



Evaluating the User Experience: Classes in Special Collections

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Augustana College

- Undergraduate, liberal arts
- 2500 students
- ~25% of students use Special Collections every year
- Good culture of library assessment



Goals, Priorities, and Assessment

- Goals of the class instruction
- Typical exercises for classes at each level
- Purpose and timing of the assessment tool
- Tool itself
- Limitations of each tool



Goals of Our First-Year Program

- Introduce students to the existence of special collections
 - Types of materials held
- Learn to frame a question/research topic in order to:
 - Get the materials they really need
 - Communicate with the librarians
- Provide interesting content for assignments
- Set expectations and guidelines for use of materials



Assessment Administration

- Day assignment is completed
 - Need to work with faculty
- Time to process their use of materials
 - Allows for learning that occurs during return visits



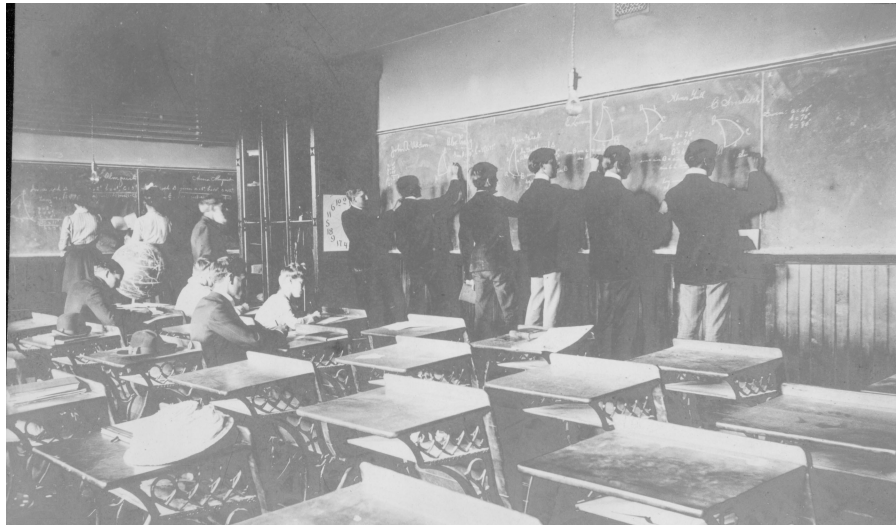
Assessment Tool

- Name two things you learned from working with Special Collections materials.
- How might your research topic or paper have been different if you had not used Special Collections materials?
- What could the Special Collections librarians have included in their presentation which would have made it easier for you to use Special Collections materials?
- Why would you use Special Collections in the future?
- Please list the materials you used in Special Collections (as much as you can remember, perfect titles and dates aren't necessary).



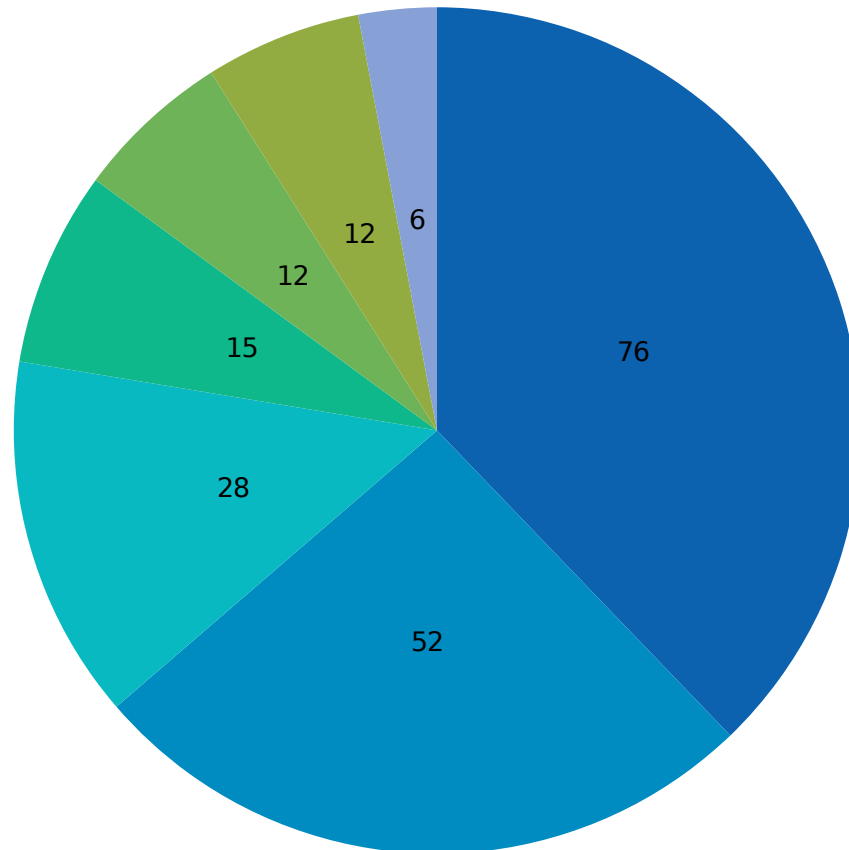
Analysis

- Not sure we got as much information on student learning as we wanted
- Focus on the first two questions
- Question about what session could have included not helpful



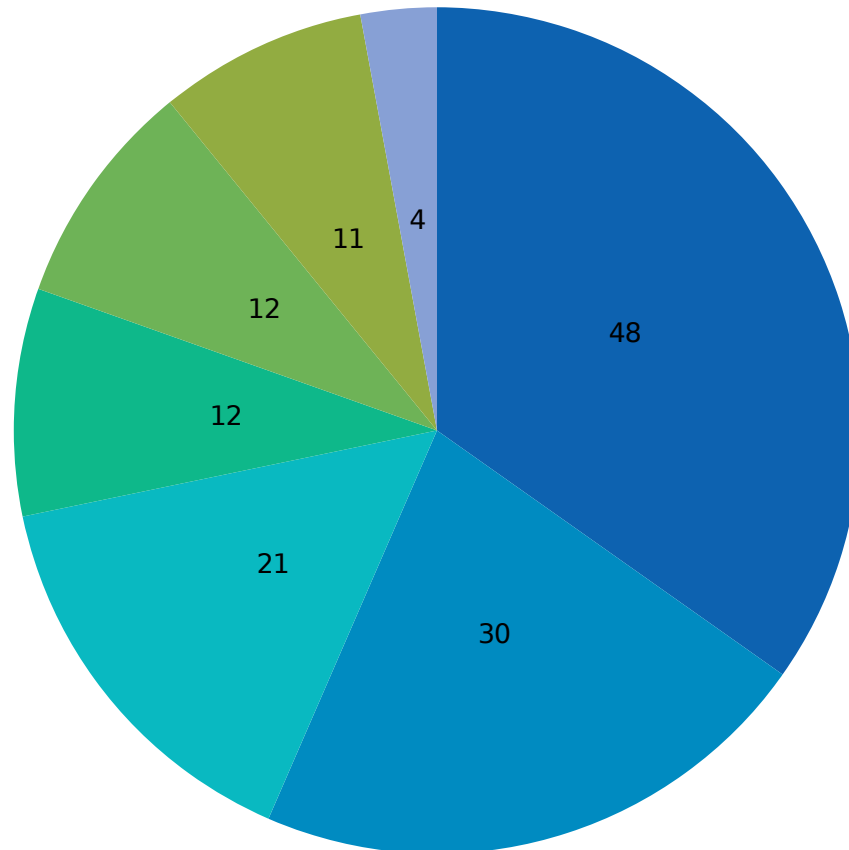
Name two things you learned from working with Special Collections materials

Types of Information Learned



How might your research topic or paper have been different if you had not used Special Collections materials?

How would your paper be different?



Limitations

- First college research paper
- Self-reporting
- Wide variety of source types



What's Next?

- Revision of questions
- Expand assessment to upper-level classes
- Integrated assessment of in-class activities
- ACRL's Assessment in Action program



Transferability



- All institutions are different
- First goals/outcomes, then assessment
- Depends on what you want to measure

