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

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Reap what you sow

Connecting library service data to university learning outcomes

Mandy Shannon

Sue Polanka

Jason Lipiec

universitylibraries
wright state university

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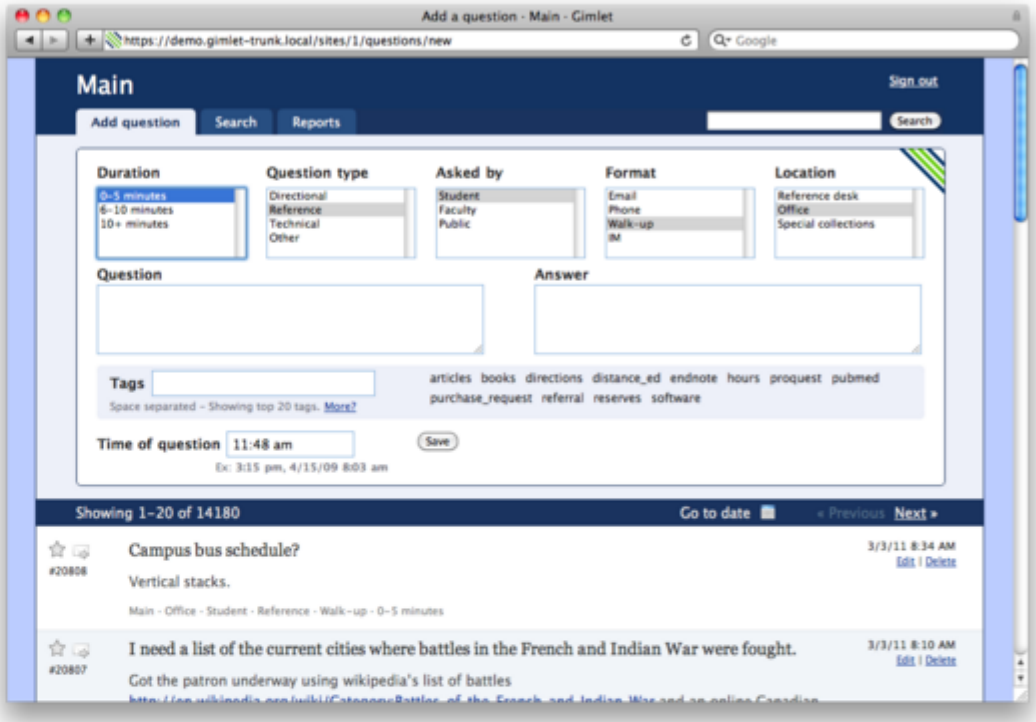

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Search answers

Build your knowledge-base and improve service.

Build reports

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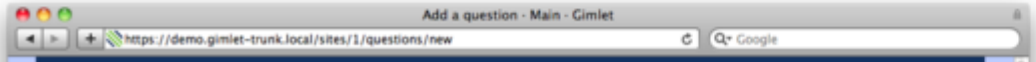


Track Questions

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)		RefWorks 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	**SoMe (tell us what)**	**Appointments** 25		

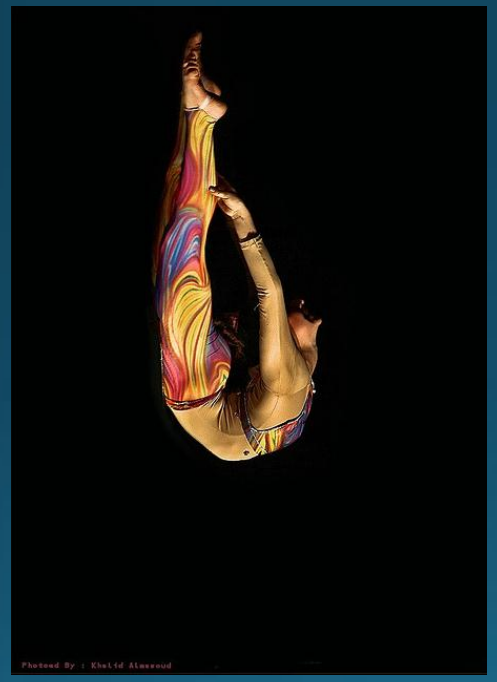
Project Timeline

June '14 to present

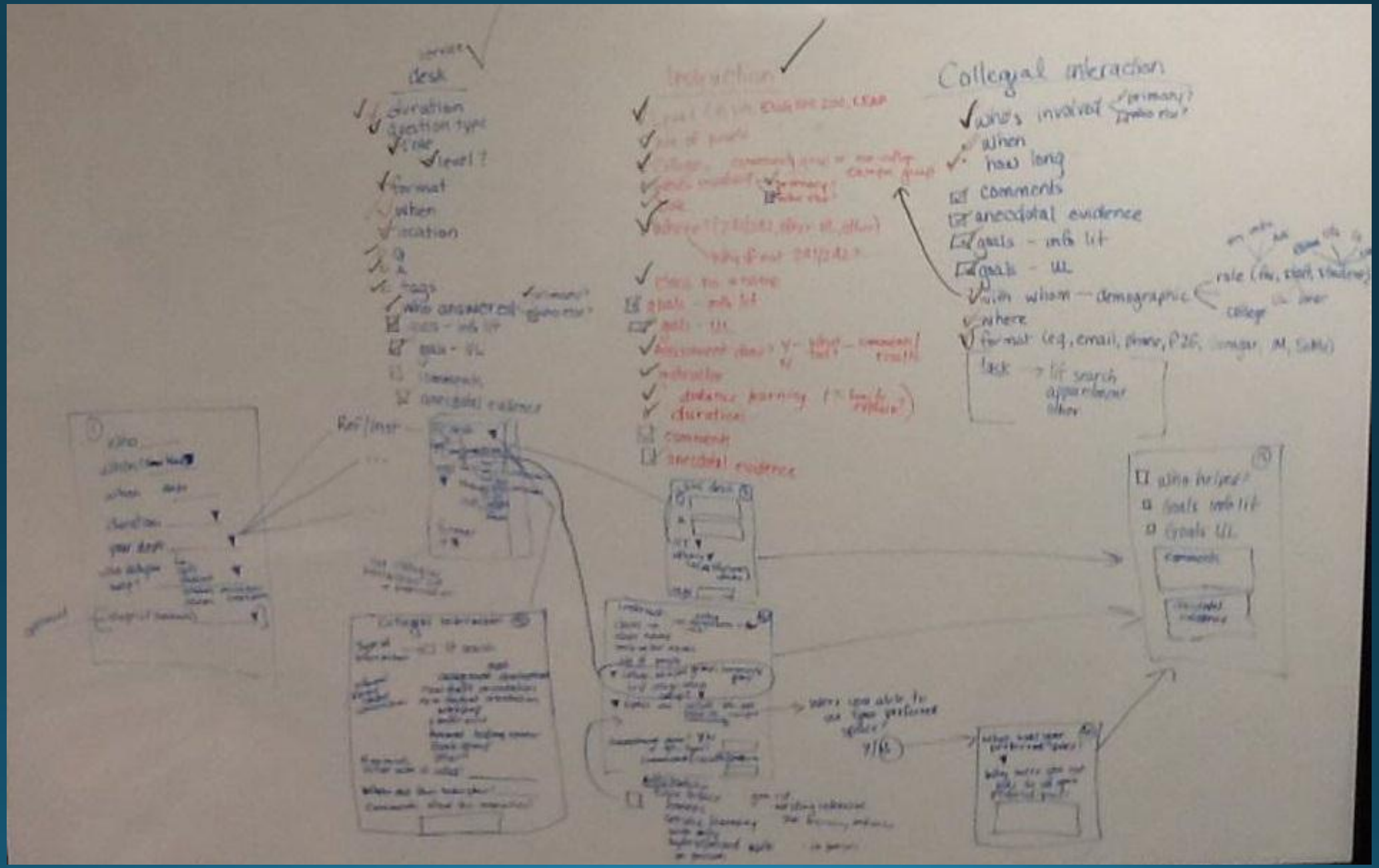
Idea generation

REINVENTING LIBRARIES:
REINVENTING ASSESSMENT

Benefits of form-based statistics



First Steps


desk
duration
format
when
location
Collegial interaction
who's involved
when
how long
comments
anecdotal evidence
goals - info lit
goals - UL
where
duration
comments
anecdotal evidence

Google form

University Libraries - Statistics

* Required

Your Name *

Time *

Date *

mm/dd/yyyy

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?

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?

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

Instruction Type

- Class Instruction
- Class Introduction
- Workshop
- Orientation
- Appointment
- Lit search
- Other

With whom did you interact?

- Student
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- Staff
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- 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?

- 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	Learning Outcomes
1. Communication ☐ The foundational skills students need in academic discourse, research, and documentation in an electronic environment	☐ 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

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- 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

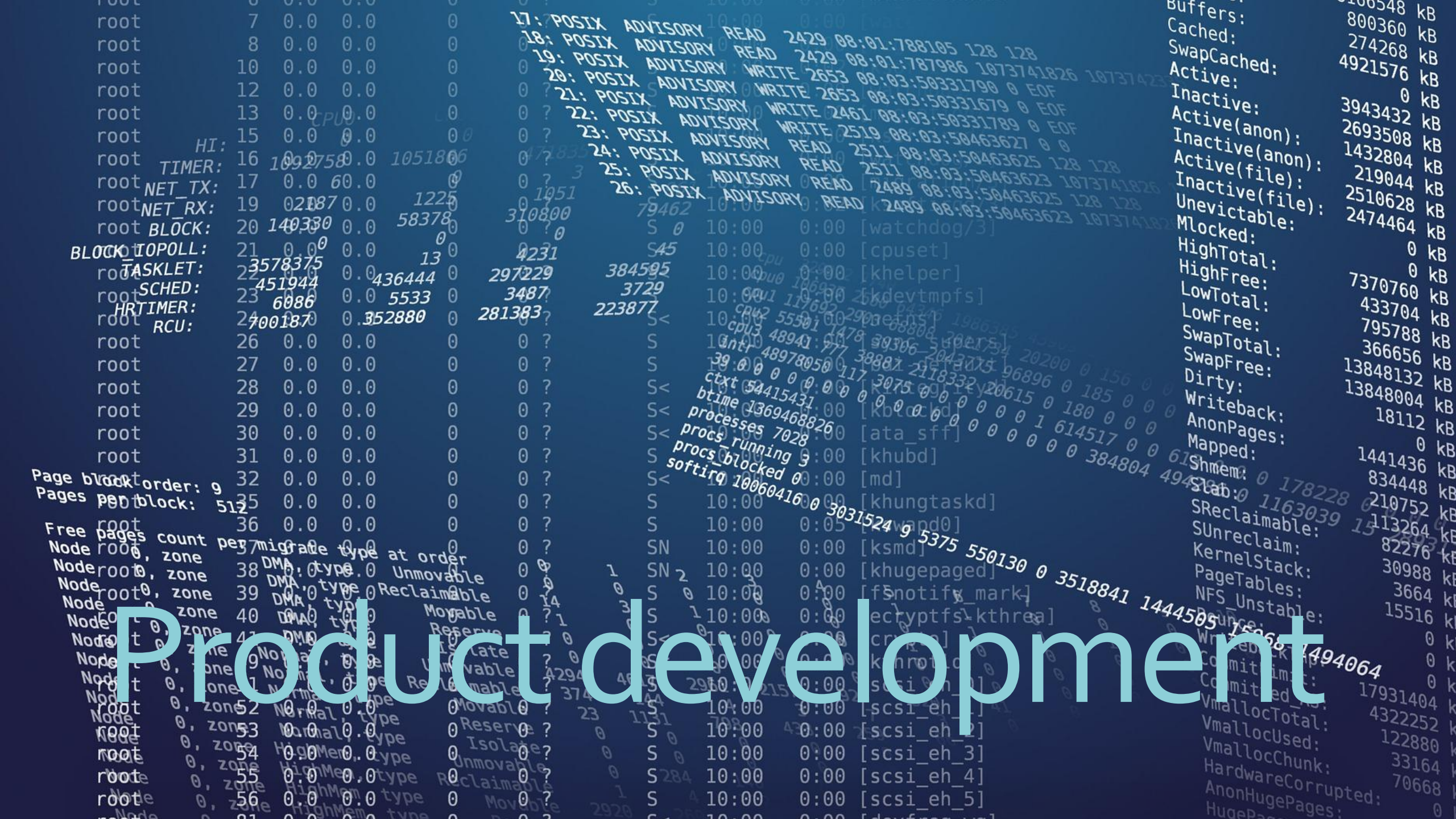
7:01 PM

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?


Product development

Product Development

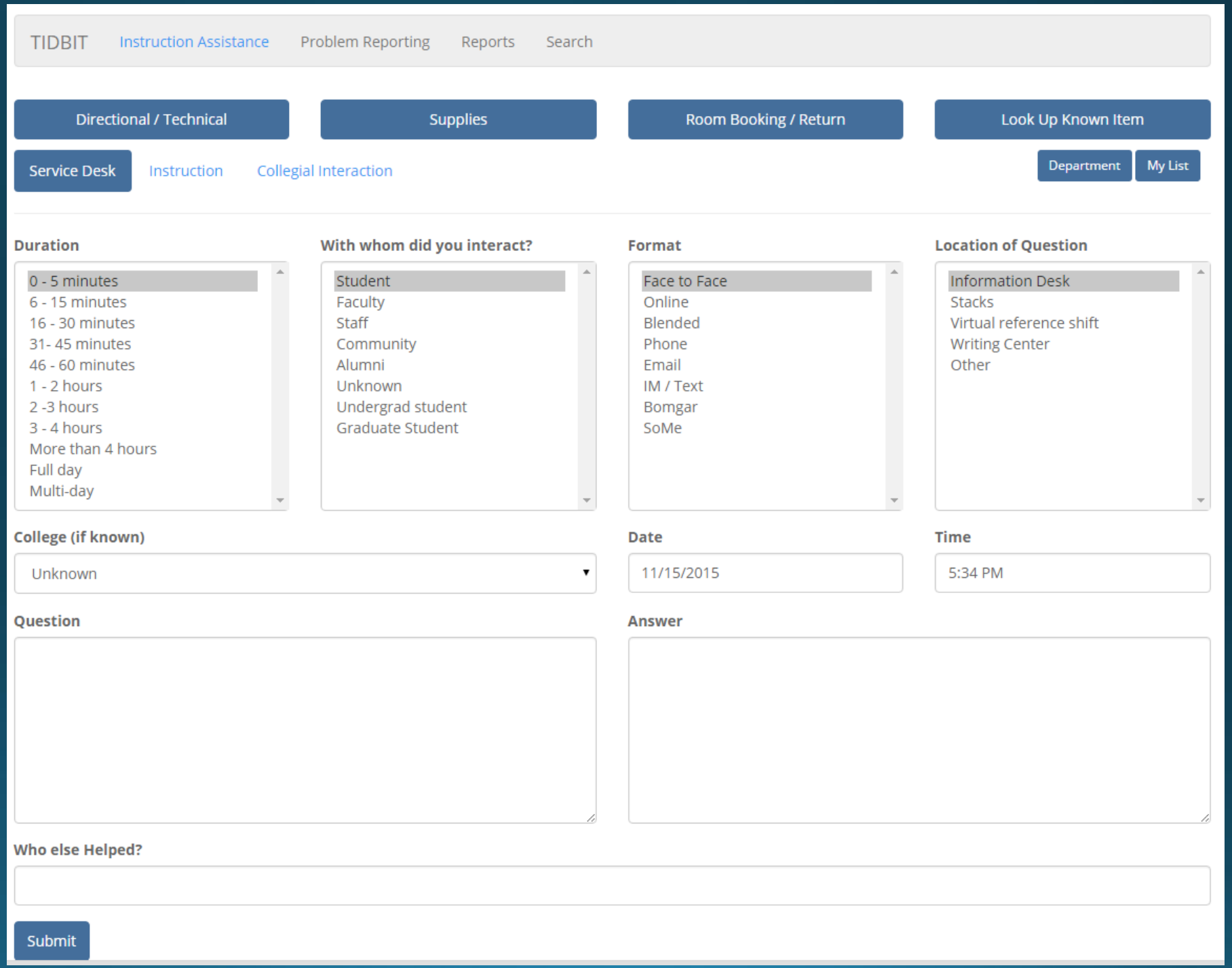
August/September

Google Forms Vs T

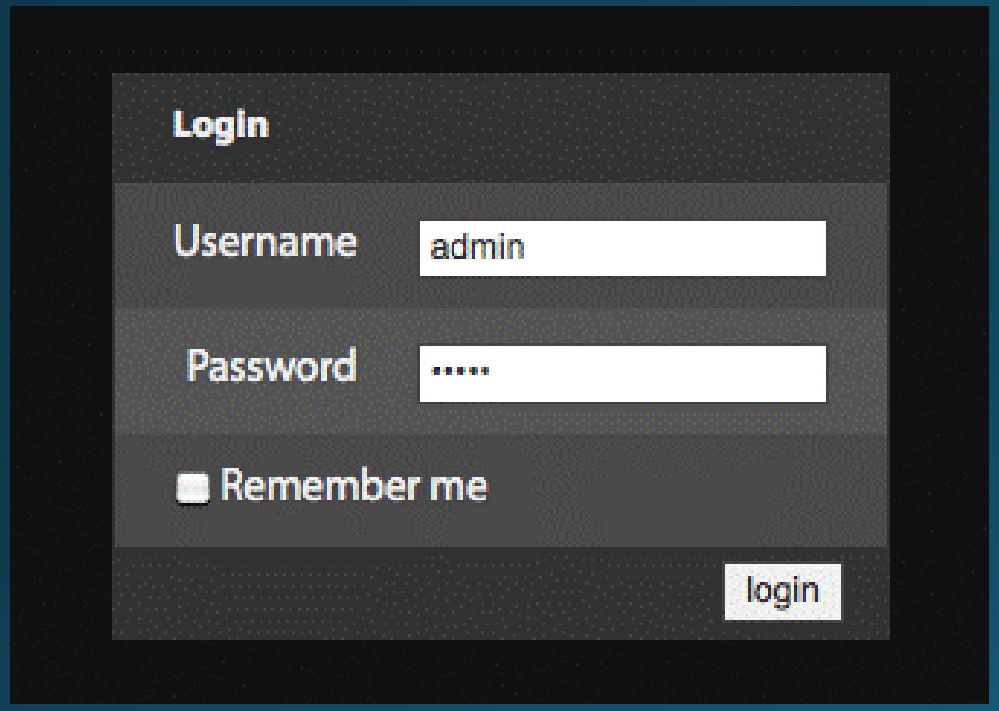
TIDBIT

Resources

User Frontend



Control Panel



Control Panel: Users

User Manager: Edit

Name

manager

Username / Email

manager

Password

••••••••

Last Visit Date

Disabled input

Registration Date

Disabled input

ID: 2

User Groups

- (•) Registered
- ( ) Manager
- ( ) Administrator
- ( ) Super User

User Status

- (•) Active
- ( ) Inactive

Update

Logout

Optimization

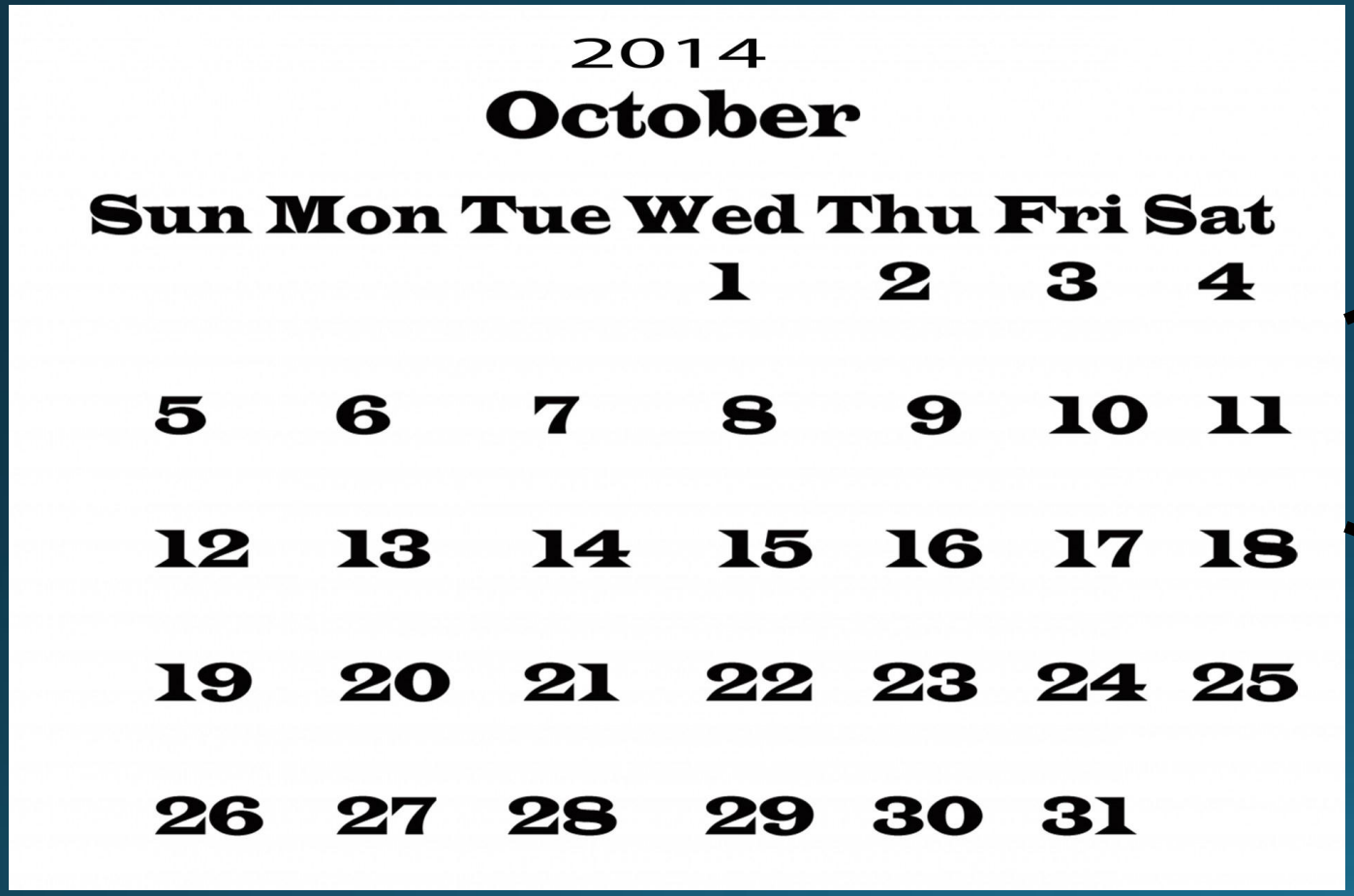
Time and Hurdles

Implementation

Implementation

October - January

Pilot Testing



Old Way

New Way

Training Challenges

"There's the right way, the wrong way, and then there's my way"

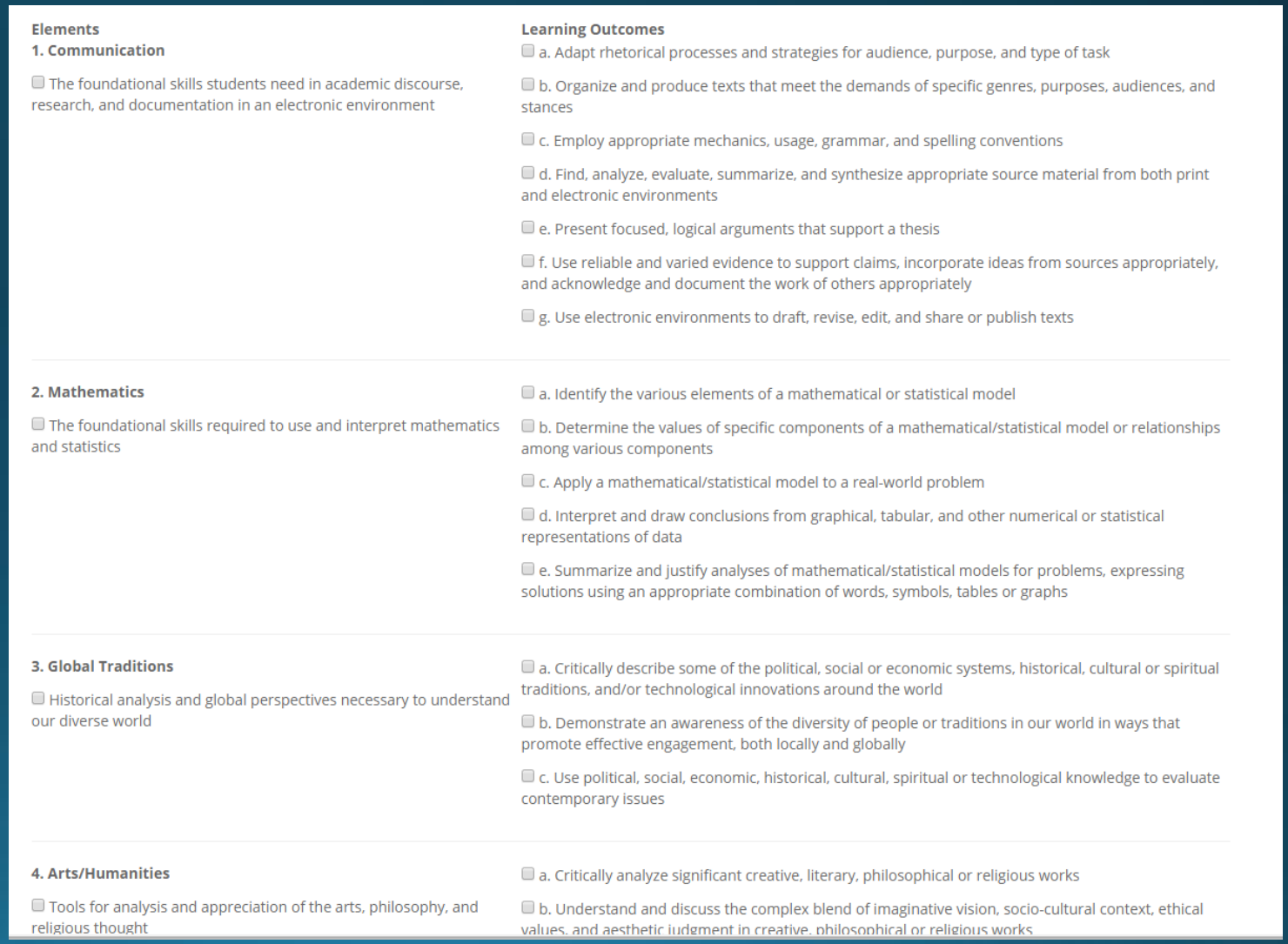
- 25 individuals
- 18 staff, 8 students
- No manual
- Reports not developed yet

Continuous Improvements

February - August

Improvements

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



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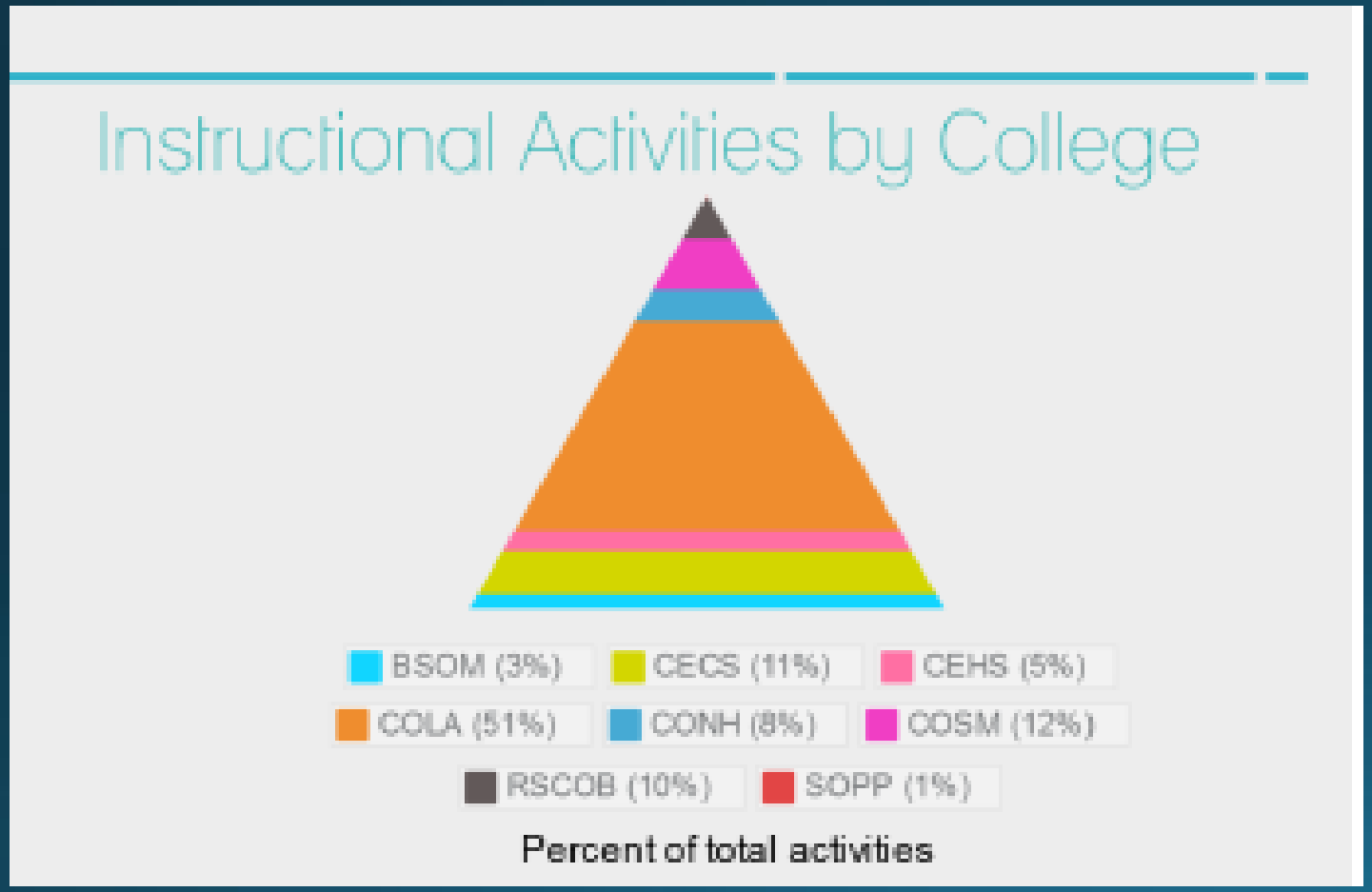
TIDBIT Reports

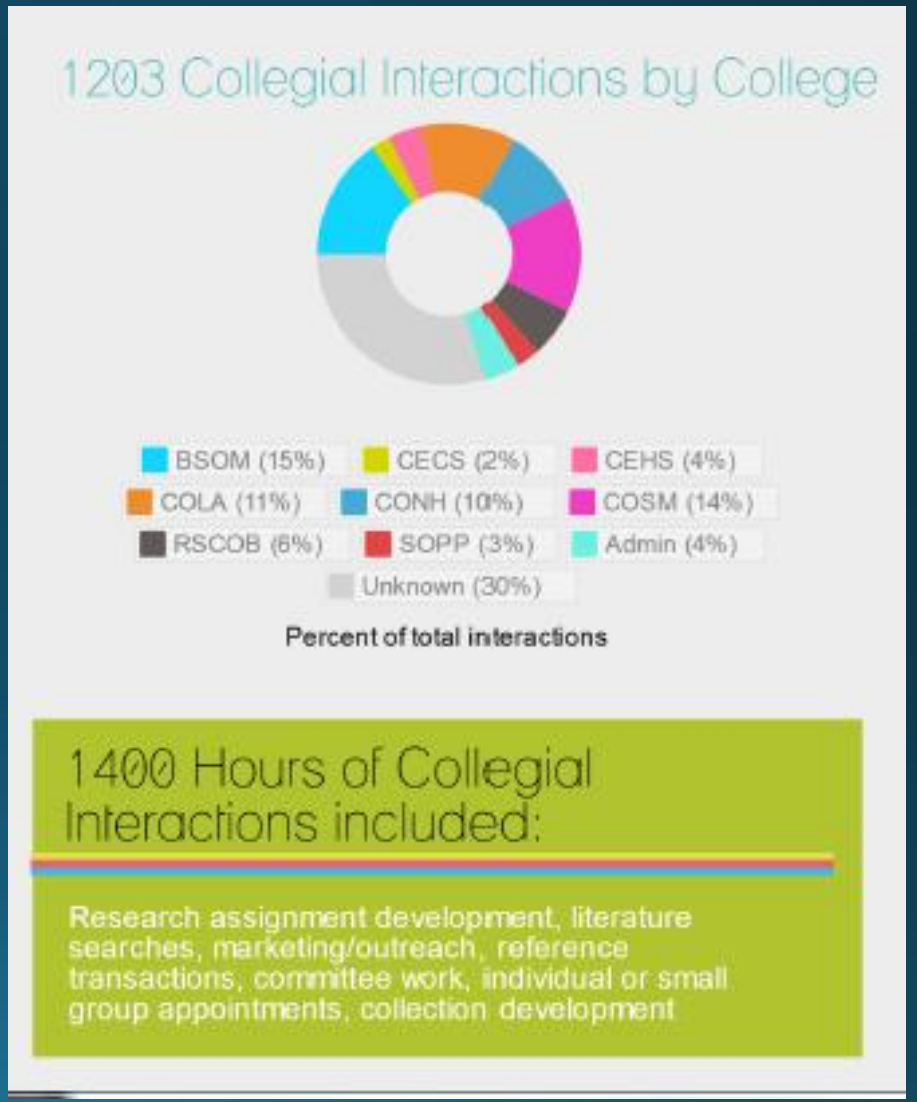
Service Desk, Instruction, Collegial Interaction

- Department or Individuals
- Customize Date

- TIDBIT

A picture is worth…





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

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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 Lamailloux – CC 2.0 https://www.flickr.com/photos/lamailloux/11563052893