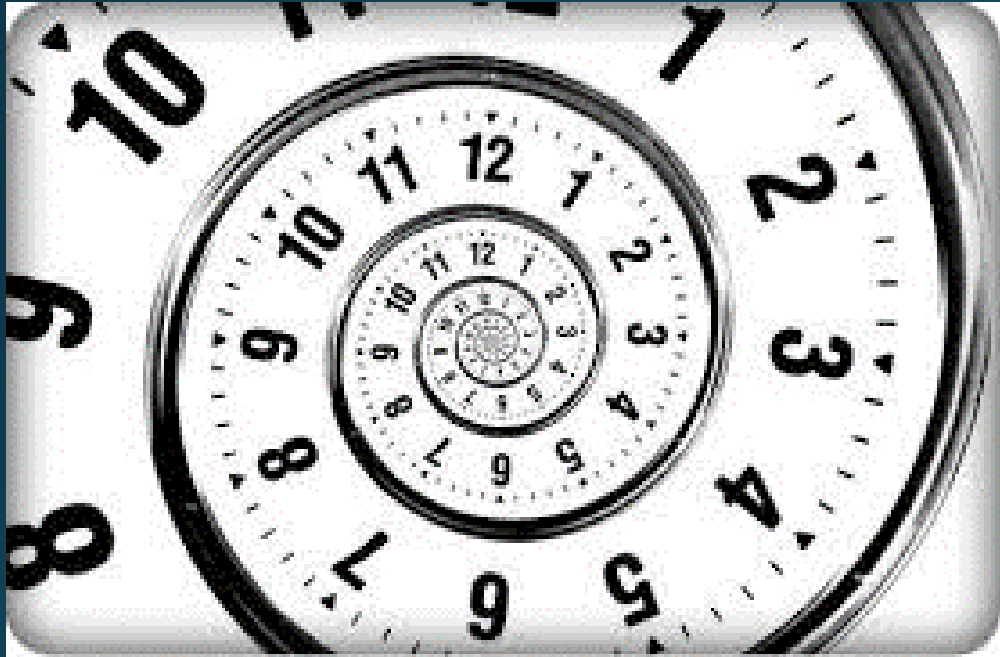
Update

[Logout](#)

Optimization



Time and Hurdles





Implementation

Implementation

October - January



Pilot Testing

2014
October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Old Way



New Way

Training Challenges

“There’s the right way, the wrong way, and then there’s my way”

- 25 individuals
- 18 staff, 8 students
- No manual
- Reports not developed yet

Continuous Improvements

February - August



Improvements

- Back to the mission
- Added learning outcomes
- Monthly report templates
- Training/manuals

Elements	Learning Outcomes
1. Communication <input type="checkbox"/> The foundational skills students need in academic discourse, research, and documentation in an electronic environment	<input type="checkbox"/> a. Adapt rhetorical processes and strategies for audience, purpose, and type of task <input type="checkbox"/> b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances <input type="checkbox"/> c. Employ appropriate mechanics, usage, grammar, and spelling conventions <input type="checkbox"/> d. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments <input type="checkbox"/> e. Present focused, logical arguments that support a thesis <input type="checkbox"/> f. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately <input type="checkbox"/> g. Use electronic environments to draft, revise, edit, and share or publish texts
2. Mathematics <input type="checkbox"/> The foundational skills required to use and interpret mathematics and statistics	<input type="checkbox"/> a. Identify the various elements of a mathematical or statistical model <input type="checkbox"/> b. Determine the values of specific components of a mathematical/statistical model or relationships among various components <input type="checkbox"/> c. Apply a mathematical/statistical model to a real-world problem <input type="checkbox"/> d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data <input type="checkbox"/> e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs
3. Global Traditions <input type="checkbox"/> Historical analysis and global perspectives necessary to understand our diverse world	<input type="checkbox"/> a. Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world <input type="checkbox"/> b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally <input type="checkbox"/> c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
4. Arts/Humanities <input type="checkbox"/> Tools for analysis and appreciation of the arts, philosophy, and religious thought	<input type="checkbox"/> a. Critically analyze significant creative, literary, philosophical or religious works <input type="checkbox"/> b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works

TIDBIT Reports

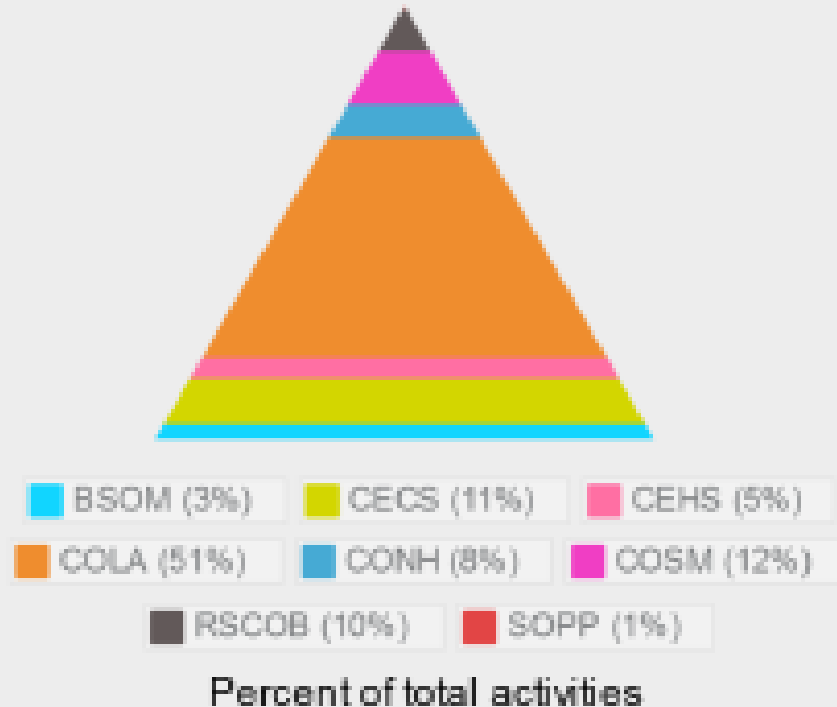
Service Desk, Instruction, Collegial Interaction

- Department or Individuals
- Customize Date

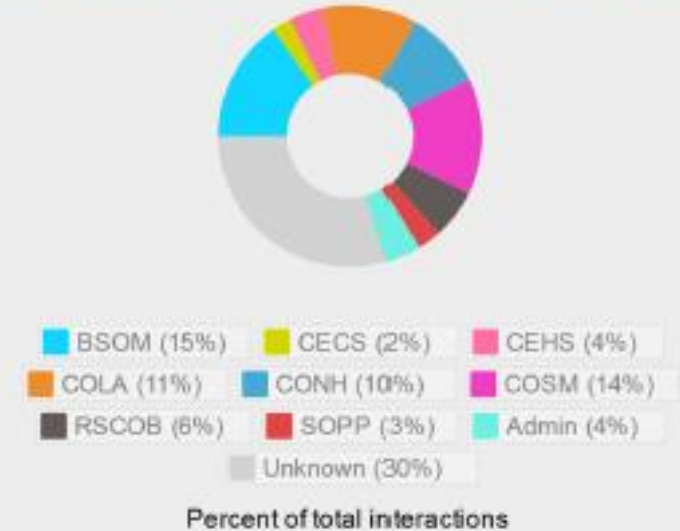
- [TIDBIT](#)

A picture is worth...

Instructional Activities by College



1203 Collegial Interactions by College



1400 Hours of Collegial Interactions included:

Research assignment development, literature searches, marketing/outreach, reference transactions, committee work, individual or small group appointments, collection development



Next steps

Mandy Shannon

Donna Bobb

Phil Flynn

Sue Polanka

Matt Shreffler

Bette Sydelko

Jason Lipiec – LCS Liaison

WSU Libraries

Assessment Team



Questions?

Slide 4 – Counting by Martin Fisch - CC2.0 <https://www.flickr.com/photos/marfis75/13848268535>

Slide 6: Digital lightbulb by Kiplinger - <http://kiplinger.deviantart.com/art/Digital-Lightbulb-135564002>

Slide 8 – Working Together Teamwork Puzzle Concept by lumaxart – CC2.0 <http://thegoldguys.blogspot.com/>

Slide 8 – Great Flexibility by Khalid Almasoud – CC2.0 <https://www.flickr.com/photos/khalid-almasoud/474399662/>

Slide 8 – On Target by Vizzzual – CC2.0 <https://www.flickr.com/photos/vizzzual-dot-com/2655969483/>

Slide 25 - Hit the Road by Andy Cross – CC2.0 - <https://www.flickr.com/photos/andyinnyc/2288365513/>

Slide 33 – Stone Steps – CC 0 - https://pixabay.com/static/uploads/photo/2014/08/09/18/29/stone-steps-414308_640.jpg

Slide 35 - se poser des questions en regardant plus haut by Bernard Lamailoux – CC 2.0 <https://www.flickr.com/photos/lamailoux/11563052893>