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!
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?
Identify the context for library value from a large-scale perspective
values, beliefs, intent

impact on institutional & stakeholder missions, goals, and needs

return-on-investment

worth of the library as a commodity (competing alternatives)

Library Value

inherent value of library services, expertise, and resources

measures of inputs and outputs

user satisfaction levels

service quality metrics

the use and utility of library services, expertise, and resources
National Academic Library Agenda
The Key Idea

We librarians do stuff, know stuff, and have stuff.

The institution and/or stakeholders have needs, goals, missions, outcomes they want to achieve.

Opportunity to make an impact...
Wouldn’t it be nice if…

We librarians do stuff, know stuff, and have stuff.

...we had data demonstrating an impact?

The institution and/or stakeholders have needs, goals, missions, outcomes they want to achieve.
But the reality is often...

We librarians do stuff and have stuff.
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!
1. Who are the most important stakeholders at your institution?

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

3. What services, expertise areas, or resources does the library offer that might impact the things our 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?
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

*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.
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

What get measured, gets done!
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!
1. Who are the most important stakeholders at your institution?

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

3. What services, expertise areas, or resources does the library offer that might impact the things our 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?
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.
<table>
<thead>
<tr>
<th>Library services, expertise, resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical, digital reference</strong></td>
</tr>
<tr>
<td>Embedded reference, consultations</td>
</tr>
<tr>
<td>Liaison services, subject guides</td>
</tr>
<tr>
<td>One shot instruction</td>
</tr>
<tr>
<td>Course/curriculum-integrated instruction</td>
</tr>
<tr>
<td>Outreach</td>
</tr>
</tbody>
</table>
Identifying potentially impactful library services, expertise, and resources

What I do is awesome!
Your turn!
1. Who are the most important stakeholders at your institution?

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

3. What services, expertise areas, or resources does the library offer that might impact the things our 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?
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!
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who are the most important stakeholders at your institution?</td>
</tr>
<tr>
<td>2. What do these “most important stakeholders” care about?</td>
</tr>
<tr>
<td>3. What services, expertise areas, or resources does the library offer that might impact the things our most important stakeholders care about?</td>
</tr>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>
Flip chart your response to #4!
<table>
<thead>
<tr>
<th></th>
<th>Reference (physical, digital, consultation, embedded)</th>
<th>Collections including readings for courses</th>
<th>Study spaces</th>
<th>Instruction (students, faculty)</th>
<th>Support for tenure &amp; promotion, researcher info systems</th>
<th>Business databases with company profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student experience, engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student enrollment, retention, graduation, completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student career placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty research productivity, tenure &amp; promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional affordability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional efficiencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional brand, prestige</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference (physical, digital, consultation, embedded)</td>
<td>Collections including readings for courses</td>
<td>Study spaces</td>
<td>Instruction (students, faculty)</td>
<td>Support for tenure &amp; promotion, researcher info systems</td>
<td>Business databases with company profiles</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Student achievement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student experience, engagement</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student enrollment, retention, graduation, completion</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student career placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty research productivity, tenure &amp; promotion</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional affordability</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional efficiencies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Institutional brand, prestige</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
**Activity #26: Library Impact Map**

Library Services, Expertise, & Resources

<table>
<thead>
<tr>
<th>Institutional Focus Area</th>
<th>Reference, Physical</th>
<th>Reference, Digital</th>
<th>Reference, Subject Guides</th>
<th>Reference, Roving</th>
<th>Reference, Embedded</th>
<th>Reference, Consultations</th>
<th>Outreach</th>
<th>Liaison Services</th>
<th>Embedded/Mobile Services</th>
<th>Instruction, One-Shot</th>
<th>Instruction, Course-Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recruitment, Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Retention, Completion, Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Career Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student GPA, Test Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Academic Library Value: The Impact Starter Kit*
Thinking it through.

<table>
<thead>
<tr>
<th>How <em>does</em> the library contribute to this goal?</th>
<th>How <em>could</em> the library contribute to this goal by doing something <em>differently or better</em>?</th>
<th>How could the library <em>demonstrate</em> its contribution to this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The obvious, the status quo, what we’ve always done (and that’s okay).</td>
<td>The new idea, the high-impact possibility, the thing we’ve always wanted to do.</td>
<td>Take a note, keep a record, track some progress, identify some people (ethically).</td>
</tr>
</tbody>
</table>
Yes, this is hard!
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?
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)
Authentic Learning Assessment
Authentic Assessment of Student Artifacts
(according to agreed upon outcomes & using rubrics)
Help Studies
2. Help Studies

HELP ME
HELP YOU
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?
Correlations
Assessment Arc
Research Questions

- academic library service, expertise, or resource
- relationship verb
  (impact, contribute to, affect, influence, relate to, cause, determine, help, correlate with, etc.)
- desired outcome

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)
# Course Success Rates Academic Year 2015

<table>
<thead>
<tr>
<th>All Degree-Seeking Students</th>
<th>Reference Visit</th>
<th>Bibliographic Instruction</th>
<th>Both Reference Visit and Bibliographic Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>62.7%</strong> (5506)</td>
<td><strong>85.2%</strong>* (201)</td>
<td><strong>70.6%</strong>* (804)</td>
<td><strong>79.9%</strong>* (62)</td>
</tr>
</tbody>
</table>

* Significance @ P<.05
Year-to-Year Retention at L&C (Fall 2014 to Fall 2015)

<table>
<thead>
<tr>
<th>All Degree-Seeking Students</th>
<th>Reference Visit</th>
<th>Bibliographic Instruction</th>
<th>Both Reference Visit and Bibliographic Instruction</th>
<th>Off-Campus Login to a Library Database</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>57.2%</strong> <em>(3811)</em></td>
<td><strong>70.3%</strong> <em>(101)</em></td>
<td><strong>61.0%</strong> <em>(523)</em></td>
<td><strong>68.1%</strong> <em>(59)</em></td>
<td><strong>60.1%</strong> <em>(271)</em></td>
</tr>
</tbody>
</table>

* = Significance @ P<.05
Lewis & Clark Community College

Difference in Retention
Reference Visit

- Black: 25.1%* 24.7%
- Veteran: 20.0%* 18.8%
- First Generation: 14.3%* 14.2%
- Developmental Placement: 13.6% 13.4%
- Pell: 12.8%* 12.3%
- Male: 12.2%
- Continuing: 11.8%
- No Pell: 11.5%
- Non-Veteran: 10.8%
- Developmental Placement: 7.0%
- Full Time: 7.0%
- Female: 7.0%
- Part Time: 7.0%
- Non-First Generation: 7.0%
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)
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

<table>
<thead>
<tr>
<th>Use</th>
<th>Times more like to graduate in four years</th>
<th>Times more likely to be enrolled in four years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Library</td>
<td>1.441</td>
<td>1.389</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>1.924</td>
<td>1.450</td>
</tr>
<tr>
<td>Books</td>
<td>1.337</td>
<td>&lt;no correlation&gt;</td>
</tr>
<tr>
<td>Workstations</td>
<td>&lt;no correlation&gt;</td>
<td>&lt;no correlation&gt;</td>
</tr>
<tr>
<td>Library Instruction Class</td>
<td>&lt;no correlation&gt;</td>
<td>1.402</td>
</tr>
<tr>
<td>Reference</td>
<td>&lt;no correlation&gt;</td>
<td>&lt;no correlation&gt;</td>
</tr>
</tbody>
</table>
Correlation & Causation

I used to think correlation implied causation.

Then I took a statistics class. Now I don’t.

Sounds like the class helped.

Well, maybe.
Success Systems
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 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?
Create Referral for Ashley McMullin

Referral

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.

Course Context

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

Comment

Required fields
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
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

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
Data Audit
<table>
<thead>
<tr>
<th>DATA ELEMENTS</th>
<th>TYPE</th>
<th>ACCESS</th>
<th>RELEVANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(currently collected or may be collected in the future)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE</th>
<th>ACCESS</th>
<th>RELEVANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>Output</td>
<td>Librarian time/effort</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available/not available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaningful to stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources</td>
</tr>
</tbody>
</table>

Activity #12

*Academic Library Value: The Impact Starter Kit* by Megan Oakleaf
Check Yourself
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?
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?
What's your library's value story?
What’s your library’s value story?
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?
“Fact Sheet” Communications

how good the library is vs what good the library enables others to do

Stats At A Glance

What difference does this make? So what?

<table>
<thead>
<tr>
<th>Collections</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Volume Count</td>
<td>1,629,179</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Transactions</td>
<td>50,881</td>
</tr>
<tr>
<td>Typical Weekly Public Service Hours</td>
<td>111.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>13,656</td>
</tr>
<tr>
<td>Total Instruction Sessions</td>
<td>619</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access &amp; Delivery Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Circulation (Excluding Reserves)</td>
<td>75,934</td>
</tr>
<tr>
<td>Reserves Circulations</td>
<td>11,999</td>
</tr>
<tr>
<td>Laptop Circulations</td>
<td>119,823</td>
</tr>
</tbody>
</table>
“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?
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**

**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 "babababa"
Finding the right publication venue for your research.

Voluptat mos at neque nulla lobortis dignissim conventio, torqueo, acsi roto modo.
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
Idea 3: Craft short “elevator speeches” to practice communicating library value to stakeholders in informal settings.
Find your elbow partner!
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...
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
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).
Saving money with help from the University Libraries

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 wiserv@umn.edu.

Look for free eBooks from the Libraries!

<table>
<thead>
<tr>
<th>Student</th>
<th>Savings Page</th>
<th>eBook Title: Spring 2016</th>
<th>eBooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC51911-001</td>
<td>James</td>
<td>governing equations</td>
<td></td>
</tr>
<tr>
<td>AFRO1011-001</td>
<td>Brewer</td>
<td>Reversing sail: a history of the African diaspora</td>
<td></td>
</tr>
<tr>
<td>AFRO1011-001</td>
<td>Brewer</td>
<td>The African origin of civilization: myth or reality</td>
<td></td>
</tr>
<tr>
<td>AFRO3125W-001</td>
<td>Brewer</td>
<td>Black heretics, black prophets: radical political intellectuals</td>
<td></td>
</tr>
</tbody>
</table>

Providing eBook textbooks.
affordability – digital course packs

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 wilsrv@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 with site.

Combining efforts, saving money, increasing reading.
saving students money

<table>
<thead>
<tr>
<th>Semester</th>
<th># of course sections</th>
<th># of students</th>
<th>Average estimated cost of printed course pack</th>
<th>Average actual cost for digital course pack</th>
<th>Average savings per student</th>
<th>Total savings (all students/all courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>7</td>
<td>184</td>
<td>$64.06</td>
<td>$25.95</td>
<td>$38.11</td>
<td>$7608.82</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>9</td>
<td>187</td>
<td>$35.56</td>
<td>$0.00</td>
<td>$35.56</td>
<td>$6593.93</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>29</td>
<td>610</td>
<td>$43.37</td>
<td>$12.04</td>
<td>$31.33</td>
<td>$22203.29</td>
</tr>
<tr>
<td>TOTALS</td>
<td>45</td>
<td>981</td>
<td>$47.66</td>
<td>$12.66</td>
<td>$35</td>
<td>$36406.04</td>
</tr>
</tbody>
</table>

78% of enrolled students purchased a digital course pack

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)
“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”

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)