

# Tracking for outreach:

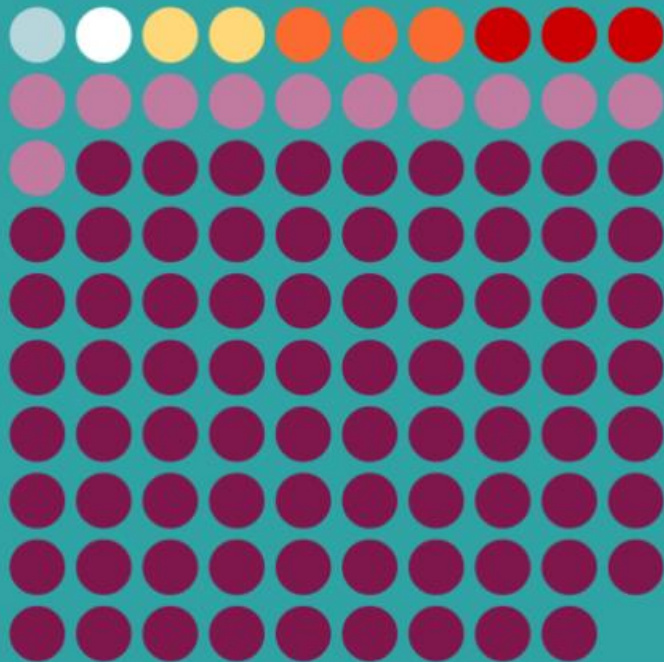
Using data for cross-unit purposes

2016 Library Assessment Conference

Heidi Gauder & Hector Escobar

University of Dayton

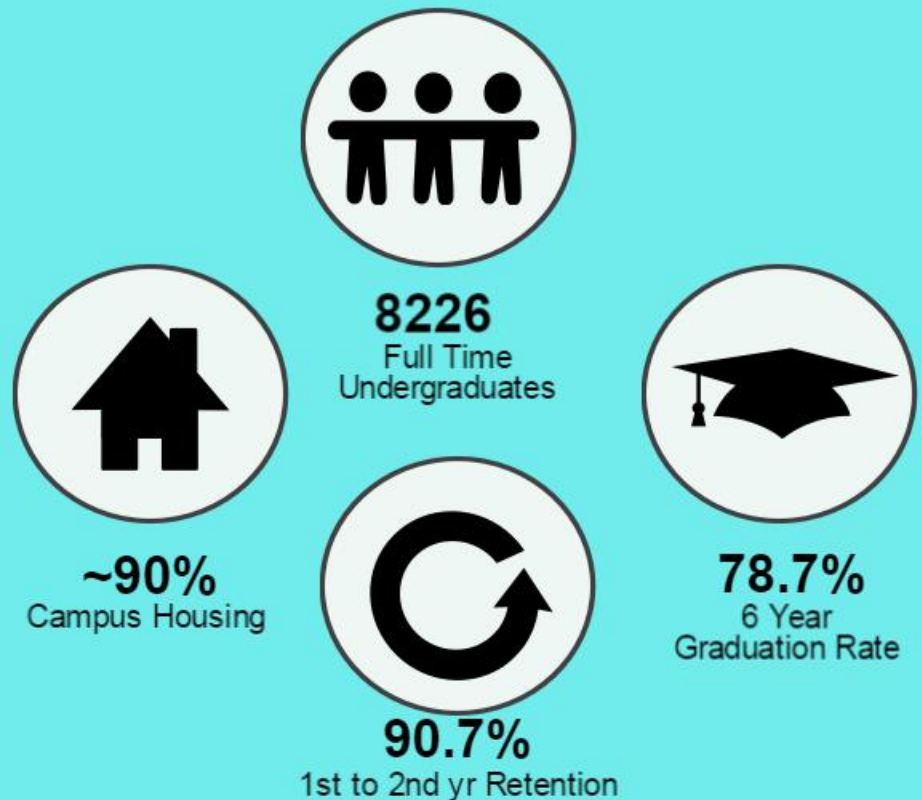
# University of Dayton Undergraduates



■ Unidentified (1.07%) ■ Asian, non-Hispanic (1.23%)  
■ 2 or more Races (1.87%)  
■ African American, non-Hispanic (2.97%)  
■ Hispanic (3.32%) ■ International (11.46%)  
■ White, non-Hispanic (78.08%)

## Racial / Ethnic Characteristics

Source: University of Dayton 2015 Fact Book



# Campus Data Collection Practices

1:

Value on campus  
for data-based  
decision making

2:

Many academic  
support units  
already using  
TutorTrac software



3:

Undergraduates  
used to swiping

TutorTrac: 49,000+ swipes campuswide  
Academic Year 2105-2016



## Library Service Focus

**1**

**Face to Face Interactions, High Value**

**2**

**Campus Diversity Initiatives, Easy Fit**

**3**

**Curriculum Support at All Levels**

### **Mission Statement**

The University Libraries provide excellent research and scholarly collections, quality service, integrated curricular support and dynamic learning environments – all vital to the mission of a Catholic and Marianist University.



# Knowledge Hub & Course Support

## Top department affiliations for users seeking Research Help



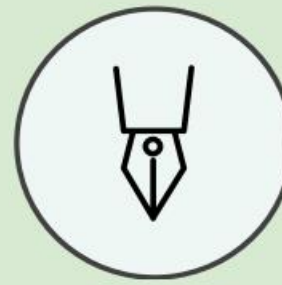
■ English (30.40%) ■ History (18.54%) ■ Teacher Education (14.29%) ■ Communication (13.98%)  
■ Mechanical Engineering (9.42%) ■ Political Science (4.86%) ■ Counselor Education (4.26%) ■ Religion (4.26%)

Represent 70% of all users by department affiliation, FA15 & SP16

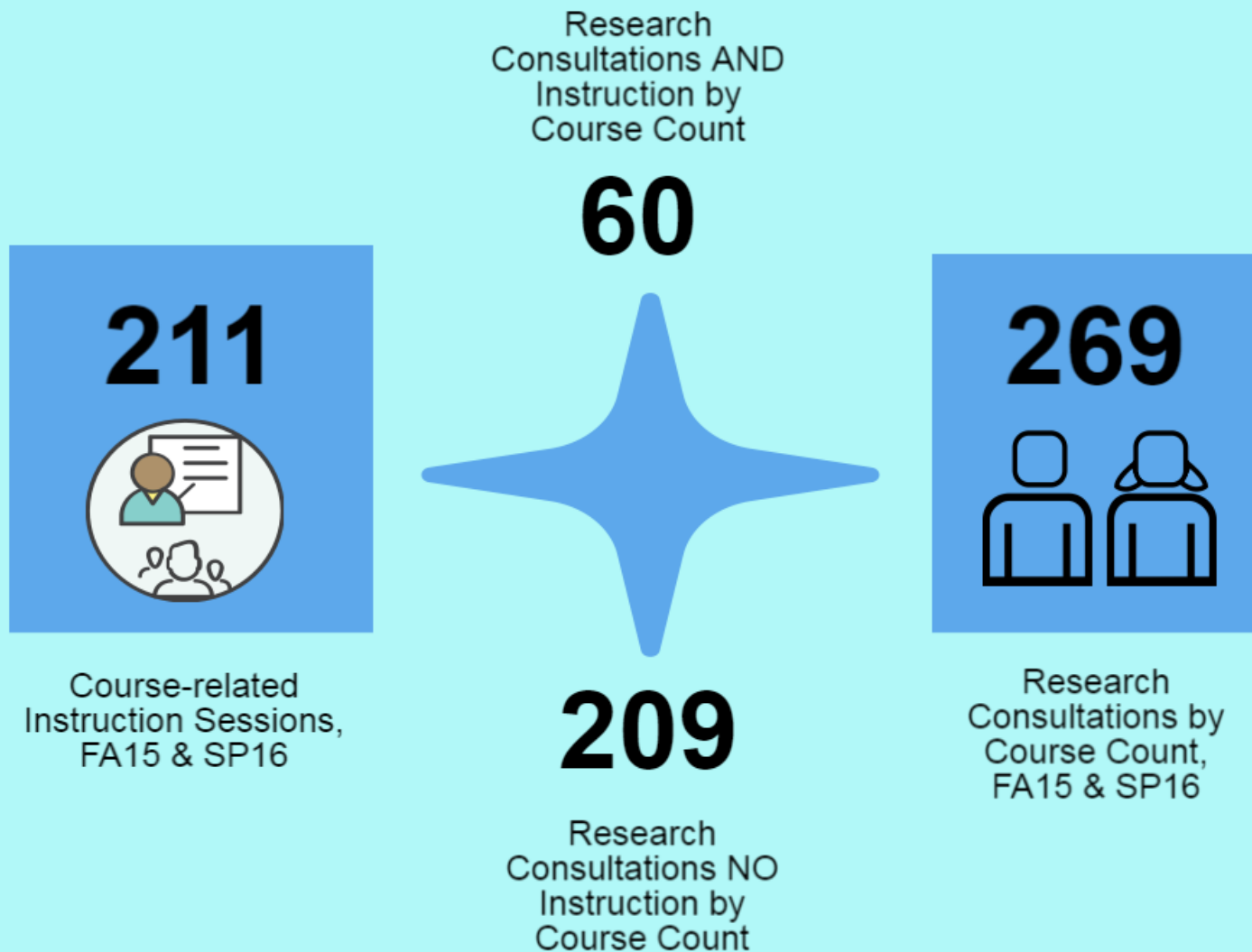


**152 users, 755 visits**

Users who sought Research  
AND Writing help



# Mining the Gap



# TRAC-ING OUR VALUE

1



**EXTERNAL OPPORTUNITIES**

2



**INTERNAL OPPORTUNITIES**

3



**CONTINUING ANALYSIS**

## OBSERVATIONS:

The data in its current form can help us consider outreach possibilities, especially for instruction, and help examine internal workflows. In the future, we will examine our connections to student success efforts.

# Library Co-Curricular Support

## PATH Eligible Library Events, AY2015-16



Film Screening, 9

Panel Discussion, 2

Book Talk, Presentation,  
Teach-In, 1 each

## PATH-eligible Library Event Attendance by Month, AY2015-16



September

October

November

January

February

March

## Learning Goals

1. Authorship
2. Interculturalism
3. Community Living





# Library Co-Curricular Support

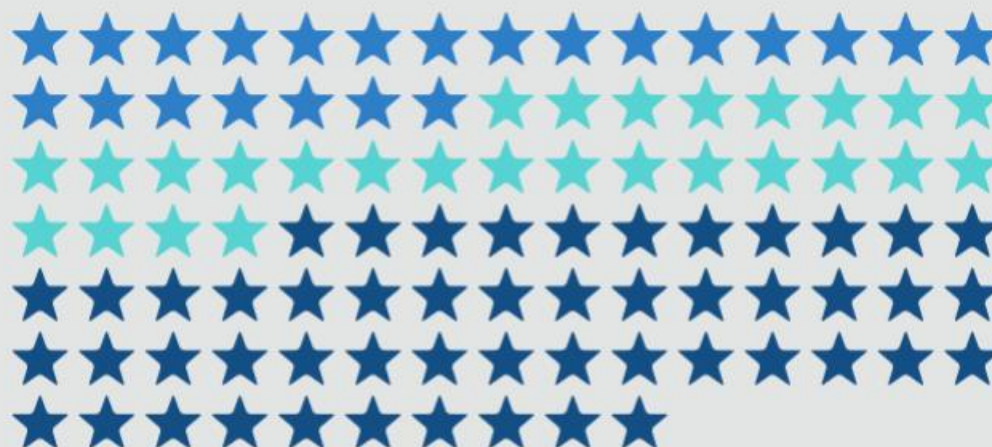
## PATH Eligible Library Events Scheduled for Fall 2016



Film Screening, 10. Book Talk, 3  
Workshop, 3. Presentation, 1



## Participation in Library PATH events, September - October, 2016



■ First-year (21.74%) ■ Second-year (27.17%)  
■ Upper division (51.09%)



Average event  
attendance



Repeat  
students



Event  
swipes

# Following the Co-Curricular PATH

1



**OPPORTUNITIES: INTERNAL & EXTERNAL**

2



**INTERNAL COORDINATION**

3



**CONTINUING ANALYSIS**

## **OBSERVATION:**

Connecting co-curricular events to the housing lottery increases the library's opportunity for engagement--whether through diversity efforts, academic workshops, or promoting leisure reading.

# Thank you!

<http://bit.ly/lac2016tracking>

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