



Assessing a Library's Support for Overlooked Components of a University's Learning Culture

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Successful student learning is also dependent on such sometimes difficult to measure factors as:

- the impact of programs incorporating engaged-learning activities;
- student mentoring by faculty and librarians;
- student, faculty, and administrator behavior and attitudes;
- and individual motivation, expectations, capacities, and readiness to learn.

The study's research questions were:

- How can libraries identify courses where library resources and services support engaged-learning courses?
- How can libraries target their efforts for the maximum impact on student learning in overlooked components of the campus' learning culture?



Focused questions serving as data-gathering tools were:

- FQ 1: How many courses with engaged-learning activities required the use of library resources and services? How many students enrolled in these courses?
- FQ 2: How many students in each class year (i.e., freshman, sophomore, junior, and senior) passed a course each semester with a library assignment that required the use of library resources and services?

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Some commercially available online systems used by many universities are:

Digital Measures ([Http://www.digitalmeasures.com/](http://www.digitalmeasures.com/));

Elsevier's Pure (<https://www.elsevier.com/solutions/pure>);

Clarivate Analytics' Converis (<http://clarivate.com/products/converis>);

and Symplectic Elements (<http://symplectic.co.uk/products/elements/>).

Number of courses from spring 2011 to summer 2013 meeting requirements of focused question 1

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Totals for the study period
Courses taught	14	7	17	14	4	17	18	8	99
Students enrolled	3,419	636	5,695	3,201	638	4,306	2,670	682	21,247

Number and percentage of students in each class year meeting the requirements of focused question 2

Academic Year		2010–2011		2011–2012			2012–2013		
		Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Freshman class	Total campus enrollment	4,226	531	6,296	3,933	670	6,296	3,885	577
	Passed course	1,205	62	1,924	918	58	1,240	798	85
	Percentage of total freshman campus enrollment	28.5%	11.7%	30.6%	23.3%	8.7%	19.7%	20.5%	14.7%
		40.2%	(year)	62.6%	(year)		54.9%	(year)	
Sophomore class	Total campus enrollment	5,662	1,709	5,937	5,675	1,954	5,751	5,507	1,564
	Passed course	844	130	811	877	126	714	794	150
	Percentage of total sophomore campus enrollment	14.9%	7.6%	13.7%	15.5%	6.4%	12.4%	14.4%	9.6%
		22.5%	(year)	35.6%	(year)		36.4%	(year)	
Junior class	Total campus enrollment	5,698	3,688	5,979	6,105	3,986	6,143	6,197	3,624
	Passed course	680	195	600	761	214	567	702	221
	Percentage of total junior campus enrollment	11.9%	5.3%	10.0%	12.5%	5.4%	9.2%	11.3%	6.1%
		17.2%	(year)	27.9%	(year)		26.6%	(year)	
Senior class	Total campus enrollment	7,796	7,214	7,658	8,212	7,820	8,076	8,611	7,659
	Passed course	996	615	820	891	622	1,026	959	521
	Percentage of total senior campus enrollment	12.8%	8.5%	10.7%	10.8%	8.0%	12.7%	11.1%	6.8%
		21.3%	(year)	29.5%	(year)		30.6%	(year)	

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Summary of percent of students in each class year meeting the requirements of focused question 2; broken down by semester within the three-year study

Freshman classes had a percentage range of 8.7 percent (summer 2012) to 30.6 percent (fall 2011);

Sophomore classes 6.4 percent (summer 2012) to 15.5 percent (spring 2012);

Junior classes 5.3 percent (summer 2011) to 12.5 percent (spring 2012);

and Senior classes 6.8 percent (summer 2013) to 12.8 percent (spring 2011).

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Texas Tech University Library, and other libraries using the same method, can do follow-up studies that can focus on the library's efforts to obtain the maximum impact on student learning.



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