

*Documenting and Communicating  
Library Impact with  
Campus Assessment Projects*

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COUNCIL OF CHIEF LIBRARIANS – CALIFORNIA COMMUNITY COLLEGES

MARCH 24, 2017

KAREN BROWN, DOMINICAN UNIVERSITY

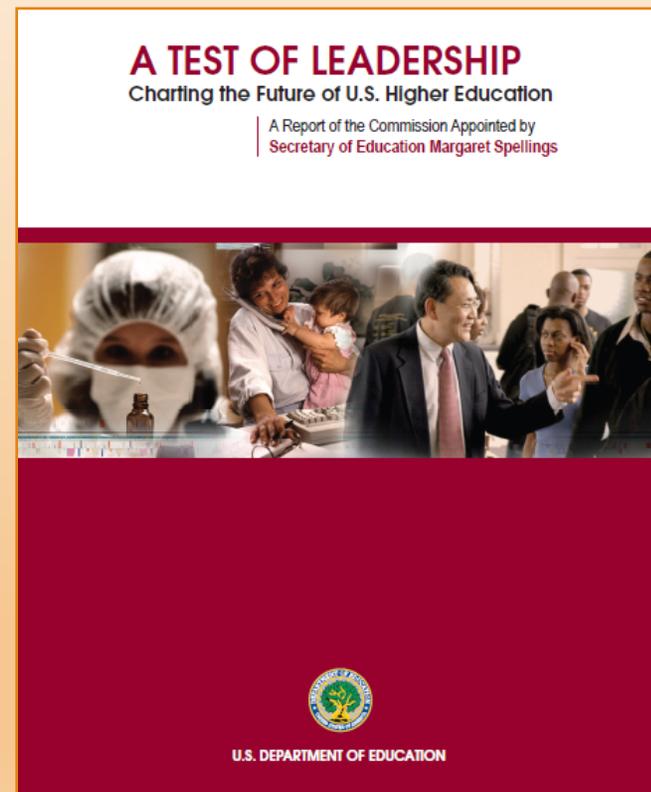
# The Road Travelled

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# U.S. National Context (historical)

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# National Higher Education Responses

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National Institute for Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent



**Projects and Services**  
**CLA Receives Teagle Grant for CIC/CLA Consortium;  
Publishes Report on Consortial Use of CLA to Improve  
Teaching and Learning**

## Achieving the Dream

American Association of State Colleges and Universities

Association for Institutional Research

Association of American Colleges and Universities

Association of Public and Land-grant Universities

Center of Inquiry in the Liberal Arts (Wabash College)

Community College Research Center (Columbia University)

Council of Independent Colleges

National Institute for Learning Outcomes Assessment

National Survey of Student Engagement

Pew Research Center

Student Affairs Administrators of Higher Education

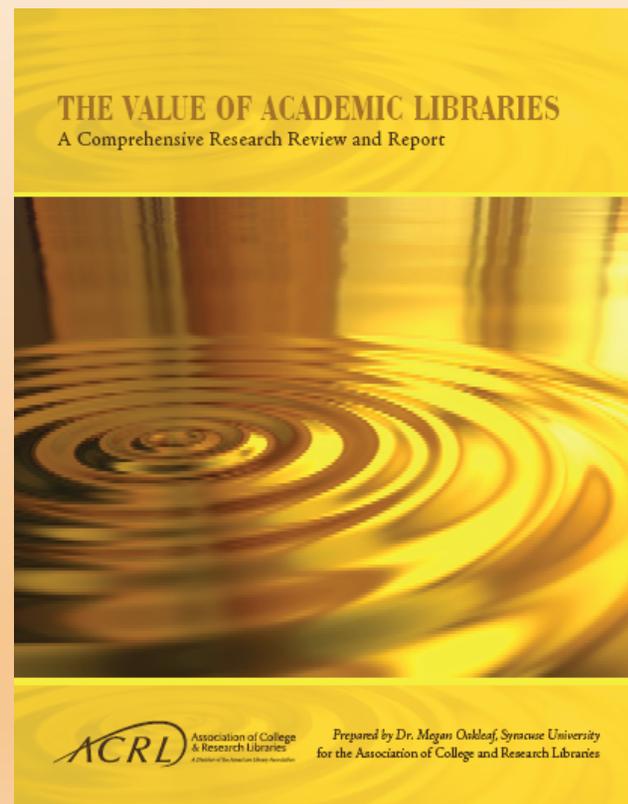
# Priority for ACRL Members

	Percent
<b>Demonstrating the relevance and value of academic libraries</b>	<b>58%</b>
Declining financial support and increasing costs for academic/research libraries	56%
Student learning and information literacy	42%
Sustainability (balancing new initiatives while maintaining traditional services)	33%
Keeping up with and managing change	32%
Content management, discovery, and access	22%
Scholarly communication and open access	21%
Human resources (succession planning, recruitment, retention, advancement)	12%
Space and facilities	10%
Data management	8%
Professional development	6%

*n* = 2779

# *Value of Academic Libraries* Report

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Freely available  
<http://acrl.org/value>




# Outcomes

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Specific changes in **attitudes, behaviors knowledge, skills, status** or level of functioning expected to result from program activities and which are most often expressed at an individual level.

- Kellogg Foundation

“Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?”

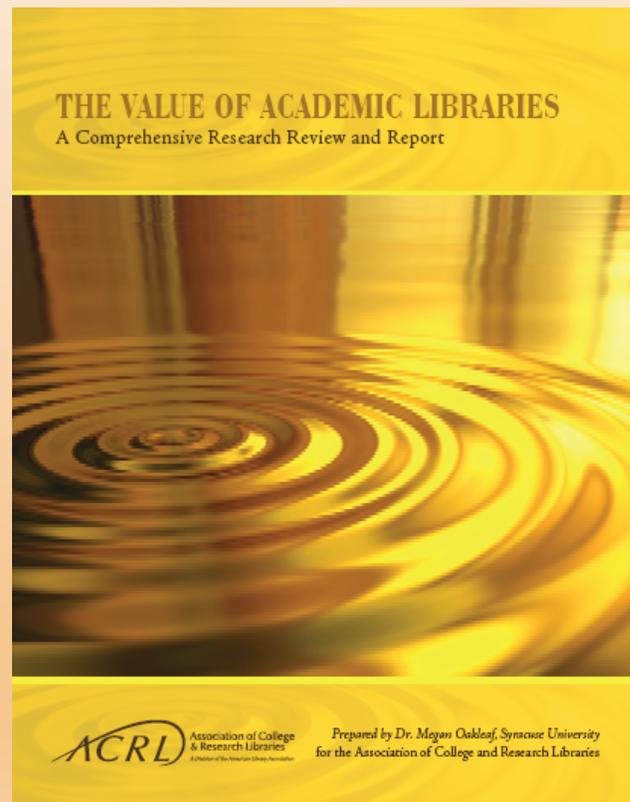
**Source:** Pritchard, S. (1996) Determining quality in academic libraries. *Library Trends* 44(3).

“The major objective for academic libraries, especially in an environment of increasing economic pressure, structural change, and technological innovation, must be to align themselves with the structures of higher education and the criteria by which those institutions are judged.”

**Source:** Pritchard, S. (1996) Determining quality in academic libraries. *Library Trends* 44(3).

# *Value of Academic Libraries* Report

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# Planning Grant Report

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Freely available  
<http://acrl.org/value>

# **ASSESSMENT** *in Action*



<http://acrl.org/value>

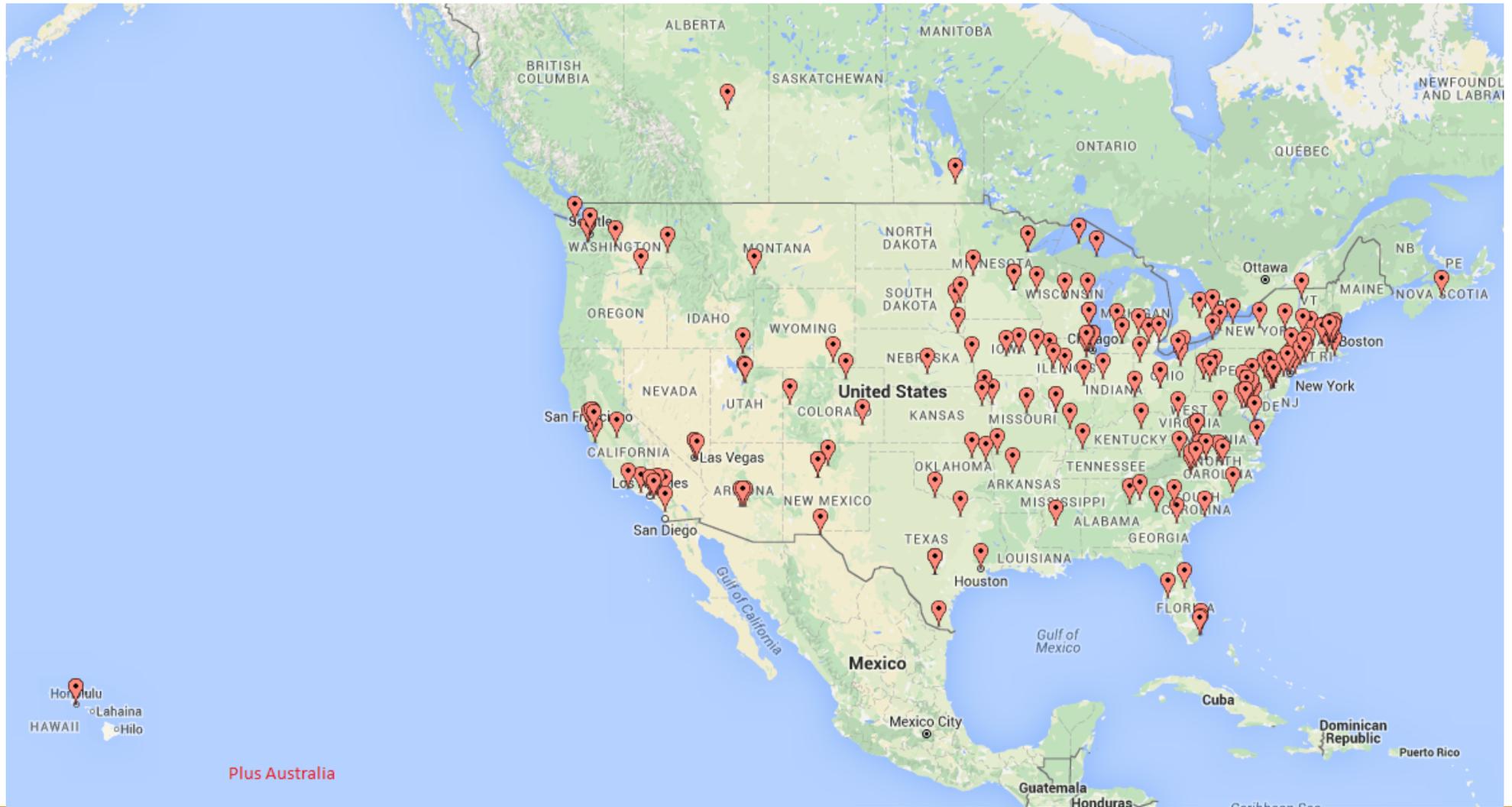
# Assessment in Action Grant

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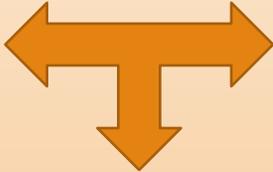
# AiA Institutional Teams



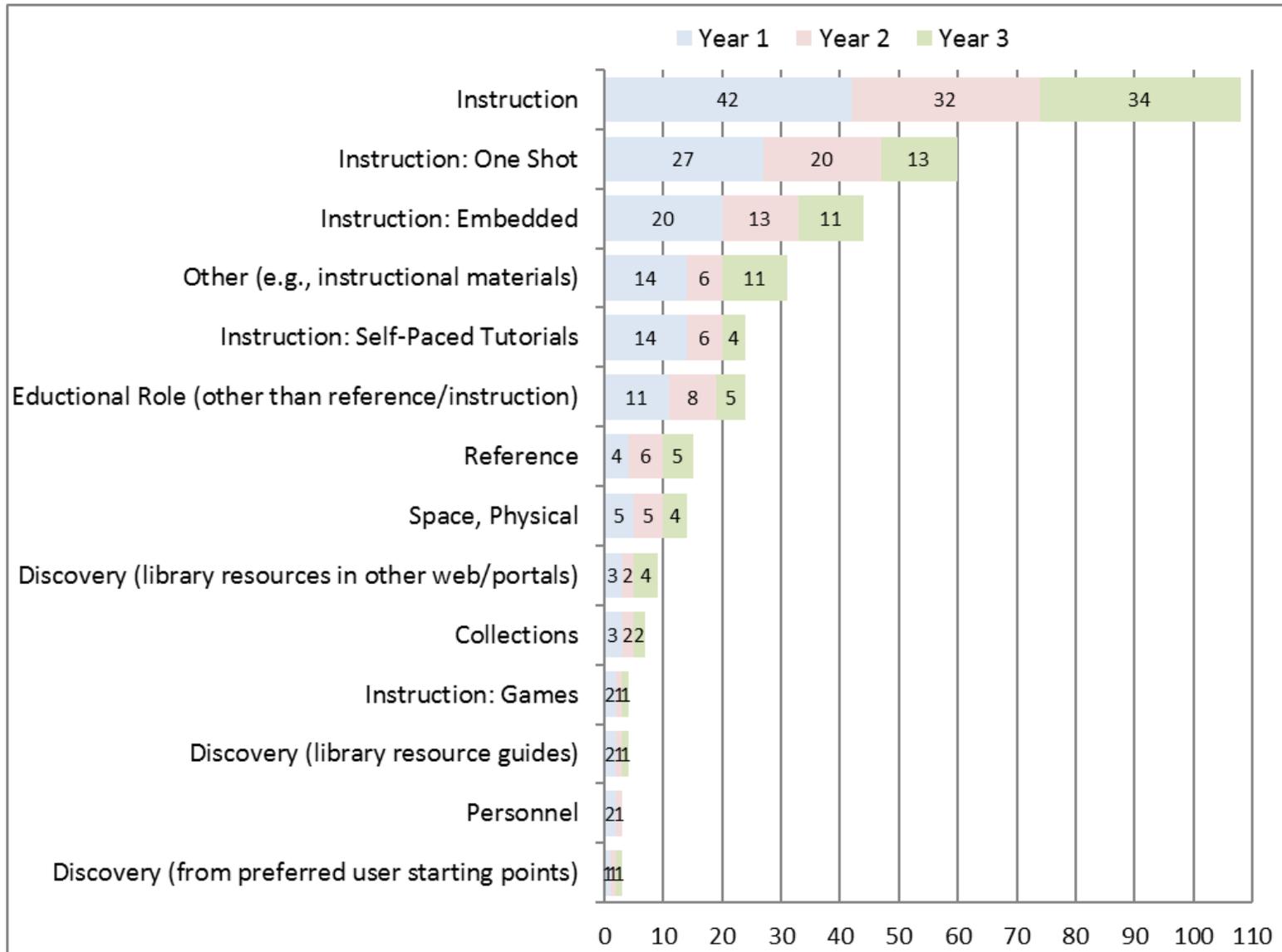
Plus Australia

# AiA Teams and Professional Development

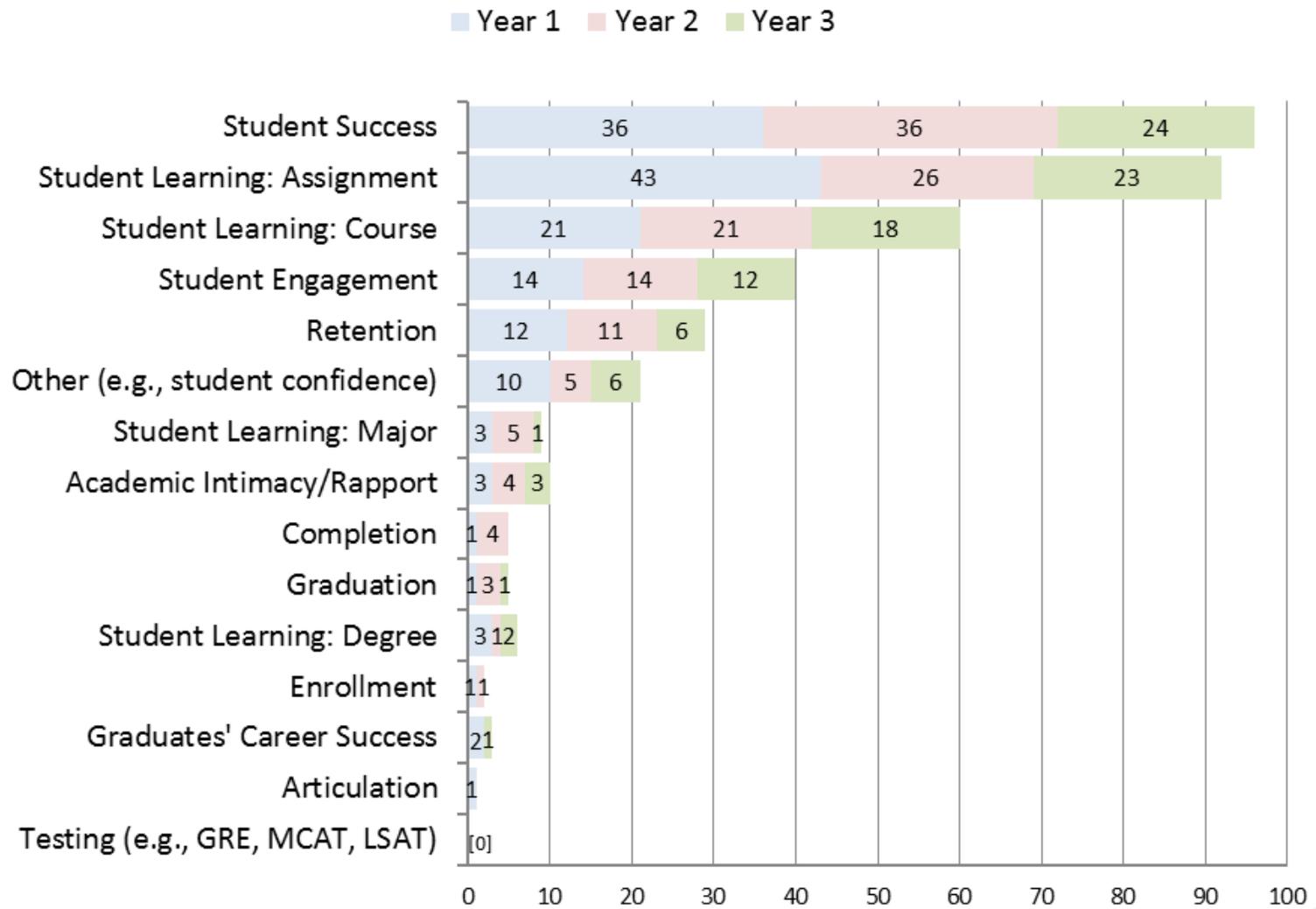
Blended Learning Environment



# Library Programs, Services, and Resources



# Student Learning and Success



# Inquiry Question Formulated

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Do students who attend information or media literacy sessions attain higher grades than students who did not?

**Does our new library/learning resource center facility have an impact on the student community, contributing to student enrollment and excitement about completing skills sessions and library orientations?**

Do readmitted students (who have appealed dismissal) improve their academic performance and persist at a higher rate due to mandatory meetings with a librarian for research assistance?

Does embedding a librarian and library resources into an online-only class improve quality of students' research skills?

# Project Design

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Methods  
Tools  
Data Sources



# Assessment Methods and Tools

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Survey	100
Rubric	85
Pre-test/Post-test	60
Other (e.g., ethnographic, content analysis)	48
Interviews	24
Observation	23
Focus Group(s)	20

# Mixed Methods

## Example: Rubric + Reflection

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### **University of Wisconsin-Eau Claire**

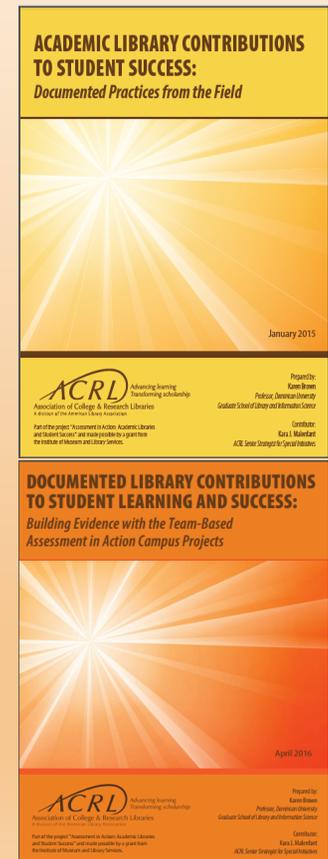
- Students who believed they achieved information literacy also produced research projects that received higher scores on the information literacy rubric



# What libraries finding about . . .

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- **assessment approaches** to demonstrating library contributions to academic success
- connections between **library factors** and aspects of **student learning and success**
- **library leadership** and evidence-based advocacy



# Compelling Evidence for Library Impact

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1. Students benefit from library instruction in their initial coursework.
2. Library use increases student success.
3. Collaborative academic programs and services involving the library enhance student learning.
4. Information literacy instruction strengthens general education outcomes.
5. Library research consultations boost student learning.



# Students Benefit from Library Instruction in their Initial Coursework

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## Lakeland Community College

Explored impact of library instruction in intro-level English course

Rubric-based assessment of an annotated bibliography assignment

- Library instruction had a statistically significant impact on student performance
- Demonstrated library's ability to document student success with department-specific learning outcomes



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<http://www.occac.org>

# Students Benefit from Library Instruction in their Initial Coursework

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## Northwest Arkansas Community College

- Explored impact of library instruction on retention

### Findings:

- Fall → Spring enrollment
  - attended all library instruction sessions: 83.7%
  - did not attend all library instruction sessions: 62.5%



# Library Use Increases Student Success

## Murray State University

circulation + ILL + info lit  
participation + lab and proxy logins  
+ writing center use

- Students who used the library in some way were nearly 2x as likely to be retained from one semester to the next than students who did not use library



# Collaborative Academic Programs/Services Involving the Library Enhance Student Learning

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## Grand Valley State University

*Knowledge Market = library + writing center + speech lab*

- Students reported high satisfaction with KM
- Peer consultants reported gains in communication skills, problem solving, flexibility, and adaptability
- Findings used to justify expansion of services

*“[AiA team] using the independent program evaluations conducted this past year to inform [our] future planning.”*

*- Lead Team Librarian*

# Information Literacy Instruction Strengthens General Education Outcomes

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## Kapi'olani Community College

How does customized library instruction for Hawaiian Studies students impact the attainment of information literacy skills?

Aligned with college's goals:

- critical thinking and inquiry
- support the success of Native Hawaiians



Findings: Collected from evaluation of student work using rubric, as well as student survey results, showed majority met or exceeded expectations for proficiency

# Library Research Consultations Boost Student Learning

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## Queensland University of Technology

- institutional priority: student success and retention

Online data warehouse/dashboard:

- Referral and attendance data
- Grade Point Average
- Blackboard (Learning Management System) hits



Finding: Students who attend an Academic Skills Advisor consultation have higher academic achievement than students who are referred but do not attend the consultation.

# Building Evidence for Library Impact

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- Student retention improves with library instructional services.
- Library instruction adds value to a student's long-term academic experience.
- The library promotes academic rapport and student engagement.
- Use of library space relates positively to student learning and success.



# AiA Online Collection

## Search

Use the fields below to search for respondents.

### Institution

Institution Type

State/Territory

AiA Program Year

FTE Enrollment

Regional

Accrediting Body

Sector Affiliation

Fiscal Affiliation

Total Librarians

and Other

Professional Staff

Total Library

Expenditures

### Filter

Click category names to expand/collapse search options.

[Primary Outcome Examined \(select one or more\)](#)

[Primary Library Factor Examined \(select one or more\)](#)

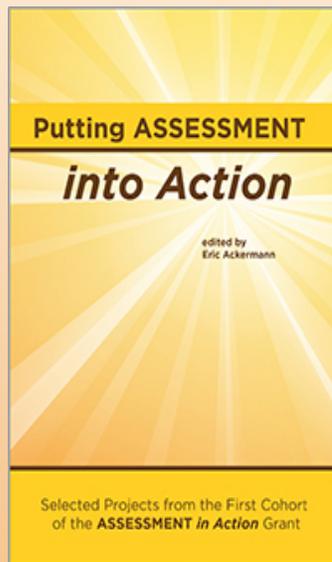
[Student Population \(select one or more\)](#)

[Discipline \(select one or more\)](#)

[AiA Team Members \(select one or more\)](#)

<http://apply.ala.org/aia/public>

# Other AiA Publications



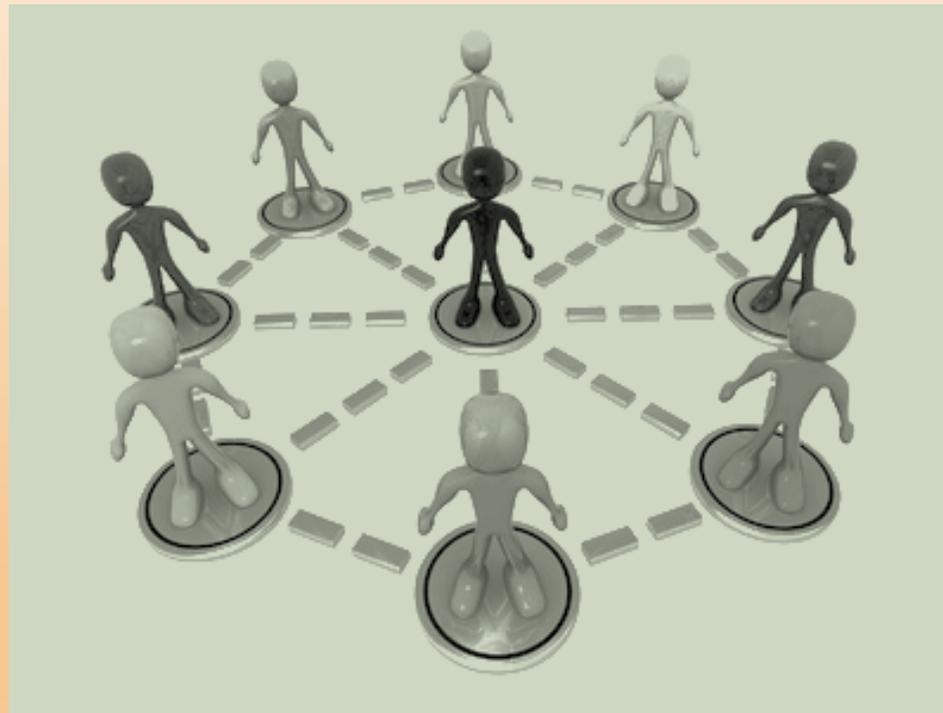
<http://www.acrl.ala.org/value>

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# TEN TAKEAWAYS

# 1. Use a Collaborative Approach

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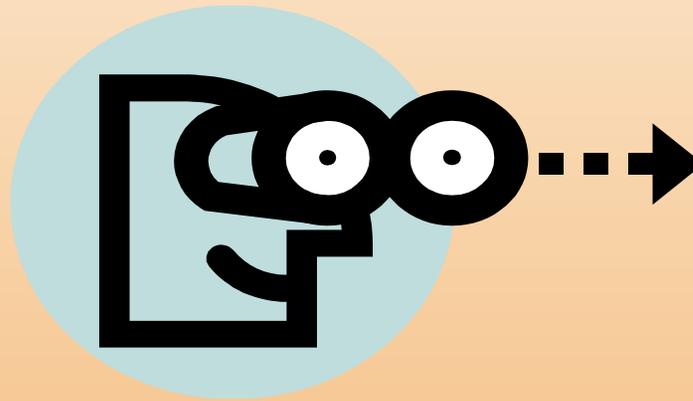
Spotlight on assessment – THE campus conversation



# 1. Use a Collaborative Approach

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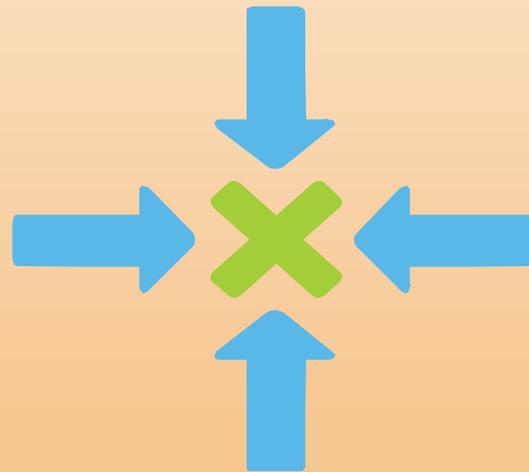
Visibility of library and librarians



# 1. Use a Collaborative Approach

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Assessment project a model for other campus units



# 1. Use a Collaborative Approach

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Benefit of perspectives from different stakeholders



# 1. Use a Collaborative Approach

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Finding campus partners:

- What strengths or expertise might the person contribute?
- What stake does the person have in the assessment activity?

## 2. Align with Institutional Priorities

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*What's important at your institution?*

Align library conversation with campus conversation

Make connections explicit

Gain traction

Break down silos

Position library as an educational partner on campus



### 3. Measure Impact

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*What is the effect of [ library factor ] on [ academic outcome ]?*

# 3. Measure Impact

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Must be:

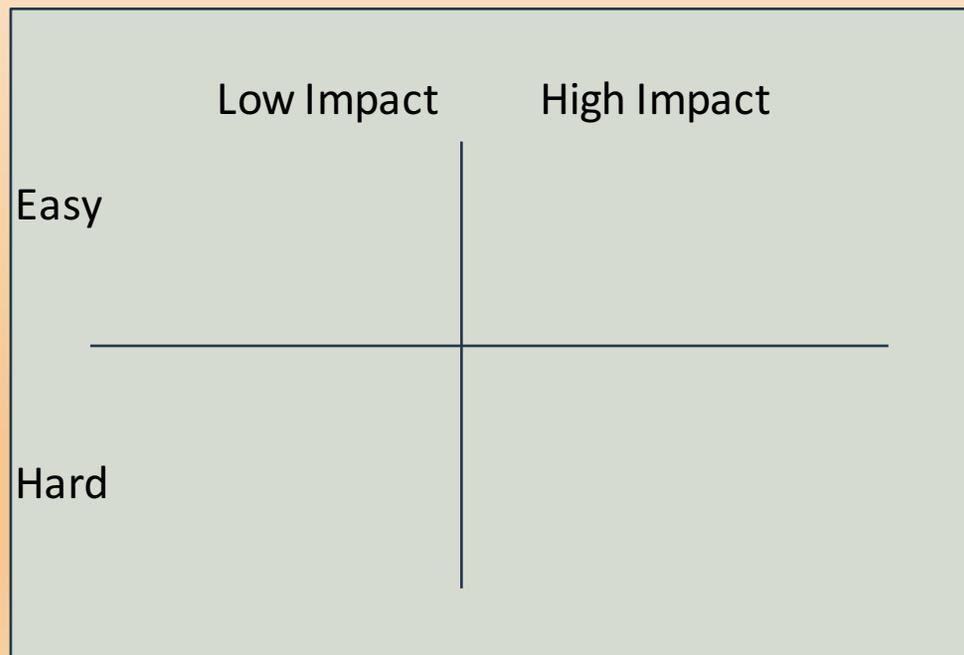
- meaningful
- achievable
- observable
- actionable



## 4. Start Small

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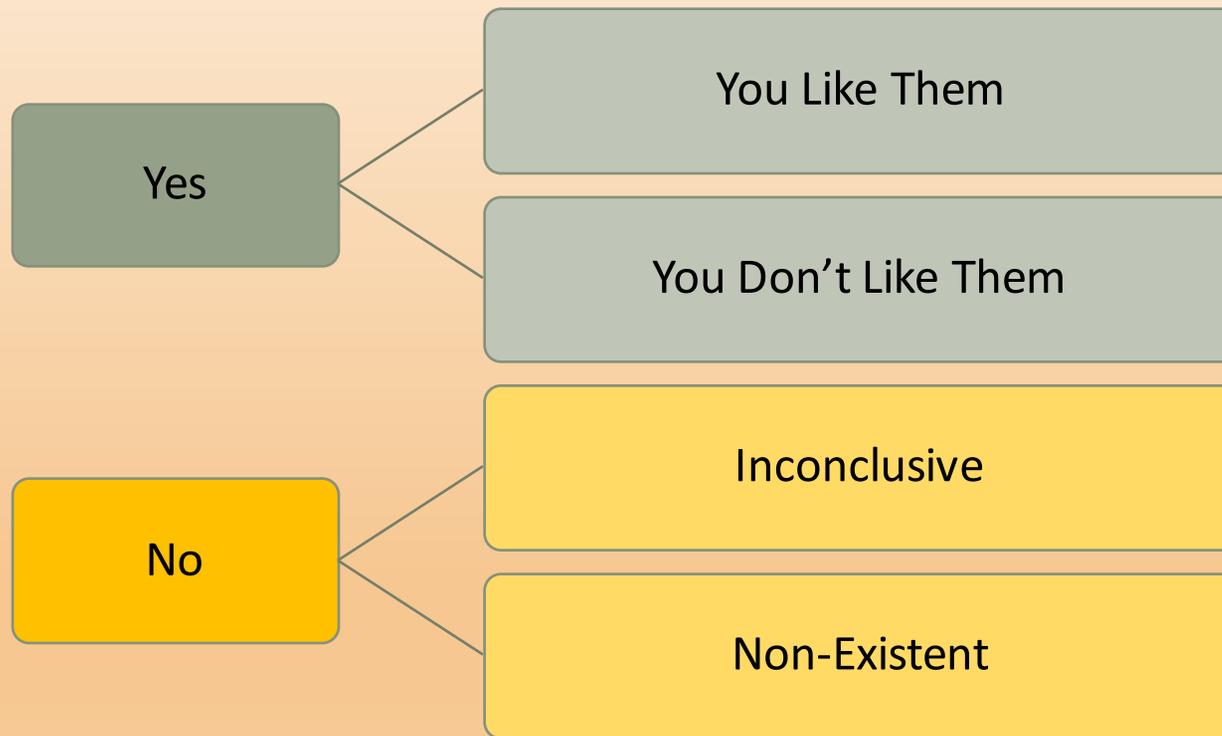
Consider the ease and impact of the assessment activity.





## 6. Don't Fear What You Might Find

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## 7. Inform and Improve

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## 7. Inform and Improve

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1. We should start doing  $x$  more, because  $y$ .
2. We should start doing  $x$  less, because  $y$ .
3. We should study  $x$  in a different way, because  $y$ .
4. We now know the real issue is not  $x$ , therefore our next step should be  $z$ .
5. We know  $x$  works, so we should keep doing  $x$ .
6. [Make Your Own]

## 8. Communicate Your Results

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Who are your stakeholders?

Who should hear your message?

Why will the findings matter to them?



## 8. Communicate Your Results

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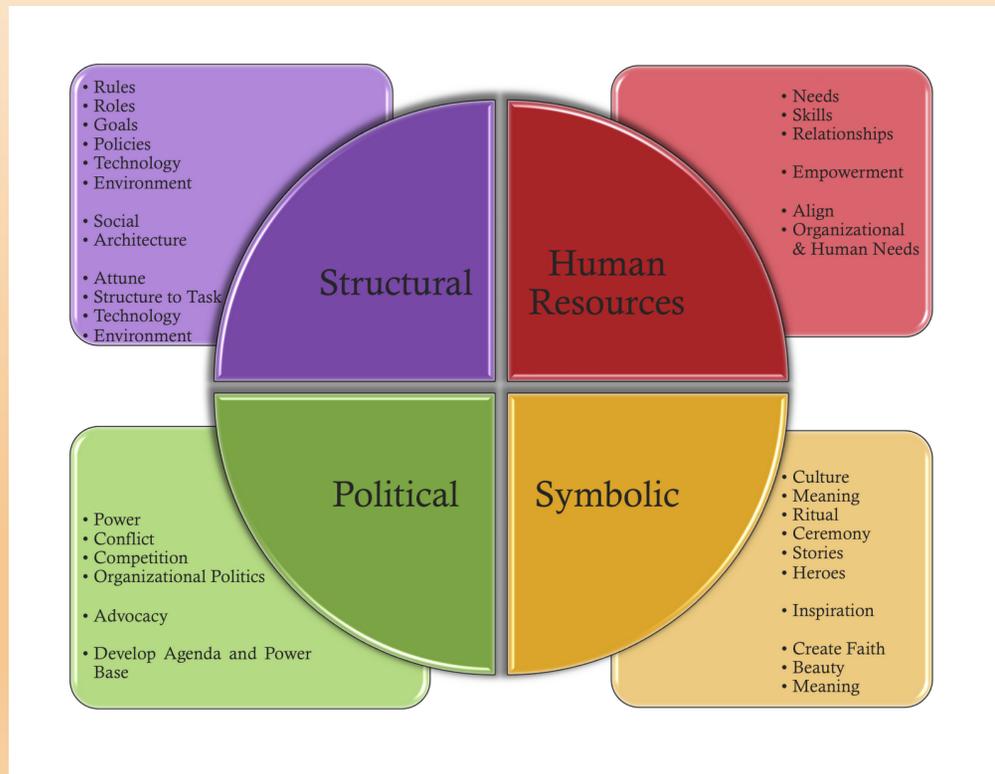
Communication Strategy: Offer Solutions





# 8. Communicate Your Results

## Communication Strategy: Consider the “Frame”

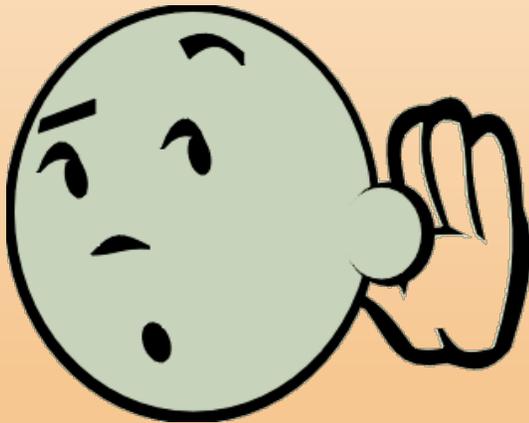


Bolman and Deal's  
*Four Frames*

## 8. Communicate Your Results

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Communication Strategy: Look at Peer/Aspirant Institutions



What are other institutions doing that is effective?

How do your assessment findings support these actions?

## 8. Communicate Your Results

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Communication Strategy: Request Action



# 9. Choose the Right Package for Your Message

What form should your message take?  
How should you “package” it?

Report



One-page Summary



Presentation



Meeting



Newsletter

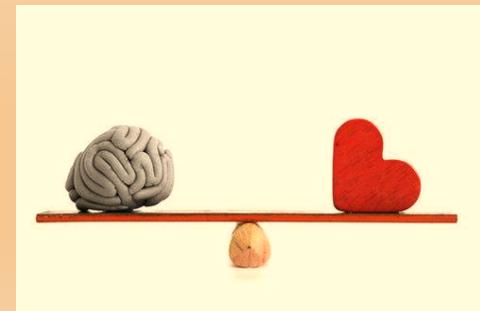


Campus Social Media



# 9. Choose the Right Package for Your Message

What form of information?



## 10. Create Assessment Mindsets (Greg MacAyeal)

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- Assessment part of ongoing, daily work
- Staff develop assessment skills
- Assessment implies willingness to change
- Assessment aligns with stakeholder goals and priorities
- Assessment reporting promotes dialogue

Thank you!  
Questions / Comments

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# Program Assessment 6 Question Design

## 1: Outcome

How are students/faculty/  
researchers/others changed as  
a result of our efforts?

## 2: Criteria

How will we know we  
have met the outcomes?  
What are our standards of  
success?

## 3: Action

What actions do we  
take to make the  
outcome happen?

## 4: Evidence

What evidence will demonstrate/document success?  
What data/information do we need to gather? What  
process(es) will be used? When/how will we gather it?

## 6: Planning/Change

What changes are necessary?  
What is  
working well that  
should be leveraged?

## 5: Analysis

What can we learn  
from the evidence? Are  
our current actions  
getting us toward our  
outcome(s)?

