# Evolution of Assessment
# At
# Austin Community College

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& Assessment Facilitator
Austin Community College, Austin, TX

**2016 CCL Fall Regional Workshop**

# Lola Cowling, Associate Professor
## Austin Community College Library Services

**Faculty Librarian 9.5 years at ACC**

- Assessment Facilitator, 7 years
- Information Literacy
- Reference
- Collection Development
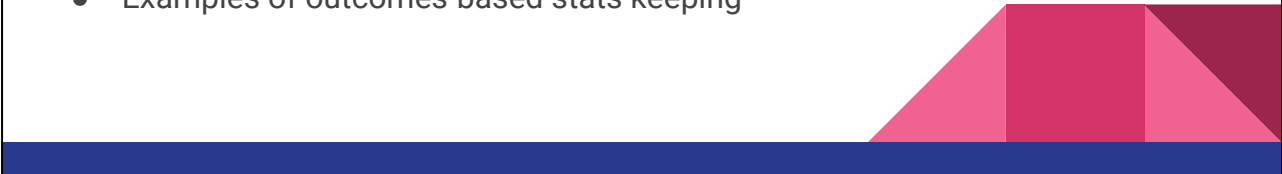
**Assessment Facilitator**

- **Gathers data and reports** it to various internal department and external agencies
- **Identifies and tracks** assessment opportunities and challenges
- **Identifies staff** to work with on assessment activities
- **Designs and administers** LS **assessments and** manages assessment **software**
- **Provides** assessment and evaluation **assistance** for other LS and ACC groups
- **Assists in the design of processes** to manage collections for moving materials between and among campuses
- **Works with Web team** to assess web site and software per assessment needs
- **Works with appropriate groups and teams** to judge assessment needs and facilitate assessment projects

This slide was taken from the presentation I did in the Spring with Dr Julie Todaro, Dean of Library Services, included to show the emphasis from Dean Todaro, highlighting what she views as important.

## What we'll cover

- What ACC uses to track stats
- What data is tracked
- How the data is presented
- The evolution of the what & how

## Takeaways

- Ideas for streamlining stats gathering
- Examples of outcomes-based stats keeping

1) What brought me here for this workshop was Dr. Julie Todaro, Dean of Library Services at Austin Community College, mentioning our Assessment Product at a meeting last year.

   a) She talks about how well it works and how we're able to provide data for Data Driven Decisions in a timely manner.

2) Well, all parts of Assessment are rarely tracked through one product or service, so I'm going to cover the various parts of Assessment and what we use. (Yes, there is one product that she usually has in mind, but it is only one component of a large system)

3) Since becoming Assessment Facilitator in 2009, I've made it my goal to streamline ACC LS's stats collection and consolidate where I can, which I'll emphasize throughout the morning.

4) I've also made sure that LS Teams take on tracking and reporting, as well as decision making, for Assessment Components that fall under their Team charge. Since ACC is such a large College, it is vital for success to have all of the Teams involved in Assessment.

5) We'll talk about how ACC's assessment has evolved over the last 7 years and start the evolution conversation for each of your institutions.

# Library Statistics typically collected

- Door counts
- Reference/Circulation desk transactions
- Information Literacy
- Web traffic, including tutorials and LibGuides
- Collection size & usage, physical and electronic

1) For us, Each of these stats are collected through a different resource.

2) It's an ever-evolving process, and new and exciting resources are being created to make it easier track stats and to run reports with pretty charts and graphs, but it's still up to us to decide what data to collect and how best to report it

3) I'm going to focus on the first 4, since those are the ones that we have the most choice in how they're collected and reported. Yes, we have the choice of which ILS to use - usually - but it's the most difficult process to change, so I won't be covering it today. We also have very little control over what measurements the e-Resources vendors use and report.

## ACRL Trends & Statistics and IPEDS

- Number of FTEs, Librarians and Staff
- Salaries and wages
- Materials and items expenses
- Collection size, physical and electronic
- Circulation
- Reference, In-Person & Virtual
- Services to Groups and Presentations, number of sessions and attendance
- Interlibrary Loan
- Student Enrollment

This hasn't changed in the 8 years I've been Assessment Facilitator

This is the list of what is requested by ACRL and IPEDS

The only thing they've changed is how the Reference transactions are reported, going from simple reporting of a total # of transactions, to under and over 20 minutes, and now it's back to transactions and consultations - which are in office meetings with students.

Everything else has stayed the same. The data is pretty flat and the transition begins with changing to services that would allow more dynamic data so that reports can be more robust and meaningful.

You might have noticed that Door Counts is not included in the list. They're not interested in knowing the number of people who passed through the door, only the number of people that we helped.

Door counts, however, can be one of our most important pieces when making data driven decisions about the physical space and staffing.

# ACC Fact Book

## Library Services Statistical Overview
### Fiscal Year 2008

**Library Services** provides library staff, resources, and services to ACC students, faculty, and staff at the seven main campuses, four evening teaching sites, and to distance learning students.

| | FY07 | FY08 | % Change |
|---|---|---|---|
| **Usage[1]** (in person, face to face contact in libraries or classrooms) | | | |
| Door count[2] | 1,013,485 | 1,124,027 | 10.91% |
| *Average per week* 25,546 | | | |
| Checkouts[3] | 101,175 | 103,833 | 2.63% |
| *Average per week* 2,360 | | | |
| Reference transactions[4] | 22,506 | 27,365 | 21.59% |
| *Average per week* 622 | | | |
| Patron contacts[5] | 89,623 | 110,170 | 22.93% |
| *Average per week* 2,504 | | | |
| Teaching presentations (to groups) | 316 | 361 | 14.24% |
| *Average per week* 8 | | | |
| Persons attending teaching presentations | 4,574 | 5,761 | 25.95% |
| *Average per week* 131 | | | |
| Classes with Information Literacy Programs[6] | 866 | 825 | -4.73% |
| **Electronic Usage[7]** | | | |
| Library Services Online catalog searches | 614,290 | 582,387 | -5.19% |
| *Average per week* 12,391 | | | |
| Library Services Homepage pageviews | 956,180 | 1,014,250 | 6.07% |
| *Average per week* 21,580 | | | |
| Electronic database retrievals | 393,991 | 526,525 | 33.64% |
| *Average per week* 11,203 | | | |

| | FY07 | FY08 | % Change |
|---|---|---|---|
| **Electronic Usage[7]** (continued) | | | |
| Top web subject link pageviews | 225,080 | 226,777 | 0.75% |
| (pages recommended by ACC librarians) | | | |
| *Average per week* 4,825 | | | |
| Online Tutorial use[8] (Info Game, Chemistry 1411, and Speech) | 930,530 | 1,321,831 | 42.05% |
| *Average per week* 28,124 | | | |
| General Library Services information pageviews | 107,157 | 199,018 | 85.73% |
| (hours, locations, etc.) | | | |
| *Average per week* 4,234 | | | |
| **Collection** | | | |
| Paper Volumes | | | |
| Held at end of year | 143,326 | 138,024 | -3.70% |
| Added during year[9] | 17,589 | 9,242 | -47.46% |
| E-books | 29,583 | 30,765 | 4.00% |
| Audiovisuals | | | |
| Held at end of year | 17,021 | 16,062 | -5.63% |
| Added during year | 1,048 | 1,178 | 12.40% |
| Computer Center software | 288 | 265 | -7.99% |
| Paper and microform subscriptions[10] | 822 | 1,472 | 79.08% |
| Electronic database subscriptions | 95 | 104 | 9.47% |
| Electronic database resources | 818,432 | 835,478 | 2.08% |
| (Excludes netlibrary e-books) | | | |

http://www.austincc.edu/oiepub/pubs/factbook/index.html

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I want to start this evolution story with one of my first tasks as Assessment Facilitator - compiling the data for the FY2008 Fact Book.

The Fact Book is the annual publication ACC puts together with college-wide statistics, like degrees awarded, headcount, etc. There's a full copy of the Library's pages, with footnotes, in the handouts And the link will allow you to see the entire Fact Book for most years.

Everything reported in the Fact Book is covered in the Assessment collection points mentioned earlier. Door Count, patron transactions, Information Literacy, web traffic, and usage. [Patron contacts combines Reference & Directional, at both Ref and Circ]

Very standard, dry data. We're restricted to two pages, so we haven't added a significant amount of information.

As I go through the resources we use to record and track data, think about how you can report that data in a more interesting, robust manner.

Don't get me wrong, we will always need to report this data, likely in this fashion, to many different parties, but that doesn't mean we can't put together additional reports of our own to emphasize our impact on Student Success.

# Statistical categories tracked and reported

Legend in Column O --------

| Statistical Category | FB | IPEDS | TALS | ACRL | ALDLO | PAS | Source | Link to data | Notes |
|---|---|---|---|---|---|---|---|---|---|
| **Circulation** | | *Needed for* | | | | | | | **Needed for:** |
| Checkouts | X | | | | | | MA - Usage Summary FYXX usage;from iii web stats | | FB = ACC Fact Book |
| | | | | | | | | | IPEDS = Integrated Postsecondary Education |
| General circ checkouts | | X | X | | | | MA - Usage Summary FYXX -- from iii web stats | | Data System |
| initial circs | | | | X | | | MA | | TALS = Texas Academic Libraries Survey |
| | | | | | | | | | ACRL = Association of College and Research |
| Total excluding reserves | | | | X | | | MA | | Libraries |
| | | | | | | | | | ALDLO = American Library Directory Listing |
| Reserve circ checkouts | | X | X | | | | MA - Usage Summary FYXX -- from iii web stats | | Online |
| | | | | | | | | | PAS = Peterson's Annual Survey |
| **Collection** | FB | IPEDS | TALS | ACRL | ALDLO | PAS | | | |
| Total Nonsubscription Items | X | | | | | | MA -Sum of subtotals below | | |
| **Paper Volumes** | X | X | X | X | X | X | MA - All Items as of 8/31/XX | | |
| E-books | X | X | X | | X | X | AG - all aebk created and held by end of last fiscal year | | |
| Audiovisual media | X | X | X | | X | X | MA - All Items as of 8/31/XX row AV/media | | |
| broken down into 4 types | | | | X | | | MA | | |
| Electronic resources (nonsubscription sw) | X | X | X | X | | | MA - All Items as of 8/31/XX row Software + e-resources | | |
| Microforms | | X | X | X | | | We no longer have - Answer will always be 0 | | |
| **Current Subscriptions** | X | | X | X | | X | LB - Sum of paper and microform + Electronic below | | |
| Paper and microform | X | | | | X | X | LB | | |
| Electronic | X | | | | | X | LB | | |
| Serials purchased | | | | X | | | LB | | |
| Serials received, but not | | | | X | | | LB | | |

When I first became Assessment Facilitator, I was given a large number of files from the person previously in charge of collecting and reporting stats, and before I had even settled in and had a chance to look through those files, I was told the Fact Book was due in a few weeks.

I hadn't yet seen this grid, so it was a bit of a scramble trying to figure out where to get everything I needed

After I finished the Fact Book and had time to go through those files, I discovered this chart, I realized immediately what an asset it was.

This grid was my lifeline the first several years, especially the Source column, and we'll be working creating one throughout the workshop.

# Creating your own grid

| Statistical Category | | Needed For | | | | | Source | Notes |
|---|---|---|---|---|---|---|---|---|
| Circulation | IPEDS | ACRL | ALDLO | PAS | | | Who/Where | **Needed for:** |
| Checkouts | | | | | | | | IPEDS = Integrated Postsecondary Education Data System |
| General circ checkouts | X | | | | | | | ACRL = Association of College and Research Libraries |
| initial circs | | X | | | | | | ALDLO = American Library Directory Listing Online |
| Total excluding reserves | | X | | | | | | PAS = Peterson's Annual Survey |
| Reserve circ checkouts | X | | | | | | | |
| | | | | | | | | |
| Collection | IPEDS | ACRL | ALDLO | PAS | | | | |
| Total Nonsubscription Items | | | | | | | | |
| **Paper Volumes** | X | X | X | X | | | | |
| E-books | X | | X | X | | | | |
| Audiovisual media | X | | X | X | | | | |
| broken down into 4 types | | X | | | | | | |
| Electronic resources | X | X | | | | | | |
| Microforms | X | X | | | | | | |
| **Current Subscriptions** | | X | | X | | | | |
| Paper and microform | | | X | X | | | | |
| Electronic | | | | X | | | | |
| Serials purchased | | X | | | | | | |
| Serials received, but not | | X | | | | | | |

There is a blank copy of the grid in the handouts.

I left the basic Needed For categories that each of you would potentially need, like ACRL and IPEDS.

There is also room to add other categories, such as any annual reports you already create.

If you don't already have something similar, having this grid will allow you to see the big picture of the Assessment Reporting that you do, especially how most ask for the same data, plus it will allow the opportunity to see which resources are used to gather the data.

I haven't relied on this grid in a while, not after I got into the groove of things, so I hadn't thought about adding WHERE the information is collected to indicate which resource, which is why there is no Where column on the previous slide.

Preparing for this workshop helped me realize that I needed the column here, too, especially for others to use. Keep that in mind as you fill in the grid for yourself - if you're the only one who is responsible for data reporting, make sure that others can step in if necessary.

We'll pause after each session for you to jot down any notes or ideas, on this chart and in general.

**Door Counts**

| | Door Count | | Total | | September | Door Count | | Total |
|---|---|---|---|---|---|---|---|---|
| | Door Count | | Total | | September | Door Count | | Total |
| 8/22/2016 | 278173 | | 134.5 | | 9/1/2016 | 283566 | | 603.5 |
| 8/23/2016 | 278442 | | 137.5 | | 9/2/2016 | 284773 | | 163.5 |
| 8/24/2016 | 278717 | | 108.5 | | 9/3/2016 | 285100 | | 74.5 |
| 8/25/2016 | 278934 | | 45.5 | | 9/4/2016 | 285249 | | 71 |
| 8/26/2016 | 279025 | | 124 | | 9/6/2016 | 285391 | | 821 |
| 8/29/2016 | 279273 | | 711 | | 9/7/2016 | 287033 | | 779.5 |
| 8/30/2016 | 280695 | | 712.5 | | 9/8/2016 | 288592 | | 672.5 |
| 8/31/2016 | 282120 | | 723 | | 9/9/2016 | 289937 | | 193.5 |
| | | | | | 9/10/2016 | 290324 | | 93.5 |
| | | | | | 9/11/2016 | 290511 | | 82.5 |
| | | | | | 9/12/2016 | 290676 | | 798 |
| | | | | | 9/13/2016 | 292272 | | 830 |
| | | | | | 9/14/2016 | 293932 | | 712.5 |
| | | | | | 9/15/2016 | 295357 | | 659 |
| | | | | | 9/16/2016 | 296675 | | 187 |
| | | | | | 9/17/2016 | 297049 | | 110 |
| | | | | | 9/18/2016 | 297269 | | 84.5 |
| | | | | | 9/19/2016 | 297438 | | 774 |
| | | | | | 9/20/2016 | 298986 | | 858 |
| | | | | | 9/21/2016 | 300702 | | 747.5 |
| | | | | | 9/22/2016 | 302197 | | 741 |
| | | | | | 9/23/2016 | 303679 | | 222.5 |
| | | | | | 9/24/2016 | 304124 | | 175.5 |
| | | | | | 9/25/2016 | 304475 | | 80.5 |
| | | | | | 9/26/2016 | 304636 | | -1523 |
| | | | | | 9/27/2016 | | | 0 |
| | | | | | 9/28/2016 | | | 0 |

Let's start with Door Counts.

Since How many people walked through the door is usually the first question asked. It's the main justification question.

If you have the standard security gate/person counter setup, there's a limited number of ways you can collect and share the information.

Our counts started as an excel spreadsheet much like what you see here, collected on each campus and then emailed to me when I needed the info.

Each campus had a paper tracking form to write down the day's gate count by one person, then it was entered into the spreadsheet by the designated person - usually a different person - and they each had their own routine for how often they entered the data into the spreadsheet.

This meant that if the Dean requested a report, I would need to contact at least 7 people to get the excel file, and often it hadn't been updated in weeks or even the entire month. (There were only 7 campuses in 2009. Now there are 11)

Moving to Google sheets allowed everyone to record the data in one place, so I can go in and grab what I need as needed. It doesn't guarantee that it will be updated in a timely fashion, of course, but now it's easier to contact only those individuals as necessary.

Collecting the door counts this way really only allows for daily and monthly door counts. If you want to do hourly, it gets complicated, allowing for even more room for error in the formulas.

I have access to Google Sheets because ACC moved to Google Apps several years ago. If this isn't available to you, see if you're allowed to use a personal Google account to store College data and create an account specifically for work.

If you're not allowed to use a personal Google account, try to get a shared network drive set up, or Dropbox or a similar service.

# AY 2016 Door Count totals

| Door Count | Cypress | Eastview | Elgin | Hays | Highland | Northridge | Pinnacle | Rio Grande | Riverside | Round Rock | South Austin | Running total | 1,003,096 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| August | 4,281 | 3,886 | 903 | 2,319 | 4,211 | 5,258 | 2,347 | 4,071 | 5,262 | 3,252 | 3,390 | 39,179 | |
| September | 13,931 | 9,786 | 2,589 | 7,580 | 8,990 | 16,215 | 7,330 | 14,198 | 17,045 | 9,784 | 12,355 | 119,800 | |
| October | 13,901 | 8,913 | 2,396 | 6,871 | 9,093 | 16,502 | 7,716 | 14,519 | 16,838 | 9,505 | 12,630 | 118,881 | |
| November | 12,429 | 8,086 | 2,059 | 6,283 | 7,384 | 14,389 | 7,193 | 12,866 | 12,080 | 8,466 | 11,455 | 102,688 | |
| December | 6,545 | 4,216 | 1,263 | 3,719 | 5,117 | 8,020 | 4,238 | 6,909 | 490 | 3,899 | 6,695 | 51,108 | |
| January | 4,647 | 4,337 | 814 | 2,917 | 6,080 | 6,654 | 2,628 | 5,699 | 5,822 | 4,020 | 4,256 | 47,871 | |
| February | 12,152 | 8,132 | 1,987 | 7,659 | 8,371 | 15,814 | 7,162 | 13,367 | 14,014 | 9,386 | 11,049 | 109,090 | |
| March | 9,884 | 6,643 | 1,696 | 6,247 | 6,502 | 13,219 | 6,492 | 11,698 | 12,186 | 7,768 | 9,568 | 91,900 | |
| April | 11,321 | 7,178 | 2,137 | 6,367 | 7,529 | 14,271 | 6,920 | 11,832 | 13,653 | 8,649 | 10,446 | 100,302 | |
| May | 7,021 | 4,383 | 1,358 | 3,920 | 6,083 | 8,049 | 3,980 | 7,792 | 8,279 | 4,670 | 6,435 | 61,967 | |
| June | 8,443 | 5,084 | 3,008 | 3,214 | 6,966 | 10,384 | 4,340 | 8,092 | 8,903 | 6,017 | 7,136 | 71,584 | |
| July | 6,472 | 4,135 | 1,057 | 2,250 | 5,565 | 9,661 | 3,327 | 7,232 | 7,863 | 4,941 | 6,227 | 58,727 | |
| August | 3,069 | 2,239 | 572 | 1,126 | 2,861 | 5,362 | 1,928 | 3,940 | 3,561 | 2,273 | 3,073 | 30,002 | |
| Totals | 114,093 | 77,016 | 21,836 | 60,469 | 84,749 | 143,795 | 65,597 | 122,211 | 125,994 | 82,627 | 104,711 | 1,003,09 | |
| Running total (tallies only fully completed months) | 114,093 | 77,016 | 21,836 | 60,469 | 84,749 | 143,795 | 65,597 | 122,211 | 125,994 | 82,627 | 104,711 | 1,003,09 | |

The monthly view allows you to see the ebb and flow of usage throughout the semesters, but that's about it.

If you want more dynamic info, such as hourly counts in order to determine when it is busiest in the Library, you would have to physically collect the gate count or do a head count every hour.

# AY2015 Weekend Usage totals

### Guest Sign In

| | | CYP | EVC | HLC | NRG | RGC | RRC | RVS | SAC |
|---|---|---|---|---|---|---|---|---|---|
| | 5pm | 2 | 1 | 15 | 5 | | | 8 | 4 |
| | 6pm | 0 | 4 | 8 | 0 | | | 9 | 8 |
| | 7pm | 2 | 1 | 4 | 5 | | | 3 | 8 |
| | 8pm | 0 | 0 | 3 | 1 | | | 5 | 13 |
| | 9pm | 0 | 0 | 0 | 0 | | | 0 | 0 |
| Friday total | | 4 | 6 | 30 | 11 | 0 | | 25 | 33 |
| | 8am | 1 | 2 | 9 | 1 | | | 1 | 14 |
| | 9am | 0 | 0 | 13 | 12 | 3 | 9 | 2 | 24 |
| | 10am | 0 | 3 | 19 | 7 | 3 | 9 | 2 | 12 |
| | 11am | 1 | 5 | 31 | 13 | 2 | 13 | 8 | 7 |
| | 12pm | 0 | 5 | 16 | 8 | 2 | 7 | 6 | 7 |
| | 1pm | 1 | 4 | 7 | 18 | | | 4 | 6 |
| | 2pm | 5 | 2 | 22 | 6 | | | 4 | 6 |
| | 3pm | 1 | 1 | 6 | 8 | | | 1 | 8 |
| | 4pm | 1 | 3 | 2 | 4 | | | 5 | 11 |
| | 5pm | 0 | 0 | 1 | 0 | | | 0 | 1 |
| Saturday total | | 10 | 25 | 126 | 77 | 10 | 38 | 33 | 96 |
| | 12pm | 5 | 3 | 19 | 10 | | | 5 | 22 |
| | 1pm | 2 | 2 | 8 | 16 | | | 5 | 37 |
| | 2pm | 1 | 2 | 10 | 11 | | | 4 | 15 |
| | 3pm | 0 | 3 | 6 | 1 | | | 2 | 15 |
| | 4pm | 0 | 3 | 15 | 4 | | | 1 | 13 |
| | 5pm | 1 | 0 | 6 | 5 | | | 1 | 4 |
| | 6pm | 0 | 0 | 0 | 0 | | | 0 | 0 |
| Sunday Total | | 9 | 13 | 64 | 47 | 0 | | 18 | 106 |

### Door Count

| | | CYP | EVC | HLC | NRG | RGC | RRC | RVS | SAC |
|---|---|---|---|---|---|---|---|---|---|
| Friday | 5pm headcount | 290 | 269 | 204 | 535 | | | 288 | 381 |
| | 5pm-6pm | 344 | 181 | 405 | 604 | | | 420 | 384 |
| | 6pm-7pm | 311 | 169 | 700 | 457 | | | 300 | 329 |
| | 7pm-8pm | 244 | 107 | 239 | 367 | | | 219 | 232 |
| | 8pm-9pm | 227 | 118 | 217 | 398 | | | 237 | 240 |
| | Friday total | 1416 | 843 | 1765 | 2360 | 0 | 0 | 1464 | 1565 |
| Saturday | 8am-9am | 263 | 96 | 210 | 443 | | | 403 | 268 |
| | 9am-10am | 255 | 121 | 246 | 443 | 110 | 20 | 277 | 249 |
| | 10am-11am | 359 | 171 | 318 | 535 | 85 | 13 | 312 | 279 |
| | 11am-12pm | 397 | 215 | 362 | 729 | 91 | 18 | 393 | 304 |
| | 12pm1pm | 401 | 257 | 363 | 809 | 92 | 24 | 355 | 433 |
| | 1pm-2pm | 444 | 208 | 289 | 802 | | | 363 | 418 |
| | 2pm-3pm | 386 | 219 | 278 | 673 | | | 335 | 409 |
| | 3pm-4pm | 325 | 186 | 239 | 579 | | | 295 | 379 |
| | 4pm-5pm | 360 | 235 | 252 | 552 | | | 272 | 407 |
| | Saturday total | 3188 | 1705 | 2554 | 5562 | 377 | 73 | 3004 | 3144 |
| Sunday | 12pm-1pm | 398 | 141 | 282 | 612 | | | 122290 | 414 |
| | 1pm-2pm | 379 | 193 | 245 | 615 | | | 402 | 419 |
| | 2pm-3pm | 410 | 193 | 251 | 710 | | | 342 | 476 |
| | 3pm-4pm | 369 | 175 | 238 | 593 | | | 298 | 430 |
| | 4pm-5pm | 336 | 166 | 203 | 464 | | | 281 | 472 |
| | 5pm-6pm | 297 | 136 | 145 | 476 | | | 390 | 411 |
| | Sunday Total | 2188 | 1002 | 1363 | 3469 | 0 | | 124001 | 2621 |

Which we did when The Dean requested hourly weekend counts a few years ago, to use for open hours and staffing decisions.

This of course sets up the high possibility of human error, since it's easy to forget to collect the number if you get busy.

It also leads to human error when it comes to the spreadsheet, because I have to use a lot of formulas to get the hourly totals!

The numbers have been used for Data Driven Decisions, prompting me to start the search for a more dynamic people counter.

Thankfully, one was mentioned in a message on the ARL-ASSESS listserv, so I started researching products, chose one for our trial, which we started in May With 3 sensors.
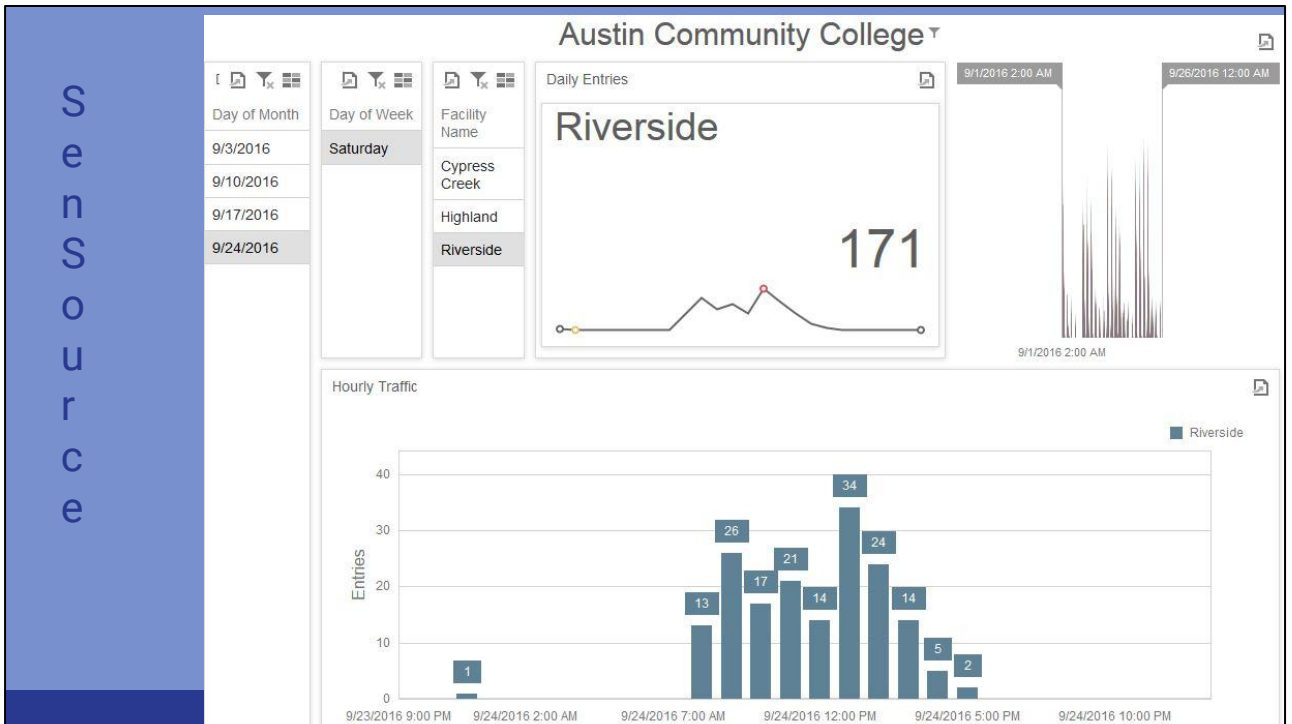
We chose SenSource for our thermal image scanners, in part because of the robust reports

It allows us to look at hourly counts or day of the week, plus the numbers can be exported to a spreadsheet if you want to use a resource like LibInsight to track door counts.

The charts and graphs can be easily saved, as well.

When I did a demo of the 3 sensors at our recent All Library staff meeting, the Head Librarians were very excited about it, even though we had only begun our trial period.

# Door Counts - reflection

**How do you currently collect door counts?** Via gate counter or sensor? Headcounts?

**How often?** Once a day? Several times a day? Every hour?

**Where do you report the data?** Annual report, surveys, etc.?

**How is it reported?** Yearly total, breakdown by month, day, day of week, etc.?

If anyone does something out of the norm with door count collection, I would love to hear about it.

Jot down any ideas you have on how to streamline the service, if you think a dynamic counter would be a benefit, etc.

Feel free to discuss with your neighbors!

# Reference Statistics

| Reference Stats | | Location:_____ | | Date:_____ | | Day:_____ | |
|---|---|---|---|---|---|---|---|
| **Time Period** | **Initials** | **Reference/ Instruction** | | **Direction/ Information** | | **Machine Maintenance** | **Comments** |
| | | Information Literacy class* | General | Information Literacy class* | General | Fixing copiers, printers, PCs, adding paper, toner, etc. | Record any problems with other campus services, extensive aid to special needs students, subject of LI assignments, collection gaps, and aid to users because Media or Computer Center staff are unavailable. |
| CODES - Hash mark (I): in-person request   Plus (+): transaction over five minutes   P: phone request   E: email request   C: chat [LivePerson]   SV: Streaming video | | | | | | | |
| M: helping patron with their email     B: Helping patron with Blackboard     L: Helping patron with laptop   R: Helping patron with e-reader     (Define/add others as needed) | | | | | | | |
| 7:00 AM | | | | | | | |
| 8:00 AM | | | | | | | |
| 9:00 AM | | | | | | | |
| 10:00 AM | | | | | | | |
| 11:00 AM | | | | | | | |

An abundance of codes!

Now on to Reference Stats

The number of transactions with student at the Public Service Desks is also something that is requested on every survey.

This is our Reference stats collection sheet when I started working at ACC in 2005, still in use in 2009 when I became Assessment Facilitator. I like to use this sheet as my Assessment Cautionary Tale.

There are 10 codes listed on the sheet

None of the Stats surveys in 2009 asked for any of this extra information aside from Chat, and ACC Library Services did not do anything with the data.

Not even to look at how much of our Ref traffic was driven by IL sessions.

[[The Information Literacy Class column was to record any questions asked by a student who specifically  mentioned that a Librarian had spoken to their class. This was self-reported; we didn't ask every student if they had been in an IL session.]]

Even though the form is very busy, it doesn't provide an abundance of information. To my knowledge, no one was even analyzing how students were contacting us to determine the trends.

| Time Period | Reference/ Instruction | | Direction/ Information | | Machine Maintenance | TOTALS | | | | | | | | | | |
| | Information Literacy class* | General | Information Literacy class* | General | Fixing copiers, printers, PCs, adding paper, toner, etc. | in-person | + | P | E | C | SV | M | B | L | T | IM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7:00 AM | | 10 | | 41 | | 46 | | | | | | | | | 5 | |
| 8:00 AM | | 43 | | 91 | | 114 | 2 | 9 | | | | | | | 9 | |
| 9:00 AM | | 39 | | 77 | | 95 | 6 | 5 | | 2 | | | | | 8 | |
| 10:00 AM | 1 | 45 | | 71 | 1 | 81 | 3 | 8 | | 4 | | | 1 | | 20 | |
| 11:00 AM | 1 | 51 | | 66 | 1 | 72 | 9 | 13 | | 4 | | | 2 | | 18 | |
| 12:00 PM | | 33 | | 100 | 1 | 102 | | 5 | | 4 | | | | | 22 | |
| 1:00 PM | | 33 | | 80 | | 82 | 6 | 5 | | 2 | | | | | 18 | |
| 2:00 PM | 1 | 48 | | 48 | 1 | 62 | 10 | 8 | | 2 | | | 1 | | 14 | |
| 3:00 PM | 1 | 39 | | 53 | | 72 | 2 | 3 | | | | | | | 16 | |
| 4:00 PM | 1 | 44 | | 53 | 2 | 63 | 4 | 8 | | | | | 1 | | 22 | |
| 5:00 PM | | 27 | | 52 | | 55 | 4 | 8 | | | | | | | 12 | |
| 6:00 PM | | 19 | | 33 | | 37 | 3 | 4 | | | | | | | 8 | |
| 7:00 PM | | 27 | | 41 | | 46 | | 9 | | 1 | | | | | 12 | |
| 8:00 PM | | 8 | | 39 | 2 | 40 | 1 | 2 | | | | | | | 4 | |
| 9:00 PM | | | | | | | | | | | | | | | | |
| TOTALS | 5 | 466 | 0 | 845 | 8 | 967 | 50 | 87 | 0 | 19 | 0 | 0 | 5 | 0 | 188 | 0 |

CODES - Hash mark (I): in-person request   Plus (+): transaction over five minutes   P: phone request   E: email request   C: chat request   SV: Streaming video   IM: Instant Messaging
M: helping patron with their email   B: Helping patron with Blackboard   L: Helping patron with laptop   R: Helping patron with e-reader   T: Textbook Collection   (Define/add others as needed)

This is the tally sheet that had to be completed.

Someone on campus had to go through each day's paper sheet, tally up all of the actual transactions, then tally each individual code.

This is why one of the first things that I did after getting my feet under me was simplify this collection sheet. We weren't reporting or using the data, only collecting it for the sake of having it, so I made the case for eliminating it altogether.

# Reference Statistics, simplified

| Reference Desk Stats Sheet | | | Location: | | Day: | Date: |
|---|---|---|---|---|---|---|
| Time | Initials | Reference / Instruction | Direction / Information | Guests | **Comments** | |
| | | | | | Record pertinent information to pass on to the next librarian on duty. Describe problems with other campus services, extensive aid to special needs students, assignments, collection gaps, troubleshooting printers, network problems. | |
| | | CODE - Hash mark: ( I ) - use for reference or directional questions during transactions | | | | |
| 7:00 AM | | | | | | |
| 8:00 AM | | | | | | |
| 9:00 AM | | | | | | |
| 10:00 AM | | | | | | |
| 11:00 AM | | | | | | |
| 12:00 PM | | | | | | |

By February of 2010, working with our Reference Facilitator, the Stats sheet was simplified down to this.

Simplifying your collection is extremely important, in my opinion.

You can get buried by an avalanche of data that you don't need, which can make it harder to find the data you DO need in a timely fashion.

You also run the risk of burnout, for you and any staff collecting the data.

Librarians no longer had to consult the long list of codes to remember what to track

# Reference statistics - reflection

When collecting data at the Public Service Desks, what do you collect?

Where do you report the data?

Can you simplify or streamline?

I want to take a moment here before moving on to the product we now use, the one that Dr Todaro mentions most often.

Think about how you currently collect stats, and more importantly, WHAT you collect. Is there anything that you're collecting simply because it's always been collected, but isn't reported or used?

If so, can you either stop collecting that data or start reporting it?

**{Before moving to next slide}** The reason it's important to simplify what you currently collect is because it is extremely difficult to add new data collection points if you're already over burdened.

# DeskStats



In Spring of 2012, I was part of a team tasked with doing trials of potential new Ref Chat products and I discovered DeskStats, an electronic tick sheet from Altarama with exciting Reports features. [It's usually bundled with RefTracker, but DeskStats is available as a standalone]

I hadn't yet started considering moving to a product, so this was a happy discovery.

I was so excited about it that I immediately requested a trial and made a compelling proposal to Dr Todaro based on the trial, which was approved almost immediately. We switched over on August 20, 2012.

At it's heart, it's still just a Tick Sheet, but it offers a variety of data points and opportunities to go beyond the broad categories of Reference and Directional when looking at HOW we're helping students.

When I first set up the trial, this is what it looked like. Very simple, even compared to the pared-down version of our paper Reference stats sheet.

[[There are many points of data that can be set, and several that we don't currently use, such as a checklist of resources used. (my goal was to make it as streamlined and easy to use as possible)]]

There's more to it, as you can tell from the STEP 1 label, but for now I want to focus on moving to the DeskStats resource and the opportunities it provided.

# Benefits of Electronic tick sheets

1. Customizable and changes are immediate
2. Immediate recording - don't have to wait for others to enter data from paper collection forms.
3. Can change the Staff & Client location, which means it can be shared with several libraries.
4. Robust reporting, including Hourly and Day of week reporting
5. The ability to track Student Learning Outcomes
6. Timely reports - available within minutes.

Since Ref is our biggest stat collected in person, I want to touch on the benefits of electronic vs paper.

These benefits were things that appealed to me about DeskStats. If you haven't already moved to an electronic method and are considering doing so, I recommend looking for resources that provide these benefits as well.

Timely reports should be the goal for any Assessment product. Being able to run a report in 30 seconds or less was one of the features that I highlighted when submitting my Report and request for purchase, and also during my demo for All LS.

These same benefits can apply to any cloud-based service with a reports feature.

I realize that not every Institution will be able to purchase or subscribe to new, cloud based services. Taking advantage of Consortiums is an option, one we take advantage of as well.

#5 is. HUGE benefit

# Learning Outcomes

**Reference:** involve the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources.

**Directional:** include [...] giving assistance of a nonbibliographic nature with machines.

Definitions from the 2016 ACRL Academic Library Trends and Statistics Survey
acrl.countingopinions.com/docs/acrl/Instructions_definitions_2016.pdf



When I first began to set up our trial the very empty screen made me realize the opportunity to collect more information about what we do and how specifically we're helping students, so I passed along the information and the Information Literacy Team jumped at the chance to include Student Learning Outcomes.

[Talk about how Ashley and I were part of the committee that compiled College Wide Teaching & Learning goals, and how she mapped them to Library Outcomes.]

Those outcomes were included in Deskstats, allowing us to focus on meaningful measurement.

Once we determined which outcomes we wanted to track, we then decided to connect them to either Reference or Directional, which led to us decide to include Tech Instruction in the Directional category label, as that's where everything tech related falls in the ACRL definitions of Reference vs Directional.

Definitions have been provided in the handouts
https://acrl.countingopinions.com/docs/acrl/Instructions_definitions_2016.pdf

You might notice a few of the code are similar to the code heavy Ref sheet. We resumed collecting them and actually report them now.

"Accreditation is now less about how many books are in the library and more about how students access the library and whether the library is meeting learners' needs."

2015 Task Force on Accreditation, California Community Colleges Chancellor's Office
http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report-ADA.pdf

HOW we're meeting learners' needs was something that we wanted to be able to track.

I came across this great quote earlier in the summer.

It highlights the reason that DeskStats has been so exciting for us. DS allowed us to start thinking beyond the usual "X number of people asked a question" stats at the Reference Desk.

It also provides the ability to make sure that each location is using the same collection method, and allows us to make changes or add to the SLO categories without causing a disruption in data collection.

If the IL Team decides to add a Learning Outcome, I can add it within minutes and the change is immediate, allowing for immediate collection.

We do collect Learning Outcomes data from our Ref Chat software, but since we rely on the Software's stats for number of chats, we have an Hourly Librarian go through each of the transcripts to determine which Learning Outcomes were met.

# Narrow, intermittent focus to broad, continuous assessment

- Shifting our focus to has allowed us to use the data to articulate our value and impact in a more meaningful way.
- No longer simply answering "how many," but showing how we matter.

This slide is straight from Dr Todaro.

# Tracking Learning Outcomes

- Determine what skills students need to be successful when using Library Resources
- Focus on institutional needs, goals, and learning outcomes
  - Work with currently established outcomes for departments and individual courses
  - www.austincc.edu/offices/academic-outcomes-assessment/general-education-and-core-curriculum/competencies

- Use institutional terminology when reporting
  - Student success
  - Student engagement
  - Learning outcomes
  - Value added

We determined what to include in our Reference SLOs by discussing what would make students Successful Learners when using Library resources. That's how we settled on Discovery, Databases, Catalog, etc.

The Tech SLOs touch on what they would need to be successful as a student in general, as well as life skills.

In regards to Focusing on Institutional needs, goals, and learning outcomes,

Life skills were a large part of the discussion when the large group was working on deciding the college-wide Learning Outcomes, so we made sure to include Tech SLOs  [A copy is included in the handouts]

For terminology, there are just 4 examples. There are many more than can be included

| Period | Blackboard | Call Number instruction | Catalog search | Citation | Databases | Desktop Computer | Directional / Circulation Interaction | Directional / Tech Instruction |
|---|---|---|---|---|---|---|---|---|
| August 2015 | 29 | 88 | 760 | 10 | 39 | 78 | 7473 | 2084 |
| September 2015 | 57 | 214 | 1214 | 165 | 284 | 258 | 14544 | 5240 |
| October 2015 | 42 | 224 | 980 | 212 | 351 | 193 | 11936 | 4324 |
| November 2015 | 30 | 254 | 863 | 336 | 435 | 154 | 10194 | 2540 |
| December 2015 | 9 | 68 | 233 | 129 | 137 | 98 | 5749 | 1394 |
| Totals | 167 | 848 | 4050 | 852 | 1246 | 781 | 49896 | 15582 |
| | 0.18% | 0.93% | 4.46% | 0.94% | 1.37% | 0.86% | 54.97% | 17.17% |

| Discovery | Evaluating Sources | Mobile device | Other Online ACC Services | Printer / Copier / Scanner | Productivity Software | Reference | Registration System | Search Strategy | Sign-In | Sign-In. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | 50 | 18 | 119 | 251 | 35 | 1774 | 35 | 112 | 0 | 0 | 12983 |
| 96 | 119 | 48 | 135 | 508 | 199 | 2821 | 24 | 298 | 0 | 0 | 26224 |
| 165 | 153 | 27 | 105 | 375 | 169 | 2325 | 14 | 300 | 0 | 0 | 21895 |
| 143 | 178 | 21 | 83 | 321 | 159 | 2134 | 35 | 356 | 1285 | 187 | 19708 |
| 26 | 52 | 8 | 41 | 147 | 75 | 680 | 11 | 118 | 904 | 87 | 9966 |
| 458 | 552 | 122 | 483 | 1602 | 637 | 9734 | 119 | 1184 | 2189 | 274 | 90776 |
| 0.50% | 0.61% | 0.13% | 0.53% | 1.76% | 0.70% | 10.72% | 0.13% | 1.30% | 2.41% | 0.30% | |

By tracking the Learning Outcomes met at the Reference Desk, we were able to see trends about HOW we help students at Reference.

We can see the ebb and flow of the SLO categories. Using the reports feature in Deskstats, I'm even able to look at a weekly view and get an even better picture, such as the time periods that students are writing their research papers just by looking at the citations column.

A downside to the Deskstats report is that it puts the columns in alphabetical order, and we have them designated at Reference or Tech Instruction.

# Public Service Desks and Learning Outcomes report

## Cypress Creek

|  | Reference | | | | Circulation | | | Reference Learning Outcomes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Reference | Directional - Ref | Sign-in - Ref | Reference Total | Directional - Circ | Sign-in - Circ | Circ Total | Call Number instruction | Catalog search | Citation | Databases | Discovery | Evaluating Sources | Search Strategy | Blackb |
| August | 163 | 142 | 14 | 319 | 534 | 0 | 534 | 10 | 94 | 1 | 15 | 4 | 28 | 43 | 3 |
| September | 289 | 609 | 151 | 1,049 | 1,333 | 1 | 1,334 | 27 | 149 | 32 | 61 | 6 | 46 | 78 | 8 |
| October | 227 | 478 | 178 | 883 | 1,255 | 0 | 1,255 | 24 | 95 | 32 | 47 | 13 | 34 | 53 | 7 |
| November | 260 | 261 | 160 | 681 | 1,189 | 16 | 1,205 | 53 | 114 | 55 | 78 | 8 | 59 | 82 | 3 |
| December | 113 | 168 | 89 | 370 | 689 | 5 | 694 | 13 | 42 | 25 | 32 | 5 | 17 | 34 | 2 |
| January | 210 | 119 | 42 | 371 | 573 | 2 | 575 | 9 | 118 | 2 | 17 | 3 | 23 | 34 | 7 |
| February | 215 | 307 | 160 | 682 | 1,085 | 2 | 1,087 | 24 | 98 | 19 | 29 | 14 | 28 | 44 | 4 |
| March | 180 | 207 | 123 | 510 | 870 | 1 | 871 | 33 | 90 | 26 | 54 | 16 | 37 | 56 | 1 |
| April | 204 | 234 | 130 | 568 | 1,002 | 2 | 1,004 | 34 | 95 | 40 | 42 | 4 | 48 | 58 | 3 |
| May | 94 | 164 | 89 | 347 | 660 | 2 | 662 | 17 | 41 | 28 | 16 | 5 | 9 | 13 | 2 |
| June | 228 | 232 | 100 | 560 | 1,026 | 20 | 1,046 | 33 | 102 | 16 | 30 | 4 | 32 | 43 | 1 |
| July | 137 | 174 | 79 | 390 | 701 | 2 | 703 | 25 | 79 | 21 | 23 | 11 | 20 | 27 | 2 |
| August | 59 | 71 | 31 | 161 | 355 | 0 | 355 | 6 | 29 | 11 | 7 | 0 | 5 | 6 | 3 |

To fix this, I do copy the data over into a Google sheet every month.

This sheet serves several purposes.
-Each campus can see their data (only a few people have access to the DeskStats Reports screen since it requires an admin login)
-The data can be displayed in the same fashion it is listed on the collection page
-The campuses can be compared, plus the total for the entire District.

**Reference Desk Stats Sheet - for use ONLY when DeskStats is down**

| Time | Reference | | Directional / Tech Instruction | Sign-In | STEP 2a Reference SLOs | | | | | | | STEP 2b Tech SLOs | | | | | | |
|------|-----------|--|-------------------------------|---------|-----------------------|--|--|--|--|--|--|--------------------|--|--|--|--|--|--|
| | under 20 minutes | over 20 minutes | | | Discovery | Catalog Search | Databases | Search Strategy | Evaluating Sources | Citation | Call Number Instruction | Desktop Computer | Productivity Software | Printer / Copier / Scanner | Mobile device | Blackboard | Registration System | Other Online ACC Services |
| 7 AM | | | | | | | | | | | | | | | | | | |
| 8 AM | | | | | | | | | | | | | | | | | | |
| 9 AM | | | | | | | | | | | | | | | | | | |
| 10 AM | | | | | | | | | | | | | | | | | | |
| 11 AM | | | | | | | | | | | | | | | | | | |
| 12 PM | | | | | | | | | | | | | | | | | | |
| 1 PM | | | | | | | | | | | | | | | | | | |
| 2 PM | | | | | | | | | | | | | | | | | | |
| 3 PM | | | | | | | | | | | | | | | | | | |
| 4 PM | | | | | | | | | | | | | | | | | | |
| 5 PM | | | | | | | | | | | | | | | | | | |
| 6 PM | | | | | | | | | | | | | | | | | | |
| 7 PM | | | | | | | | | | | | | | | | | | |
| 8 PM | | | | | | | | | | | | | | | | | | |

If you're not able to moved to an Electronic tick sheet, here's a screenshot of our Paper backsheet if DeskStats goes down.

It is a very busy sheet and is meant to be used for brief periods of time, with the information immediately added using the DeskStats manual entry option once the service is back up, but it would work if paper is your only option.

It would require a lot of tallying and Excel Formulas to sum everything, but it's possible

# Learning Outcomes - reflection

How could you incorporate Learning Outcomes in your Reference stats?
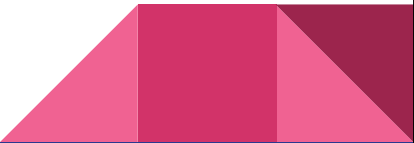
Which Outcomes would you track?

How would you report them?

Who can you contact to get a list of the Institutional Outcomes?

# Information Literacy Assessment

IL Form - Learning outcomes requested by Instructor:

- How to look up books, e-books, and AV materials.   [Discovery, Catalog]
- How to use library online databases for research.   [Discovery, Databases]
- Helpful online search techniques (ex. keyword, boolean, truncation, quote searching).   [Search Strategy]
- How to narrow / broaden a research topic.   [Search Strategy]
- How to avoid plagiarism.   [Citation]
- How to use MLA/APA/CSE Citation.   [Citation]
- How to evaluate websites.   [Evaluating Information]

---

- Which bring us to IL Assessment, the most talked about form of Assessment that still seems to be the most difficult to track since we don't have access to individual student records to track impact.

- When looking for Assessment programs at conferences, 85% of the time it's about IL assessment, which tells me that Academic LIbrarians are still trying to find the best way.

- On our IL Request form, we ask which of these Learning Outcomes the Prof wants us to cover, and we state that 2-3 can be covered in an hour.
    - These do tie back into the Learning Outcomes listed in the Ref Stats section.
    - I edited this slide last night, so the handouts don't include the SLOs in brackets. I promise I didn't edit any other slides.

- We don't currently record which individual LOs are actually taught during each session, but our IL Team is looking at how we can Assess IL sessions in a reportable manner. But we can assess what Profs are looking for.

- Instead, we ask the Librarians to report what Assessment they used in their session.

# Information Literacy Assessment

Commonly used Assessments:

- Have students email an article
- 3-2-1 Evaluation form
  - List 3 things you learned, 2 things you'll use in the future, 1 question you still have.
- Tutorial quizzes
- Discussions about sources
- Worksheets completed during the session

These are some of the Assessments used by Librarians.

The Evaluating Information quiz is from one of our Articulate Tutorials, which allows us to look at quiz completion rates and grades.

3-2-1 form is helpful, especially if you collect it with enough time left to read the 1 question and answer it. Often students will write down a question, but won't ask out loud during the last call for questions.

# IL Session stats

| Date of session: session | Librarian Presenter | Co-Presenter | Final number o | Prep Time in m | Session Length | Assessment Description/results |
|---|---|---|---|---|---|---|
| 9/13/2016 | | | 17 | 60 | 65 | students emailed an article to me; students filled out evaluation form |
| 9/12/2016 | | | 23 | 60 | 60 | |
| CANCELLED BY REQUE cancel | | | 0 | 0 | 0 | |
| 9/16/2016 | l | | 20 | 60 | 30 | students filled out 3-2-1 form |
| 9/20/2016 | Lola Cowling | | 24 | 90 | 120 | students completed Evaluating Information quiz |

- Still the usual "how many" questions, but also allowing for Assessment tools
- Moving towards a unified Assessment product to be able to track across the campuses.

Since we use Google Forms for our IL Requests, we're able to include session information columns on the form results sheets, and I can then use formulas to calculate the totals.

We'll never get away from the How Many questions, and we don't want to - it does speak to our value to Student Success, but in a limited way.

| | Total sessions taught | Total students attending | Prep time in minutes | session length in minutes | | Prep time in hours | Session length in hours | Average class size |
|---|---|---|---|---|---|---|---|---|
| Cypress Creek | 59 | 1102 | 2595 | 4927 | | 43.25 | 82.12 | 19 |
| Eastview | 46 | 880 | 1360 | 2255 | | 22.67 | 37.58 | 19 |
| Elgin | 20 | 343 | 480 | 1240 | | 8.00 | 20.67 | 17 |
| Hays | 39 | 638 | 1670 | 745 | | 27.83 | 12.42 | 16 |
| Highland | 81 | 1254 | 2675 | 5240 | | 44.58 | 87.33 | 15 |
| Northridge | 106 | 1734 | 2745 | 6990 | | 45.75 | 116.50 | 16 |
| Pinnacle | 38 | 711 | 1142 | 3225 | | 19.03 | 53.75 | 19 |
| Rio Grande | 51 | 819 | 1912 | 3581 | | 31.87 | 59.68 | 16 |
| Riverside | 59 | 910 | 915 | 3450 | | 15.25 | 57.50 | 15 |
| Round Rock | 63 | 966 | 2520 | 3959 | | 42.00 | 65.98 | 15 |
| South Austin | 24 | 430 | 1680 | 2050 | | 28.00 | 34.17 | 18 |
| **Total** | **586** | **9787** | **19694** | **37662** | | **328.23** | **627.70** | **17** |
| | | | | | | | | |
| ECS/ECHS | 27 | 657 | 1060 | 1795 | | 17.67 | 29.92 | 24 |
| | | | | | | | | |
| **Grand total** | **613** | **10444** | **20754** | **39457** | **0** | **345.90** | **657.62** | **41** |

| Breakdown by Month | Cypress Creek | Eastview | Elgin | Hays | Highland | Northridge | Pinnacle | Rio Grande |
|---|---|---|---|---|---|---|---|---|
| August | 1 | 5 | 1 | 2 | 1 | 0 | 0 | 1 |
| September | 9 | 5 | 3 | 5 | 11 | 12 | 4 | 10 |
| October | 7 | 4 | 1 | 4 | 15 | 22 | 4 | 5 |
| November | 15 | 6 | 1 | 1 | 9 | 15 | 10 | 10 |
| December | 0 | 2 | 0 | 4 | 2 | 0 | 0 | 0 |

These are our grand totals for AY16

The How Many questions here allow us to convey value as Faculty Librarians

# Integrated Instruction Courses

| Cypress Creek | Fall 2015 | | Spring 2016 | | Summer 2016 | | | | AY Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | EDUC 1300 | 8 | EDUC 1300 | 7 | EDUC 1300 | 0 | EDUC 1300 | | 15 | | |
| | EDUC 1100 | 1 | EDUC 1100 | 0 | EDUC 1100 | 0 | EDUC 1100 | | 1 | | |
| | | | | | | | | | | | Integrated courses Total |
| | SDEV 0111 | 3 | SDEV 0111 | 1 | SDEV 0111 | 0 | SDEV 0111 | | 4 | | 29 |
| | ENGL 1301 | 10 | ENGL 1301 | 3 | ENGL 1301 | 2 | ENGL 1301 | | 15 | | ENGL 1301 |
| | CHEM 1111 | 9 | CHEM 1111 | 1 | CHEM 1111 | 2 | CHEM 1111 | | 12 | | CHEM 1111 |
| | BUSI 1301 | 0 | BUSI 1301 | 0 | BUSI 1301 | 0 | BUSI 1301 | | 0 | | BUSI 1301 |
| | DEVR | 0 | DEVR | 0 | DEVR | 0 | DEVR | | 0 | | DEVR |
| | DEVW | 2 | DEVW | 0 | DEVW | 0 | DEVW | | 2 | | DEVW |

| Eastview | Fall 2015 | | Spring 2016 | | Summer 2016 | | | | AY Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | EDUC 1300 | 1 | EDUC 1300 | 2 | EDUC 1300 | 1 | EDUC 1300 | | 4 | | |
| | EDUC 1100 | 0 | EDUC 1100 | 1 | EDUC 1100 | 0 | EDUC 1100 | | 1 | | |
| | | | | | | | | | | | Integrated courses Total |
| | SDEV 0111 | 0 | SDEV 0111 | 1 | SDEV 0111 | 0 | SDEV 0111 | | 1 | | 13 |
| | ENGL 1301 | 1 | ENGL 1301 | 1 | ENGL 1301 | 2 | ENGL 1301 | | 4 | | ENGL 1301 |
| | CHEM 1111 | 0 | CHEM 1111 | 0 | CHEM 1111 | 0 | CHEM 1111 | | 0 | | CHEM 1111 |
| | BUSI 1301 | 0 | BUSI 1301 | 0 | BUSI 1301 | 0 | BUSI 1301 | | 0 | | BUSI 1301 |
| | DEVR | 4 | DEVR | 4 | DEVR | 0 | DEVR | | 8 | | DEVR |
| | DEVW | 0 | DEVW | 1 | DEVW | 0 | DEVW | | 1 | | DEVW |

Another data point I track using these sheets is the number of courses we teach that have an integrated IL session or a Library Assignment assigned to all sections, many of them developed over a decade ago.

For most of these, there is no requirement for the instructors to have an IL session, so tracking this allows us to see the trend for these classes and to determine if marketing IL sessions is necessary.

The EDUC courses are the Student Success courses that ACC recently introduced and has deemed mandatory for all new students. These courses DO require a Librarian taught-IL session for their Information Literacy chapter - and if a Librarian happens to be teaching the course, they CAN'T do the IL themselves.

# Information Literacy - reflection

What information do you currently collect for IL sessions?

How can you add Assessment tools? How can you track them?

How do you report the IL data?

Okay, I edited one more slide! I realized that I had left off the last question.

I have some ideas of how we can track Assessment, and will be discussing it with the IL Team.

It includes having the Librarians track with SLOs are covered, doing standard assessment forms at the end, rather than each Librarian using what they want - but this is really rigid, and even games that ask questions to determine learning outcomes

- like the scavenger hunt idea I had on Tuesday

## Web Traffic

- Homepage hits are no longer relevant.
- What resources students use once they land on the Library's website is a more important focus.

In my opinion, hits on the home just aren't that relevant anymore.

What is more important is what resources the students use, no matter what their starting page was.

Many of our resources have links that professors and students can use to access them directly, like LibGuides, plus we're able to track usage of catalogs and e-resources, so the fact that a student went to the Library's webpage doesn't tell us as much as what resources the student used once there.

This is especially true if the browsers on library computers are set to open to the Library's web page. Just because they opened a browser doesn't mean they spent any longer on the Library's site than the 10 seconds it took to type in a new URL.
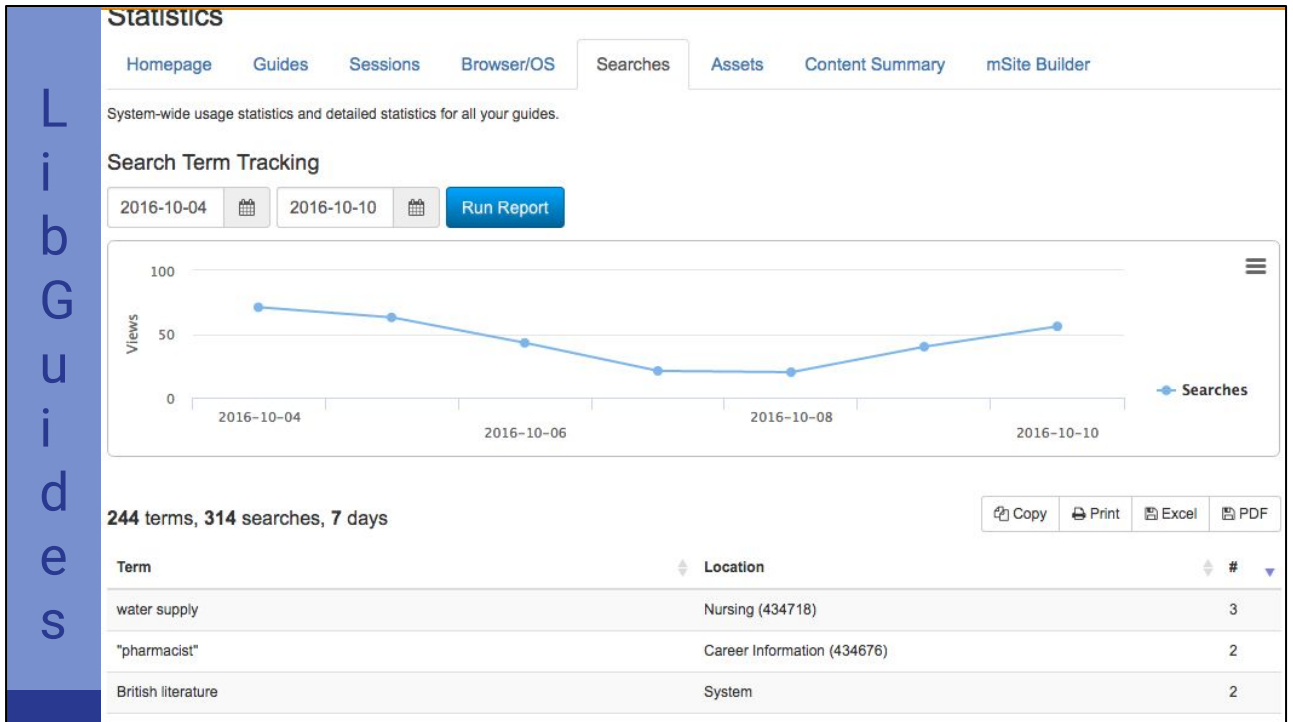
LibGuides only allows for Daily or Monthly reports, so it's still fairly flat data.

Unless you use LibInsight, another Springshare product, where you can use the daily usage data to look at trends. They make it easy and import the data automatically if you turn on that feature, since they're both Springshare products.

What I really like about the LibGuides 2.0 reports is that you can see what Assets are clicked on, and what Search terms are used.

Search term reports give you a broad view of what students need when they're using the LibGuides, plus for owners of individual guides, if you see a trend in searches, you'd be able to emphasize components on the Guide tailored to those searches.

You wouldn't likely report the search data anywhere, but you would be able to use it to state how you're supporting Student Success in this instance.

# Research Success Tutorials

| Content | Attempt Date | Score | Status | Slides Viewed | Total Slides | Duration |
|---|---|---|---|---|---|---|
| Finding Background Information | 8/17/2015 0:03 | 0 | Incomplete | 21 | 47 | 0:06:34 |
| Identifying Keywords | 8/17/2015 0:17 | | Neutral | 16 | 36 | 0:00:00 |
| Choosing a Topic | 8/17/2015 9:43 | 90 | Completed | 28 | 33 | 0:56:04 |

- The quiz grades allow LS to track and report student success
- We're also able to state that specific Learning Outcomes are met with each Tutorial.

Another great product with an easy-to-use reports feature is the Articulate software used to create our award winning Research Success Tutorials.

The reports feature is so easy to use, the first time I had to run a report for data, I sent a glowing email to our IL Team thanking them for choosing a great product.

This is by no means a recommendation to use Articulate itself, but rather commentary on how difficult some products can be when it comes to running reports.

I encourage you to give the reports feature of any new product under a consideration a thorough workout.

Each tutorial has a quiz, which is reported. The benefit here is that we can see where students are successful, and where they might be having trouble, which allows us to modify the tutorials to more thoroughly teach the subject, and also allows us to address these areas more during instruction.

I personally use our Evaluating Information tutorial during my longer Instruction sessions and have each student show me the grade when they're finished. That way I can touch upon the topic and see if there are common issues.

# Web traffic - reflection

What Web-based resources does your Library currently use?

What data is pulled to show usage?

How can you tie usage of those resources to Student Success?

# Suggestions for evaluating products

In addition to the main functions, thoroughly evaluate the reports features

- Do they allow broad AND narrow views of time of day/week used?
- Do they meet ALL of your needs? If not, what percentage do they meet?
  - Example - SenSource people counters, if they didn't allow day of week options, I probably would have kept looking

A quick note on evaluating product for Assessment versatility -

Sometimes the product won't allow for robust usage reports, like LibGuides. [double check this] but LibGuides are such an awesome product that we're going to use it anyway.

I'd just email them regularly and ask when they're going to improve their reports feature.

**ACC Fact Book**

**AY16 draft, to be published this Fall**

**Student Success[1,2]**

Library as Destination / In-person Usage
  Average per week    22,798
Reference/Research transactions
  Average per week    520
Student Learning Outcomes met at Faculty Librarian
patron interactions at public Instructive Reference desks[3]
  Average per week    687
Patron contacts for public service desks
  Average per week    4,183
Instruction sessions/classroom teaching by Faculty
Librarians (to groups)[4]
  Average per week    13
  ACC Students 399 / Early College High School
  students 11
Persons attending Instruction sessions
  Average per week    237
  ACC Students 9787 / Early College High School
  students 657
Integrated Instruction courses, number of sections[4,5]
LibGuides[6,7](ClassGuides, Subject information, and
Library information)
  Average per week    2,392
Online Tutorial[6,8] (Academic Honesty, Evaluating
Information, and more)
  Average per week    1,414

**Usage[6]**

Checkouts[1,9]
  Average per week    1,849
Electronic database usage statistics[10]
  Regular Searches[11]
  Average per week    27,375
  Discovery Searches[12]
  Average per week    385,748
E-Book usage statistics[13] (checkouts)

**Collection (Ownership and subscription)**
Paper volumes[14]
E-books[15]
Audiovisuals[16]
Paper ~~and microform~~ subscriptions[17]
Electronic database subscriptions
E-Journals

**Categories that will retire after AY16**
Library Services homepage pageviews[18]
  Average per week    18,387

http://www.austincc.edu/oiepub/pubs/factbook/index.html

I want to end my evolution tale with what the Fact Book looks like this year. The images seen here are the draft of what was submitted.

It has been significantly revised this year, to emphasize the value of the Library in terms of Student Success. It will pair well with the Annual Report that will focus on data visualization that Dr Todaro wants to compile this year.

We started with the Factbook from FY2008, and the data reported continued in much the same way. This year we are revising our report for the factbook to reflect all of the things covered today.

The categories have been rearranged to emphasize Student Success. The titles of the categories have been updated to make the language more meaningful. The main change is that Door Counts has been changed to Library as Destination / In-person Usage.

Our goal is to continue to emphasize our impact on student success in every way possible.

If you want to see the finalized version, you can visit the link at the bottom of the screen to see AY16's  final draft, as well as the Fact Books from previous years.

# Questions?

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If you have any questions, feel free to email me!