

Prioritizing Value Connections

1. Who are the most important stakeholders at your institution?

3. What services, expertise areas, or resources does the library offer that might impact the things your most important stakeholders care about?



2. What do these “most important stakeholders” care about?

4. What are the strongest intersections between (#2) what stakeholders care about and (#3) what the library offers? In other words, what intersections are most likely to make an impact and offer demonstrable value?



Stakeholders

Students

- High school
- Prospective
- First-year
- Majors
- International
- Cocurricular groups
- First-generation
- Honors
- At-risk
- Graduate
- Special populations

Faculty

- Tenured/tenure track faculty
- Non-tenure track faculty
- Research faculty
- Part-time faculty
- Adjunct faculty
- Instructors/lecturers
- Teaching assistants

Administration

- Presidents/chancellors/provosts
- Deans
- Faculty senate
- Department/unit heads
- Committee chairs

Community

- Local Community
- Parents
 - Of first-year students
 - Of first-gen students
- Employers
- Graduate Schools
- Accreditors
- Consortia
- Nearby libraries

Institutional Focus Areas

a.k.a. Possible Problems, Questions, Needs, Gaps, Aspirations, Institutional Missions, Stakeholder Goals, Etc.

Students	Faculty	Institution	Community	Values	Efficiencies
<input type="checkbox"/> Student Recruitment <input type="checkbox"/> Student Enrollment <input type="checkbox"/> Student Experience <input type="checkbox"/> Student Engagement <input type="checkbox"/> Student Retention <input type="checkbox"/> Student Completion (and time to completion) <input type="checkbox"/> Student Graduation (and time to graduation) <input type="checkbox"/> Student Learning (of transferable knowledge, behavior, & skills) <ul style="list-style-type: none"> ○ Locating, evaluating, using information ○ Thinking critically, analytically ○ Analyzing, solving problems ○ Applying information skills to real world ○ Disciplinary information skills <input type="checkbox"/> Student Achievement (GPA, test scores) <input type="checkbox"/> Student Employment <input type="checkbox"/> Student Earnings <input type="checkbox"/> Alumni Lifelong Learning	<input type="checkbox"/> Faculty Recruitment <input type="checkbox"/> Faculty Tenure & Promotion <input type="checkbox"/> Faculty Teaching <input type="checkbox"/> Faculty Service <input type="checkbox"/> Faculty Research Productivity <input type="checkbox"/> Faculty Grant Productivity <input type="checkbox"/> Faculty Patents, Technology Transfer	<input type="checkbox"/> Institutional Prestige <input type="checkbox"/> Institutional Image, Brand <input type="checkbox"/> Institutional Athletics <input type="checkbox"/> Institutional Affordability, Debt Minimization <input type="checkbox"/> Institutional Preparedness for Changing Student Demographics <input type="checkbox"/> Institutional Accreditation <input type="checkbox"/> Institutional Fiscal Health <input type="checkbox"/> Institutional Development, Endowments, Alumni Giving	<input type="checkbox"/> Local, Global Workforce Development <input type="checkbox"/> Local, Global Economic Growth <input type="checkbox"/> Local, Global Engagement <input type="checkbox"/> Community Building <input type="checkbox"/> Community Capacity Building <input type="checkbox"/> Community Resilience <input type="checkbox"/> Community Engagement <input type="checkbox"/> Citizenship	<input type="checkbox"/> Safety <input type="checkbox"/> Sustainability <input type="checkbox"/> Diversity <input type="checkbox"/> Internationalization <input type="checkbox"/> Inclusion <input type="checkbox"/> Social Justice <input type="checkbox"/> Cooperation, Partnerships, Relationships <input type="checkbox"/> Innovation, Entrepreneurship <input type="checkbox"/> Leisure Engagement <input type="checkbox"/> Culture <input type="checkbox"/> Faith-Based Initiatives	<input type="checkbox"/> Save time <input type="checkbox"/> Decrease labor <input type="checkbox"/> Increase productivity <input type="checkbox"/> Enable decisions <input type="checkbox"/> Enable actions <input type="checkbox"/> Improve quality <input type="checkbox"/> Increase incoming resources <input type="checkbox"/> Decrease resource expenditures (spend less) <input type="checkbox"/> Save resources (don't spend at all) <input type="checkbox"/> Minimize risks (associated with irrelevant or inappropriate information) <input type="checkbox"/> Quicker response to risks
Health Sciences Libraries <ul style="list-style-type: none"> <input type="checkbox"/> Improved advice given to patient, Avoidance of patient misunderstanding of disease <input type="checkbox"/> Improved diagnosis, Avoidance of misdiagnosis <input type="checkbox"/> Improved choice of drugs or other treatment, Avoidance of adverse drug reactions or medication errors <input type="checkbox"/> Improved choice of tests, Avoidance of additional tests <input type="checkbox"/> Improved outcomes, Avoidance of patient mortality 					

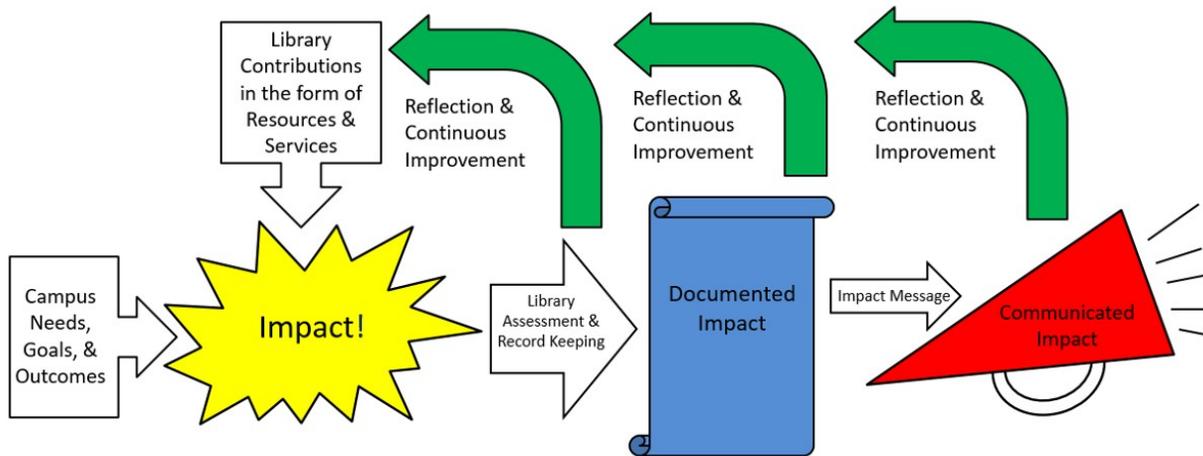
Mapping Value Connections

These headings are just examples! Cross out headings that don't work for you, and replace them with what does!

<i>Repeat: These headings are just examples!</i>	Reference (physical, digital, consultation, embedded)	Collections (including readings for courses)	Study spaces	Instruction (students, faculty)	Support for faculty teaching, research, promotion & tenure	Business databases with company profiles	Other:
Student achievement							
Student experience, engagement							
Student enrollment, retention, graduation/completion							
Student career placement							
Faculty productivity, tenure & promotion							
Institutional affordability							
Institutional efficiencies							
Institutional brand, prestige							
Other:							
Other:							
Other:							

Beginning with the End in Mind

Start with problems, questions, needs, gaps...and aspirations.



- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • What problems need to be solved? • What questions need to be answered? • What needs are going unfulfilled? • What gaps need closed? • What aspirations are unrealized? • What are our institutions trying to do? • What are our stakeholders trying to do? | | <ul style="list-style-type: none"> ✓ How does/could the library contribute? ✓ What library services, areas of expertise, or resources are related? ✓ Where might connections and correlations point the way to decision-making and action-taking for improvement? |
|---|--|---|

Questions can be formatted in the same way...



Possible Problems, Questions, Needs, Gaps, Aspirations, Institutional Missions, Stakeholder Goals

Figure out what is most relevant at your institution. (See separate table.)

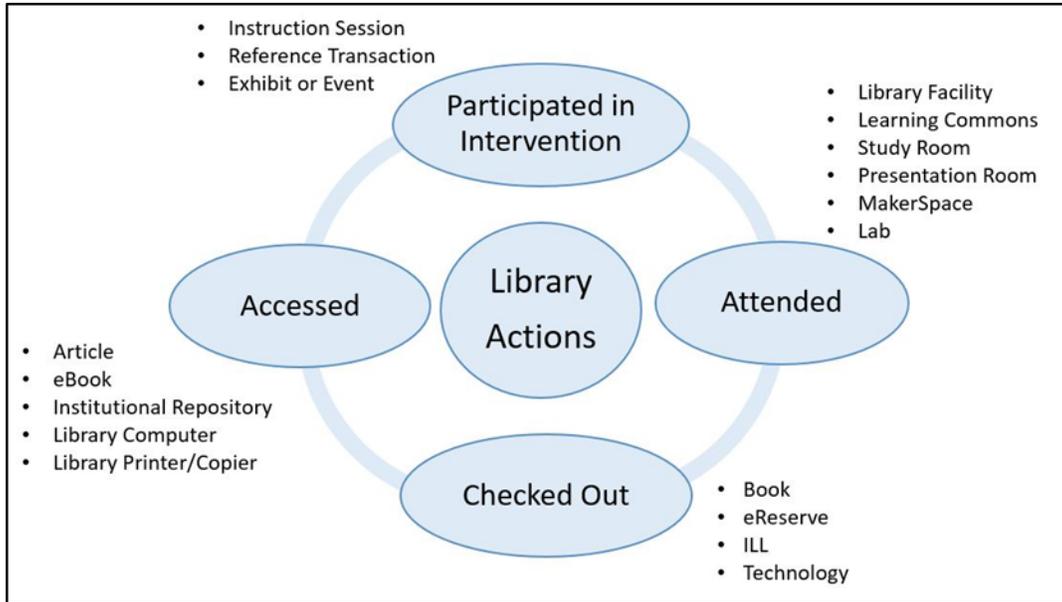
- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • What problems need solved? • What questions need answered? • What needs are going unfulfilled? • What gaps need closed? • What aspirations are unrealized? • What are our institutions trying to do? • What are our stakeholders trying to do? | | <ul style="list-style-type: none"> ✓ How does/could the library contribute? ✓ What library services, areas of expertise, or resources are related? ✓ Where might connections and correlations point the way to decision-making and action-taking for improvement? |
|---|--|---|

Figure out what is most relevant to your stakeholders: Prospective Students, Parents, Students, Faculty, Instructors, Librarians, Advisors, Co-Curricular or Student Affairs Professionals, Institutional Researchers, Administrators, Senior Leaders, Resource Allocators, Accreditors, Employers, Community Members, Partners

Where might connections logically or reasonably exist? What would need to be linked in order to investigate possible connections?

<p>Problems, Questions, Needs, Gaps, Aspirations, Goals (See separate table.)</p>		<p>Potentially Related Library Services, Areas of Expertise, Resources</p>
	<p>Connections?</p>	<ul style="list-style-type: none"> Reference <ul style="list-style-type: none"> Physical Virtual/Digital Subject Guides Embedded Consultations Outreach Liaison Services Instruction (Information Literacy or Other) <ul style="list-style-type: none"> One-Shots Curriculum-Integrated Credit Courses Drop-In Consultations Exhibits Research Services <ul style="list-style-type: none"> Data Curation Research Data Management Literature & Alert Services Citation Management Collections <ul style="list-style-type: none"> Books, print/electronic Articles, print/electronic Government Documents Data/Statistics Multimedia Technology Reserves Special Collections Archives Institutional Repositories Interlibrary Loan Facilities <ul style="list-style-type: none"> General Carrels Computing Space Learning Commons Presentation Practice Rooms Quiet Rooms Group Rooms Cataloging Acquisitions Copyright Services Library Website Library Social Media

Where might there be data that could be collected, harvested, or otherwise made available to explore potential connections?



Who would need/want to know about connections and who could make decisions or take action to improve outcomes?

Stakeholders	Want to Know	Need to Know	Can Make Decision	Can Take Action
Prospective Students				
Parents				
Students				
Faculty, Instructors				
Librarians				
Advisors				
Co-Curricular or Student Affairs Professionals				
Institutional Researchers				
Administrators, Senior Leaders, Resource Allocators				
Accreditors				
Employers				
Community Members				
Other Partners				



ACTIVITY #6

STAKEHOLDER HELP STUDY

Goal

Elicit stakeholder beliefs about a recent library interaction and what that interaction has enabled them to do.

Why

To articulate library contributions to institutional focus areas, librarians need to gather stakeholder perceptions of the impact of library interactions.

Directions

1. Identify a number of stakeholders.
2. Using a survey or interview approach, deliver the following prompt: "Remember the last time the library or a librarian helped you. What help did you get? What did that help enable you to do?"
3. Record stakeholder responses.
4. Respond to the Reflection Questions.
5. Engage the T3 process.

Suggested Readings

Oakleaf, Megan, and Michelle Millet. "Help Yourself to Student Impact Data: Conducting a 'Help' Study to Explore Academic Library Value." ACRL Value of Academic Libraries Blog. <http://www.acrl.ala.org/value/?p=285> (accessed May 15, 2012).

Whelan, Debra Lau. "13,000 Kids Can't Be Wrong." *School Library Journal*, 2004. <http://www.schoollibraryjournal.com/article/CA377858.html> (accessed May 10, 2010).

See Also

Activity #2: Stakeholders as the Heart of the Institution

THINK How did this activity make me feel?

What questions do I have?

What do I want to learn more about?

What innovative ideas have emerged?

TALK What does this mean for my library? For me, as a librarian?

What do we need to do differently, as a library?

What does this make me want to continue to do, do better, or do differently, as a librarian?

TARGET

Action	Timeframe	Responsible Parties	Follow Up
Options to Consider • Contact colleague • Make decision • Take action • Ask question • Get evidence/data	When to Do It • Today • This week • This month • This semester • This year • 2-3 year plan	Who to Involve • Students • Staff • Librarians • Administrators • Faculty	What to Do Next After I complete this action, what's the next step?

Stakeholder Group

Remember the last time the library or a librarian helped you.

What help did you get?

What did that help enable you to do?

STAKEHOLDER #1 _____	➔		➔	
STAKEHOLDER #2 _____	➔		➔	
STAKEHOLDER #3 _____	➔		➔	
STAKEHOLDER #4 _____	➔		➔	

Reflection Questions

1. What library services, expertise, and resources are mentioned most frequently?

2. Are these the services, expertise, and resources stakeholders “should” cite? Are there others about which stakeholders should be educated?

3. What were stakeholders enabled to do?

4. Who, within or outside the library, would be interested in the results of this activity?



ENGAGE THE T3 PROCESS

How did this activity make me feel?

THINK

What questions do I have?

What do I want to learn more about?

What innovative ideas have emerged?

What does this mean for my library? For me, as a librarian?

TALK

What do we need to do differently, as a library?

What does this make me want to continue to do, do better, or do differently, as a librarian?

ACTION	TIMEFRAME	RESPONSIBLE PARTIES	FOLLOW UP
Options to Consider <ul style="list-style-type: none"> • Contact colleague • Make decision • Take action • Ask question • Get evidence/data 	When to Do It <ul style="list-style-type: none"> • Today • This week • This month • This semester • This year • 2-3 year plan 	Who to Involve <ul style="list-style-type: none"> • Students • Staff • Librarians • Administrators • Faculty 	What to Do Next After I complete this action, what's the next step?

TARGET



ACTIVITY #12

LIBRARY DATA AUDIT

Goal

Examine the attributes of existing or potential library data.

Why

To determine the utility of existing data or decide to elicit new or different data, librarians need to assess the characteristics of currently available and/or data to collect in the future.

Directions

1. Consider the data elements currently collected by the library.
2. Optional: Consider the data elements the library may collect in the future.
3. Enter each data element in the left column.
4. For each data element, check the appropriate boxes to indicate the type of data, considerations for accessing the data, attributes that impact the data's relevance, potential venues for data dissemination, and other data characteristics.
5. Consider for each data element: Is this a data element that should represent the library? Is this a data element that should be used to judge the library?
6. Engage the **T3 process**.

“The data we collect represents what we value about ourselves and determines how others will judge us. Given the data we currently collect, are we prepared to live with that?”

—MEGAN OAKLEAF



THINK How did this activity make me feel?

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ACTIVITY #18

MANAGEMENT AUDIT



GETTING ORGANIZED

Goal

Plan actions to support assessment best practices and anticipate “cause and effect” relationships between those practices and possible results.

Why

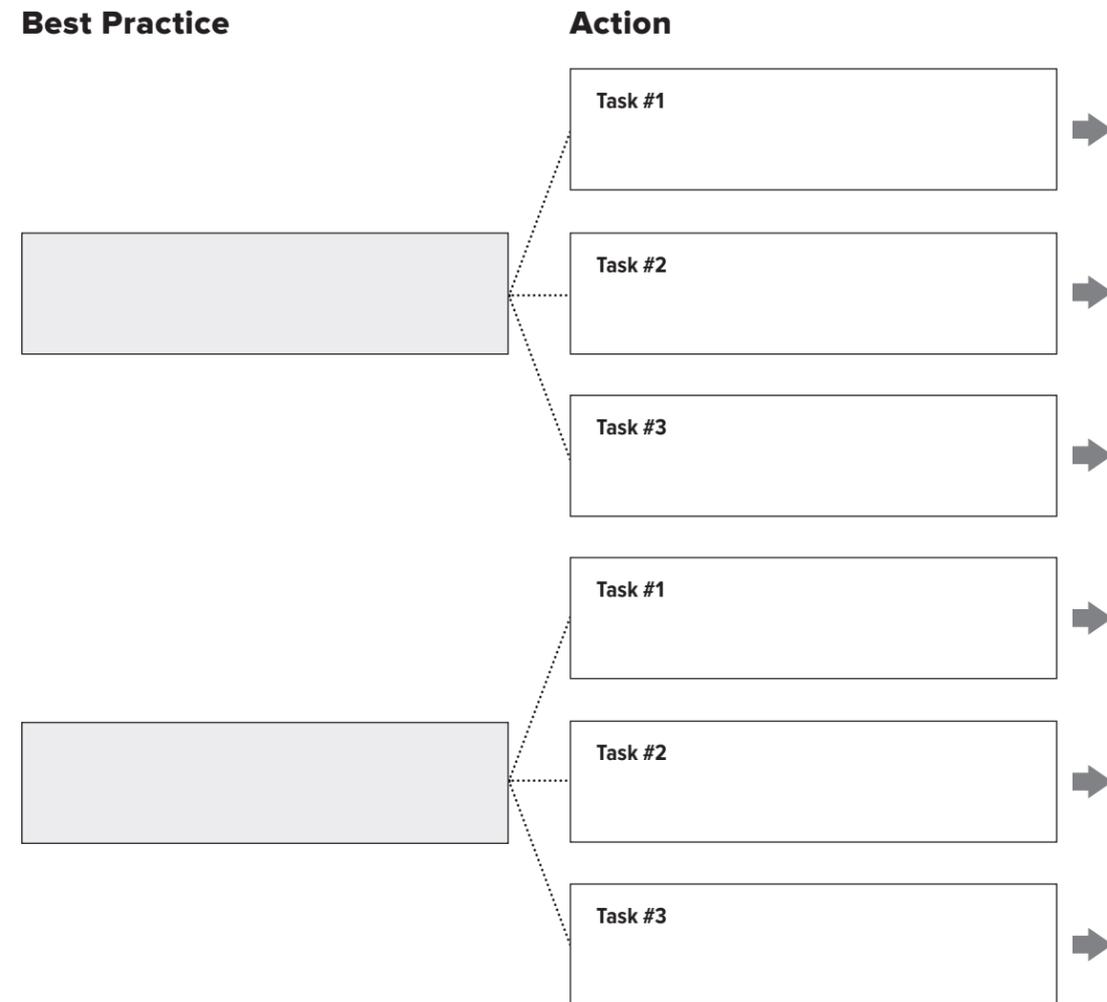
To make intentional changes for improvement, librarians with supervisory, managerial, or administrative responsibilities need to select best practices in support of assessment activities and envision their consequences.

Directions

1. As a librarian with supervisory, managerial, or administrative responsibilities, consider the list of best practices; add any that are missing.
2. Select best practices.
3. Brainstorm tasks to enact in support of each practice.
4. Predict the effect of each task.
5. Consider: Is the effect positive or negative? Why?
6. Decide: Is this a task to undertake?
7. Engage the **T3 process**.

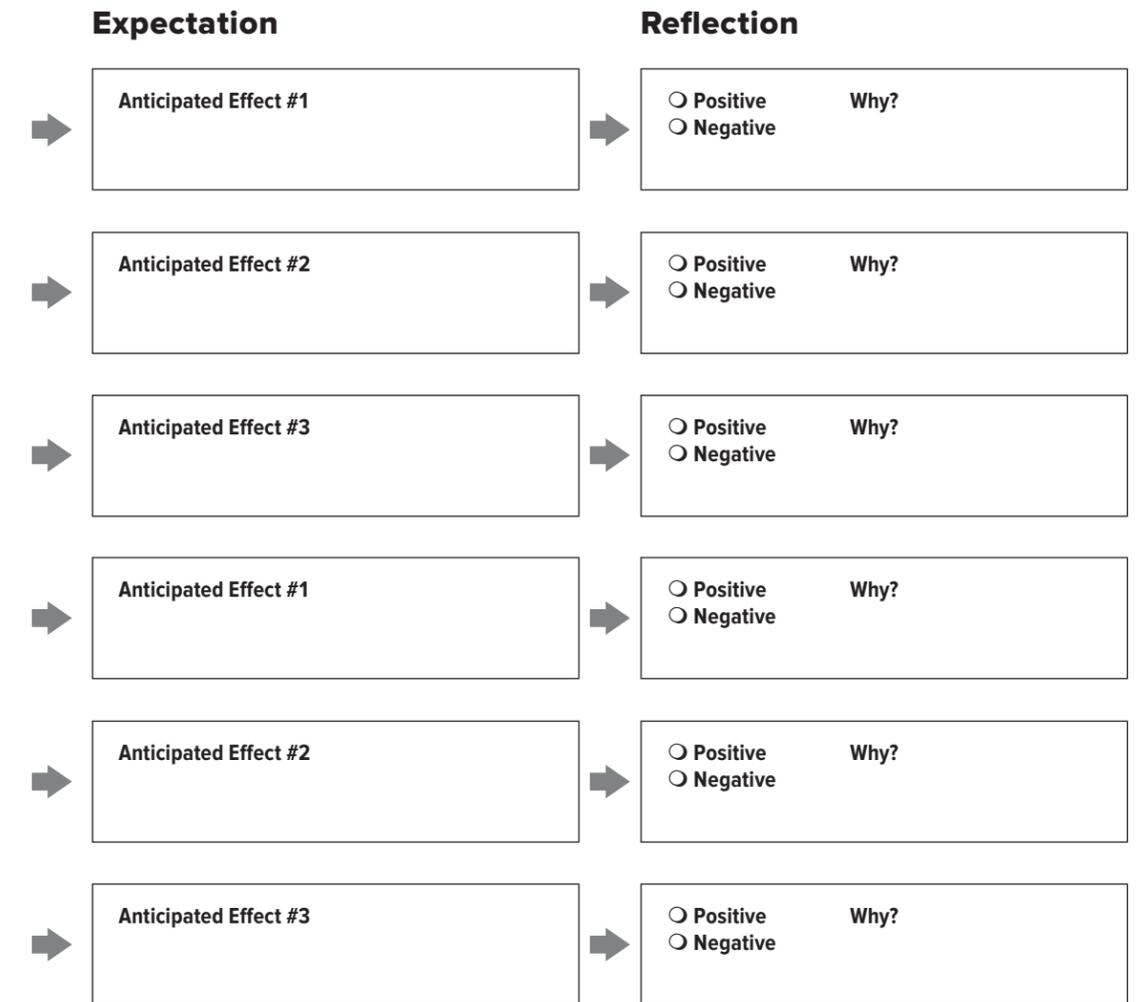
Suggested Reading

Oakleaf, Megan. *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago: ACRL, 2010. 98–99.



Best Practices

- Tie library value/impact to institutional focus areas.
- Communicate assessment results to stakeholders.
- Model evidence-based decision making.
- Dedicate personnel to assessment activities.
- Provide access to and support for assessment, professional development, and training.
- Integrate assessment into library and institutional strategic planning documents.
- Integrate assessment into library and institutional budget structures.
- Integrate assessment into library and institutional reward systems.
- Provide adequate resources (financial, time, personnel) for assessment activities.



- Communicate clear expectations about assessment roles and responsibilities.
- Reassign work tasks to “make room” for assessment as needed.
- Create confidence in assessment efforts.
- Encourage creative approaches to assessment.
- Accept that mistakes are a part of innovative change.
- Other: _____
- Other: _____
- Other: _____



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ACTIVITY #24

TO ASSESS OR NOT TO ASSESS



LISTENING

Goal

Balance “concerns about” with “purposes for” assessment.

Why

To motivate others to engage in assessment, librarians need to consider common librarian concerns about assessment.

Directions

1. Find a partner.
2. Assign roles: librarian with assessment concerns and librarian advocating assessment.
3. Librarian with assessment concerns: Select a reason not to engage in assessment. Consider the reasons supplied; add ones that are missing.
4. Librarian advocating assessment: Select a reason to engage in assessment. Consider the reasons supplied; add ones that are missing.
5. Role play a conversation discussing concerns about and purposes for assessment.
6. Choose new roles or reasons and repeat.
7. Engage the **T3 process**.

Reasons NOT to Engage in Assessment

Assessment is just a buzzword. It too shall pass.

We don't have the skills/expertise to do assessment.

We don't have time to do assessment. Besides, I have to spend my time doing [non-assessment job task].

What if we find out we're not contributing to [institutional focus area]? That will look terrible and be used against us.

I'm not sure we're even supposed to do assessment. No one has told us to, and I don't think anyone expects us to.

There is no one to help us do assessment.

We don't make decisions or changes based on data and evidence anyway, so why bother?

Isn't assessment a faculty responsibility?

We already do a bunch of surveys and collect a ton of data. Why do more?

We can't isolate the library's contribution to [institutional focus area], so why bother?

We can't get access to the data we need to show library impact on individuals. Besides, using data on individuals is unethical.

No one will collaborate with me.

[Empty speech bubble]

Reasons to Engage in Assessment

Knowledge is power, right? We need to know if we're making an impact so we can celebrate our successes and address our weaknesses.

Maybe we'll find out there's something we can stop doing!

Without data, we can't argue for resources that will provide us with more money, staff, or time.

Assessment is a professional ethic. We should be guided by concepts of reflective practice and continuous improvement—both are supported by assessment.

It would be better to find out about any problems now, rather than to go on committing errors in perpetuity.

We have evidence and data, we can make decisions based on that, not "educated guesses" and hope.

We can engage in professional development to close any assessment skill gaps.

If we keep waiting for other people to ask us to provide assessment data, we are being passive, not active. We need to come to the table and bring our own chair.

All endeavors benefit from constructive criticism, and your concerns about assessment could help us make sure our assessment efforts are as good as possible.

The most meaningful evidence is often challenging to gather, but it pays off the most too. If we put effort in on the front end, we'll be happy we did when we get data we can actually use to make decisions. There's no point in collecting "easy," but ultimately meaningless, data.

Not having the right data is not an excuse for not collecting it.

All higher education professionals should reflect on their efforts and strive for improvement. If others don't expect us to assess, they should!

No one in higher education can say that they—and only they—make a causal difference. No one acts alone, nor need they. The point is to reach a great outcome as an institution.

Through campus partnerships, we can get access to the data and expertise we need to do assessment in the library.

[Empty speech bubble]

[Empty speech bubble]

[Empty speech bubble]

[Empty speech bubble]



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ACTIVITY #41

INVOLVING THE ENTIRE LIBRARY ORGANIZATION



TAKING ACTION

Goal

Align the efforts of all library organizational units toward developing, assessing, and communicating library service, expertise, and resource contributions to institutional focus areas.

Why

To operate efficiently, librarians need to distribute responsibilities for contributing to institutional focus areas across all organizational units.

Directions

1. Select an institutional focus area.
2. Consider the library services, expertise, and resources that contribute to that institutional focus area.
3. Work through each organizational unit. In what way is each organizational unit responsible for connecting library services, expertise, and resources to the institutional focus area?
4. Respond to the Reflection Questions.
5. Engage the **T3 process**.

See Also

Activity #1: Institutional Focus Areas
 Activity #26: Library Impact Map

Institutional Focus Area
Contributing Library Services, Expertise, and Resources

ORGANIZATIONAL UNIT	How does this organizational unit contribute to this institutional focus area?	How can this organizational unit assess contributions to this focus area?
Professional associations		
Consortia		
Libraries		
Senior library administrators/leaders		
Library departments/units		
Library department/unit heads		
Front-line librarians		
Library staff		
Student employees		
Friends of the library		
Library advisory committees		
Library volunteers		
Other:		
Other:		

ORGANIZATIONAL UNIT	How can this organizational unit increase contributions to this institutional focus area by doing something differently or better?	How can this organizational unit communicate contributions to this institutional focus area to stakeholders?
Professional associations		
Consortia		
Libraries		
Senior library administrators/leaders		
Library departments/units		
Library department/unit heads		
Front-line librarians		
Library staff		
Student employees		
Friends of the library		
Library advisory committees		
Library volunteers		
Other:		
Other:		

ACTIVITY #30

IMPACT ON STUDENT LEARNING OUTCOMES



TAKING ACTION

Goal

Explore the existing and potential contribution of the library to student learning outcomes.

Why

To analyze and expand the library's contribution to student learning outcomes, librarians need to articulate the library's impact in this institutional focus area, plan ways to assess that impact, anticipate possible assessment results, determine a reporting and communication strategy, and brainstorm future decisions and actions.

Directions

1. Consider ways in which the library contributes to student learning outcomes.
2. Connect the dots, selecting an item(s) from each category (student library interaction, relationship type, learning outcome, learning assessment). Use them to draft a statement or question describing potential library contributions to student learning.

Examples: "Student participation in reference transactions contributes to increased ability to locate information as demonstrated by student research logs." **OR** "Does student engagement in library instruction correlate with improved use of information as measured by student test scores?"

3. Brainstorm evidence/data sources that might exist for these items.
4. Suggest methods, tools, strategies, and techniques you might use to identify and analyze possible relationships between these items, as well as the resources you might need to support this effort.
5. List ideas for reporting or communicating the results of your analysis.
6. Anticipate decisions you could make or actions you could take based on your results.
7. Engage the T3 process.

Suggested Readings

Oakleaf, Megan. *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago: ACRL, 2010. 117–119.

Oakleaf, Megan. "Writing Information Literacy Assessment Plans: A Guide to Best Practice." *Communications in Information Literacy*. 3(2). 2010.

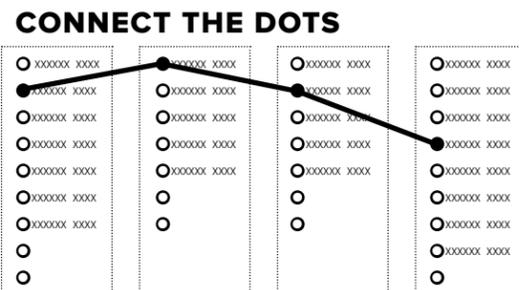
How do student **interactions** with the library

impact

student learning **outcomes** as demonstrated by learning **assessments?**

- Library instruction engagement
- Reference transactions
- Resource usage (e.g., circulation, downloads, reserves)
- "High library usage" course enrollment
- "High library usage" cocurricular participation
- Library facility usage
- Other: _____
- Other: _____
- Other: _____
- Other: _____

- Contributive relationship
- Correlative relationship
- Causative relationship
- Other: _____
- Other: _____
- Other: _____
- Other: _____



1. Connect the dots, selecting an item(s) from each box above. Use the selected items to compose a statement or question describing potential library contributions to student learning.

2. What evidence/data sources exist for each item in your statement/question?

3. How might you identify and analyze possible relationships among these items?

4. What other factors do you need to control when investigating possible relationships?

- Define information needs
- Locate information
- Evaluate information
- Use information
- Use information ethically and responsibly
- "Authority Is Constructed and Contextual" outcomes
- "Information Creation as a Process" outcomes
- "Information Has Value" outcomes
- "Research as Inquiry" outcomes
- "Scholarship as Conversation" outcomes
- "Searching as Strategic Exploration" outcomes
- Other: _____
- Other: _____
- Other: _____
- Other: _____

5. What resources do you need to support your effort?

6. To whom will you report any relationships that emerge? How will those reports be structured, formatted, delivered, etc.?

7. If a relationship is established, what decisions can you make? What actions can you take?

Authentic, performance-based assessments (integrated into courses or cocurricular activities and assessed using rubrics or other scoring guides):

- Research logs
- Research papers
- Reflective writing
- Open-ended question responses
- Annotated bibliography
- Worksheets
- Concept maps
- Tutorial responses
- Group projects
- Role plays
- Performances
- Speeches
- Multimedia presentations
- Lab reports
- Posters
- Exhibits
- Portfolios
- Other: _____
- Other: _____

Other assessments:

- Tests
- Surveys
- Assessment management system learning outcome evidence/data
- Course grades and GPA
- Other: _____
- Other: _____