LEARNING AND IMPACT

Outcome Metrics
“The consequences of an individual’s contact with the library.”

Learning Outcomes
“If students learn from their use of library resources and services... in terms of skills, values, and attitudes.”

Impact Outcomes
“Concerned with user satisfaction, opinion, and perceptions, including satisfaction with use of the library’s services and programs. They may also include the impact or the effectiveness of library policies and management on services as well as the organizational culture.”

Dugan, Hernon, & Nitecki, 2009
INFORMATION LITERACY LEARNING OUTCOMES

LIBRARY INSTRUCTION RUBRIC BASED ON THE ACRL INFORMATION LITERACY COMPETENCY STANDARDS FOR HIGHER EDUCATION

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

SCOPE OF THE LIBRARY INSTRUCTION PROGRAM

• 522 Curriculum integrated classes
• 10,665 Students
• 24,789 In-person reference desk transactions
• 1,000 Virtual Reference transactions
INSTRUCTIONAL ASSESSMENT MEASURES

Trend Data
• Numbers

Curriculum Integrated Classes
• Online Student Feedback
• Online Faculty Feedback
• Learning Outcomes
• Peer review of teaching

Reference Desk Transactions
• READ (Reference Effort Assessment Data)
• Chat Transcript Content Analysis

In-office Consultations
• READ assessment
Instruction Assessment

Instruction Assessment
Your feedback on library instruction sessions is appreciated. Your responses assist us in planning instruction to best meet your needs.

Student Feedback

Instructor Feedback

Learning Outcomes Assessment
How might you apply what you learned in this session to your assignment?

In your research, what might you do differently based on what you learned in this session?
Learning Outcomes Assessment

Librarian

Instructor

Class Number

Select your class level

100 Courses  200 Courses  300 Courses  400 Courses

500 Courses
Select your class level

100 Courses  200 Courses  300 Courses  400 Courses  500 Courses

300 Level Questions

- Briefly describe the role of ethics (moral principles, norms for conduct, etc.) in research.

- List two databases or other resources that are specific to your discipline and explain the content and value of each.

- List two research strategies you can use if you identify gaps in your research findings; i.e., you cannot find sources on your topic or there is a lack of information on a particular aspect of your topic.


Submit Query
LEARNING OUTCOMES ASSESSMENT

Example: During spring semester 2014, learning outcomes were analyzed based on the library instruction rubric.

• Faculty identified the rubrics at each level that are incorporated into their instruction for scheduled classes.

• Scheduled classes at each level were randomly selected to complete an online set of learning outcomes which were then graded using a 4.0 scale.

• The Library Instruction Group made recommendations based on these findings to refine and augment the library instruction program.
RECOMMENDATIONS FOR INSTRUCTION

Emphasize instruction on the following topics:

• Copyright and plagiarism
  • Develop a list of examples of why copyright matters to students
  • Develop copyright modules
• Free and fee-based information
• Legal/economic impact on access to information

Survey departmental faculty to identify key concepts from our rubric they consider most important.

Reconsider curriculum-integrated approach to information literacy instruction especially in relationship to new ACRL Framework.
IMPACT OUTCOMES TOOLS

To capture library users’ satisfaction, opinions, and perceptions:

Research-Based
• Focus Groups
• Interviews
• Open Feedback
• Surveys

Additional
• Advisory Groups
• Liaison Communications
IMPACT OUTCOMES ASSESSMENT

Interviews
- Faculty Research Practices
  - Content Analysis
- Website Use & Navigation
  - Code and theme

Open Feedback
- Feedback Form
  - Review
- No Book
  - Review

Surveys
- ClimateQUAL®
  - Code and theme
  - Compare with norms
- LibQUAL+®
  - Content Analysis
  - Compare with norms
  - Trend across LQ survey years
Conducted in spring 2003, fall 2006, and spring 2010; forthcoming spring 2015

Survey includes:

- 22 core items that measure users’ perceptions of service quality
  - Affect of Service
  - Information Control
  - Library as Place

- Questions on:
  - General Satisfaction
  - Information Literacy
  - Library Use

- Demographic Information
- Open-ended Comment Box

“A suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality.”

Association of Research Libraries, 2014
PERCEPTIONS

Areas of greatest concern (gap between perceived and desired service levels):
- A library Web site enabling me to locate information on my own
- Print and/or electronic journal collections I require for my work
- Ready access to computers/internet/software (question not on previous surveys)
- Making electronic resources accessible from my home or office

Areas of greatest importance (desired service levels):
- Print and/or electronic journal collections I require for my work
- Making electronic resources accessible from my home or office
- A library Web site enabling me to locate information on my own

GENERAL SATISFACTION & AFFECT OF SERVICE

General satisfaction increased from 2003 to 2006 to 2010; trajectory parallels that of ARL libraries.

Staff are the outlier group, their satisfaction decreased slightly between 2006 and 2010 in terms of their satisfaction with the way they are treated at the library and the library’s support for their learning, research, and teaching needs.

Overall rank of Affect of Service:
1. Employees who are consistently courteous
2. Willingness to help users
3. Employees who deal with users in a caring fashion
4. Employees who have the knowledge to answer user questions
5. Dependability in handling users’ service problems
6. Readiness to respond to users’ questions
7. Employees who understand the needs of their users
8. Employees who instill confidence in users
9. Giving users individual attention
CHANGES MADE BASED ON ALL ASSESSMENTS

Outreach
- New employee orientation
- Newsletter
- Non-academic unit liaisons
- Staff Social and workshops

Facilities
- Comfortable furniture
- Quiet study spaces

Instruction
- Connections with liaison librarians
- Workshop series

Web Site
- Discovery service
- LibGuides

Collections
- E-journals and Electronic resources
- Digitization projects
- Popular reading materials

Services
- Chat reference
- Exhibits and programming
- Software and equipment
- Supplies
CHALLENGES

LEARNING OUTCOMES

• Partnerships with campus faculty
• Curriculum-integrated information literacy outcomes
• Access to student work
• Tracking students across their academic careers

IMPACT OUTCOMES

• Capturing non-users
• Tracking individuals across their academic careers or employment at UM
• No clear benchmarks
• Responding to results
BIBLIOGRAPHY

