Welcome

Assessment in Action: Academic Libraries and Student Success

Tuesday, February 10, 2015, 11am P/noon M/1pm C/2pm E

Association of College & Research Libraries
Advancing learning, transforming scholarship
A division of the American Library Association
Welcome

Lisa Janicke Hinchliffe
Professor & Coordinator for Information
Literacy Services and Instruction
University of Illinois at Urbana-Champaign
National Higher Education Responses

The Voluntary System of Accountability (VSA™)
NASULGC
A Public University Association

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

new leadership
ALLIANCE
for student learning and accountability

Projects and Services
CLA Receives Teagle Grant for CIC/CLA Consortium; Publishes Report on Consortial Use of CLA to Improve Teaching and Learning
“Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?”

(S. Pritchard 1996)
Not only do stakeholders count on higher education institutions to achieve their institutional goals, they also require them to demonstrate evidence that they have achieved them.

The same is true for academic libraries; they too can provide evidence of their value.

(VAL Report, p. 26)
Recommendations

- Define outcomes
- Create or adopt systems for assessment management
- Determine what libraries enable students, faculty, student affairs professionals, administrators and staff to do.
- Develop systems to collect data on individual library user behavior, while maintaining privacy.
- Record and increase library impact on student enrollment.
- Link libraries to improved student retention and graduation rates.
- Review course content, readings, reserves, and assignments.
- Document and augment library advancement of student experiences, attitudes, and perceptions of quality.
- Track and increase library contributions to faculty research productivity.
- Contribute to investigate library impact on faculty grant proposals and funding, a means of generating institutional income.
- Demonstrate and improve library support of faculty teaching.
- Create library assessment plans.
- **Promote and participate in professional development.**
- **Mobilize library administrators.**
- **Leverage library professional associations.**
So ACRL Did …

- February 2011 – Application for IMLS Collaborative Planning Grant Submitted
- March 2011 – Update forum and Vendor Summit at ACRL 2011 Conference
- April 2011 – Plan for Excellence Adopted
- May 2011 – Board Charges Value of Academic Libraries Committee
- October 2011 – IMLS Grant Awarded
ACRL’s IMLS Collaborative Planning Grant

Building Capacity for Demonstrating the Value of Academic Libraries

Association for Institutional Research

Association of Public and Land-Grant Universities

The Council of Independent Colleges

ASSESSMENT in Action
Summit Goals

• Build and strengthen collaborative relationships
• Identify types and sources of data about library performance
• Determine the professional competencies necessary
• Increase awareness and understanding about how academic libraries contribute
Summit 1

- 1.5 days with 22 institutional teams made up of chief academic officers, institutional researchers, senior librarians
- Reception, Welcome, Introductions
- Overview – VAL Report & Initiative & Response
- Chief Academic Officer Panel
- Discussion of VAL Report “Essential Questions”
- Accradiator Panel
- Case Studies & Best Practices
- Discussion of “Next Steps”
Summit 2

- 1 day with 22 senior librarians
- Reflection/discussion/brainstorming

1.) What are the institutional impact areas libraries contribute to and what does that contribution look like?
2.) What data do librarians need to demonstrate their contribution?
3.) What partnerships do librarians need to develop to establish/expand their contribution?
4.) What skills/strategies do librarians need to learn to contribute to institutional impact areas and demonstrate that contribution? How should librarians learn these skills/strategies?
“The White Paper”

Freely available
http://acrl.org/value
Theme 1: Accountability

- Quality
- Affordability
- Career preparedness
- Value of a degree
- Workforce development
- Global impact
Theme 2: Unified Approach

Institutional assessment most effective when efforts aligned toward common goals, communicate unified message.
Theme 3: Student Learning/Success

Central focus
↓
Documenting and providing evidence that students are learning and succeeding
Theme 4: Evidence based

Document student learning and success in ways that are clear, specific, and based on multiple data points.
Demonstrate and communicate the contributions of the library to advancing the institution’s mission and goals.
Where Do Libraries and Librarians Fit in the Picture?

Connectors and Integrators: Unique Role of the Library on a Campus
Recommendation 1

Library Value $\rightarrow$ Student Learning and Success:
Increase the profession’s understanding of library value in relation to various dimensions of student learning and success
Recommendation 2

Core VAL Competencies:

Articulate and promote the development of core assessment competencies related to library value.
Recommndation 3

*Professional Development:*
Create opportunities for librarians to learn how to initiate and design assessment that demonstrates the library’s contributions to advancing institutional mission and strategic goals.
Recommendation 4

**Partner and Collaborate:**
Expand partnerships and assessment activities with higher education constituent groups
Recommendation 5

Building Blocks:
Integrate the use of existing ACRL tools with library value initiatives
Assessment in Action Goals

Professional Competencies

Collaborative Relationships

Approaches, Strategies, Practices
Facilitators

Deb Gilchrist
Lisa Hinchliffe
Kara Malenfant
Carrie Donovan
April Cunningham
Team Approach

Librarian

Leader

Institutional Researcher/Assessment Officer

Faculty Member

Librarian Leader
Team Members

- assessment office
- institutional research
- teaching faculty
- writing center
- information/acad. technology
- student affairs
- campus administrator
- library administrator
- other librarian
Great Diversity of Institutions
1. Defining Outcome(s)

2. Setting Criteria

3. Performing Action(s) & Gathering Evidence

4. Gathering Evidence

5. Analyzing Evidence

6. Planning Change

Cycle of Assessment [focused on] Library Value

PLANNING

June - July 2015

SHARING

March - May 2016

REFLECTING

January - February 2016

ACTING

August - December 2015
Community of Practice
Blended Learning
Action Learning Projects

ASSESSMENT in Action

ACRL
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Sharing Results
Library Factors Examined

- instruction: games, single/multiple session, course embedded, tutorials
- reference
- physical space
- discovery: institutional web, resource guides
- collections
- personnel
Variety of Tools/Methods

- survey
- interviews
- focus group(s)
- observation
- pre/post test
- rubric
- student portfolio

- research paper/project
- other class assignment
- test scores
- GPA
- degree completion rate
- retention rate
Example Inquiry Questions

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

• How does students’ work with special collections materials affect their ability to think critically and develop intellectual curiosity?

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

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

Synthesizes results from over 70 higher education institutions participating in first year of AiA.

http://www.ala.org/acrl/AiA
Assessment in Action
Cohort I Project: Impact and Reflections

Eric Ackermann
Head of Reference Services and Library Assessment
McConnell Library, Radford University, VA
Our Research Question

• Does the library game impact the information confidence of participating UNIV100 freshman?
  • Important to Library Dean (Resource issue)
  • Important to UNIV100 program (Required session)

• If effective which of the two games is the most effective?
  • Library Challenge Game
  • Mobile Scavenger Hunt
What We Learned

• The library’s UNIV100 games have a positive impact on participating students’ information confidence.
• UNIV100 library games are ‘assessable’ in a meaningful way.
• This study can serve as a baseline for future annual assessment.
Impact @ RU

• Library Instruction Program
  • Anything can be assessed effectively and meaningfully
  • Continued to build and extent the program’s culture of assessment

• UNIV100 (New Student Programs)
  • Validated their confidence in the value of the library component
  • Helps prove the value of their program to RU

• Office of Academic Assessment
  • Confirmed library as a “team player” in campus assessment
  • Important with changes in assessment across campus
Personal Impact/Reflections

• Anything we do in the library can be assessed constructively.
• Power of collaboration within the library
  • For example: Instruction Team
• Power of collaboration outside the library
  • Office of Academic Assessment/Institutional Research
Recommendations for Potential Applicants

• When you pick a project
  • Leverage existing library data or activities
  • Select something meaningful to a campus stakeholder(s)

• Importance of good relations with Institutional Research
  • Source of statistical expertise
  • Source of methodological expertise
  • Source of how to make it fit what the university values
GVSU Project Summary

Library partnered with the Writing Center, Speech Lab, and Institutional Analysis.

Measured usage and perception of the library’s peer research consulting service – library research consulting by students, for students.
Lessons Learned

Attempting to measure student learning while starting up a cross-campus collaborative service was complex. **Lesson: Find balance between reach and reason.**

The real value was not limited to the *results* of the project. We found deep value in the *process*. **Lesson: The process builds capacity for future projects.**

Mentioning the national Assessment in Action project opened doors to new resources on campus. **Lesson: Connecting with AiA lends credibility.**
Positive Outcomes

Developed a new relationship with Institutional Analysis

Sparked a culture of assessment in the library

Increased our capacity to plan and implement new assessment projects

Provided new language to communicate the value of the library to the campus community
Kara J. Malenfant
Senior Strategist for Special Initiatives
Association of College and Research Libraries
Apply for Year 3

• Application available now!
• Apply online by Wednesday, March 4, 2015, 5pm Central.
• Notifications by Wednesday, April 8, 2015, 5pm Central
• Program starts mid April.
FYI: Basics of Applying

1. Identify a team:
   - one librarian
   - minimum two people from other campus units

2. Write two essays:
   - team’s project goals
   - librarian team leader’s goals

3. Secure two statements of support:
   - library dean/director
   - chief academic officer