

The Value of Academic Libraries for Community Colleges



March 9, 2017

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*Documenting and Communicating
Library Impact with
Campus Assessment Projects*

COUNCIL OF CHIEF LIBRARIANS – CALIFORNIA COMMUNITY COLLEGES


MARCH 24, 2017

KAREN BROWN, DOMINICAN UNIVERSITY

Overview



- What's the value context on your campus?
- How can you develop and document library value?
- What can you share with others about library value?



**Let's get our hands dirty!
Ask questions, insert ideas,
challenge assumptions,
& make the best use of this time!**

The image shows two large, thick stacks of papers. The stack on the left is slightly lower and has a more rounded top edge, while the stack on the right is taller and has a more jagged, uneven top edge. The papers are off-white or light beige. The background is a blurred, light-colored surface, possibly a desk or a window. The word "Handouts!" is written in a bold, black, sans-serif font in the upper left quadrant of the image.

Handouts!

Overview

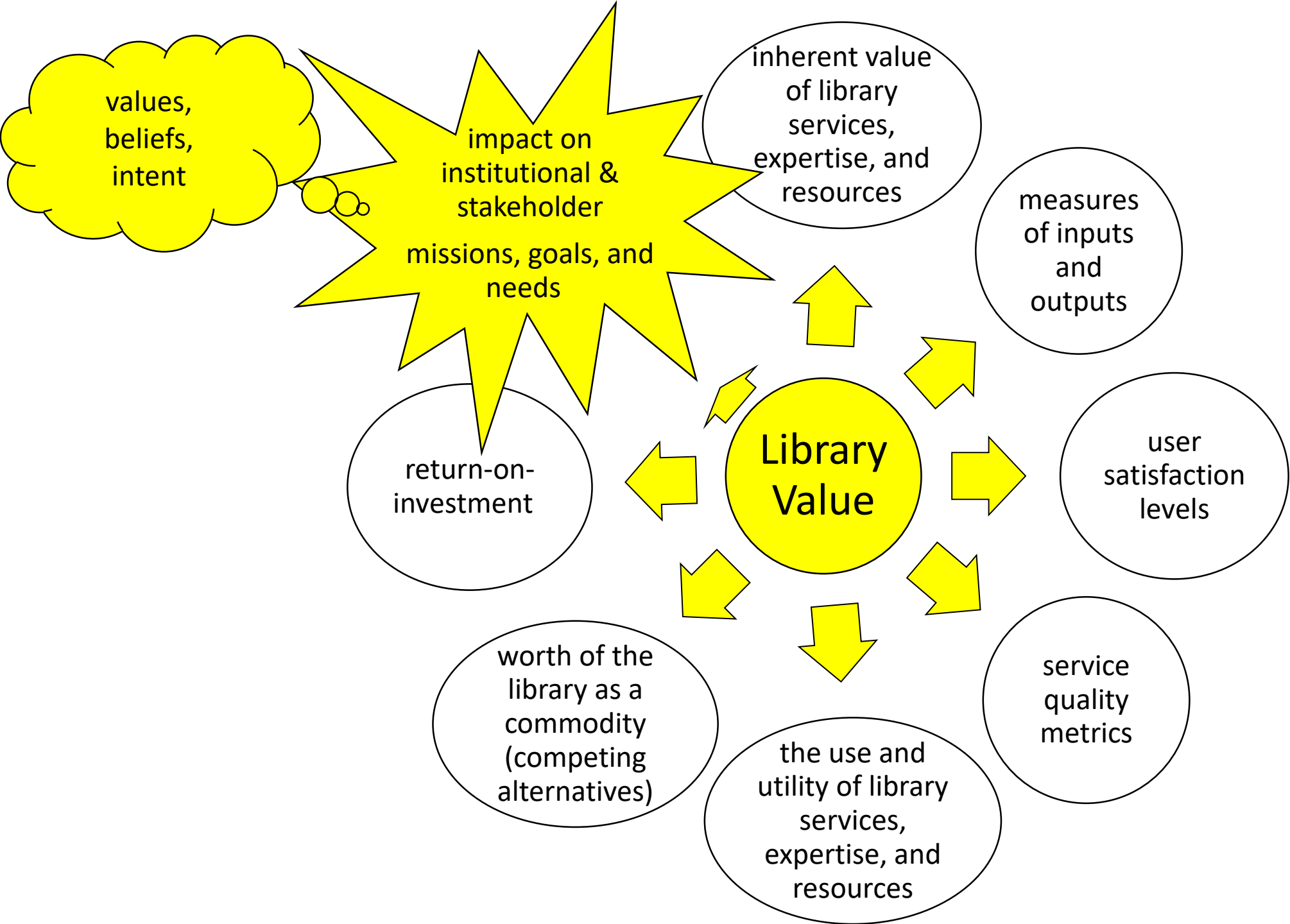
- **What's the value context on your campus?**
- How can you develop and document library value?
- What can you share with others about library value?





VALUE

Identify the context for library value
from a large-scale perspective



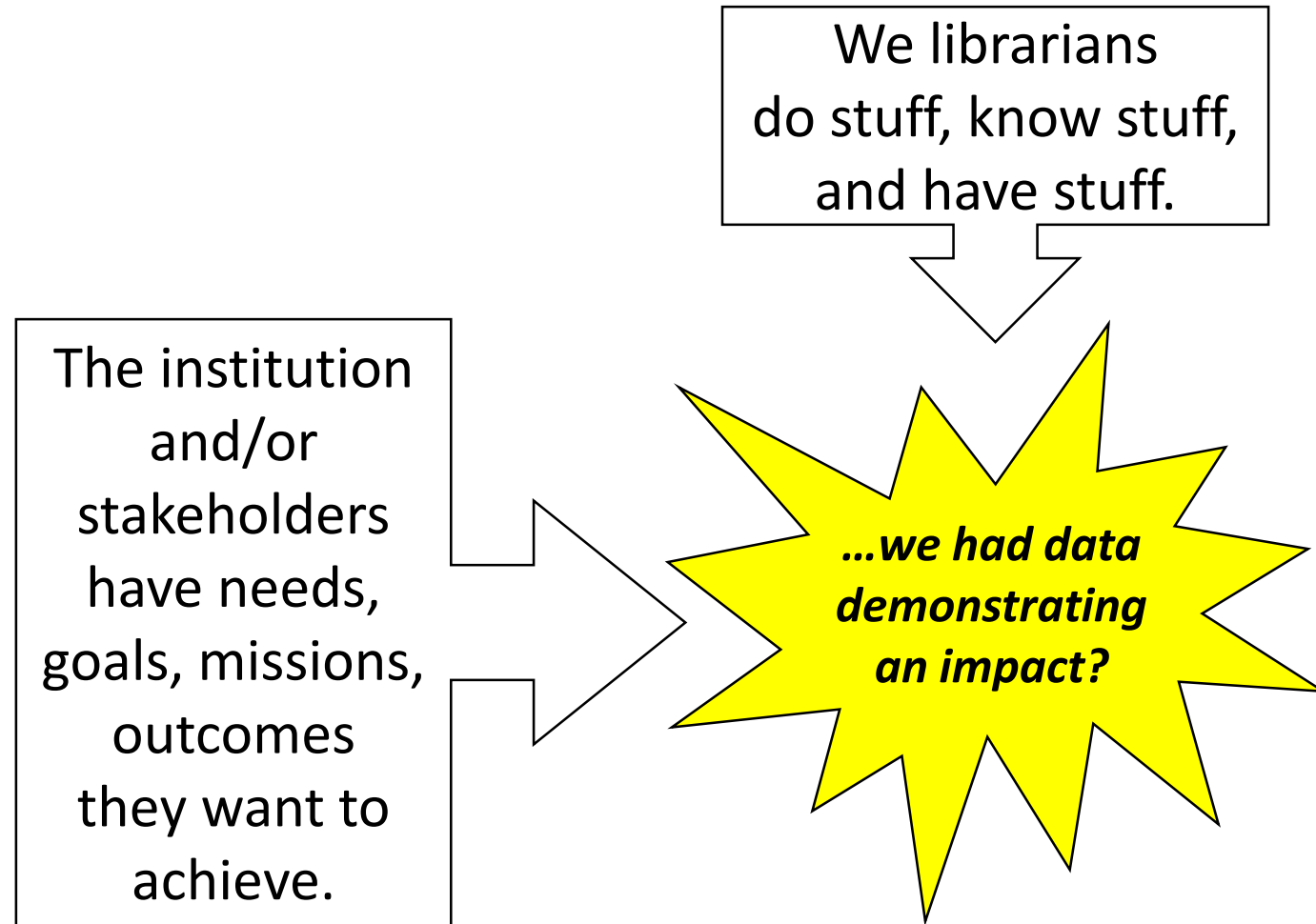
National Academic Library Agenda



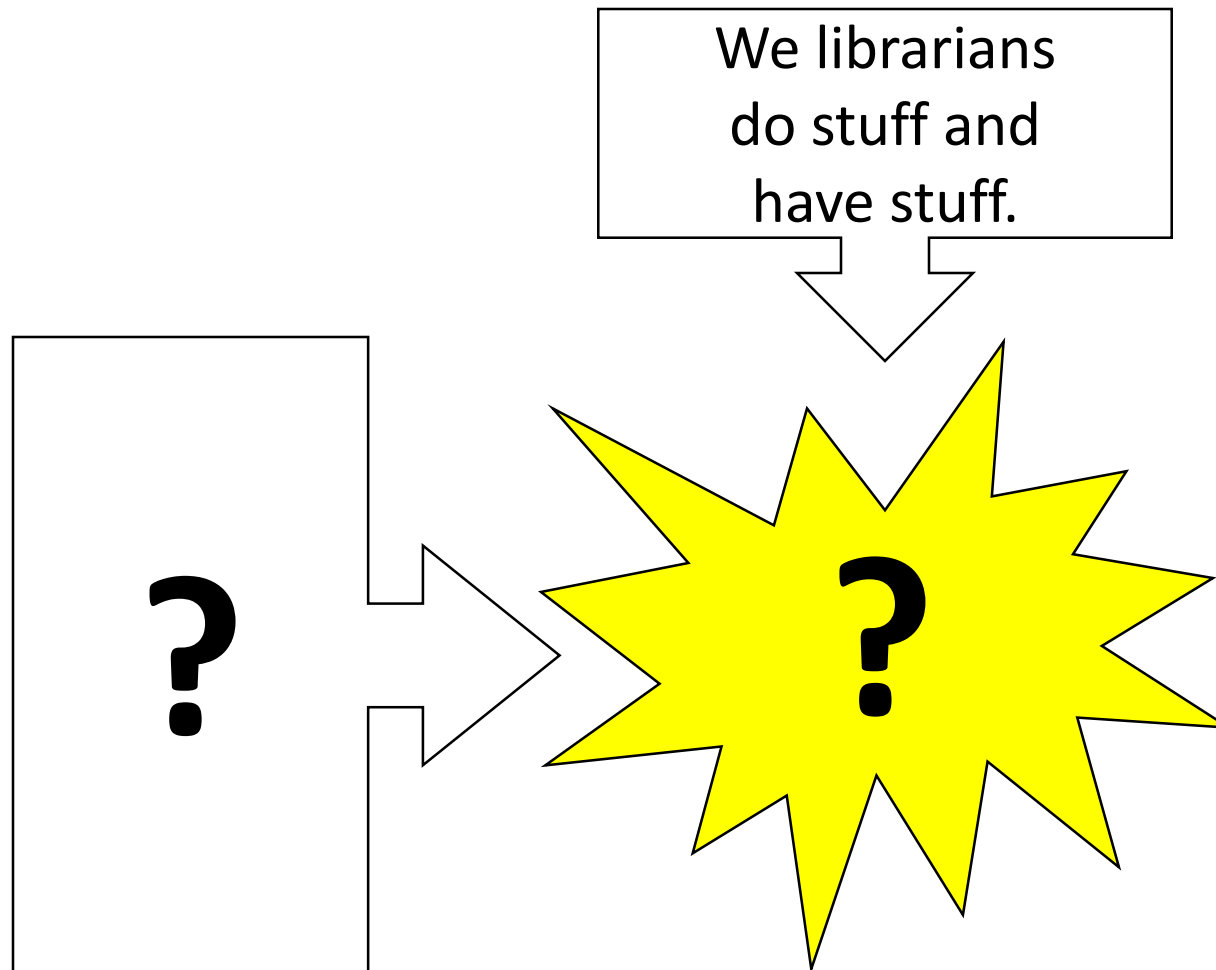
The Key Idea



Wouldn't it be nice if...



But the reality is often...



What if we knew?



?

- ★ What if we knew what our **campus and/or stakeholders' goals, needs, missions, outcomes, strategic priorities, KPIs, whatever** were?
- ★ What **difference** would that make?
- ★ What could we do **better or differently**?
- ★ What could we **stop** doing?

thinking organizationally
vs
thinking strategically



So, how can you know what your
institution and/or stakeholders'
goals, needs, missions, outcomes,
strategic priorities, KPIs, etc,
actually are?



Of course, it can be hard
to keep track of campus
focus areas...

Things change

People change

Priorities change

But...

Librarians are good at
research!

And it's **possible.**



First you
need to know
who your
stakeholders
are.

Ok, actually you
need to know
who your
most
important
stakeholders are.



Stakeholders...

Students

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

Local Community

Parents

- Of first-year students
- Of first-gen students

Faculty

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

Administration

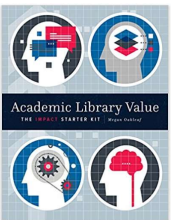
- Presidents/chancellors/provosts
- Deans
- Faculty senate
- Department/unit heads
- Committee chairs

Employers

Graduate Schools

Accreditors

- Regional
- Professional



Your turn!

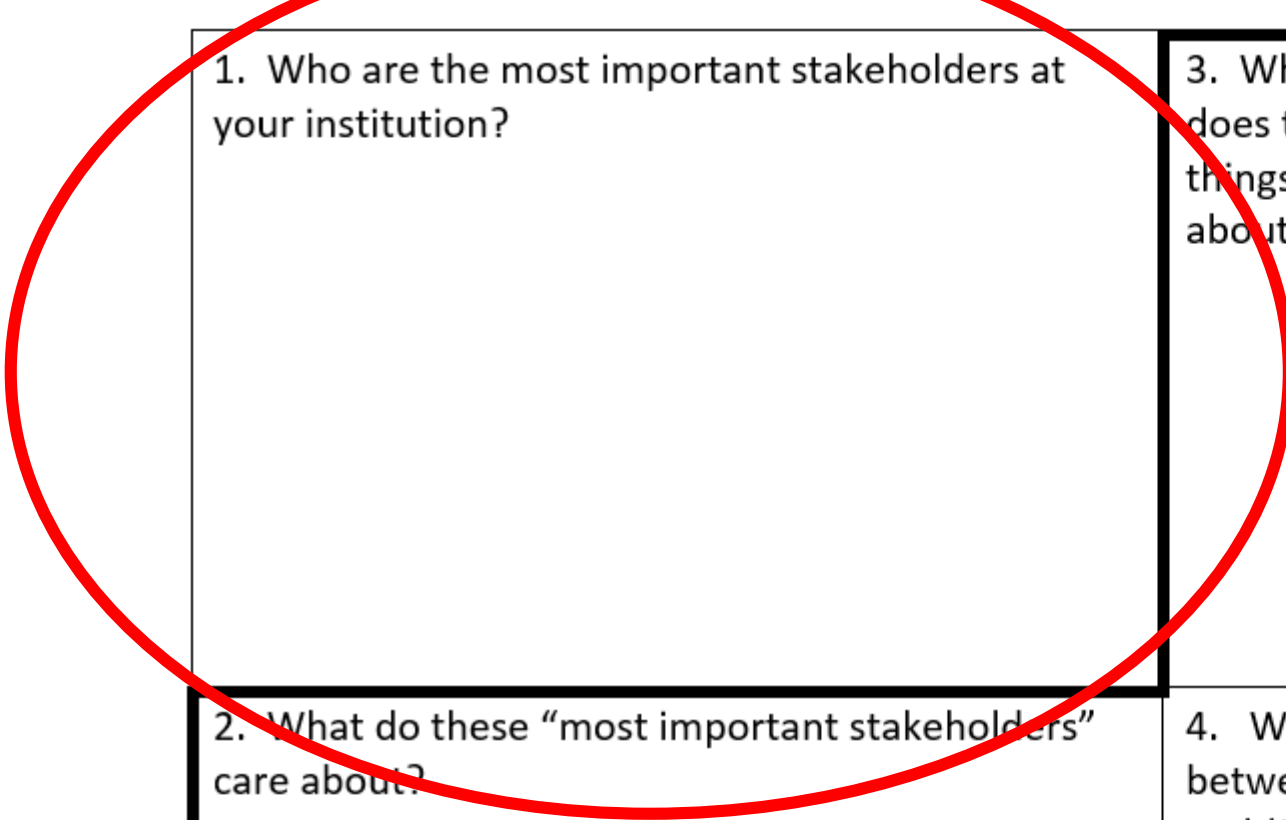


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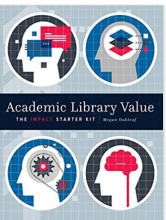


A large, semi-transparent red stamp is centered on the page. The stamp features the word 'HIGH' in a bold, sans-serif font at the top and bottom. In the center, the word 'PRIORITY' is written in a larger, bold, sans-serif font, slanted upwards from left to right. Two five-pointed stars are positioned above and below the word 'PRIORITY'. The stamp has a distressed, ink-like texture.

Next you need to know
what your
most important stakeholders
care about.

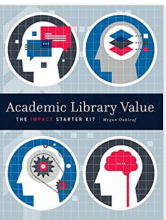
Determining what stakeholders care about

- Interviews & focus groups (Activity #3)
- Stakeholder card sort (Activity #5)
- Budgetary analysis (follow the money!)
- Document analysis (Activity #8)



Documents for analysis

- Documents & speeches given by institutional leaders
- Strategic plans
- Institutional mission/vision/values statements
- Annual reports
- Alumni publications
- Press releases
- Program review or accreditation audit
- Learning outcomes inventory



Institutional Strategic Plan

<https://www2.palomar.edu/pages/strategicplanning/files/2018/01/DRAFT-Strategic-Plan-2019-YR-V2-updated-tracking-changes-accepted.pdf>



Strategic and Master Planning

Master Plan 2022 update

[\(click here to see progress on our Education & Facilities plan update\)](#) (coming soon)

Palomar College Vision, Mission and Values:

Vision

Learning for Success

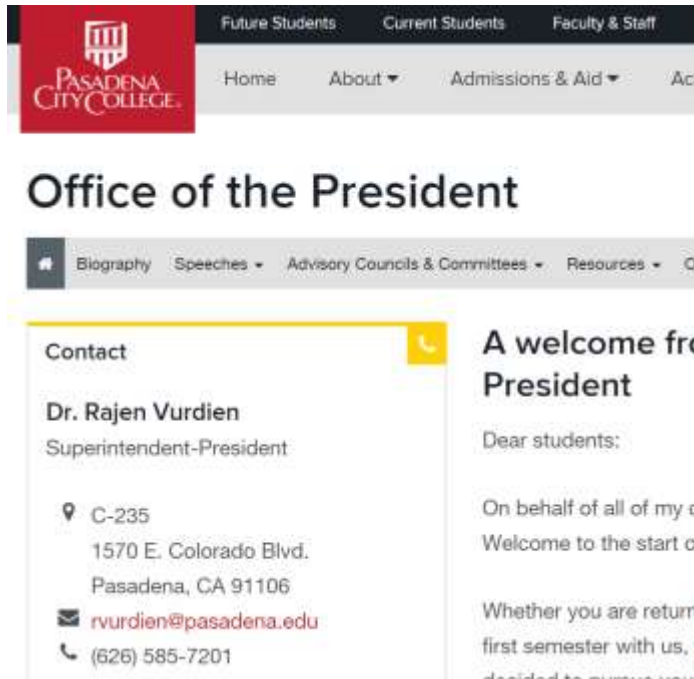
Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-

- Goal 2: Strengthen efforts to improve outreach, **persistence, and student success**.
 - Objective 2.3: Strengthen and implement strategies to facilitate **student completion of basic skills coursework** within their first 30 units.
 - Objective 2.4: Implement user-friendly technology tools (e.g., **Starfish, Early Alert, and a Customer Relations Management system**) that allow students to easily enroll, persist, and complete their studies.
 - Objective 2.6: To **address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success** including but not limited to, FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars.

Senior Leader Publications

https://pasadena.edu/about/president/documents/Convocation_Speech_2015.pdf



The screenshot shows the Pasadena City College website. At the top, there is a navigation bar with links for Future Students, Current Students, and Faculty & Staff. Below that is a secondary navigation bar with Home, About, Admissions & Aid, and another link. The main heading is "Office of the President". Below the heading is a sub-navigation bar with Biography, Speeches, Advisory Councils & Committees, and Resources. On the left side, there is a "Contact" section for Dr. Rajen Vurdien, Superintendent-President, with his address (C-235, 1570 E. Colorado Blvd., Pasadena, CA 91106), email (rvurdien@pasadena.edu), and phone number ((626) 585-7201). On the right side, there is a "A welcome from the President" section with the text "Dear students:" and "On behalf of all of my c".

2015 Convocation Speech

- “More students at Pasadena City College graduated with an **Associate Degree for Transfer** than at any other community college in the entire state. Of the 113 California community colleges, PCC ranked number one in conferring ADTs, reaffirming our reputation as one of the premiere pipelines to the California State University system.”
- “*Military Times* ranked PCC number two in the nation in its “**Best for Vets**” two year colleges list”
- “increased efforts in our existing **outreach programs and collaboration with local high schools**”
- “9 recommendations from the Accrediting Commission for Community and Junior Colleges, including **SLO assessment**”

Outward Facing Communications

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=731#home>

STUDENT
SUCCESS
INITIATIVE



CALIFORNIA COMMUNITY COLLEGES

2017 STUDENT SUCCESS SCORECARD

Glendale College

What get measured, gets done!

[Click here to select a different college](#)

CURRENT PROFILE

Math & English/ESL Metrics

Completion Metrics

CTE Metrics

Remedial/ESL

Transfer Level Achievement

Persistence

30 Units

Degree/Transfer

CTE

Skills Builder

CDCP

[Disciplines](#)

[Demographics](#)

Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+23.9%

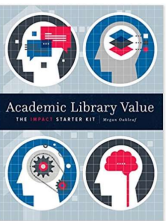
What's important to your stakeholders?

Students

- Recruitment
- Enrollment
- Retention
- Completion
- Graduation
- Learning (outcomes)
- Achievement (gpa, tests)
- Experience
- Engagement
- Employment, Earnings
- Alumni Lifelong Learning

Faculty

- Recruitment
- Tenure & Promotion
- Teaching
- Service
- Research Productivity
- Grant-Seeking
- Patents, Technology Transfer
- Innovation, Entrepreneurship



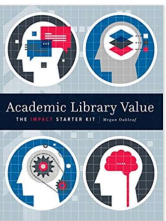
What's important to your stakeholders?

Institution

- Prestige, Brand
- Affordability
- Efficiencies
- Accreditation, Program Review
- Sustainability
- Internationalization
- Athletics
- Development, Endowments

Community

- Local, Global Workforce Development
- Local, Global Economic Growth
- Local, Global Engagement
- Community-Building, Social Inclusion
- Social Justice
- Faith-based Initiatives



Your turn!

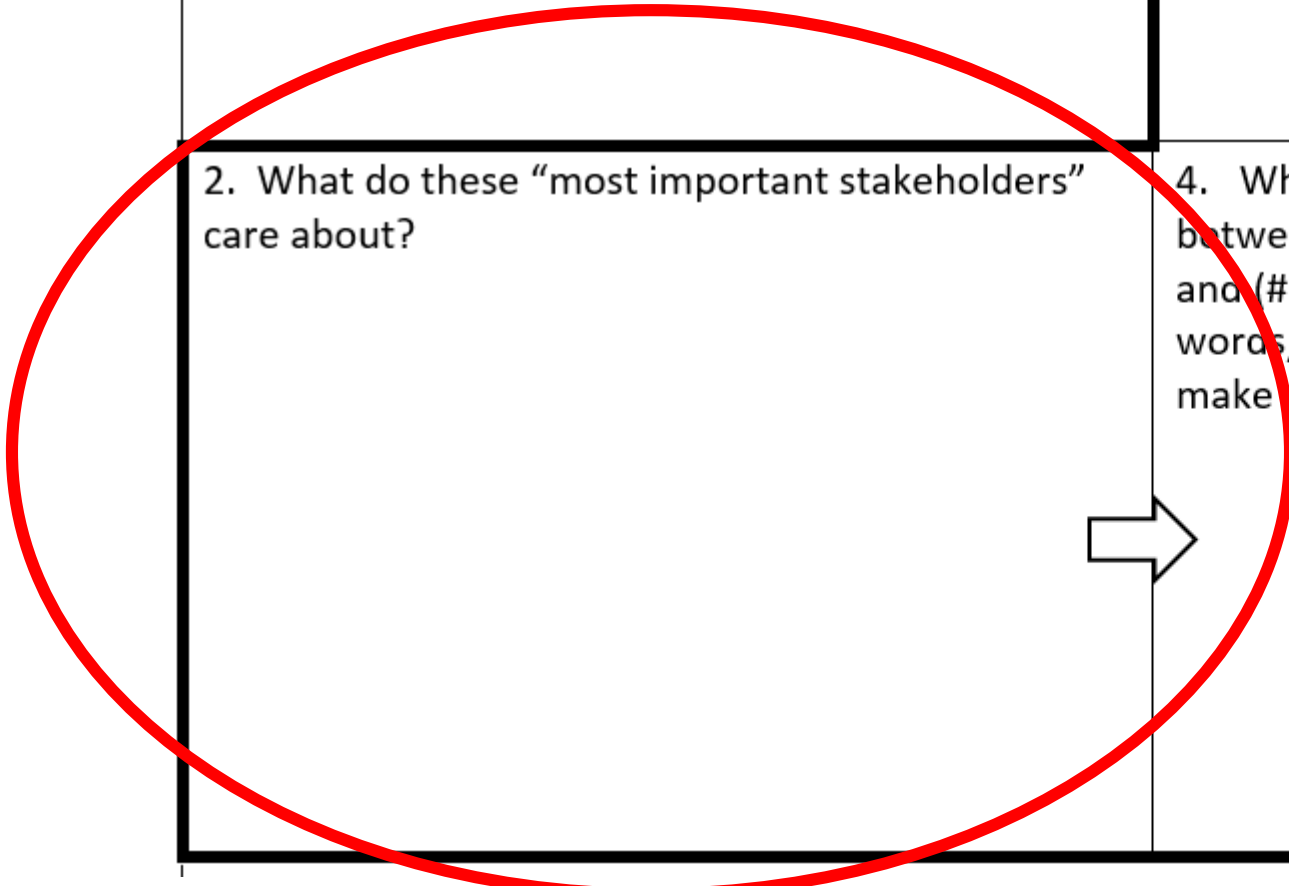


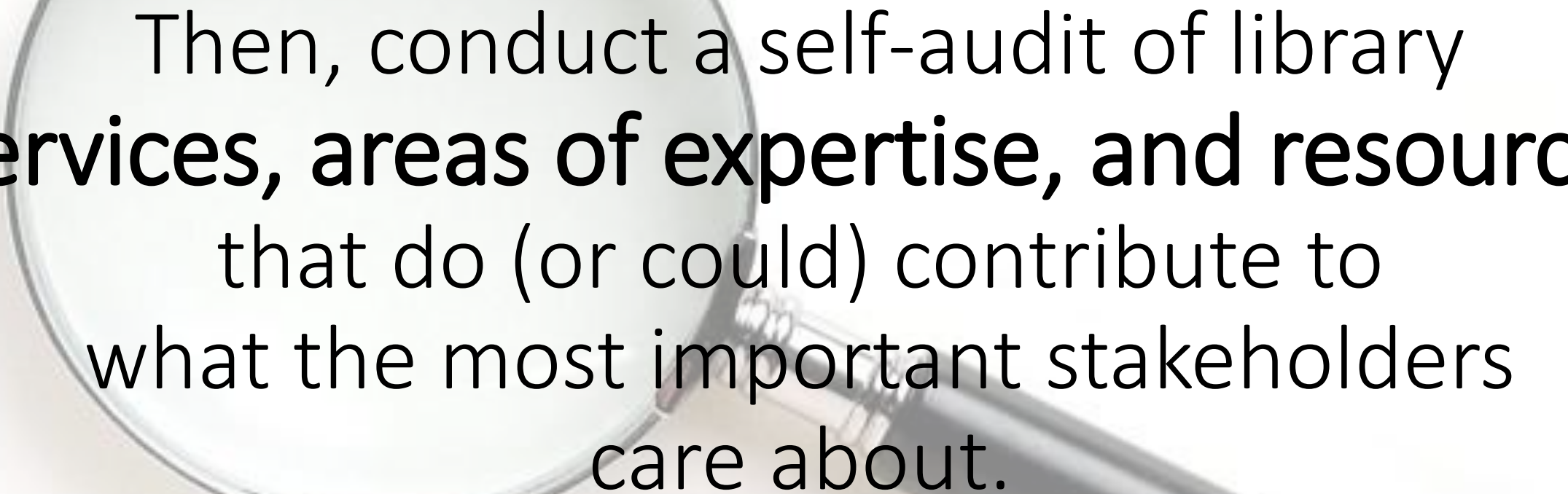
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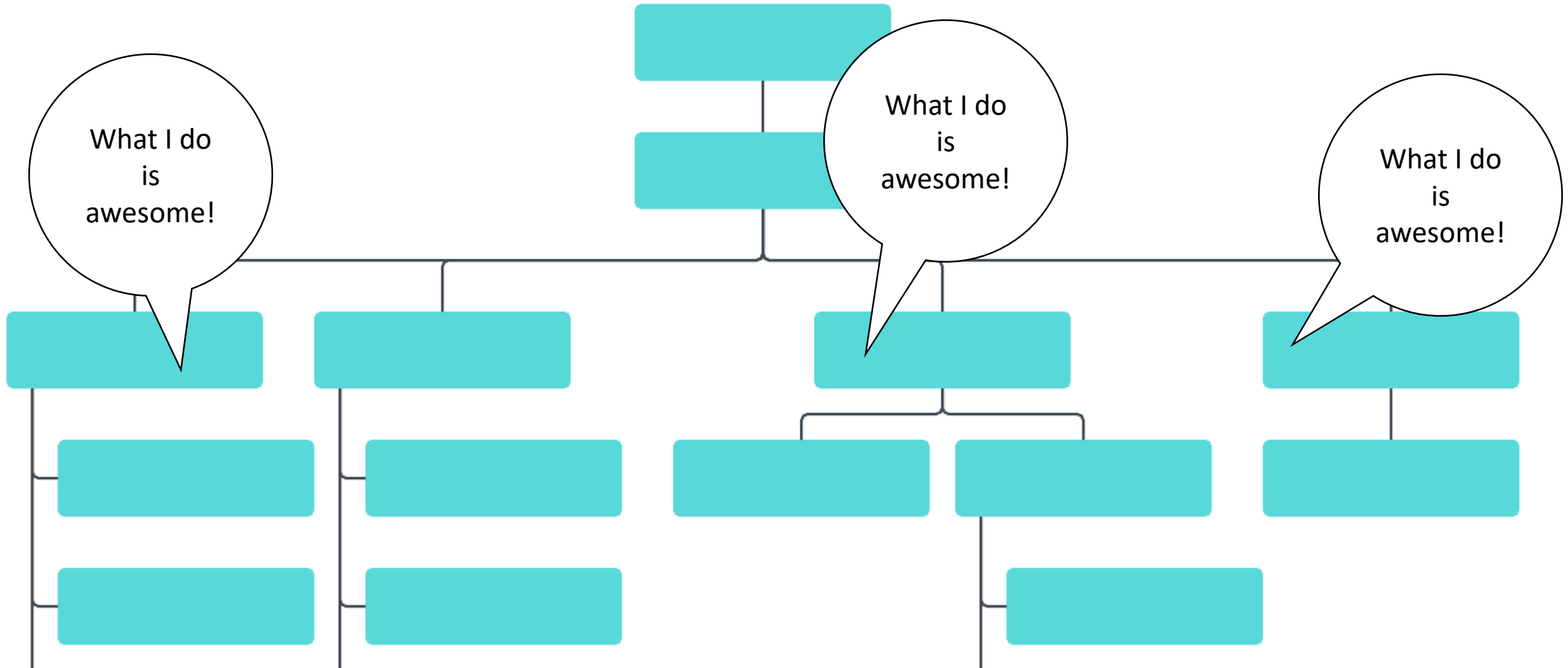


Then, conduct a self-audit of library **services, areas of expertise, and resources** that do (or could) contribute to what the most important stakeholders care about.

Library services, expertise, resources

Physical, digital reference	Collection development	Special collections	Interlibrary loan
Embedded reference, consultations	“Regular” collections	Archives	Reserves
Liaison services, subject guides	Popular collections	Institutional repositories	Library website
One shot instruction	Data/statistics collections	Circulation	Library social media
Course/curriculum-integrated instruction	E-resource collections	Acquisitions	Facilities, computing space
Outreach	Technology, multi-media collections	Cataloging, metadata	Facilities, study space

Identifying potentially impactful library services, expertise, and resources



Your turn!

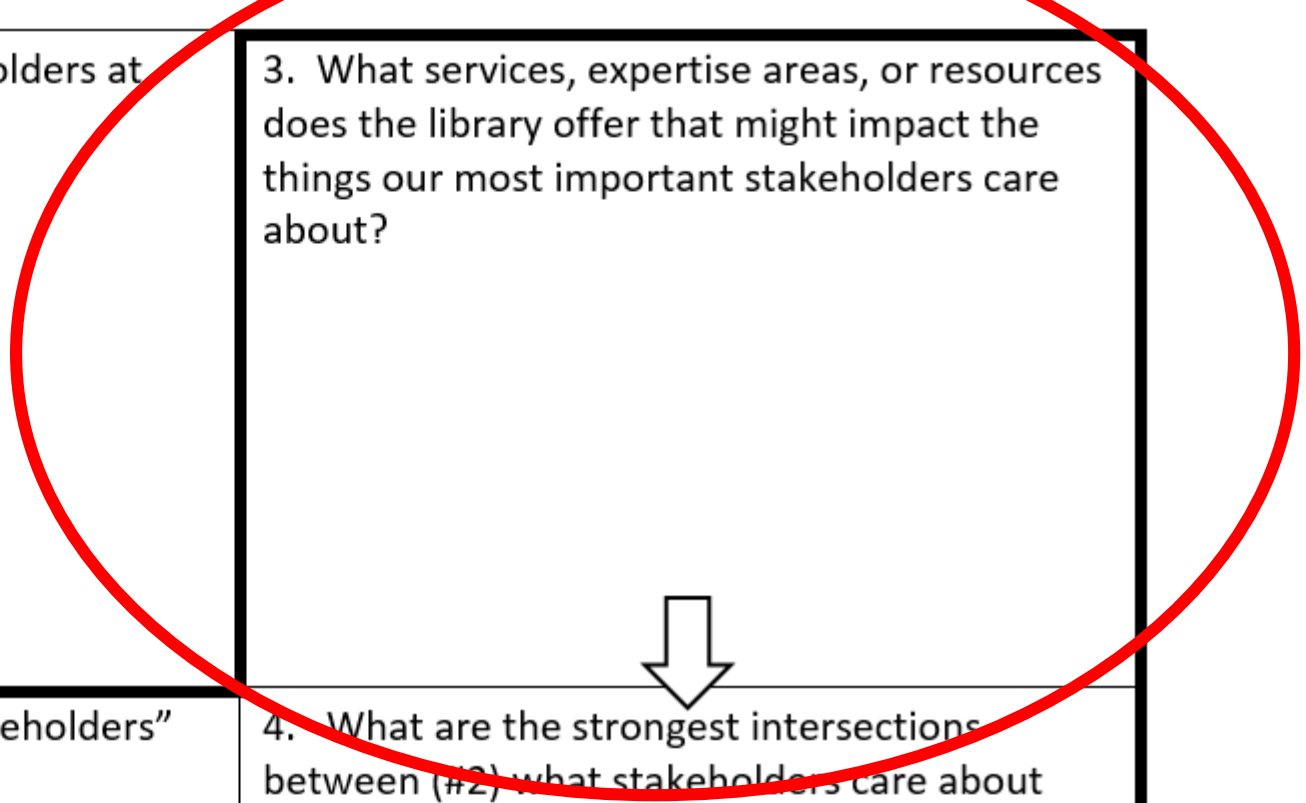


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Then we need to determine where
what stakeholders need
and
what we do
(services, expertise, resources)
might be ***most connected***.

In other words,
where is library impact most likely to occur?

Your turn!

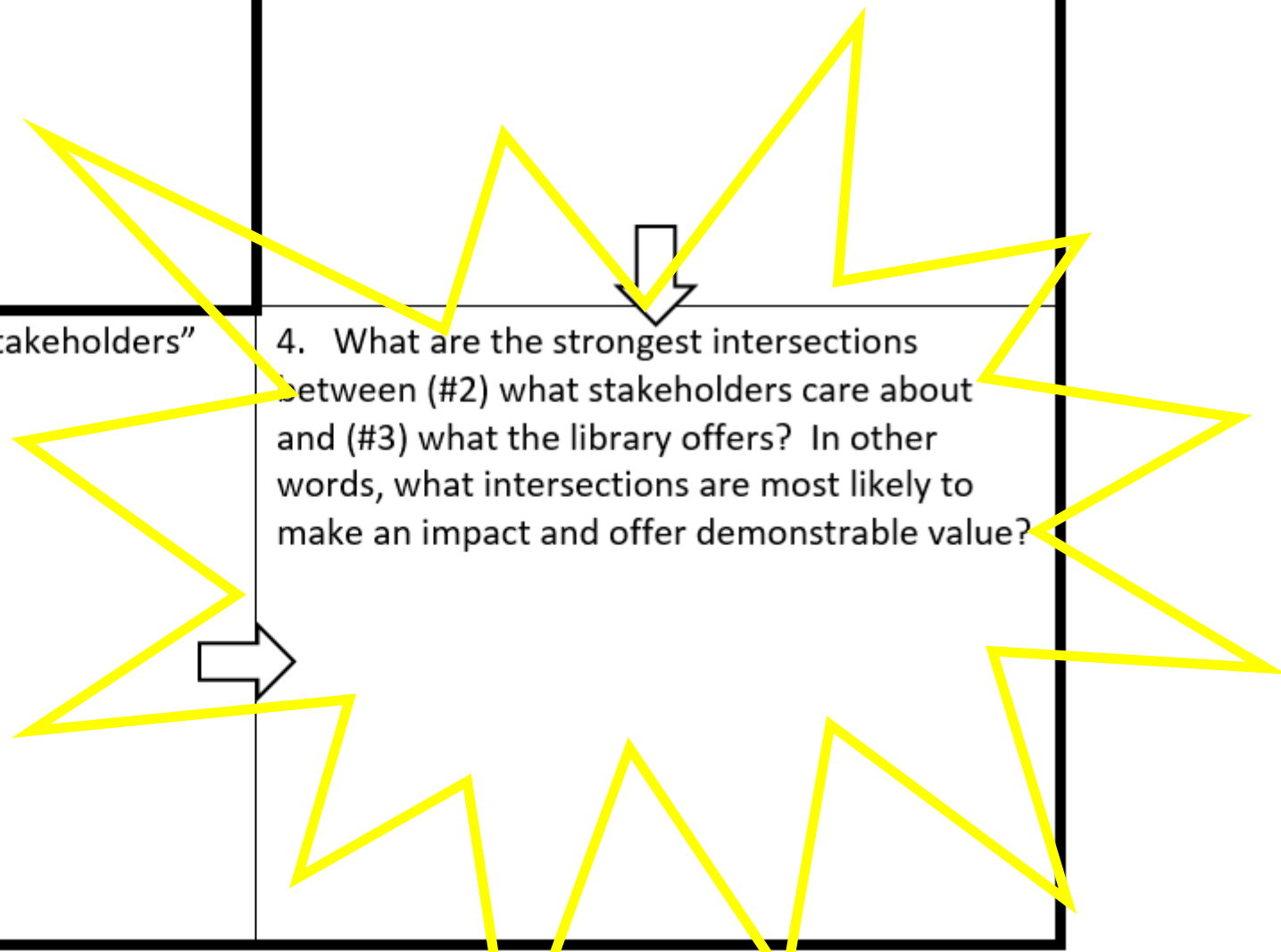


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Flip chart your
response to #4!

	Reference (physical, digital, consultation, embedded)	Collections including readings for courses	Study spaces	Instruction (students, faculty)	Support for tenure & promotion, researcher info systems	Business databases with company profiles
Student achievement						
Student experience, engagement						
Student enrollment, retention, graduation, completion						
Student career placement						
Faculty research productivity, tenure & promotion						
Institutional affordability						
Institutional efficiencies						
Institutional brand, prestige						

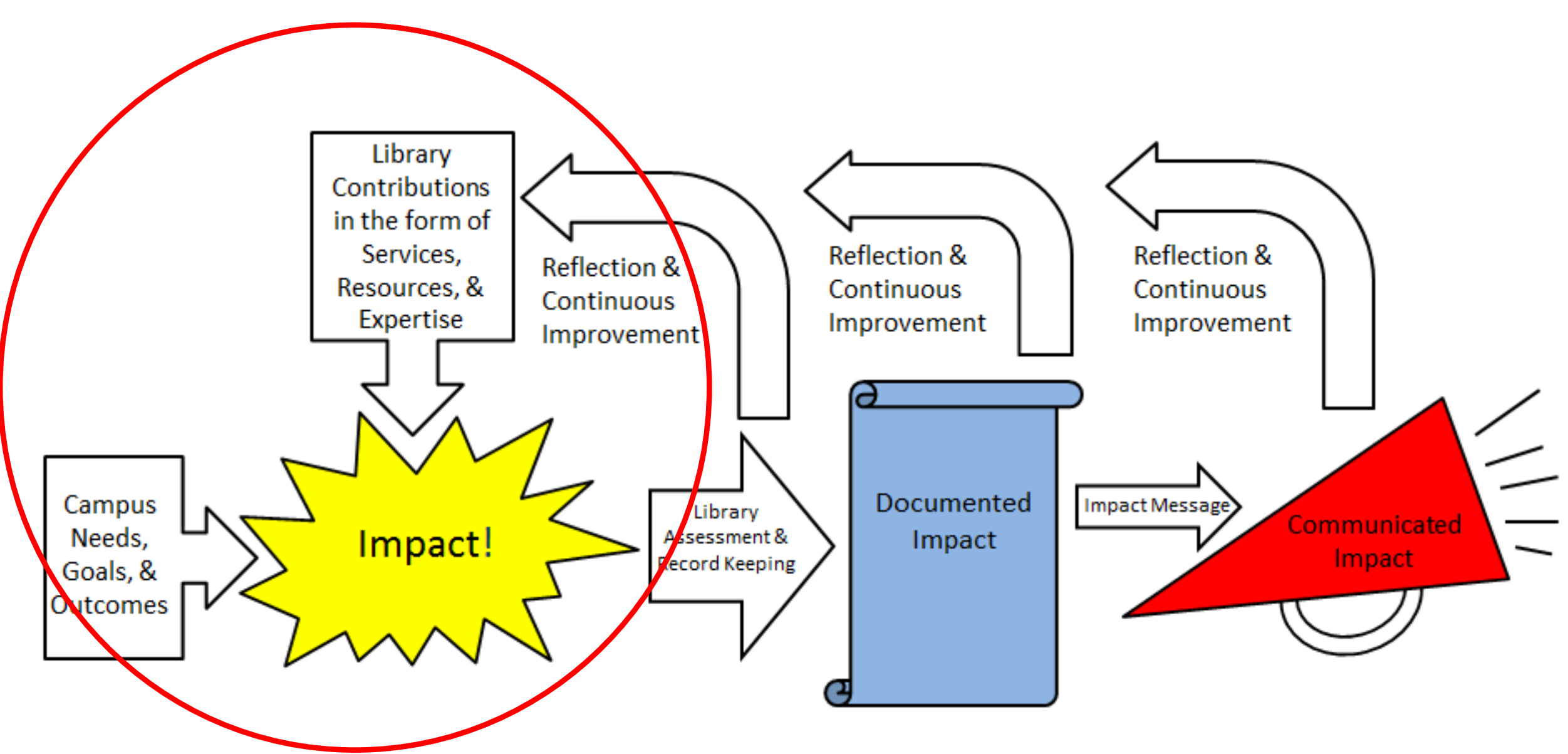
	Reference (physical, digital, consultation, embedded)	Collections including readings for courses	Study spaces	Instruction (students, faculty)	Support for tenure & promotion, researcher info systems	Business databases with company profiles
Student achievement	X	X		X		
Student experience, engagement			X			
Student enrollment, retention, graduation, completion	X	X	X	X		
Student career placement						X
Faculty research productivity, tenure & promotion		X			X	
Institutional affordability		X				
Institutional efficiencies	X	X		X	X	
Institutional brand, prestige					X	

Thinking it through.

How <i>does</i> the library contribute to this goal?	How <i>could</i> the library contribute to this goal by doing something <i>differently or better</i>?	How could the library <i>demonstrate</i> its contribution to this goal?
<p>The obvious, the status quo, what we've always done (and that's okay).</p>	<p>The new idea, the high-impact possibility, the thing we've always wanted to do.</p>	<p>Take a note, keep a record, track some progress, identify some people (ethically).</p>

A yellow pencil is shown broken into two pieces. The left piece is angled upwards, and the right piece is angled downwards. Both ends are jagged and splintered, revealing the light brown wood and the dark grey lead core. The background is plain white.

Yes, this is hard!

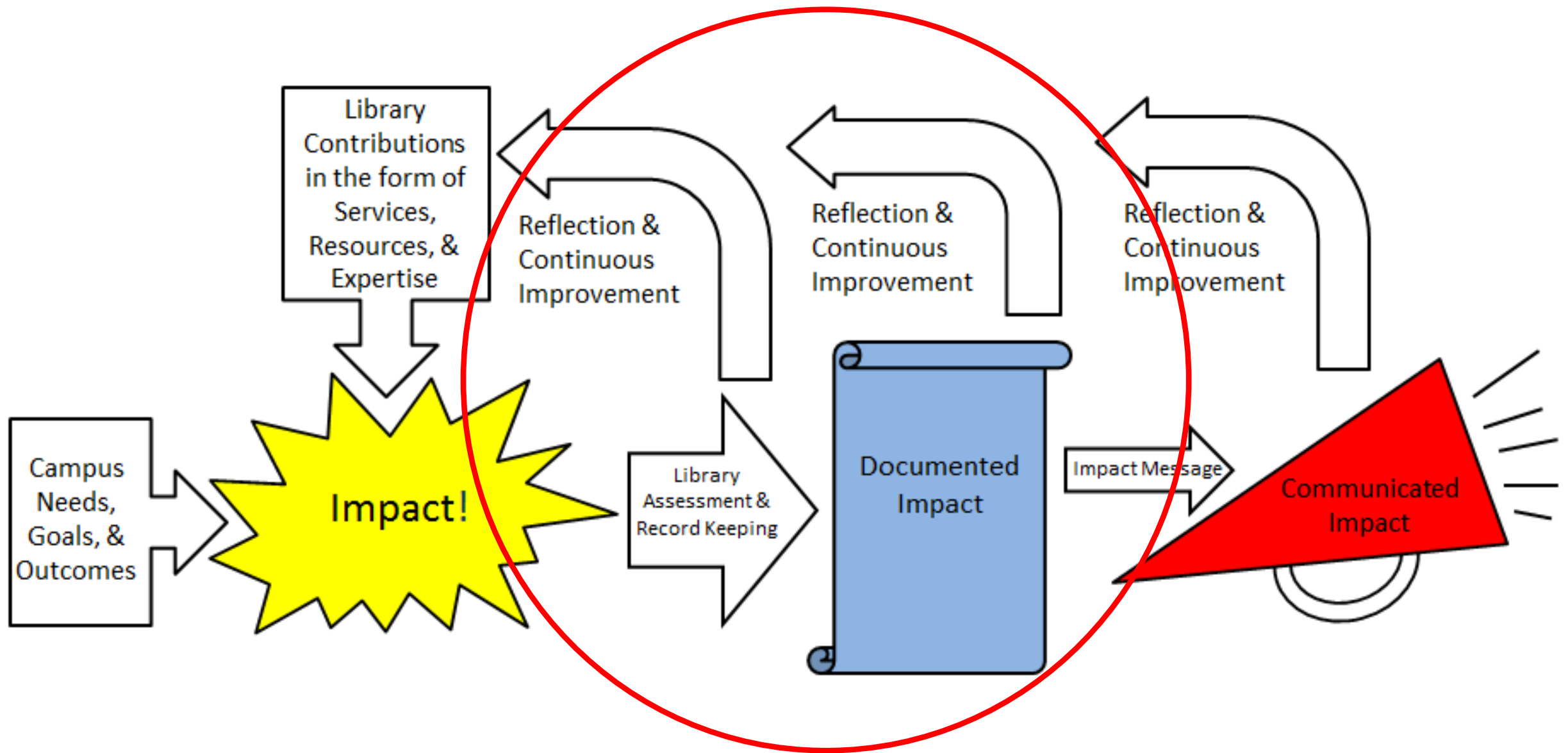


Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

Overview

- What's the value context on your campus?
- **How can you develop and document library value?**
- What can you share with others about library value?





Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

Stops on the Value Train

1. Authentic Learning Assessment
2. Help Studies (ALV #6)
3. Correlations
4. Success Systems
(iPASS, learning analytics, and
swipe cards, oh my!)
5. Data Audits (ALV #12)
6. Check Yourself (ALV #18)
7. All Hands on Deck (ALV #41)

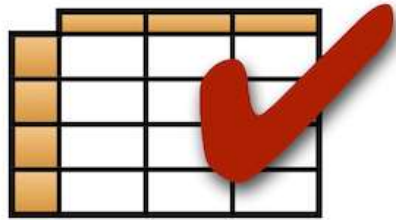




1

Authentic Learning Assessment

Authentic Assessment of Student Artifacts (according to agreed upon outcomes & using rubrics)



Assessment Arc



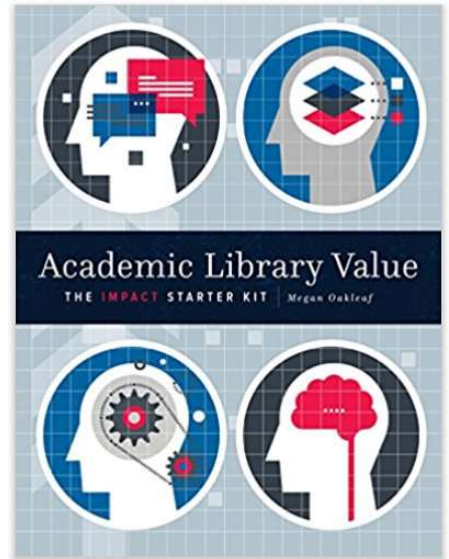
The background is a colorful, stylized illustration. It features a central circular element with a light blue interior and a greenish-yellow border. Above this circle is a small, multi-tiered, orange and red structure resembling a crown or a decorative finial. The background is filled with various colors: shades of blue, purple, pink, and orange, with radiating lines suggesting light or energy. The overall style is reminiscent of mid-20th-century graphic design or Art Deco influences.

Help Studies

2. Help Studies



Activity #6



2. Help Studies - Critical Incident Technique

University of Washington: “Tell us in a few sentences about a time that Libraries staff, services, resources, or spaces had a positive impact on your work.”

Trinity University: “Think about a time when the university library helped you. What help did you receive and what did that help enable you to do?”

<http://www.acrl.ala.org/value/?p=285>



Library-Generated Efficiencies

- Save time
- Minimize labor
- Improve quality
- Increase incoming funds
- Decrease expenditures (spend less)
- Save money (don't spend at all)
- Minimize risks associated with bad information
- Increase productivity
- Make decisions
- Take actions
- Improve image, reputation, brand
- Improve relations with others
- Exploit new opportunities
- Save money related to textbooks, interlibrary loan, reserves
- Shorten time to program/degree completion

The Question to Ask

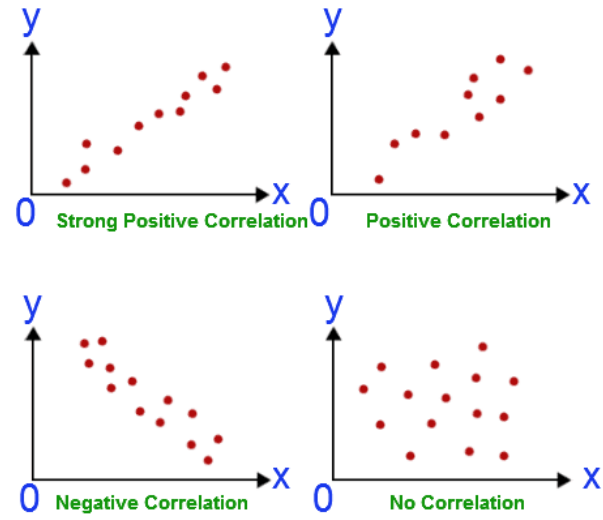
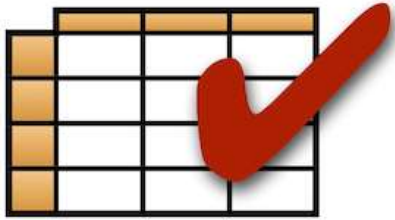
Think about a time when the library helped you.
What help did you receive?

What did that help enable you to do?



3

Correlations

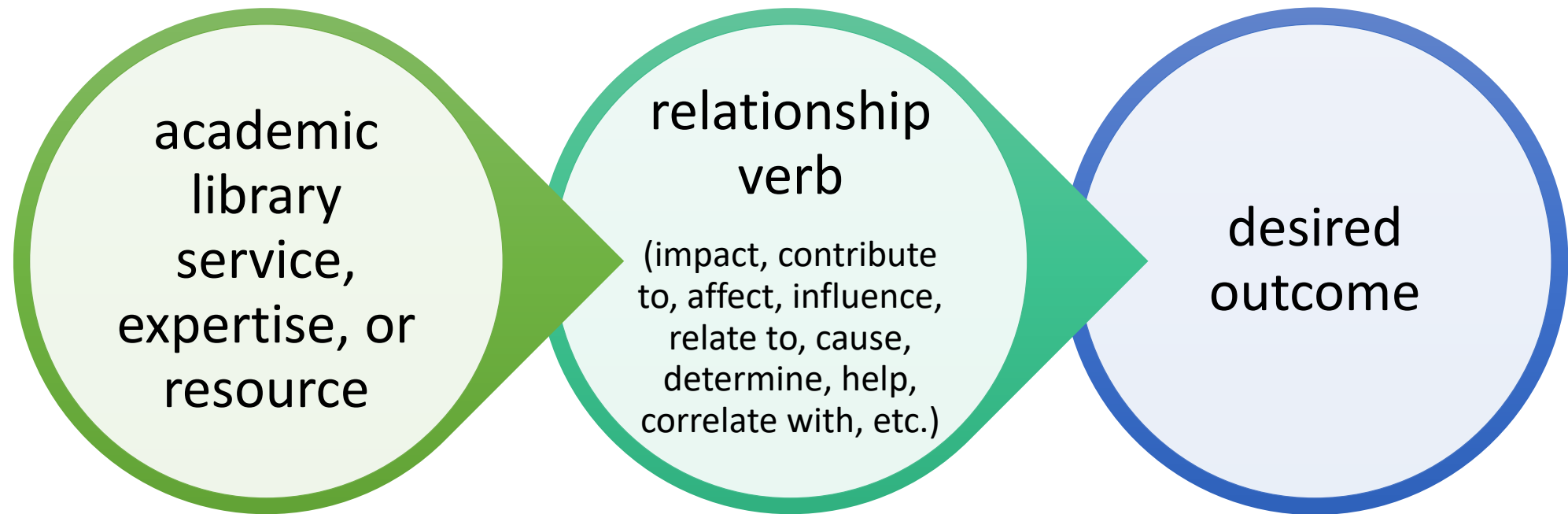


THE
TEST

Assessment Arc



Research Questions



Reference

- Do reference services contribute to increased student learning?
- Does student use of virtual reference service impact GPA at graduation?
- Are students who attend reference consultations more likely to earn higher course grades?

Instruction

- To what extent does information literacy instruction impact achievement of learning outcomes sought by employers?
- Is increased use of library resources correlated with student employment at six months post-graduation?
- Does supplying students with the company profiles provided by common business databases affect the hiring outcome of on-campus internship interviews?

Reading & Resources

- Does library coordination of digital reading lists and course packs influence the diversity or quality of curricular choices of faculty members?
- In what ways does provision of reserve readings or e-textbooks help first year students be retained to sophomore year?
- Do “free” library-provided course resources influence students’ perception of college affordability?

Getting Personal

“Until libraries know that Student #5 with major A has downloaded B number of articles from database C, checked out D number of books, participated in E workshops and online tutorials, and completed courses F, G, and H, libraries cannot correlate any of those student information behaviors with attainment of other outcomes.”

(Value of Academic Libraries Report, pg. 96)

Lewis & Clark Community College

Course Success Rates Academic Year 2015

All Degree- Seeking Students	Reference Visit	Bibliographic Instruction	Both Reference Visit and Bibliographic Instruction
62.7% (5506)	85.2%* (201)	70.6%* (804)	79.9%* (62)

* Significance @ P<.05

Lewis & Clark Community College

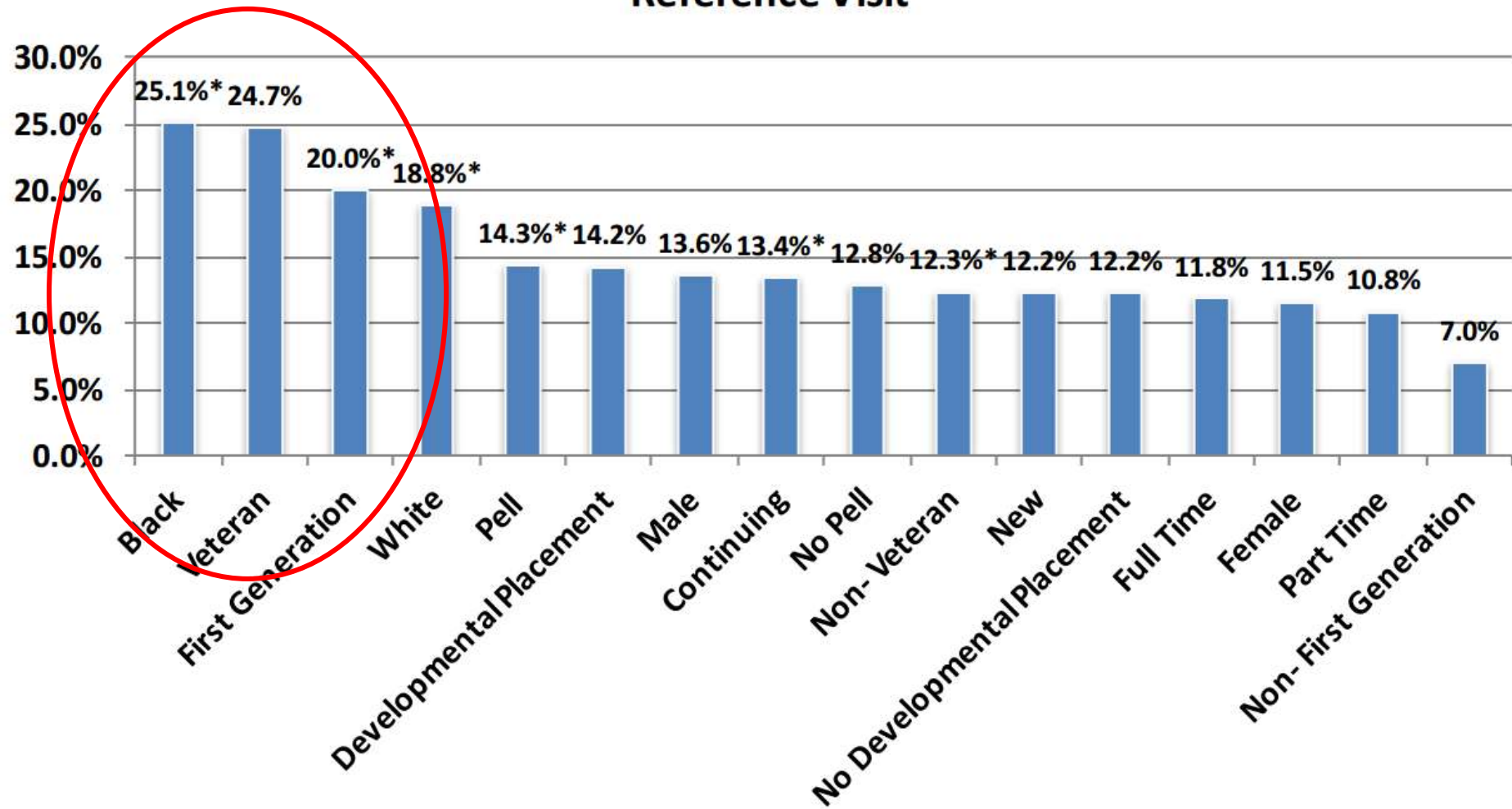
Year-to-Year Retention at L&C (Fall 2014 to Fall 2015)

All Degree-Seeking Students	Reference Visit	Bibliographic Instruction	Both Reference Visit and Bibliographic Instruction	Off-Campus Login to a Library Database
57.2% (3811)	70.3%* (101)	61.0% (523)	68.1% (59)	60.1% (271)

* = Significance @ P<.05

Lewis & Clark Community College

**Difference in Retention
Reference Visit**



University of Minnesota

Fall 2011 - large scale collection of data including

- Circulation (including ILL and renewals)
- Digital (website, e-journal, database, e-book)
- Reference (online and consulting, when an ID was captured)
- Instruction (workshops, course-integrated, Intro to Library Research)
- Workstation (only “library as place” measure)

University of Minnesota

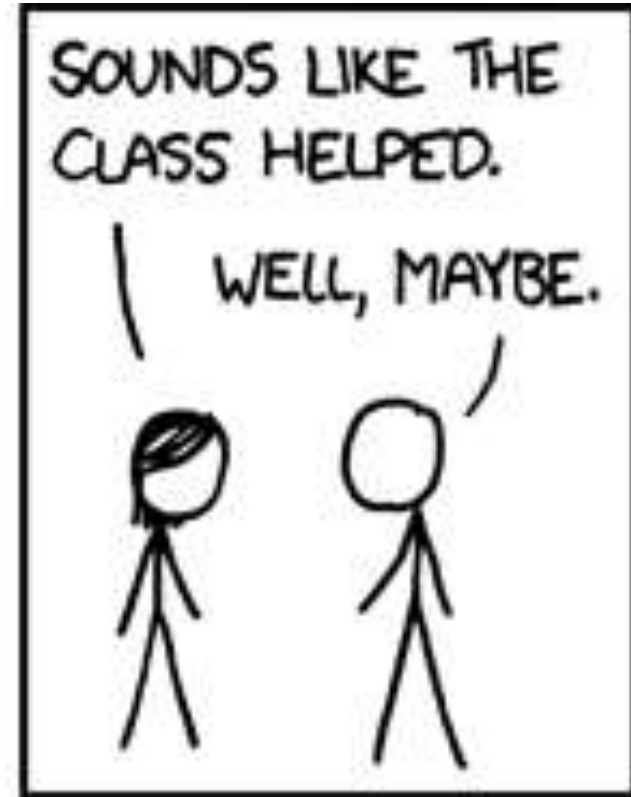
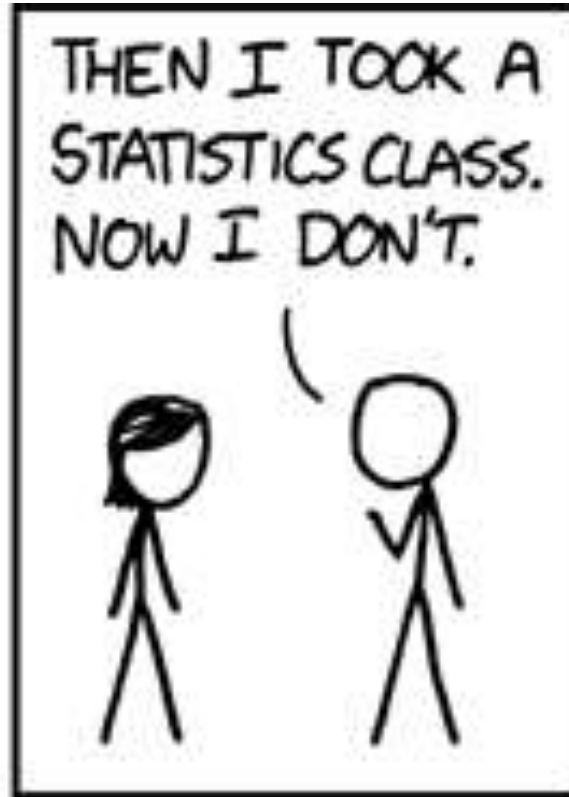
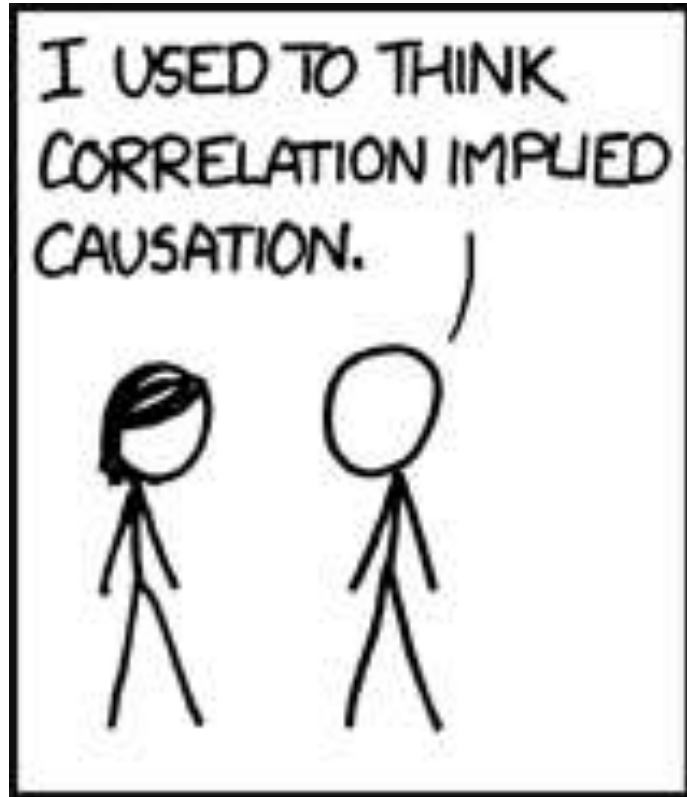
GPA Results

- Controlling for demographics, college environment, and academic variables:
 - Using the library one time was associated with a **.23 increase in students' gpa** holding other factors constant

University of Minnesota

Use	Times more like to graduate in four years	Times more likely to be enrolled in four years
Any Library	1.441	1.389
Electronic Resources	1.924	1.450
Books	1.337	<no correlation>
Workstations	<no correlation>	<no correlation>
Library Instruction Class	<no correlation>	1.402
Reference	<no correlation>	<no correlation>

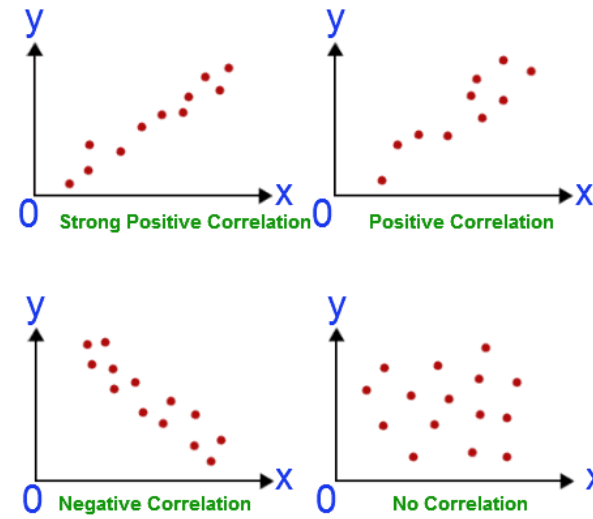
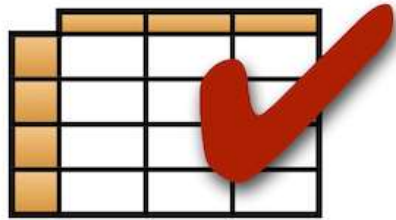
Correlation & Causation





Success Systems





THE
TEST

Assessment Arc



Definition of “learning analytics”



“measurement, collection, analysis, and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs”

(1st International Conference on Learning Analytics and Knowledge, Banff, Alberta, February 27-March 1, 2011.)



Library



Institution



“Library Analytics” or Learning Analytics?

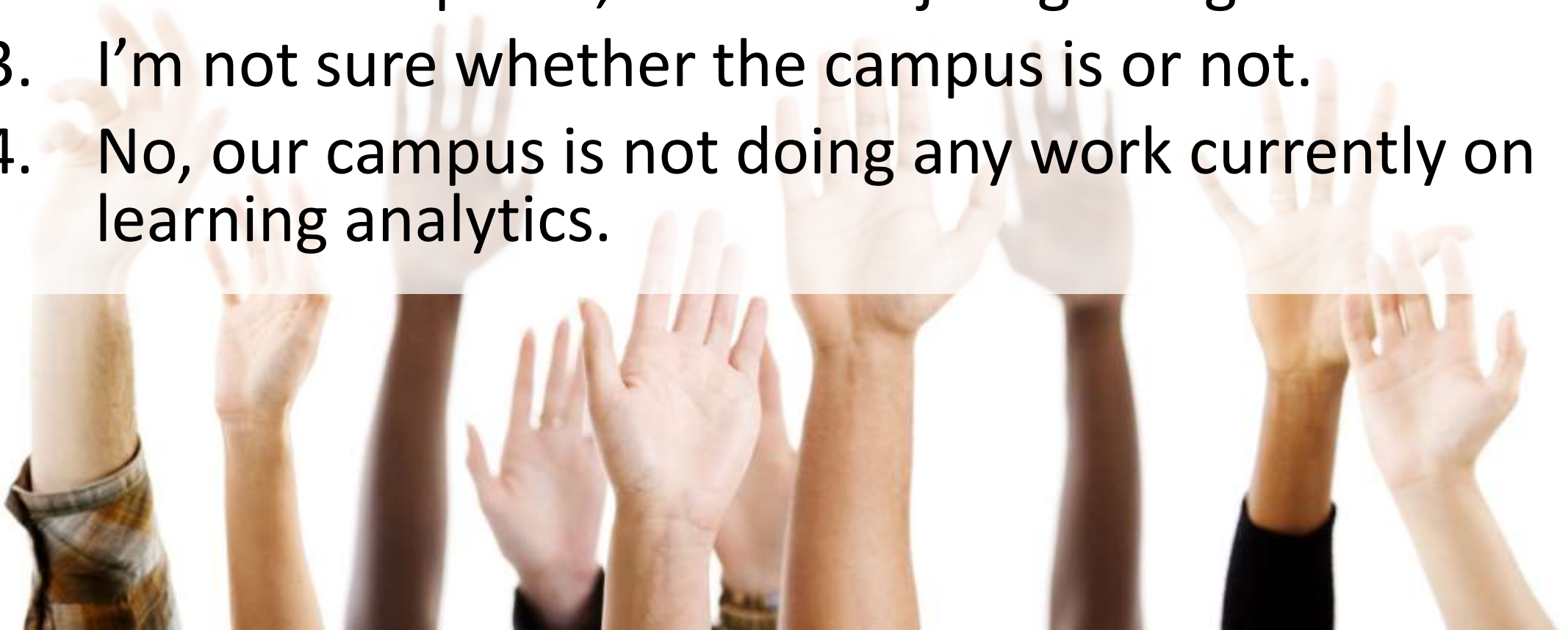
Moving to an Institutional Focus



Quick Poll:

Is your campus delving into learning analytics?

1. Yes the campus is, and it's becoming established.
2. Yes the campus is, but we're just getting started.
3. I'm not sure whether the campus is or not.
4. No, our campus is not doing any work currently on learning analytics.



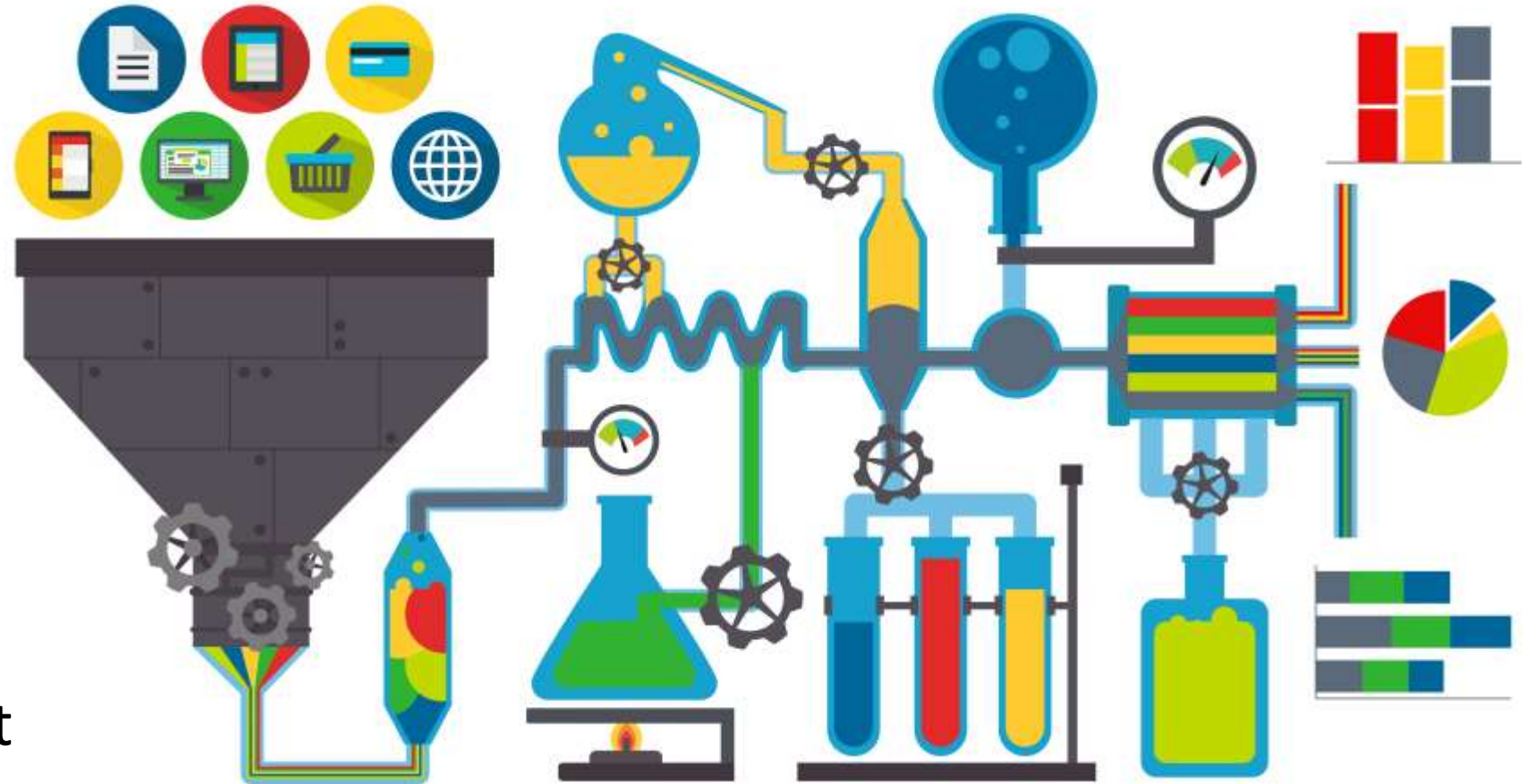
Actions/Interventions



- Set policies
- Define processes
- Make referrals
- Send notifications
- Nudge meetings
- Automated or curated
- Real time desirable

Where does the data come from?

- Student Information Systems
- LMS (activity, achievement)
- eTextbook Publishers
- Clickers
- Web Conferencing
- Co-Curricular & Extra-Curricular Involvement



Pedagogical Purposes

- Improve delivery of education
- Identify at-risk learners
- Provide intervention to assist learners in achieving success
- Provide learners with insight into their own learning habits and recommend improvements
- Help learners complete courses, persist to completion, master content, achieve outcomes, and graduate



Problem Area 1: Organizational Culture



Problem Area 2: Data, Efficacy, & Doubts





Problem Area 3: Ethics & Privacy

What would/could/should be the library's role in these systems?

In an ideal world, how might librarians and library services/resources be incorporated into these technological and organizational systems?



The Library in Learning Analytics – DePaul University


The screenshot displays a user profile for Ashley McMullin within a Learning Analytics system. The interface includes a top navigation bar with the user's name and a close button. Below this, there are buttons for 'Flag', 'Referral', and 'Appointment'. A sidebar on the left lists navigation options: Overview, Info (selected), Success Plans, Tracking, Meetings, Notes, and Network. The main content area shows the 'Programs' section for 'Grad Writing Rhetoric Discours' with a 'Primary Major' field. A modal window titled 'Create Referral for Ashley McMullin' is open, featuring a dropdown menu with 'Library Research Help' selected. The modal includes fields for 'Referral', 'Course Context', and 'Comment', along with 'Never Mind' and 'Save' buttons. A permissions warning is visible at the bottom of the modal. On the right side of the interface, there is a profile picture of Ashley McMullin, her ID number '0876621', and her email address 'amcmulli@depaul.edu'.

Megan Oakleaf, Malcolm Brown, Rob Abel, and Scott Walter. "Closing the 'Data Gap' Between Libraries and Learning: The Future of Academic Library Value Creation, Demonstration, and Communication," *ACRL National Conference*, March 2017.

✱ **Create Referral for Ashley McMullin** Never Mind Save

- ✱ **Referral**
- Course Context
- Comment

Library Research Help
Refer students to Library Research Help when they need assistance locating high-quality sources for research papers and projects. Librarians offer individual research consultations to help students search for, locate, and evaluate information.

 **Permissions:** A tracking item must be selected to determine the sharing permissions

✱ **Required fields** Never Mind Save

[DePaul BlueStar] Library Research Help Referral in Introduction to Microbiology



○ BlueStar <BlueStar@depaul.edu>

Friday, September 9, 2016 at 10:56 AM

To:

Dear

You have been referred to the Library Research Help. To schedule a research consultation with a librarian, go to <http://library.depaul.edu/get-help/ask-a-librarian/Pages/Make-an-Appointment.aspx>

You may also visit the [Library Research Help](#) desk at:

- John T. Richardson Library, Lincoln Park, 2350 N. Kenmore Ave., 1st floor
- Loop Library, DePaul Center, 1 E. Jackson Blvd. 10th floor

We encourage you to take advantage of the resources available to you as a student at DePaul.

Sincerely,
BlueStar

BlueStar

Learn more at go.depaul.edu/BlueStar. For technical assistance, please contact BlueStar@depaul.edu.



Library Integration into Institutional Learning Analytics

- IMLS funded National Forum Grant
- Supporting series of 3 meetings
 - EDUCAUSE 2017
 - CNI Fall 2017
 - CNI Spring 2018
- Vision, strategies, interoperability standards



So what can librarians do?
What steps can they take?

What to ask and when?

<http://meganoakleaf.info/learninganalyticsjal.pdf>

The Journal of Academic Librarianship 42 (2016) 472–475



Contents lists available at ScienceDirect

The Journal of Academic Librarianship



METRICS

Getting Ready & Getting Started: Academic Librarian Involvement in Institutional Learning Analytics Initiatives



Megan Oakleaf

Syracuse University, United States

INTRODUCTION

Librarians have invested in the assessment of student learning for many years. In the early years, librarians used surveys to gauge students'

characteristics, or other attributes that appear to lead to student difficulties or successes. Many learning analytics systems attempt to predict, based on known attributes, which students are “at risk” so that educators can intervene quickly. Interventions emanating from



5

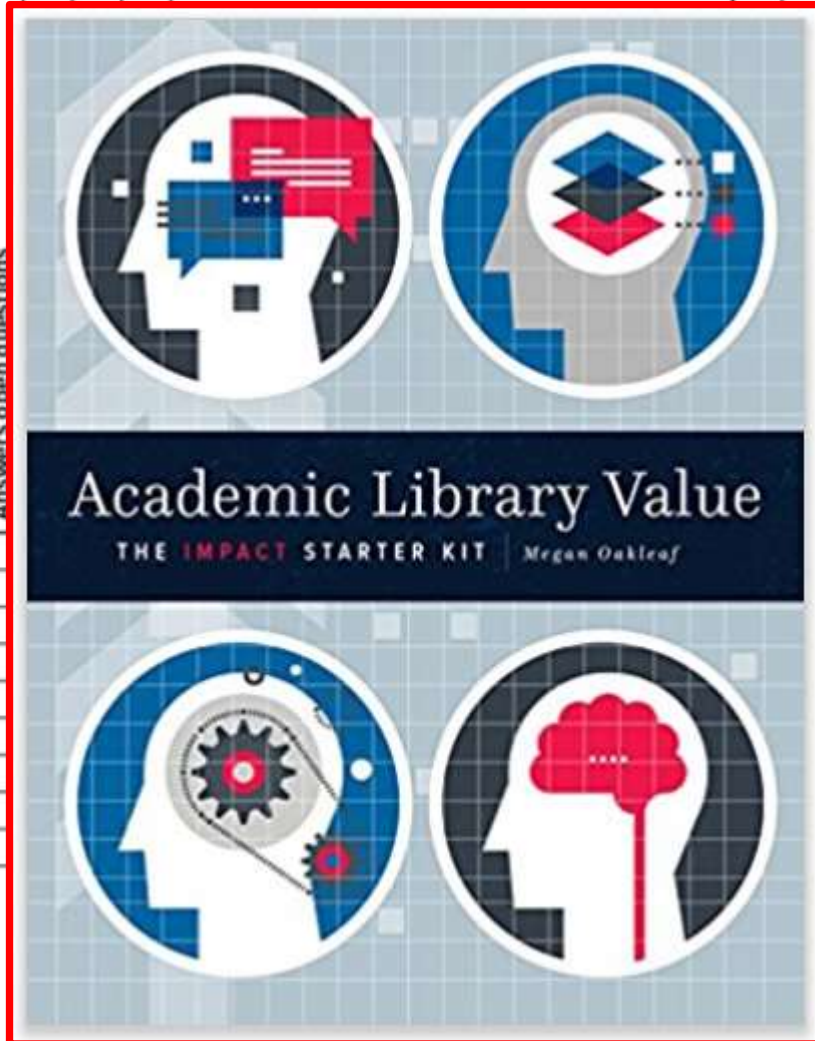
Data Audit

Activity #12

DATA ELEMENTS


(currently collected or may be collected in the future)

TYPE	ACCESS						RELEVANCE					RELEVANCE (cont'd)																				
	Input	Output	Outcome	Librarian time/effort	Use	Satisfaction	Service quality	Group-level	Individual-level	Other:	Other:	Other:	Available/not yet available	In library information systems	In vendor information systems	In student information systems	In institutional information systems	In state/national information systems	Other:	Other:	Other:	Meaningful to stakeholders	Formatted according to stakeholder preferences	Useful to library management of services, expertise, & resources	Answers open questions	Related to educational/professional standards	Related to Value of Academic Libraries research agenda	Other:	Other:	Other:		





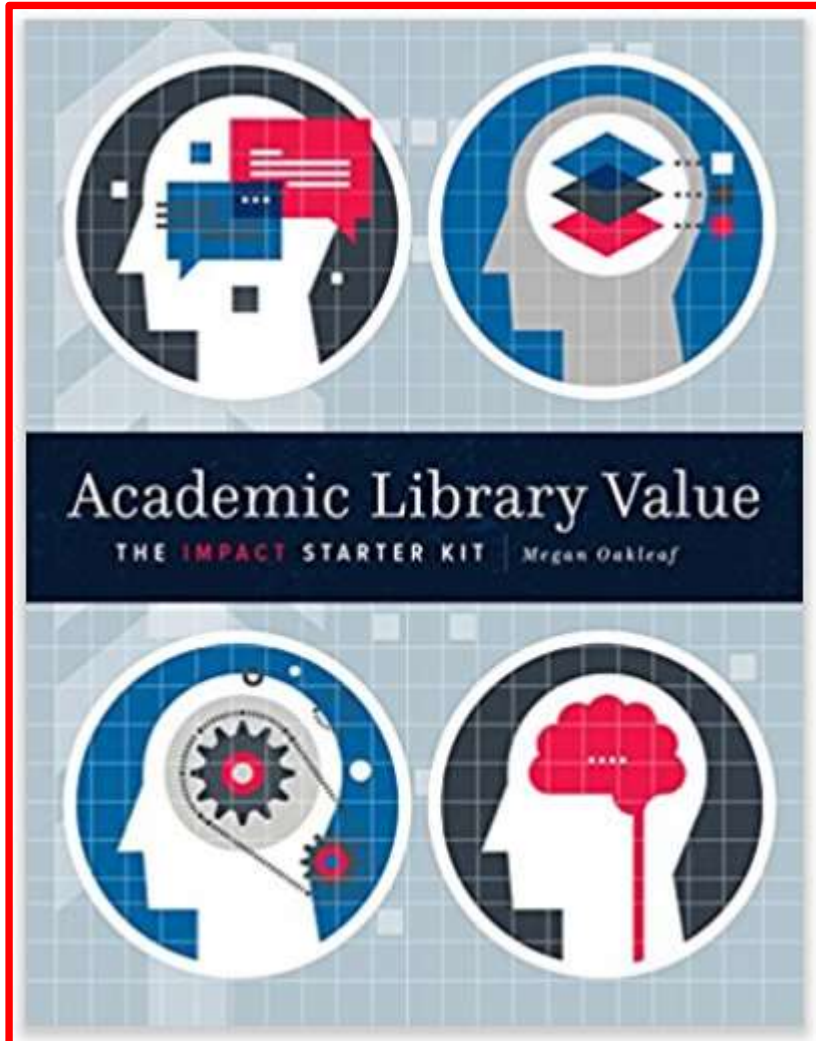
Check Yourself

A meme featuring a close-up of Yoda's face. He has a neutral, slightly smiling expression. The text "CHECK YOURSELF YOU MUST" is overlaid at the top in a bold, white, sans-serif font with a black outline. The background is dark and out of focus.

CHECK YOURSELF YOU MUST

**BEFORE WRECK YOURSELF
YOU DO**

Activity #18



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. ★

★ Clearly demonstrate how assessment results are used to make improvements!

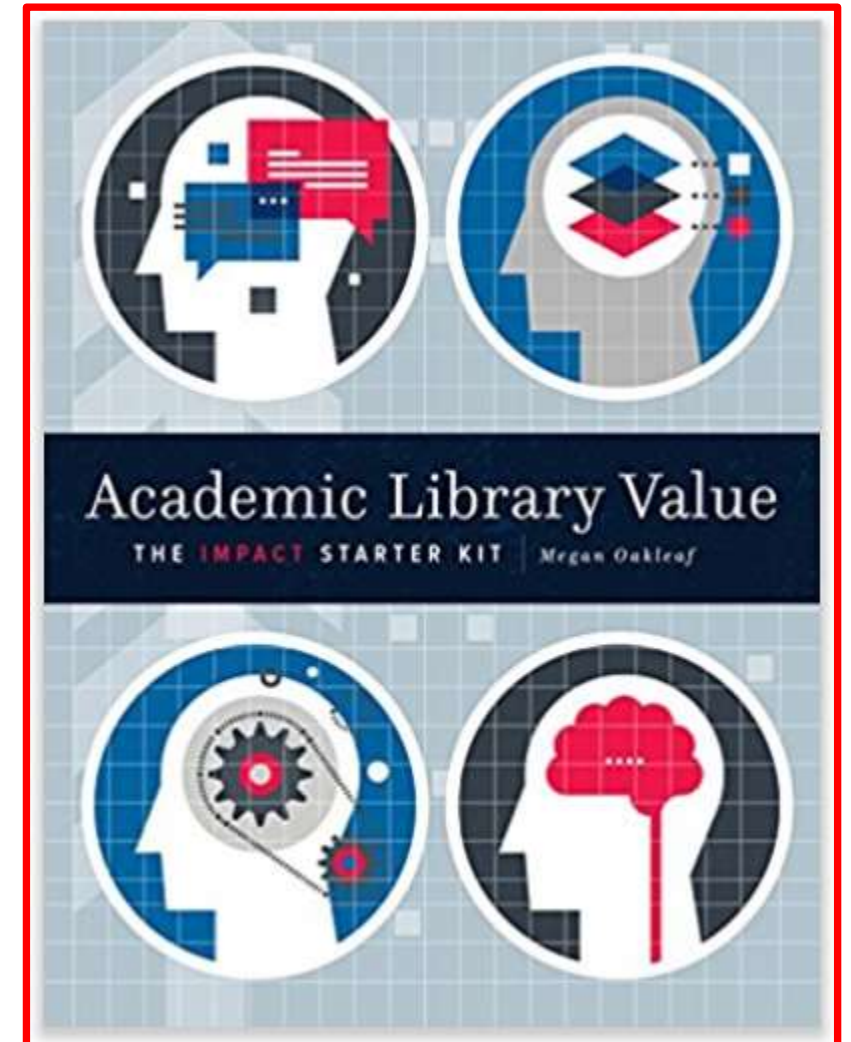


All Hands on Deck

Activity #41

All Library Units Have a Role

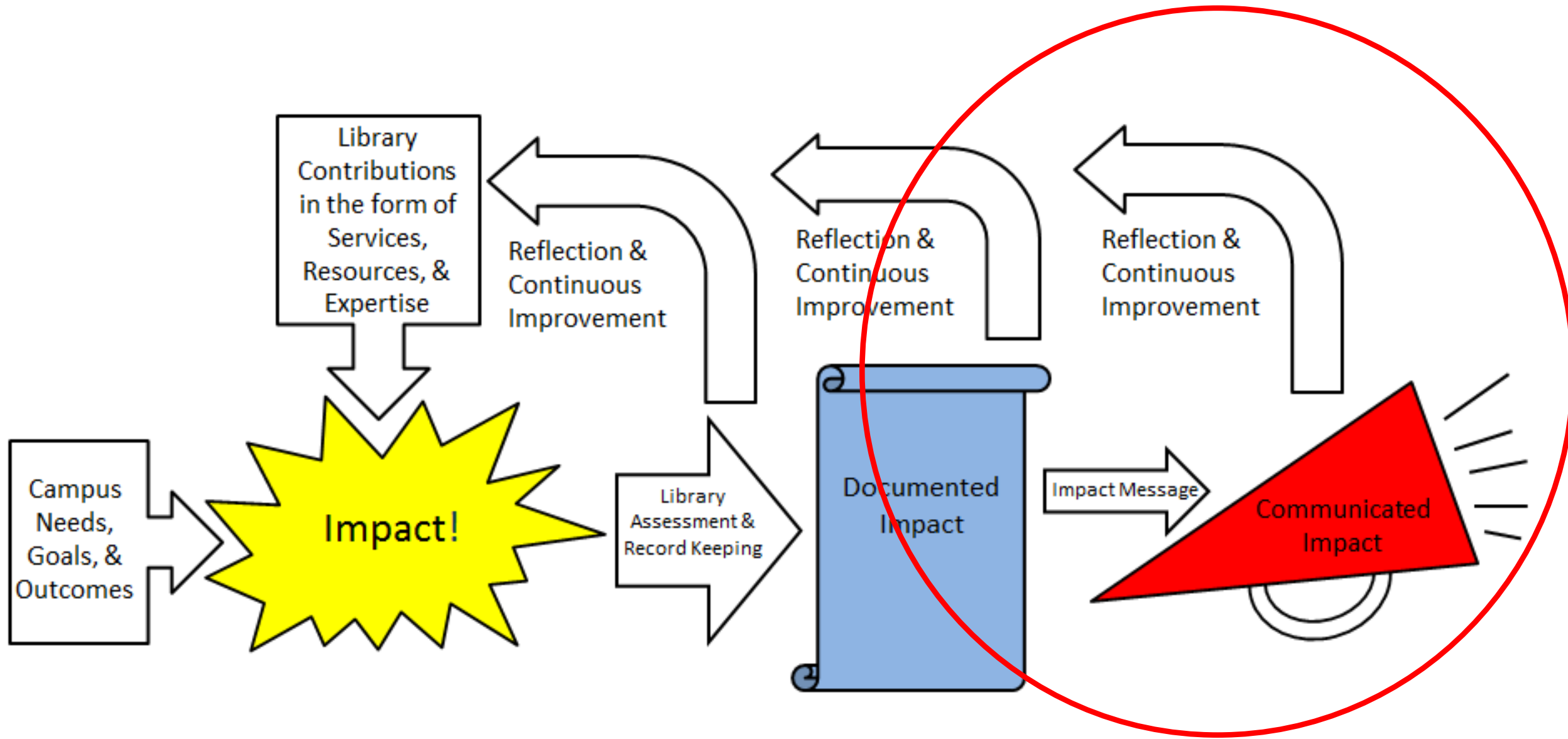
- How does this unit contribute to this focus area?
- How can this unit assess its contributions to this focus area?
- How can this unit increase its contributions by doing something differently or better?
- How can this unit communicate its contributions to this focus area to stakeholders?




Overview

- What's the value context on your campus?
- How can you develop and document library value?
- **What can you share with others about library value?**





Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

A photograph of a broken white plastic chair lying on a sandy, textured surface. The chair is partially crushed and broken into several pieces. A semi-transparent white rectangular box is overlaid in the center of the image, containing black text. The background is a close-up of the sand, showing small pebbles and shadows. There are several small, faint crosshair markers scattered across the image, likely for alignment or tracking purposes.

Idea 1: Analyze your existing library value communications to identify first steps in improving how you communicate.

How do you tell your library's value story?



Welcome to GCC Library



What's your library's value story?

Research

- Books - Catalog
- Articles - Databases
- Textbooks
- Books in Other Libraries
- College Archives
- Citing Sources
- ESL Resources

Services

- Reserve a Study Room
- Wireless Printing
- Computers, Printing & Copying
- Borrowing & Circulation
- Interlibrary Loan Request
- Renew Books
- For Faculty

Instruction

- Library Workshops
- Workshop Descriptions
- Workshop Materials
- Library Credit Courses
- CampusGuides - Research Guides
- IC@GCC

About Us

- Hours & Location
- Garfield Library
- Mission Statement
- General Info and Policies
- Library Staff
- Library Maps
- For Patrons with Disabilities

Today's Library Hours

GCC Library

8am - 9pm

Garfield Library

10am - 2pm
5:30pm -
8:30pm

Library Workshops

**Glendale College Library
Workshop Schedule
SPRING 2018**

Ask your instructor, you might be able to get extra credit to attend. Use [MyGCC](#) to register.

Library Remodel Continues

The 4th floor has new paint, a bright dome and new carpet. Stay tuned: New furniture arrives after Spring Break.





Did you know?

This page is popular!

What's your library's value story?

Thanks for visiting our page!

1 2 3 4

[Shasta College](#)[Office of Instruction](#)[Library](#)

Library

[Apply for a Library Card](#)[My Library Account](#)[Find Books & More](#)[Course Reserve](#)[Articles & Databases](#)

Shasta College Library

Search:

[Books & eBooks](#)[Articles](#)

Find Books & eBooks:

March 2018						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Upcoming Events:

ENGL 190 Library Instruction
Thursday, March 8, 2018 5:30pm

Home >> Departments >> Student Services >> Library

Student Services

Library

- Hours & Location
- Contact Us
- Faculty Resources
- Textbook Lending Library
- Reserve Textbooks
- Policies
- One Book, One Campus
- About the Library

🕒 **Fall/Spring Hours:**
Mon - Thu: 7:30am - 9:00pm
Fri & Sat: 9:00am - 1:00pm
Sun: Closed

Library **What's your library's value story?**



Welcome to the Ventura College Library, a community resource for education, research, information, continuing education and fulfilling intellectual curiosity.

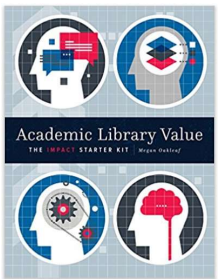
Find Articles:	Find Books:	Research Assistance:
Databases A-Z Databases by Subject eJournals	VC Library Catalog Primo (all VCCCD Library Catalogs) eBooks	Online Tutorials Library Guides Tutoring



What part of **your** communications convey impact on **stakeholder** focus areas?

Consider your own library's communications...

- Which **focus areas** do they emphasize?
- How are the library's contributions to these focus area communicated?
- What **percent** of the communication emphasizes library contributions to focus areas?
- How might the communications **do a better job** of aligning the library with focus areas?



What difference does this make? So what?

“Fact Sheet”
Communications

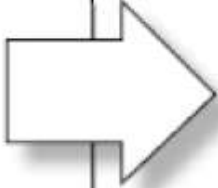
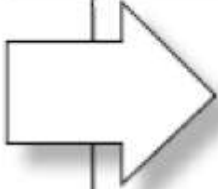
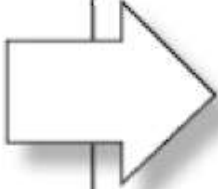

how good the library is

VS

what good the library
enables others to do

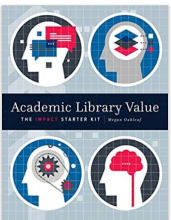
Collections	
Total Volume Count	1,629,179
Public Services	
Reference Transactions	50,881
Typical Weekly Public Service Hours	111.5
Library Instruction	
Number of Participants	13,656
Total Instruction Sessions	619
Access & Delivery Services	
Total Circulation (Excluding Reserves)	75,934
Reserves Circulations	11,999
Laptop Circulations	119,823

Fact Sheets

How Good the Library Is	What Good the Library Does or Enables Others to Do
	
	
	
	

“When [leaders] try to determine the return of their investment [in the library], they do not ask, ‘How good is the library?’ Rather they ask, ‘How much good does the library do?’”

— James Matarazzo and Laurence Prusak



What would communications aligned with stakeholder focus areas look like?

- Which stakeholders want or need to know about library contributions?
- What communication strategies are most likely to appeal to those stakeholders?
- What content will most appeal to those stakeholders?
- What do you want your stakeholders to do as a result of your communications?



Search the Catalog

Go

Home

Quick Links ▾

Find a Branch ▾

Using the Library ▾

My Accounts ▾

Explore ▾

Support the Library ▾

axis360

Freegal Music

Gale Cengage Databases

hoopla

Miss Humblebee's Academy

Overdrive

RBdigital Audiobooks

RBdigital Magazines

IT'S NEVER TOO EARLY TO HELP YOUR CHILD LEARN.



LET'S TALK ABOUT
EARLY LITERACY



events



books



community
resources



miami-dade **public library system**

get a card



learning & training

TALK, READ, AND SING TOGETHER EVERY DAY! IT'S NEVER TOO EARLY TO HELP YOUR CHILD LEARN.

Research has identified five early reading skills that are all essential.

PHONEMIC AWARENESS

Being able to hear, identify, and play with individual sounds (phonemes) in spoken words.

PHONICS

Being able to connect the letters of written language with the sounds of spoken language.

VOCABULARY

The words kids need to know to communicate effectively.

READING COMPREHENSION

Being able to understand and get meaning from what has been read.

FLUENCY (ORAL READING)

Being able to read text accurately and quickly.

YOU CAN HELP YOUR CHILD'S LANGUAGE SKILLS BY TALKING, READING, AND SINGING WITH HIM OR HER EVERY DAY. IT'S EASY TO DO AND CAN MAKE A BIG DIFFERENCE IN HOW YOUR CHILD LEARNS AND GROWS!



DEVELOPMENTAL MILESTONES

DOWNLOAD THE PDF.

BIRTH TO 2 MONTHS

- Coos, makes gurgling sounds
- Turns head toward sounds

TIP: Respond to your baby's first smiles, gurgles and coos – she's talking to you and wants you to talk too!

4 MONTHS

- Begins to babble
- Babbles with expression and copies sounds he hears

TIP: Hold and talk to your baby; smile and be cheerful while you do.

6 MONTHS

- Responds to sounds by making sounds
- Responds to own name
- Begins to say consonant sounds (jabbering with "m," "b")

TIP: Read books to your baby every day. Praise him when he babbles and "reads" too.

9 MONTHS

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "bababababa"

ISSUE

00

MONTH
YEAR

MONTHLY
UPDATE ON
LIBRARY
SERVICES
THAT MAKE A
DIFFERENCE

LibraryImpact

Solutions For a New Higher Education Reality

Sit amet, consectetur
adipiscing elit, sed diam
nonummy nibh euismod
tincidunt ut laoreet dolore
mañana aliquam. Ut wisi enim



this issue

Librarians 4 Student Retention **P.1**

Bibs for Grant Projects **P.2**

Who's Citing You? Find out! **P.3**

Info Skills for Internship Success **P.4**

Finding the right publication venue for your research.

Volutpat mos at neque nulla lobortis
dignissim conventio, torqueo, acsi roto modo.

vel natu meus. Molior torqueo capio velit loquor aptent
ut erat feugiat pneum commodo vel obruo mara

Idea 2: Analyze targeted audiences, compose positioning statements, devise key messages, and consider communication media and venues that are most effective in conveying library contributions.



Stakeholder Groups

- Participants and target audiences
- Interested parties
- Responsible parties
- Influencers
- Decision makers
- Action takers
- Strategic planners
- Who else?

Strategies & Formats

Media

- Executive summary
- Annual report
- Newsletter or newspaper
- Email
- Meeting or presentation
- Bookmark
- Poster
- Website
- Other?

Content

- Text
- Tables and charts
- Quotations and narratives
- Qualitative focus
- Quantitative focus
- Formative focus
- Summative focus
- Short time or length
- Long time or length
- In person
- In print
- Online
- Other?

Marketing

@your library[®]
The Campaign for America's Libraries

**Simple steps that
will help you create an
@ your library campaign**

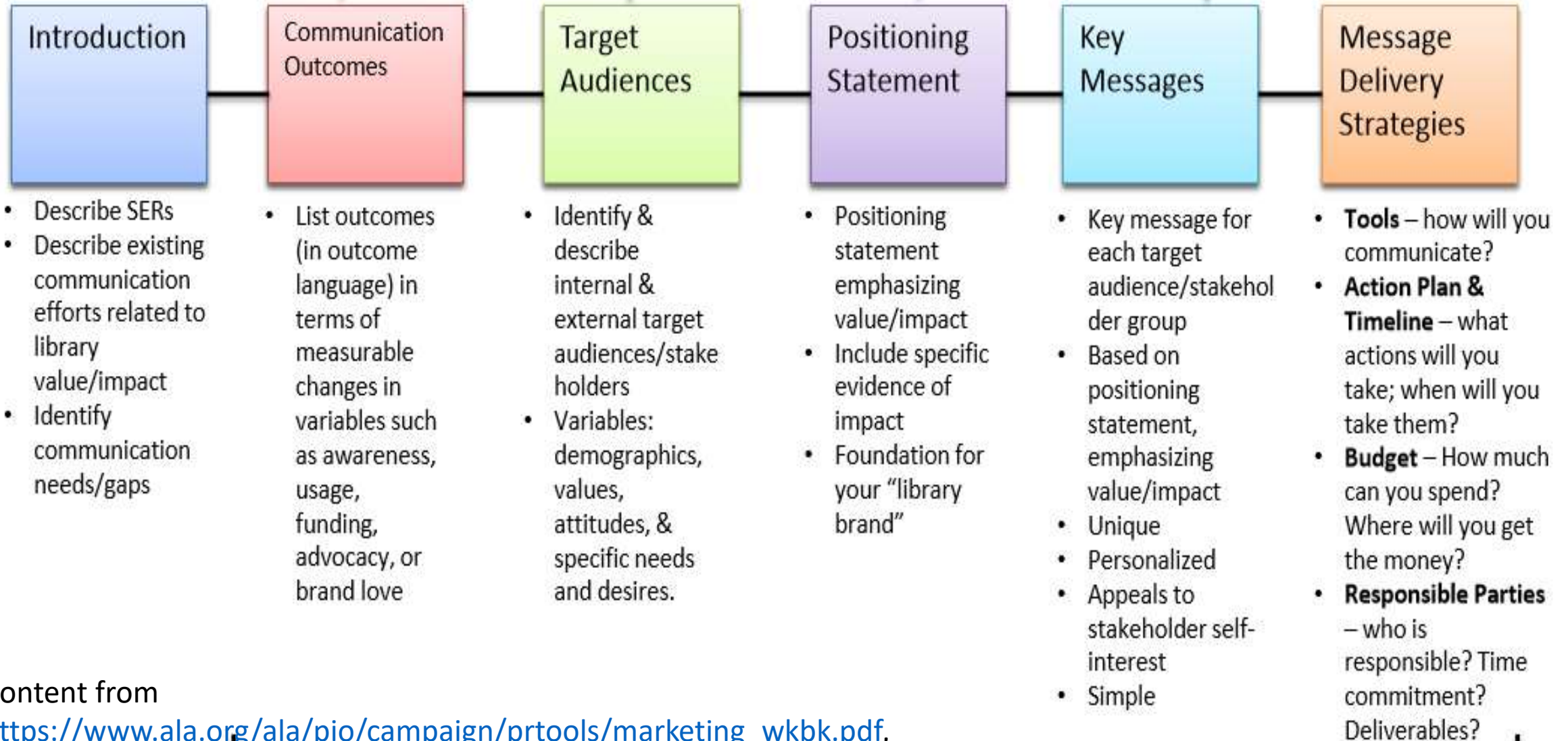
Table of Contents

- I. Introduction
- II. The Campaign for America's Libraries
- III. Building a Communications Plan
 - a. Introduction
 - b. Goals
 - c. Objectives
 - d. Positioning Statement
 - e. Audiences
 - f. Key Messages
 - g. Strategies
 - h. Evaluation
 - i. Putting it All Together
- IV. Additional Resources

https://www.ala.org/ala/pio/campaign/prtools/marketing_wkbk.pdf

Strategic Marketing

Market Research



Content from

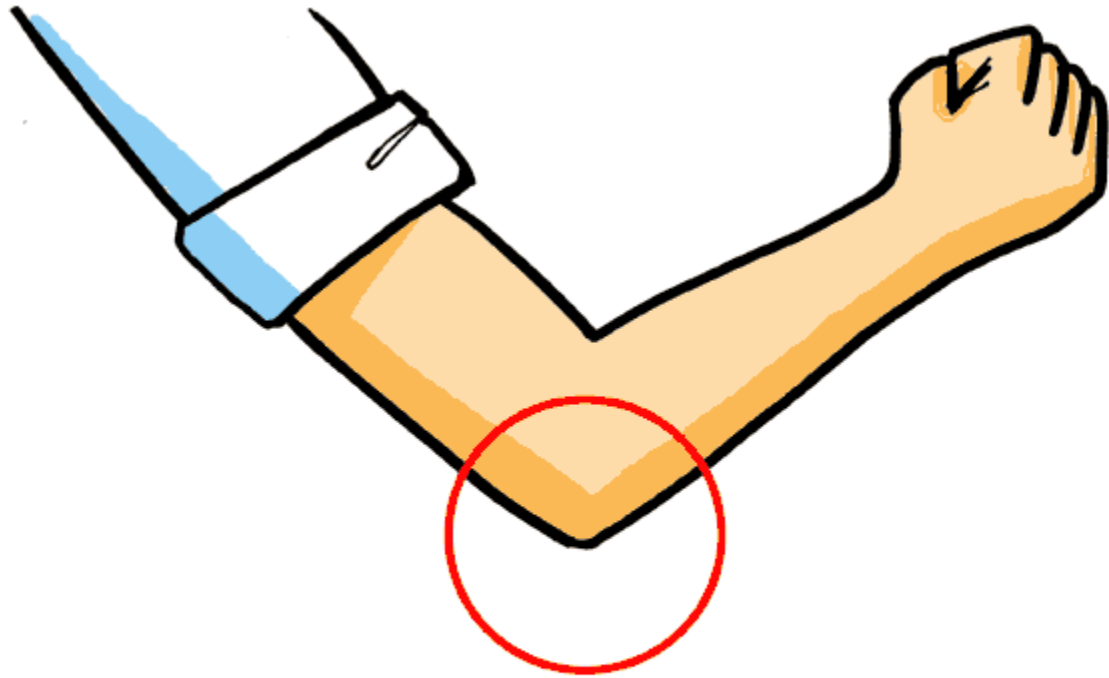
https://www.ala.org/ala/pio/campaign/prtools/marketing_wkbk.pdf,

Megan Oakleaf and Amanda Albert

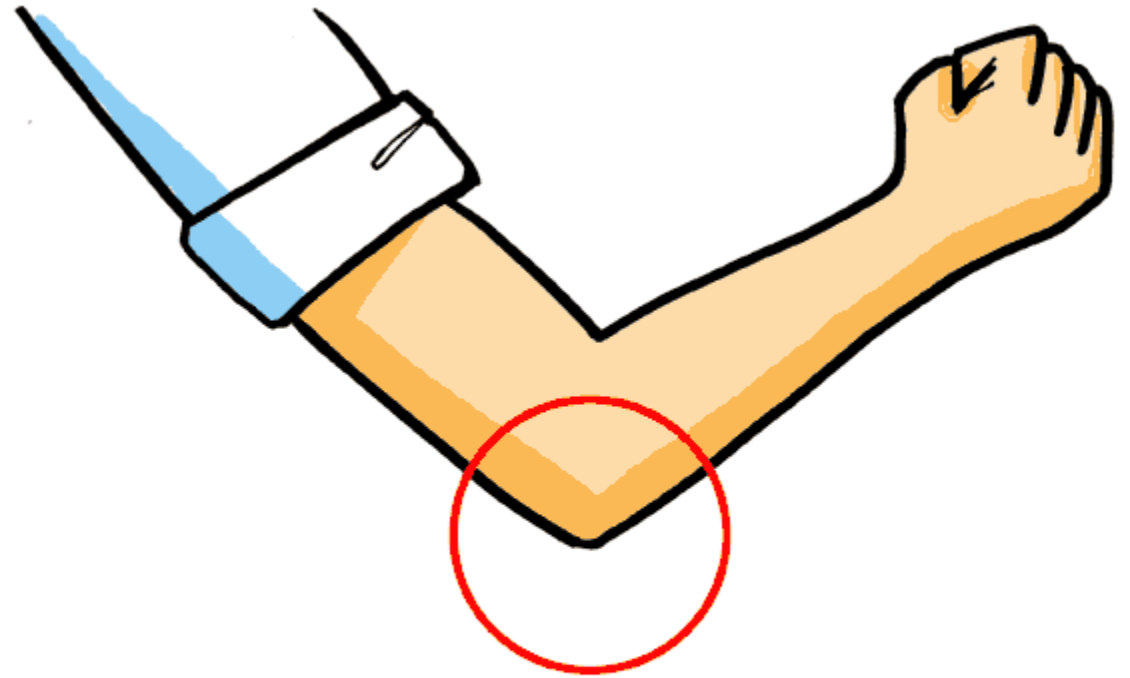


Idea 3: Craft short
“elevator speeches”
to practice communicating
library value
to stakeholders in informal
settings.

Find your elbow partner!



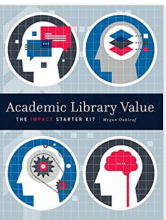
elbow



elbow

Drafting an Elevator Speech

- Pick a stakeholder.
- What services, expertise areas, or resources does your library offer that match this stakeholder's needs?
- Pick one service, expertise area, resource.
- What outcome (that is meaningful to the stakeholder) does that service, etc. contribute to?
- Do you have data that supports that contribution? If so, what?
- How does the stakeholder benefit?
- What action would you like the stakeholder to take?



Elevator Speech Components

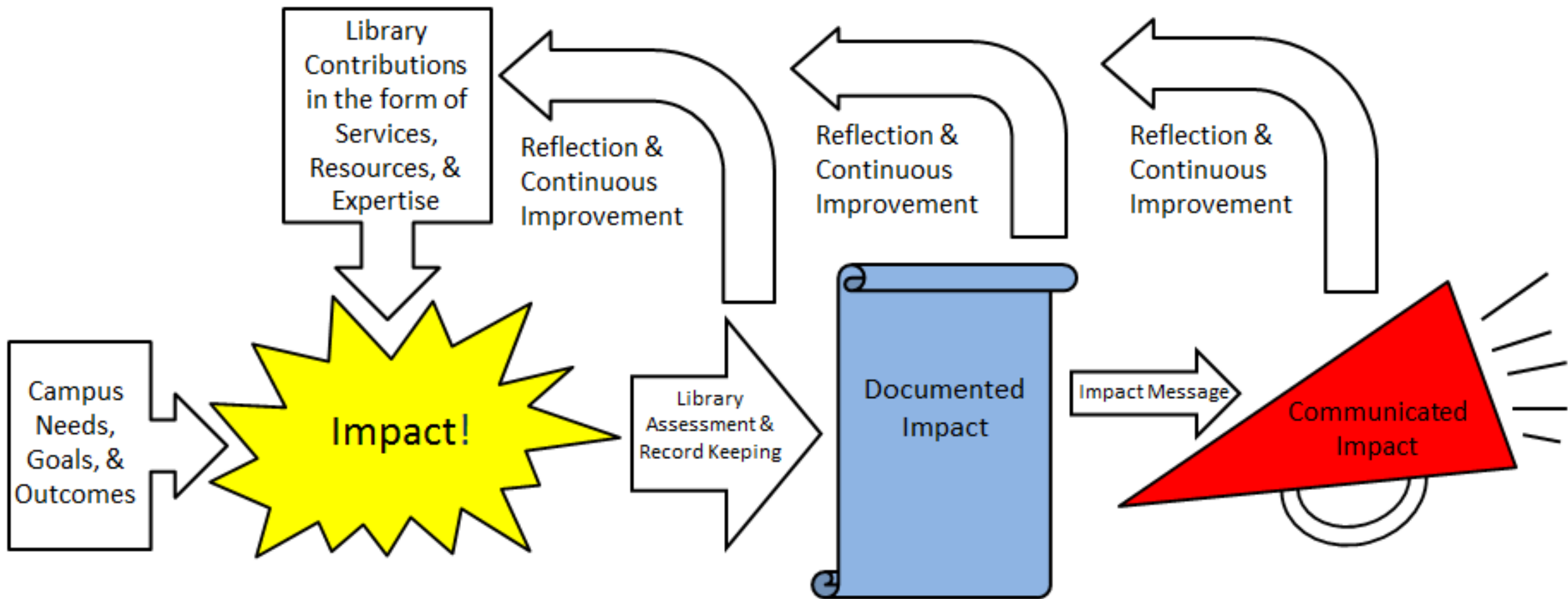
1. The library offers _____
_____ [service, expertise, or resource].
2. This service, expertise, or resource contributes to _____
_____ [institutional focus area].
3. (Optional) We have evidence/data that confirms this contribution.
For example, _____
_____ [succinct explanation of evidence/data].
4. If you participate in this service, expertise, or resource, you will _____
_____ [explanation of benefit].
5. Therefore, you should _____
_____ [action you want partner to perform].
6. I would love to help you _____
_____ [take that action].

Elevator Speech Components

1. The library offers **reference services** _____
_____ [service, expertise, or resource].
2. This service, expertise, or resource contributes to **improved student grades**
_____ [institutional focus area].
3. (Optional) We have evidence/data that confirms this contribution.
For example, **students who ask reference questions are more likely to get an A**
_____ [succinct explanation of evidence/data].
4. If you participate in this service, expertise, or resource, you will _____
may improve your grade _____ [explanation of benefit].
5. Therefore, you should **schedule a reference consult with your subject librarian**
_____ [action you want partner to perform].
6. I would love to help you **locate his/her email address** _____
_____ [take that action].

How to take this home...

pickitup
packitout
Take It HME



Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

How much
**time and
energy** does
pursuing
library value
require?

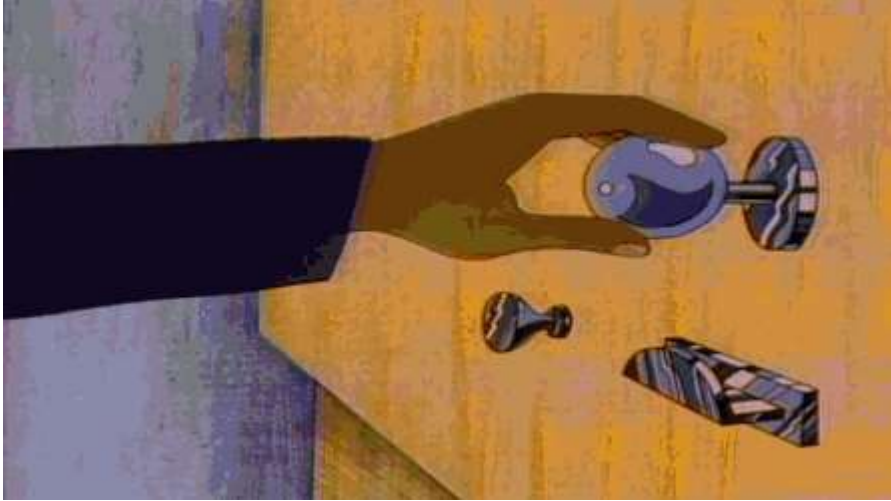


a little?



a lot?

How much time and energy
does **NOT** pursuing
library value
COST?



Keep it simple.
Start small.
But get started.

Nothing changes until
you do something.

The Value of Academic Libraries for Community Colleges



March 9, 2017

Megan Oakleaf

moakleaf@syr.edu | www.meganoakleaf.info

DIRECTOR'S CUT!

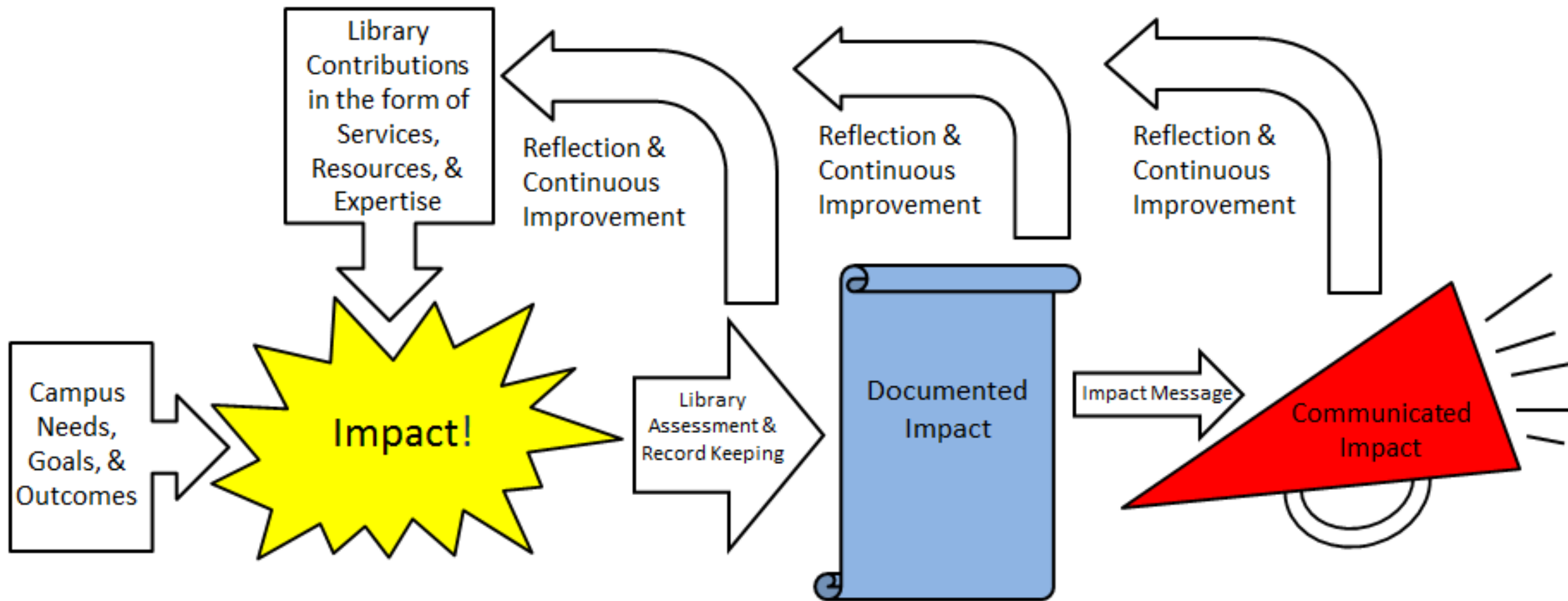
What could the pursuit of value mean?

- ★ Choosing mediocre for all or excellent for some →
 - ★ Deciding to offer special services to special populations
- ★ Emphasizing continuous tracking of institutional priorities →
 - ★ Valuing and rewarding agility in making decisions and taking action
 - ★ Communicating bi-directionally and collaborating with constituents, stakeholders, resource allocators, etc.
- ★ Becoming more mindful of finite resources →
 - ★ Assessing impact of competing options
 - ★ Stopping or minimizing effort spent on some less-impactful services or resources
- ★ (Re)considering the balance between privacy (risk) and helping students succeed (reward).









Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

textbooks & affordability

The screenshot shows the University of Minnesota Libraries website. At the top, there is a dark red navigation bar with the 'M' logo and 'LIBRARIES' text on the left, and 'Services', 'How to Find', 'About', 'Help', and 'Sign in' on the right. Below the navigation bar is a large banner with a background image of a library interior. The banner contains the text 'SAVE MONEY WITH HELP FROM THE UNIVERSITY LIBRARIES'. To the left of the banner is a vertical sidebar with a menu: 'ELEARNING AT THE UNIVERSITY LIBRARIES', 'eLearning at the Libraries', 'Partnership for Affordable Content', and a red button that says 'Save money with the Libraries!'. The main content area below the banner contains the following text:

In partnership with the [University of Minnesota Bookstores](#), the University Libraries is excited to provide you with a list of **free U of M required books** held in our eBook collection for the current semester. All books are freely available to read online and to checkout for a specified period of time for students of the University of Minnesota - Twin Cities.

Books in PDF format are available for download in their entirety. **Check out the list below to see if the library already has your book online, for free!**

To find an ebook please look for your course, course instructor, or the book title in the list below. You may also use your browser's "Find" function. In addition, new titles will be added periodically throughout the semester, so please check back if you are unable to find your book.

- [Check out these other options for saving money on course materials!](#)

If you encounter any difficulty with accessing an eBook below, please contact wilsrsv@umn.edu.

Look for free eBooks from the Libraries!

AEM8511-001	James	governing equations
AFRO1011-001	Brewer	Reversing sail: a history of the African diaspora
AFRO1011-001	Brewer	The African origin of civilization myth or reality
AFRO3125W-001	Brewer	Black heretics, black prophets radical political intellectuals

Providing eBook textbooks.

affordability – digital course packs



SERVICES

Services - Home

Borrowing Privileges

Computers, Printing, and Scanning

Copyright

Course Reserves

Disability Access

Fines

Getting Materials

DIGITAL COURSE PACK PROJECT

How do I request a Digital Course Pack?

We are currently conducting pilot projects to make sure we have what we need to scale Digital Course Packs to a university-wide service. If you would like to participate in the pilot, please contact wilsrsv@umn.edu. Keep in mind, any course may use the existing [Course Reserves](#) service.

What is the process to create a Digital Course Pack?

1. Faculty and instructors should submit their course reading list to library [Course Reserves](#) staff as soon as possible and **no later than 2 weeks** before the beginning of the new semester.
2. Library reserves staff will begin creating the Digital Course Pack by entering any freely available content, such as open education resources, into the course pack web site.

Combining efforts, saving money, increasing reading.

saving students money

Statistics

Semester	# of course sections	# of students	Average estimated cost of printed course pack	Average actual cost per student for digital course pack	Average savings per student	Total savings (all students/all courses)
Fall 2012	7	184	\$64.06	\$25.95	\$38.11	\$7608.82
Spring 2013	9	187	\$35.56	\$0.00	\$35.56	\$6,593.93
Fall 2013	29	610	\$43.37	\$12.04	\$31.33	\$22,203.29
TOTALS	45	981	\$47.66	\$12.66	\$35	\$36,406.04

78% of enrolled students purchased a digital course pack



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1427&context=libtech_conf

Grades & GPA

- Library “instruction” may impact student grade—or at least **not make them worse**. (Hong Kong Baptist)
- Library instruction after the first-year appears to **impact GPA at graduation**. (Wyoming)
- Students in “Intro to Libraries 2” had lower GPAs but were almost 8 times more likely to re-enroll. (Minnesota)
- Library “check outs” appear to **impact students grades positively**. (Huddersfield, Wollongong)
- Undergraduates with **above average GPA** use (i.e., off campus authentication and circulation records) the library more than those with below average GPA. (Nebraska-Lincoln)

Middle Tennessee State University

“students who receive library instruction, on average, have a **higher grade point average** than those who do not, thus lending support to the hypothesis that library instruction does have an impact on student performance...a student enrolled in a course that received library instruction should have a GPA that is, on average, **0.09 higher** than a student who was not in a course that received library instruction”

Vance, J., Kirk, R., Gardner, J. Measuring the Impact of Library Instruction on Freshmen Success and Persistence: A Quantitative Analysis. *Communications in Information Literacy*, North America, 6, nov. 2012. Available

at: <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v6i1p49&path%5B%5D=144>. Date accessed: 04 Oct. 2016.

Open University Library Data Project

“Students who fail access around a third of the online library resources compared with students who pass. Students gaining a distinction access nearly twice the number of library resources as students who pass.”

<http://www.open.ac.uk/blogs/LibraryData/?p=197>

Nevada State College

- Students who use library resources are more likely to be retained.
- Students who use library resources are more likely to be on good academic standing.
- Students who use the library more often (measured by number of sessions in EZProxy) tend to have a **higher semester GPA**.
 - This relationship holds when controlling for high school GPA, pell-grant recipient status, and first-generation status
- In a more targeted study spanning all 11 sections of a first-year experience course we found that:
 - Students who used an online information literacy module achieved significantly higher average scores on the research assignment
 - Students who participated in more sections of the information literacy module tended to use online library resources more (measured in number of sessions in EZProxy)
- Students who used online library resources more tended to have a **higher grade on the research assignment**.

(email correspondence from Tiffany LeMaistre)