



2016 Annual Program

Presentation: *Aligning Library Assessment with Institutional Goals: A Correlation Study of Student Academic Performance and Use of Five Library Services*

Over the past few years, libraries have seen a shift toward outcomes-based measures due to increased demand for accountability. Now studies correlating library usage data with student success metrics appear regularly in the literature. It was within this setting that UCF Libraries began to collect data to compare student use of five library service points with GPA.

The study was piloted in fall 2014, and in that initial semester 11,035 students (18% of students) used one or more of five service points at the main library: research consultations, study rooms, library instruction classes, and an online library course or information literacy modules. Analysis of 2014 data revealed that the average GPA of library users was slightly higher than those of non-users. Grade distribution was also more favorable for library users than non-users.

In 2015, 25,336 unique students (40% of students) interacted with one or more of the five library service points 66,860 times. Student academic and demographic information for 2015 is currently being analyzed and should be available to report by conference.

[UCF was allocated \\$78 million in performance funding from the Florida BOG in 2016.](#) This model is driving campus efforts to track factors that impact student success and the library now has hard evidence that students who use library services perform better than those who do not. As such, results of the study can be added to institutional efforts. Presenters will discuss study methods, detailed results, and how the results are being shared with institutional stakeholders.

Presenters: A consultant with extensive experience in information literacy assessment, Dr. Penny Beile is Associate Director for Research, Education, and Engagement at University of Central Florida Libraries. Her research interests focus on exploring information competence of students and developing content for information literacy assessment instruments. More recently, her research has extended to investigating how library usage contributes to student academic success. Penny holds degrees from University of Kentucky and University of Central Florida. Prior to coming to UCF Penny served as a librarian at Miami University (OH) and Louisiana State University.

Terri Gotschall is a Program Coordinator for the Office of Technology Transfer at the University of Central Florida's Office of Research and Commercialization. She began working for UCF in 2013 in the Research and Information Services and Information Literacy Outreach departments of the John C. Hitt Library. Terri holds a Bachelor of Arts in English Literature and a Master of Science in Library and Information Studies from Florida State University. Prior to coming to UCF Terri was a graphic designer.

Rachel Mulvihill is Head of the Teaching and Engagement Department at the University of Central Florida Libraries. Teaching and Engagement aims to help users of the UCF Libraries via Library Instruction, Information Literacy Modules, instructional videos, and more. Rachel holds a Master of Arts in Library Science from the University of South Florida and a Bachelor of Arts in Anthropology from the University of Florida. At the John C. Hitt Library, she previously served as Reference Librarian, Subject Librarian, Distance Learning Librarian, and Instruction Coordinator. Before joining the UCF Libraries in 2002, Rachel was Distance Learning Librarian with the Florida Distance Learning Reference & Referral Center, housed at the University of South Florida.

2016 Annual Program

Presentation: *New Assessment Techniques: Surveying the Needs and Usage Patterns of Nighttime Library Users*

As academic libraries have increasingly prioritized service, they have sought new constituencies and new ways to serve them. One popular initiative has involved extending library hours, often to cover a 24-hour schedule during weekdays. Such “24-5” programs represent a major initiative, and require substantial resources. Thus several questions deserve a closer look include what attracts patrons to the overnight library hours; and, what types of facilities and services do these overnight patrons seek and use?

A user survey was conducted at the University of Florida Smathers Libraries in April, 2016 to gather student preferences on the location of the overnight library hours. This survey was supplemented by actual use data—data on the traffic volume during overnight hours - for these two libraries. The study data was expected to contribute to the decision-making regarding service or staffing revisions and marks the inception of library studies conducted with greater frequency and provide more deliberate rigor when collecting user data.

This program presents the results of a survey that was administered using six channels of distribution in a multi-method study that collected almost 3000 responses in a one-week, 2016 survey about user preference of the overnight library site, user behavior and feature preferences. The expansive scope of survey distribution was intended to gather the perceptions of both users and non-users; the enthusiastic response rate suggests that the topic is important to students perceptions of both users and non-users; the enthusiastic response rate suggests that the topic is important to students and that the methodological approach was robust.

As part of increasingly analytical approaches to user needs assessment, four research questions were proposed by this study:

RQ1 - What are the current use patterns for the overnight library?

RQ2 - Who is using the overnight library?

RQ3 - What are the needs of the overnight library users?

RQ4 - What is the preferred overnight library site for the University of Florida campus?

BACKGROUND

The Smathers Libraries consist of six units including Library West, the Marston Science Library, libraries for Special and Area Studies Collections; Architecture and Fine Arts; the College of Education; and, the Health Science Center Library.

The University of Florida Student Government Association inspired the inception of the 24-5 hours program, and that organization agreed to provide funding that would only support one overnight program. Therefore, it was necessary to choose a site at one of the two largest campus libraries: Library West or the Marston Science Library.

Beginning Fall 2011, the extended hours were located at Library West. In Fall 2015, the program was moved to an upgraded Marston Science Library that featured renovated floors with increased technological capacity and a newly spacious Learning Commons. At this point, the Smathers Libraries administration sought to examine student preferences to inform the 24-5 hours siting decision for subsequent years.

Selected Relevant Literature

Over the last several decades, the proportion of American academic libraries offering extended hours has increased significantly (Sanders & Hodges, 2014). The Association of Research Libraries found that 38% of ARL member libraries featured some kind of regular 24 hours access; most of the remaining libraries observed around the clock access only during finals periods (Driscoll & Mott, 2008). By 2011, a survey of



2016 Annual Program

ARL library deans and directors found that 71 percent reported holding either 24-5 or 24-7 hours in some part of their library space (Laaker, 2011). Thus extended hours have become common at larger academic libraries.

The focus of studies in this area have centered on two types of factors; institutional concerns – and user attitudes and behaviors (Curry, 2013). Several studies have examined the decision-making processes used to consider adoption of an extended hours program (Ravenwood, Stephens & Walton, 2015). Funding, staffing and security are “perennial” concerns for libraries (Ravenwood, et al., 2015).

User-focused research examines how many patrons are using the library building during extended hours; how usage varies by hour, day of the week; and, how usage varies across the course of a semester. Other studies pose demographic questions about users while other researchers look at the activities are doing at the library during night hours? Other studies have further examined patron satisfaction and assessed how overnight hours may impact the academic success of patrons.

While this survey was primarily intended to obtain student preferences for siting the “24-5 hours” program, several other types of data were also collected including factors that led overnight users to prefer one library over another; in-depth data on user preferences, and user activity data that would facilitate development of overnight resources and services. Finally, this study gathered data from multiple channels to improve and streamline future survey methodologies. This study offers three contributions. Most directly, it adds an in-depth case study to the literature on extended hours users at academic libraries. However, we also see the strong consistency of our results and the increased methodological rigor as important contributions to UF Libraries and to the assessment in libraries movement. Finally, the students clearly demonstrated a preference for Library West to function as the overnight library location.

Presenters: Laura I. Spears, PhD., is the Associate Assessment Librarian with the George A. Smathers Libraries at the University of Florida. Her recent dissertation examined library value as expressed in social media used for public library funding advocacy Her publications include several studies of technology deployment in diverse communities including studies of children, broadband access and broadband measurement in public libraries and multiple publications on IT education with the Institute. She is expanding her doctoral research on library values assessment to the academic realm in her role as Assessment Librarian.

David W. Schwieder is the Political Science Librarian and Coordinator of the Humanities & Social Sciences Data Services for the University of Florida Smathers Libraries. He is also currently co-chair of the UF Libraries Statistics and Assessment Committee.



2016 Annual Program

Presentation: *Reference & Instruction Assessment: A Multifaceted Approach*

In preparation for the upcoming SACSCOC reaccreditation, the reference department began exploring ways to show the library's impact. We took a multifaceted approach and looked at reference transactions as well as instruction sessions.

In spring 2016, we began using LibAnswers to track all reference transactions in detail. We record when and where the question was asked, patron type, question type, and topic. We also use the READ scale for qualitative assessment. This data demonstrates which departments we work with most frequently and the type of reference services being provided to them. Monthly reports are given to the Dean of the Library; annual reports are compiled each May.

Additionally, we developed a comprehensive library instruction assessment plan. The goal of this plan is to establish consistency regarding assessment methods used by instruction librarians. It can also be used to convey to faculty members the quality and importance of library instruction; this is accomplished by the inclusion of the University's learning goals which we mapped to the ACRL Framework. We gather qualitative and quantitative data from the students in the sessions, but we also survey the professors post-session to ensure that we met their expectations. An annual report of the assessment findings will be created each May.

This presentation will cover the implementation of LibAnswers and the methods used to create the instruction assessment plan and annual report. By the end of the session, attendees will be familiar with tools for collecting data at their own institution and how to meaningfully demonstrate impact from this data.

Presenter: Elizabeth Fairall has spent the majority of her life in Florida, growing up on the Gulf Coast and moving to South Florida to attend college. Her passion for the humanities led her to earn a bachelor's degree in Art History and a bachelor's degree in Interdisciplinary Studies: Arts and Humanities. She began working in libraries in 2010 when she accepted a position in Special Collections at Florida Atlantic University. After completing her master's degree in Library and Information Science, she began working at Palm Beach Atlantic University, where she is currently a reference librarian serving as liaison to the schools of business and leadership.



2016 Annual Program

Poster sessions

Altmetrics in Action – Wilhelmina Randtka, FALSC

Assessing Success, One Student at a Time – Lauren Newton, Stephanie M. Lee Weiss, Maria Atilano, Cat Silvers, University of North Florida

From Static Isolated Data to Dynamic Integrated Statistics: Using Google Docs to Develop an Online Desk Tracker for Quantifiable Library Services Assessment – Tia Esposito, Jessica Collogan, and Olivia Hattan-Edwards, Jacksonville University

Humblebrag: Leverage Social Media Data to Increase Visibility – Rachael Elrod, University of Florida



2016 Annual Program

Presentation: *A Journey Through the Unknown: Assessing the Effectiveness of Collaboration Workshops in an Academic Library*

Without an army of assessors, it can be challenging to prove the impact of a libraries' workshop results on the hundreds of students, faculty and administrators who participate. This presentation will tell the story of how a library team succeeded in gathering data related to proving the success of collaboration development workshops on campus. Practical information will be shared, including applying for funding support for external evaluation, partnering with an external evaluator, inserting activities to gather feedback during the session, designing pre-workshop and post workshop surveys, executing follow-up interviews months after the workshop, and using all the data to attract more sponsors and build interest for future participants. The team's book, *Collaborating with Strangers: A Guide to Facilitating Real Time Collaboration Workshops* (working title) will be released in spring of 2017 by ALA Editions.

Presenters: Bess de Farber holds a Master of Nonprofit Management from Florida Atlantic University and serves as the University of Florida Libraries' grants manager, and previously served as the University of Arizona Libraries' grants manager. She has provided grantsmanship instruction throughout the past 27 years, and has led efforts to secure millions in grant funding for nonprofits and academic libraries. As a certified professional facilitator through the International Association of Facilitators, she invented the CoLAB Planning Series®, large group processes, for individuals and organizations seeking new collaborative partnerships. This process has served more than 1,870 individuals and 600 organizations since 2002. Her book, *Collaborative Grant-Seeking: A Practical Guide for Librarians*, was recently released by Rowman & Littlefield.

April Hines is the Journalism and Mass Communications Librarian at the University of Florida George A. Smathers Libraries. She received her bachelor's degree in journalism from UF, and did freelance work before completing a master's degree in library and information science from the University of South Florida. Hines has more than a decade of academic library experience, and her research areas include facilitative processes, library marketing and outreach and social media engagement. She has presented on topics such as academic librarians and personal branding, using ethnic newspapers to reach underserved communities, and creating a library student ambassador program. Along with her UF co-authors she is writing a book for ALA Editions titled *Collaborating with Strangers: A Guide to Facilitating Real Time Collaboration Workshops*.



2016 Annual Program

Presentation: *Prove It with Precision: Demonstrating the Impact of a Library-Intensive Freshman Seminar of Student Success*

Since 2010, an instruction and research team made up of a criminology professor, teaching assistants, and librarians wanted to measure how a library-intensive freshman seminar would affect student success in the long term. The seminar consisted of students engaged in a highly interactive class where they conducted research in the library for 8 weeks out of the semester in order to write a 15 page scholarly paper. The team believed that students who experienced this class and learned about the library resources, spaces, and collections would be more successful throughout their college career with higher overall grades and graduation rates compared to other students like them, who did not take the course.

However, it is difficult to demonstrate with data that attending a library-intensive course causes a student to be successful, since a myriad of other personal and environmental variables can influence success. In order to try and control for some of these other variable effects, Propensity Score Matching (PSM), was used to measure the course's influence on participating students compared to other criminology majors that did not take the seminar. PSM is a rigorous research methodology that helped create a profile of the characteristics of students who took the course and match them to non-participating students of similar demographic, socio-economic, and educational backgrounds (SAT/ACT scores). PSM not only creates a reliable comparison group that controls for other variables that may impact student success, it reduces self-selection bias or the likelihood that a certain type of student (perhaps a cohort of already successful students) would self-select this course and bias or overestimate its effects. Results of this study determined that students who took the library-intensive course had statistically significantly higher GPAs and higher 4 year graduation rates.

Presenters: Kirsten Kinsley is an assessment librarian at Florida State University Libraries with a keen interest in measuring how the academic library supports and impacts student and faculty success. She is also a library liaison to the College of Criminology & Criminal Justice and Department of Psychology and enjoys collaborating on projects with students and faculty within those disciplines. Educated at Florida State University, she has her Master's degree in Library and Information Science and an Educational Specialist Degree in Career Counseling.

Dr. Daniel Maier-Katkin is a Professor of Criminology and Criminal Justice and a Fellow of the Center for the Advancement of Human Rights, author of three books and more than 50 articles in scholarly and literary journals.

Roshni Ladny holds a B.S. in Chemistry with a minor in psychology, an M.S. in clinical psychology, and an M.S. in criminology. Roshni is a Ph.D Candidate at the Florida State University College of Criminology and Criminal Justice and the Teaching Assistant for Foundations of Research and Inquiry freshman seminar. Her research areas include: biopsych-social factors of violence, family violence pathways, procedural justice, and methods of offender treatment.

Leslie Hill, Ph.D graduated from Florida State University's College of Criminology and Criminal Justice. She is an Assistant Professor at The Citadel, the Military College of South Carolina. She studies prison programs, prisoner reentry and the undergraduate experience.

Mike Siriwardena is the Instruction and Learning Services Librarian for the Research and Learning Service Division of the FSU Libraries. His primary focus is working with undergraduates to strengthen their critical thinking skills and show how library services can increase success in the academic area. Mike teaches several classes for the library including a freshman research methods class, and honors undergraduate course, and a research methods course for the College of Motion Picture Arts. Mike is also the subject specialist for Nursing and Public Health. Mike received his Master's degree in Library and Information Science and his Bachelor's in Philosophy from Florida State University.