

Assessing Library Learning with Project Outcome for Academic Libraries



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February 24, 2020

project | **OUTCOME**
MEASURING THE TRUE
IMPACT OF LIBRARIES

ACRL *Advancing learning
Transforming scholarship*
Association of College & Research Libraries
A division of the American Library Association

Agenda

- Overview of Project Outcome for Academic Libraries
- Library services and the first-year experience
- Radford University case study
- Wrap-up and Q&A

Project Outcome for Academic Libraries

It's **FREE!**

The screenshot shows the Project Outcome website for Academic Libraries. At the top, there are logos for 'project OUTCOME' and 'ACRL' (Association of College & Research Libraries). Navigation links include 'About Us', 'Sign Up', 'Log In', and 'Peer'. A prominent orange banner at the top of the main content area reads 'Looking for Project Outcome for Public Libraries? Visit the Site'. The main heading is 'Outcome Measurement Made Easy for Academic Libraries'. Below this, it states 'Resources and Tools to Create Surveys and Analyze Outcome Data'. There are two buttons: 'Academic Libraries Sign Up' (orange) and 'Public Libraries Sign Up' (grey). A large purple section displays two statistics: '36,603 Responses collected through academic library surveys' and '444 Academic libraries have created surveys'. At the bottom, there are two orange links: 'Academic Library Updates' and 'Project Outcome Live News'. The background of the main content area features a photo of a smiling Black man with glasses in a library setting, with other people blurred in the background.

project **OUTCOME**
Measuring Learning
Transforming Librarianship

ACRL
Association of College & Research Libraries
Division of the American Library Association

About Us Sign Up Log In Peer

Looking for Project Outcome for Public Libraries? Visit the Site

Outcome Measurement Made Easy

for Academic Libraries

Resources and Tools
to Create Surveys and
Analyze Outcome Data

Academic Libraries Sign Up Public Libraries Sign Up

36,603
Responses collected through academic library surveys

444
Academic libraries have created surveys

Academic Library Updates Project Outcome Live News

Visit: <http://acrl.projectoutcome.org>

Who Has Access?

FREE full access	Free limited access	Access at a cost
Academic library users	Users who do not work in an academic or research library	Consultants not at a library
Research library users		Groups (multiple institutions in a consortium or association)
Library school students		

Full access = all resources, peer discussion, survey management, and data dashboards

Limited access = resources and peer discussion only

More info about user types: <https://acrl.projectoutcome.org/pages/5>

Timeline of Development

Timeline

- *Nov. 2017*: ACRL Board approved the establishment of a task force to adapt PLA's Project Outcome to an academic library context
- *March 2018*: the task force met in person in Chicago to begin work
- *June-Oct. 2018*: field-testing of the new academic library surveys
- *Feb. 2019*: surveys finalized
- *April 2019*: new Project Outcome for Academic Libraries toolkit launched
- *June 2019*: ACRL Board approved the establishment of an editorial board to oversee Project Outcome

Project Outcome Toolkit

It's FREE!

- Quick and simple surveys
- Easy-to-use survey management portal
- Ready-made and customizable data reports
- Interactive data dashboards
- Resources and training
- Peer discussion board



Outcomes

An outcome is a *specific benefit* from a library program / service that can be *quantitative* or *qualitative*, and is expressed as *changes an individual perceives* in themselves.

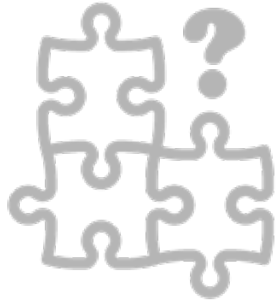
It answers the question: *what good did we do?*

Or, in other words: *how have learners been changed as a result of our interactions?*

An outcome should be *meaningful, achievable, observable, and actionable*.

Measuring Impact

Needs Assessment



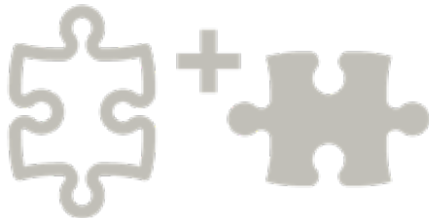
WHAT DOES OUR COMMUNITY NEED

Patron Satisfaction



WHAT SHOULD WE DO BETTER

Outputs



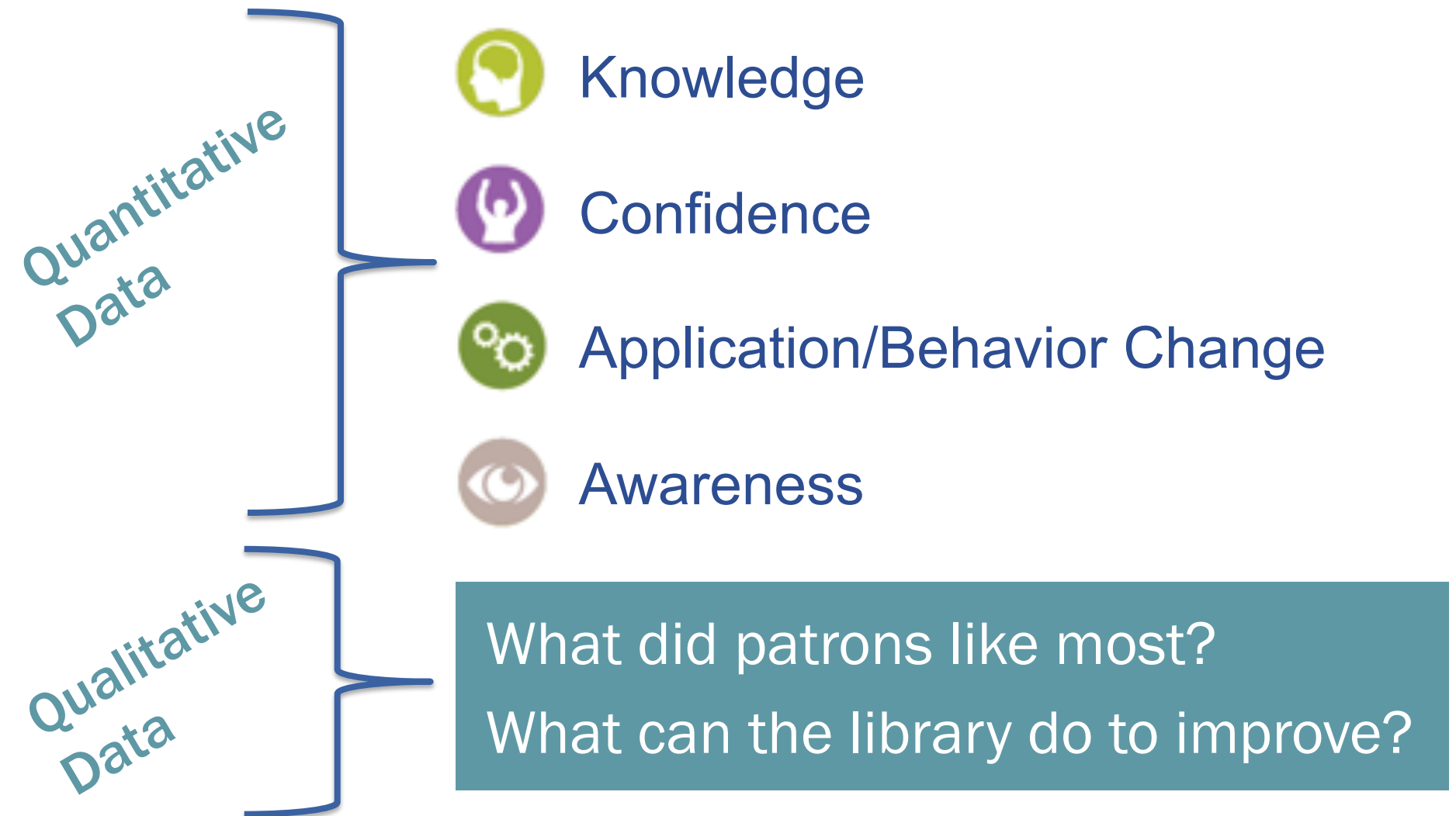
HOW MUCH DID WE DO

Outcomes



WHAT GOOD DID WE DO

Outcome Measures



Survey Topic Areas



INSTRUCTION



RESEARCH



EVENTS/PROGRAMS



TEACHING SUPPORT



LIBRARY TECHNOLOGY



DIGITAL & SPECIAL COLLECTIONS



SPACE

Survey Tools



Immediate Surveys

- 4 Likert-scale questions + open-ended feedback
- Patron-reported learning
- Use immediately after completion of a program/service
- Inform changes
- Get a snapshot for reporting and advocacy

Follow-up Surveys

- 3 yes/no questions + open-ended feedback
- Patron-reported adoption
- Use some time after completion of a program/service
- Inform internal planning
- Measure progress towards strategic goals
- Provide evidence for advocacy

Outcome Measurement Guidelines

- Use to design your own surveys and data collection methods
- Capture long-term impact

Example: Instruction Survey (immediate)

1. I **learned** something new that will help me succeed in my classes.
2. I feel more **confident** about completing my assignment(s).
3. I intend to **apply** what I just learned.
4. I am more **aware** of the library's resources and services.
5. What did you like most about this session?
6. What *e*/se could the library do to help you succeed in your classes?

+ up to 3 custom questions

*Preview all surveys in the **Resources** (login required)*

Survey Management

Create New Survey

Date range

☐ Template
☐ Survey

Topic
☐ Digital & Special Collections
☐ Events / Programs
☐ Instruction
☐ Library Technology
☐ Research
☐ Space
☐ Teaching Support


Type
☐ Immediate
☐ Follow-up

Status
☐ Draft
☐ Active
☐ Archived
☐ Deleted

Search Keywords

[Survey Responses Viewer](#) [Build a Report](#)

surveytest - 07/25/2019
Created by Unknown
for Student Test Library Institution

 surveytest
07/25/2019

Status ⓘ
Active

0

Responses
Download

0


Attendance
Update

Enter Paper Responses

[Get Patron Survey](#) | [Copy Survey](#) | [Get Report](#)

Instruction
Immediate

Library After-Hours Access - 07/01/2019
Created by Unknown
for Student Test Library Institution

 Library After-Hours Access
07/01/2019

Status ⓘ
Active

0

Responses
Download

0

Attendance
Update

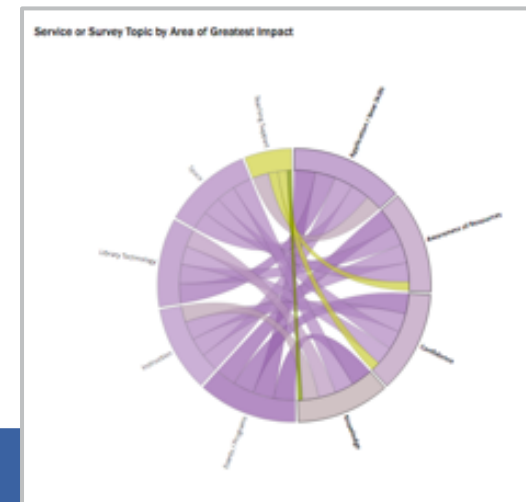
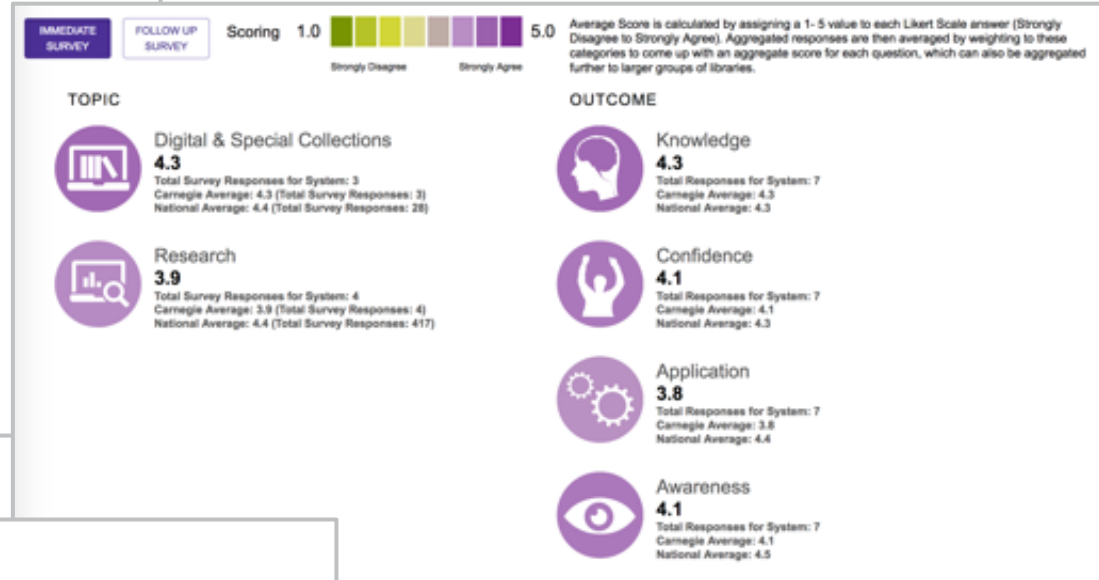
Enter Paper Responses

[Get Patron Survey](#) | [Copy Survey](#) | [Get Report](#)

Space
Immediate

13

Data Dashboards



Reports



Radford University
Survey Results and Implications

REPORT INFORMATION

Topic: Instruction
Program: UNIV100 Library Challenge Game
Date Range: None

PURPOSE

The goal of the UNIV100 Library Challenge Game is to improve the overall information confidence (attitude or state of mind) of new students.

RADFORD UNIVERSITY SURVEY WORK

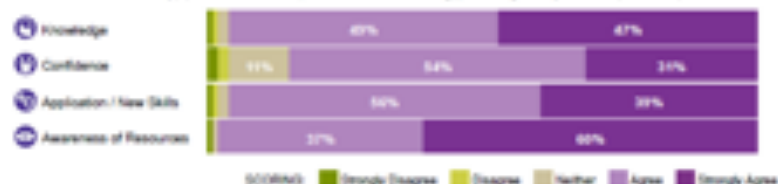
Radford University staff distributed surveys to program participants to collect data and insights about how their instruction services and programs support user needs. Radford University surveyed patrons using the Project Outcome Instruction Survey, which measures the impact of services designed to assist students in their coursework and enhance their learning. A total of 314 survey responses were collected.

Results

A total of 314 survey responses were collected. Of the patrons surveyed, the following percentages either agreed or strongly agreed that they benefited from the program or service:



The full results of the survey(s) are shown below. (Note that due to rounding, percentages may not add up to 100%)



Selected Criteria Average	Instruction Topic Averages			
	Library	Course	National	Total
Knowledge	4.6	4.6	4.3	4.4
Confidence	4.1	4.1	4.2	4.2
Application / New Skills	4.3	4.3	4.3	4.4
Awareness of Resources	4.5	4.5	4.3	4.4

AVERAGES: Ranges from 1.0 (Strongly Disagree) to 5.0 (Strongly Agree)

Survey topic averages represent all data under the survey topic and type. Selected criteria averages represent data under any additional criteria applied to the report, such as date range, program or survey name.



A total of 314 survey responses were collected across 1 survey. The list of programs surveyed are shown in the table below.

Program Name	Survey Name	Attendance	Response Rate
UNIV100 Library Challenge Game - 9/20/2019	UNIV100 Library Challenge Game - Fall 2019	0	N/A

Additional Survey Information

The library also asked the following questions:

1. What did you like most about this session?
2. What else could the library do to help you succeed in your classes?

About the Surveys

The Project Outcome for Academic Libraries surveys were developed by a Task Force of the Association of College and Research Libraries, a division of the American Library Association. The surveys are designed to help libraries measure the outcomes of programs and services and the impact they have on patrons. The results are intended to show a direction of change, not rigorous statistical proof of change. To learn more about Project Outcome for Academic Libraries, visit www.projectoutcome.org (<https://act.projectoutcome.org>).

Open-Ended Responses

Open-ended responses are listed in chronological order and grouped by survey and then by question.

UNIV100 Library Challenge Game - Fall 2019

1. What did you like most about this session?

- It's helpful
- Different things I learned that I didn't know in McConnell Library
- Ease of access
- I'm ok
- Active & involved class
- the class was very active and involved
- easy to access
- I enjoyed the game parts of it.
- the searching for a book activity
- game
- Activity
- the computers were touchscreen
- Broad areas of things people can do and services to help.
- we can reserve study rooms
- it was interactive
- I got to learn about the library more in a fun way
- I have a better understanding about what the library offers
- The competitiveness
- It helped me out a lot to learn new things I didn't know.
- Buttons/QRs
- working in teams
- looking for the books
- It helped me and my group

Access Raw Data

The screenshot shows a survey management dashboard. On the left is a sidebar with filters for Date range, Topic, Type, and Status. The main area displays a list of surveys. Two yellow arrows originate from the top right: one points to the 'Survey Responses Viewer' button in the top right corner, and the other points to the 'Responses Download' button in the first survey entry.

Left Sidebar:

- Create New Survey** (orange button)
- Date range:** mm/dd/yyyy
- Topic:**
 - ☐ Template
 - ☐ Survey
- Topic:**
 - ☐ Digital & Special Collections
 - ☐ Events / Programs
 - ☐ Instruction
 - ☐ Library Technology
 - ☐ Research
 - ☐ Space
 - ☐ Teaching Support
- Type:**
 - ☐ Immediate
 - ☐ Follow-up
- Status:**
 - ☐ Draft
 - ☐ Active
 - ☐ Archived
 - ☐ Deleted

Search Keywords:

Survey Entries:

- surveytest - 07/25/2019**
Created by Unknown for Student Test Library Institution
Icon: surveytest 07/25/2019
Status: Active
Responses: 0 [Download](#)
Buttons: [Survey Responses Viewer](#), [Build a Report](#), [Get Patron Survey](#), [Copy Survey](#), [Get Report](#), [Instruction Immediate](#), [Attendance Update](#), [Enter Paper Responses](#)
- Library After-Hours Access - 07/01/2019**
Created by Unknown for Student Test Library Institution
Icon: Library After-Hours Access 07/01/2019
Status: Active
Responses: 0 [Download](#)
Buttons: [Get Patron Survey](#), [Copy Survey](#), [Get Report](#), [Space Immediate](#), [Attendance Update](#), [Enter Paper Responses](#)

RESOURCES

Project Outcome provides resources to help libraries throughout the outcome measurement process.



Featured Resources

Project Outcome 101

What to know about Project Outcome

Preview Surveys

Preview the standardized Project Outcome for Academic Libraries surveys

Writing Open-Ended Survey Questions

Tips for writing your own open-ended survey questions

Getting Started

- Project Outcome 101
- Tutorial Videos
- What Is Outcome Measurement?
- Outcome Measurement Process
- Outcome Measurement Continuum

Surveys

- Preview Surveys
- Choosing the Right Survey
- Writing Open-Ended Survey Questions
- Survey Background
- Protecting Patron Privacy

Data Collection

- Data Collection Roadmap
- Data Collection Team
- Building Internal Support
- Survey Best Practices
- How to Talk to Patrons
- Following Up with Patrons
- Informed Consent
- Sample Size
- Closing

Data Analysis

- Analyzing Qualitative Data
- Analyzing Quantitative Data
- Framing Survey Results

Taking Action

- Good Practices for Communicating Data
- Advocate Tip
- Advocacy Resources

From the Field

- Case Studies
- Meet the Task Force
- Feedback Form
- Workshops

Dataset

2750+ users at
1000+ institutions
in 40 countries



TOPIC



Digital & Special Collections

4.1

Total Survey Responses for Country: 20
Total Average: 4.1 (Total Survey Responses: 20)



Events / Programs

4.2

Total Survey Responses for Country: 1,023
Total Average: 4.2 (Total Survey Responses: 1,150)



Instruction

4.3

Total Survey Responses for Country: 28,718
Total Average: 4.3 (Total Survey Responses: 28,909)



Library Technology

4.1

Total Survey Responses for Country: 746
Total Average: 4.1 (Total Survey Responses: 746)



Research

4.3

Total Survey Responses for Country: 617
Total Average: 4.3 (Total Survey Responses: 617)



Space

4.4

Total Survey Responses for Country: 1,044
Total Average: 4.4 (Total Survey Responses: 1,044)



Teaching Support

4.4

Total Survey Responses for Country: 64
Total Average: 4.4 (Total Survey Responses: 64)

OUTCOME



Knowledge

4.3

Total Responses for Country: 31,995
Total Average: 4.3



Confidence

4.2

Total Responses for Country: 31,877
Total Average: 4.2



Application

4.3

Total Responses for Country: 31,928
Total Average: 4.3



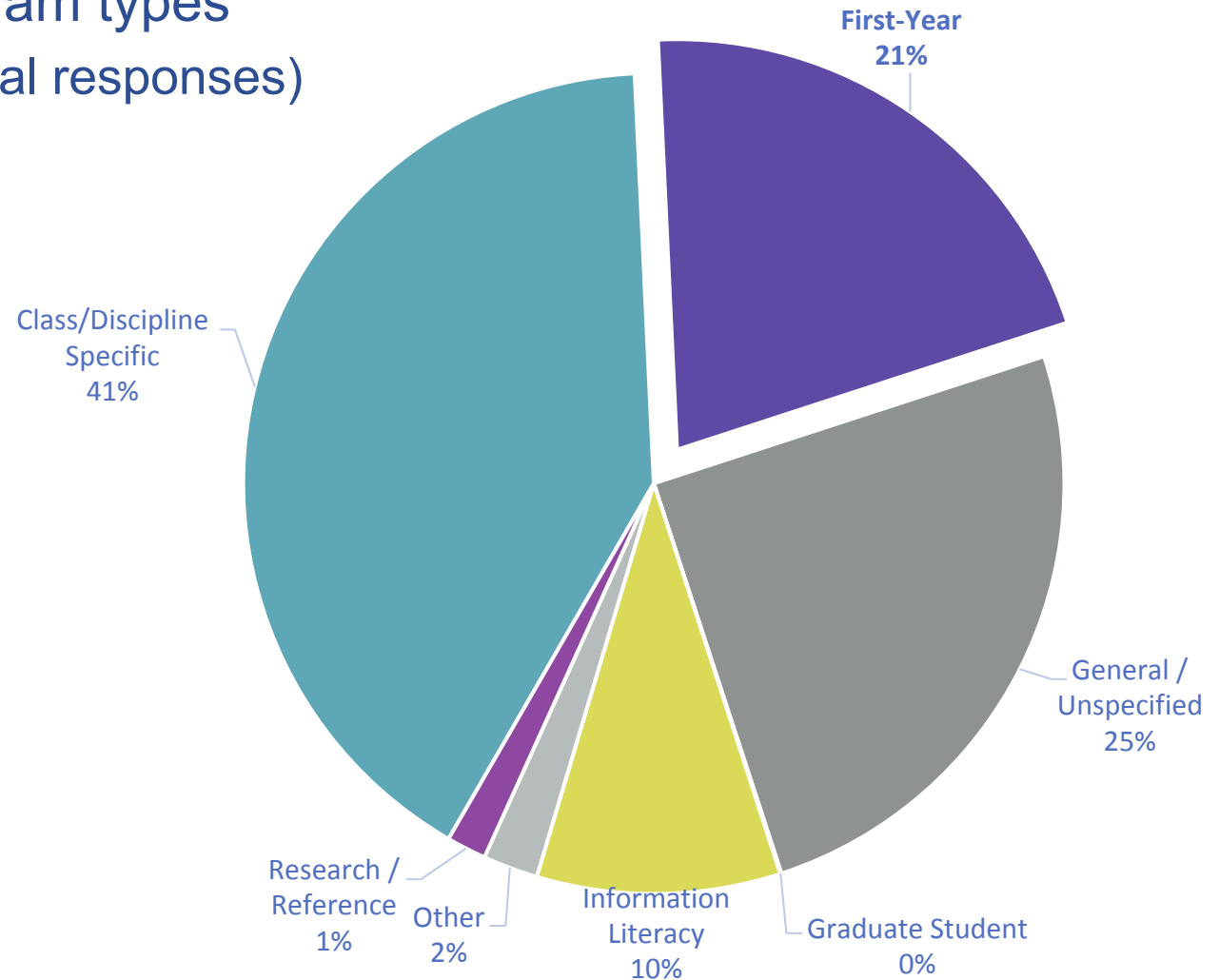
Awareness

4.2

Total Responses for Country: 31,985
Total Average: 4.2

First-Year Experience Programming

Instruction program types
(percentage of total responses)





Impact of Library Services on the First Year Experience

Overall Findings Reported in Literature

Frequent use of library services (or “total library engagements”) has a significant positive impact on:

- Student retention
 - First year: fall to spring
 - First year to second year
 - To completion of degree
- Student Success (or “academic achievement”) as defined by GPA
 - First year
 - Cumulative

Limitations of Studies

- Correlations, not causation
- Some use data is self-reported
- Reported effect sizes low to moderate
- Use of library services only a contributing factor, and maybe not the determining one

Contributing Factors Include...

Pre-College factors

- Demographics
- High School GPA

Participation in

- First-Year Experience
- Education Abroad
- Student Clubs

Use of support facilities

- Writing Center
- Career Center
- Oral Communications Center
- Tutoring Center
- Recreation Center
- **LIBRARY**

Library Services Used in Studies

- Online (electronic) collections
 - Databases
 - Ebooks
 - Streaming videos
- Physical collections
 - Print books
 - DVDs
 - Archival manuscripts and photos
- Interlibrary Loan
- Instruction
 - Individual sessions (‘one-shots’)
 - Information Literacy for credit courses
- Accessed via physical building
 - Study spaces
 - Library PCs, computer workstations
 - Library managed writing and oral communication centers.



Radford University Library

Case Study

Radford University (RU)

- Public, four-year university located in Southwestern Virginia (SWVA).
 - Main campus: Radford, VA
 - Radford University Carilion (RUC) campus: Roanoke, VA
- Carnegie classification: Master's College and University
- Enrollment: c. 9500 FTE



RU Libraries

- McConnell Library (main campus)
- RUC Library (RUC campus)



FY Students' Previous Library Experience

- 39% are first generation
- 41% come from predominantly rural areas of VA
 - South Central (14%)
 - Southwest (27%)
- Only library experience is a one-room school library or a small public library. Five floors of the RU library is a bit of a shock and is intimidating.

Challenge: Students' Previous Library Experience

- Physical space/layout can be confusing and intimidating.
- Extensive online resources with a variety of interfaces and uses can be overwhelming
- Tendency towards heavy & uncritical use of Google for research, which
 - Annoys professors
 - Adversely affects students' grades

First Step

Get our FY students into the library to:

- Introduce them to the librarians, resources, and spaces
- Reduce their anxiety and improve their confidence so they will return and engage with library services regularly.

To accomplish this, we use the library's role in the UNIV100 program

UNIV100

Program: Structured FY orientation course

- Ten-week, 2 credit hour class.
- Participation is about 80% of incoming FY students.
- Participants have greater success (GPA) and retention

UNIV100 website: <https://www.radford.edu/content/new-student-family-programs/home/univ100.html>

UNIV100: Library's Role

- Embedded in the curriculum
- Orientation to library building, services, resources, and staff
- Use a game format to achieve this

Library Challenge Game

Format

- Jeopardy-type format
- Team based, with prizes (candy) or library swag (pens, t-shirts)

Goals

- Improve the overall information confidence (attitude or state of mind) of our new students.
- Translates into future use of library services and resources, known to positively impact student success and retention.

Rules

Each row is a team

Earn points through a number of rounds

Team with the most points wins a prize

Peer instructor = scorekeeper

Faculty Instructor = judge

Library Challenge Game

Search the Catalog!

From the Library's homepage, click on the Catalog tab and search for the Game of Thrones DVDs. What floor are they on?

ME: I SHOULD READ THE BOOK



ME TO ME: JUST WATCH THE DVD

You stopped by Starbucks before coming to the library.

Can you drink your latte and eat your cake pop in this room?

A. Yes

B. No

DID SOMEBODY ORDER



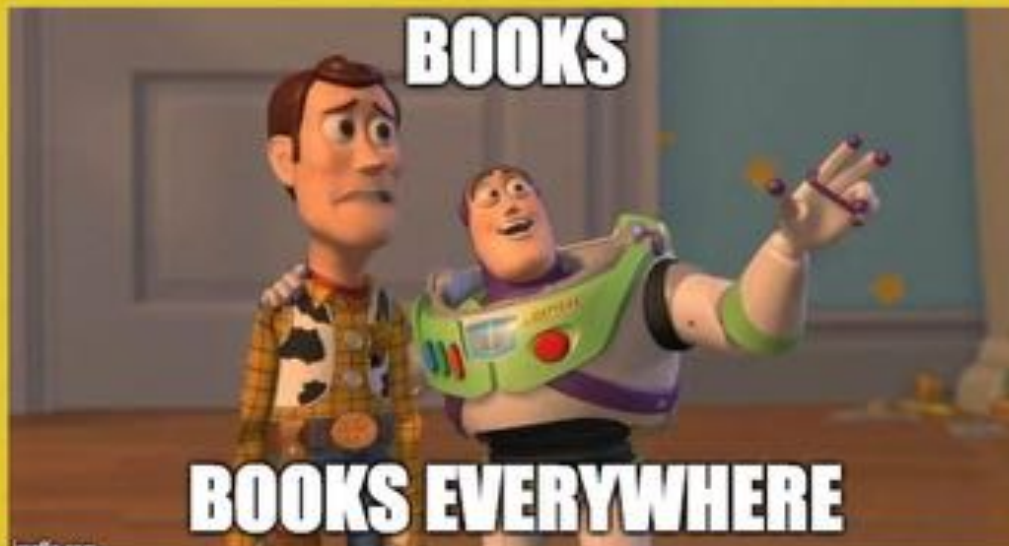
A PUGKIN SPICE LATTE?

The Final Round

Each team will be given a call number and author name.

Two team members will go find a book by or about this author with that beginning call number.

Teams earn points based on how quickly they return with a book and both team members.



Previous Assessment of Game

Since 2005, used a variety of locally-generated feedback forms and survey instruments

- Administered at the end of each session
- Results were consistently positive, and used to update the game as needed

The results were so consistent that the library stopped UNIV100 assessment after the Fall 2015 Semester.

Previous Assessment of Game

After fall 2015, switched our limited assessment resources to focus on other Instruction sessions.

Used a variety of different assessment protocols such as

- Citation analysis of student bibliographies
- Research analysis of student papers
- Focus groups
- Observational assessment (self-reflection and external observers)

Current Assessment of Game (Fall 2019)

Decision to restart UNIV100 assessment of the Library challenge game

- A renewed university emphasis on FY student success and retention.
- Changes in our incoming students.
- Changes in the game over the intervening time.

Decided to use a post-session survey format, especially once the ACRL Project Outcomes for Academic Libraries toolkit became available.

- We chose to use the Instruction (immediate) survey.



Outcomes

Each Instruction survey question reflected a relevant attitude/mindset aspect of the overall goal of the game (improving student information confidence).

Each quantitative question addresses a key outcome:



Knowledge: I learned something new that will help me succeed in my classes.



Confidence: I feel more confident about completing my assignments.



Application: I intend to apply what I learned.



Awareness: I am more aware of the library's resources and services.

Success Criteria: Ratings

Level of success determined by percentage of positive ratings received from each quantitative question:

Success = More than 75% of respondents selected Agree (rating 4) or Strongly Agree (rating 5).

Partial Success = 50%-75% of respondents selected Agree (rating 4) or Strongly Agree (rating 5).

Little Success = Less than 50% of respondents selected Agree (rating 4) or Strongly Agree (rating 5)

Success Criteria: Comment Codes

For coded open-ended comments generated from Questions 5 and 6:

Success = More than 75% of the Top Codes relate to one or more of the 4 outcomes.

Partial Success = 50%-75% of the Top Codes relate to one or more of the 4 outcomes.

Little Success = Less than 50% of the Top Codes relate to one or more of the 4 outcomes.

Protocol

Sample Size

- At least 3 sections per Instruction Librarian by November 1st: 15 sections minimum
- Minimum sample size for statistical power
- More sections can be assessed if desired

Measures

- Ratings from survey questions 1-4
- Comment codes from survey questions 5 & 6

Protocol

Instrument

- ACRL Project Outcome for Academic Libraries Survey: Instruction (immediate)

Administered in print version

- A copy placed by each seat prior to the start of class
- Collected after class
- The teaching librarian reviews the surveys
- When done, turns them over to the Assessment Librarian for data entry into the Project Outcome website

Sample Completed Survey

ACRL Project Outcome

Survey 2: Undergraduate Instruction

Please take a few minutes for this brief survey.

As a result of participating in a library instruction session...

1. ... I learned something new that will help me succeed in my classes.

Strongly disagree Disagree Neither Agree Strongly agree N/A

2. ... I feel more confident about completing my assignment(s).

Strongly disagree Disagree Neither Agree Strongly agree N/A

3. ... I intend to apply what I just learned.

Strongly disagree Disagree Neither Agree Strongly agree N/A

4. ... I am more aware of the library's resources and services.

Strongly disagree Disagree Neither Agree Strongly agree N/A

5. What did you like most about this program/service?

Winning and the game 😊

6. What else could the library do to help you succeed in your classes?

Have puppies to pet and distress always

Date: 10/1/11 College / university name: Rutgers University

Data Analysis

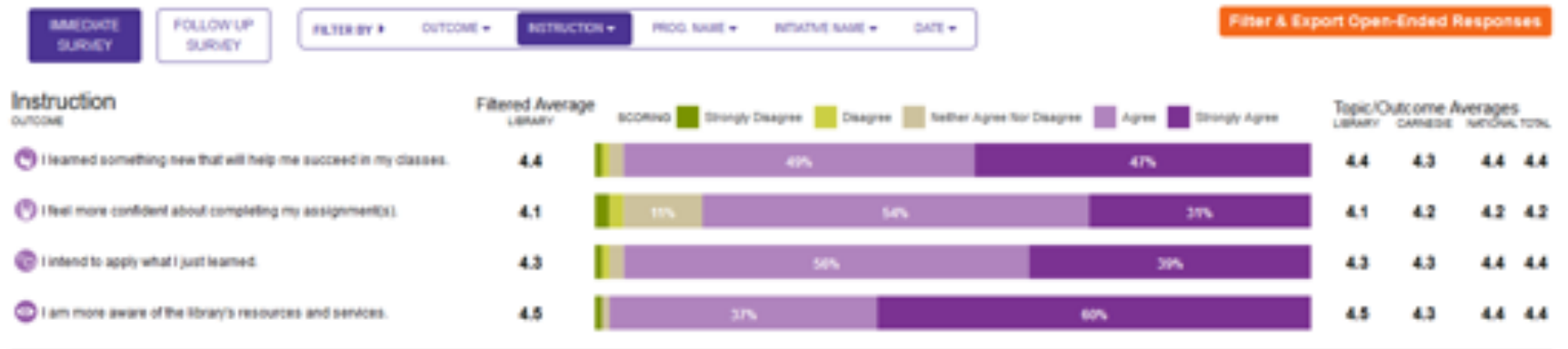
- Sample size: 17 of 75 UNIV100 sessions, or 23%.
- Total participants: 341
- Total surveys received: 314
- Response rate: 90%

Quantitative Results

SURVEY RESPONSES BY PERCENT

JUMP TO: [Responses by Count](#)

*N/A responses are not included in charts or percentage calculations. Note that due to rounding, percentages may not add up to 100%.



SURVEY RESPONSES BY COUNT

JUMP TO: [Responses by Percent](#)

*N/A responses are included in the count tables below.

Instruction
OUTCOME

	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE	NOT APPLICABLE	RESPONSES	CARNEGIE	NATIONAL	TOTAL
I learned something new that will help me succeed in my classes.	3	3	6	153	147	1	314	5,861	23,682	23,847
I feel more confident about completing my assignment(s).	6	6	34	168	97	2	314	5,861	23,682	23,847
I intend to apply what I just learned.	3	3	6	175	122	2	314	5,861	23,682	23,847
I am more aware of the library's resources and services.	3	0	3	116	188	0	314	5,861	23,682	23,847

Success Rates

Outcome	Agree (4)	Strongly Agree (5)	Total	Success level
Knowledge: I learned something new that will help me succeed in my classes.	49%	47%	96% (4.4)	Success
Confidence: I feel more confident about completing my assignments.	54%	31%	85% (4.1)	Success
Application: I intend to apply what I learned.	56%	39%	95% (4.3)	Success
Awareness: I am more aware of resources and services.	37%	60%	97% (4.5)	Success

Qualitative Data Analysis

- Comment coding: 31 unique codes generated
- Question 5: What did you like most about this session?
 - 305 comments (97.1% of respondents)
 - 352 codes used
- Question 6: What else could the library do to help you succeed in your classes?
 - 163 (excluding the “NA”, “not sure” and “nothing” comments) (51.9% of respondents)
 - 168 codes used

Comment Codes for Question 5

Fig. 1. Comment codes for Q5: What did you like most about this session?
(UNIV100, Fall 2019)



Findings: Top Comment Codes (Question 5)

Q5: “What did you like most about this session?”

- Game format: N = 52
- Engagement: N = 39
- Fun: N = 36
- **Learning: N = 31 (Knowledge)**
- **Resource availability: N = 31(Awareness)**

Success level: 2 of 5 codes or 40% = Little success

Comment Codes for Question 6

Fig. 2. Comment Codes for Q6: What else could the library do to help you succeed in your classes? (UNIV100, Fall 2019)



Findings: Top Comment Codes (Question 6)

Q6: “What else could the library do to help you succeed in your classes?”

- **General positive: N = 34**
- Study spaces: N = 20
- **Study skills: N = 12 (Confidence)**
- **Research help: N = 11 (Confidence)**
- **Resource availability: N = 9 (Awareness)**

Success level: 4 of 5 codes or 80% = Success

Conclusions

Overall a **successful** assessment

Continue to use the:

- Protocol
- Project Outcome Instruction survey
- Success criteria for the ratings
- Library Challenge Game

Final Thoughts: Comment Coding

1. It appears that questions 5 and 6 are measuring different things (validity indicator).
2. Though using the same codes, the context of the code application and interpretation is important.
3. Overlap analysis of codes is useful for indicating topics or areas of importance / urgency for your users.
4. Ambiguous codes that can be positive or negative should be annotated accordingly.

Areas for Improvement

Success criteria for comment codes needs refining or revising.

- Currently too narrowly focused
- Reflects ratings / quantitative perspective
- What codes to include as relevant to success

Developed from the ratings criteria prior to survey administration, so didn't know

- What type of comments to expect
- What the associated codes would be



Wrap-up

Next steps

- Add new case studies to the Project Outcome resources – including this one from Radford University
- Continue to gather feedback and improve the toolkit for users

References

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QUESTIONS?

Further questions after today?

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Please remember to submit your
evaluation on Guidebook!



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Thank you!



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