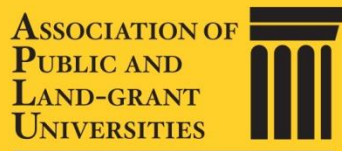


Welcome

Assessment in Action: Academic Libraries and Student Success

Kara Malenfant & Lisa Hinchliffe

Southeastern Library Assessment Conference
11:00-11:50 a.m., October 22, 2013



Welcome

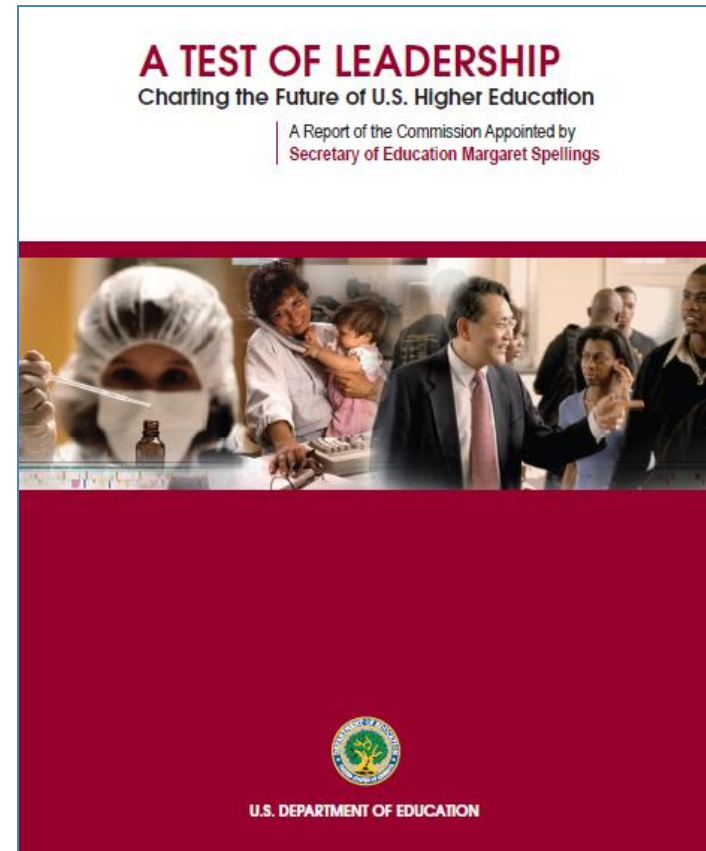


Lisa Janicke Hinchliffe
Professor & Coordinator for Information
Literacy Services and Instruction
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Kara J. Malenfant
Senior Strategist for
Special Initiatives,
Association of College
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(Historic) National Context



National Higher Education Responses



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



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

The Road Travelled

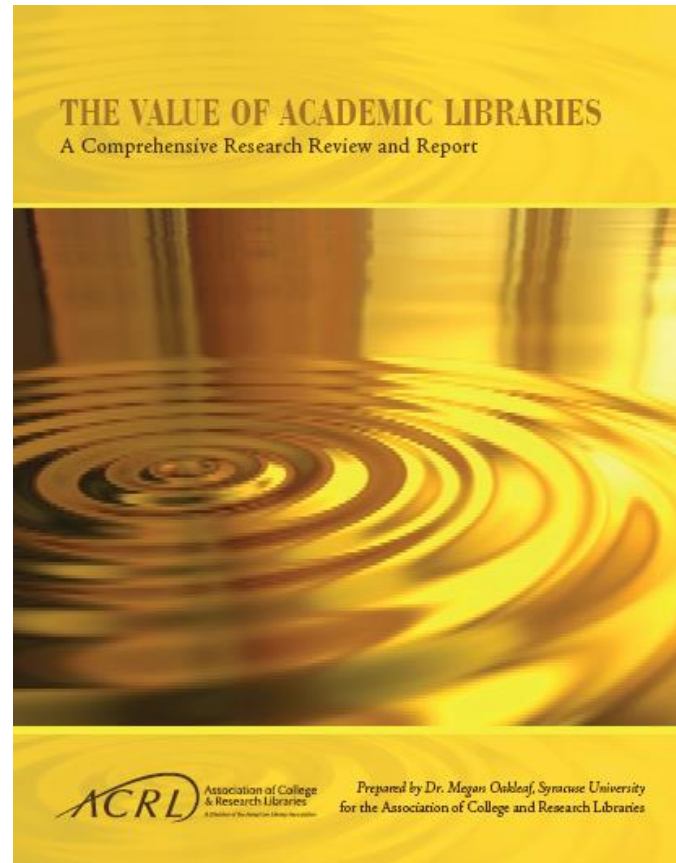


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Value of Academic Libraries Report



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

Institutional Context

“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)

Data, Evidence, & Proof

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 enables 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.



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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



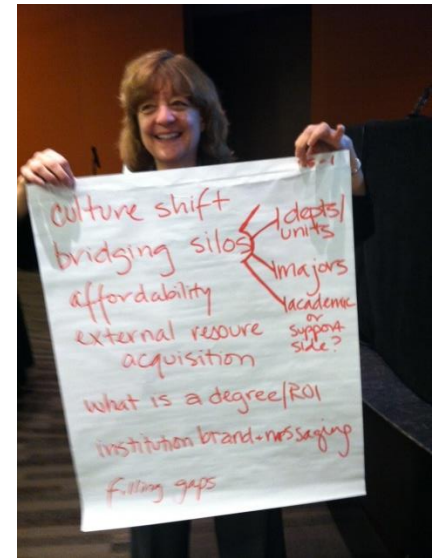
THE COUNCIL OF
INDEPENDENT COLLEGES

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”
- Accreditor 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>

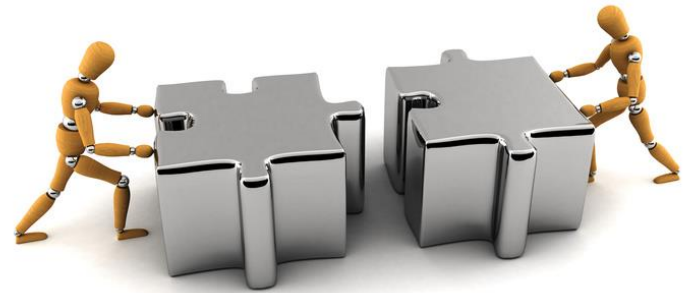
Theme 1: Accountability

- 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

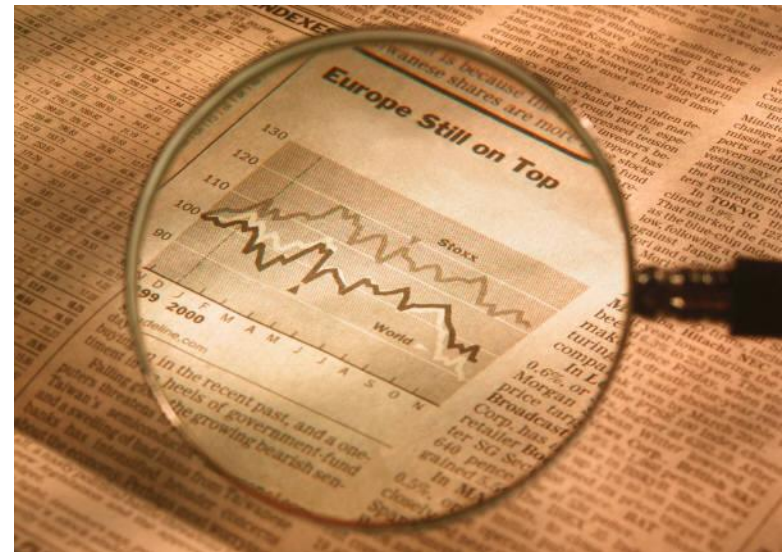


Documenting
and providing
evidence that
students are learning
and succeeding



Theme 4: Evidence based

Document student learning and success in ways that are clear, specific, and based on multiple data points



Where Do Libraries and Librarians Fit in the Picture?

*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 → 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



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Recommendation 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



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Recommendation 4

Partner and Collaborate:

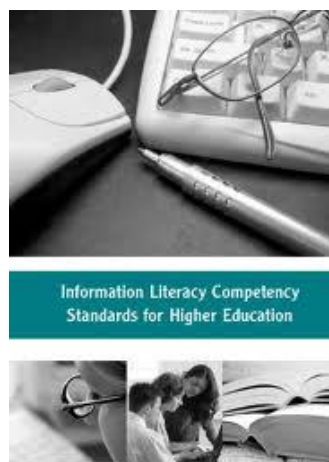
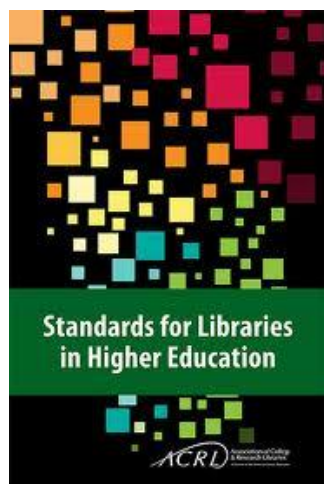
*Expand partnerships and assessment activities
with higher education constituent groups*



Recommendation 5

Building Blocks:

Integrate the use of existing ACRL tools with library value initiatives



Assessment in Action Grant



**Association for
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Assessment in Action Goals

Professional Competencies

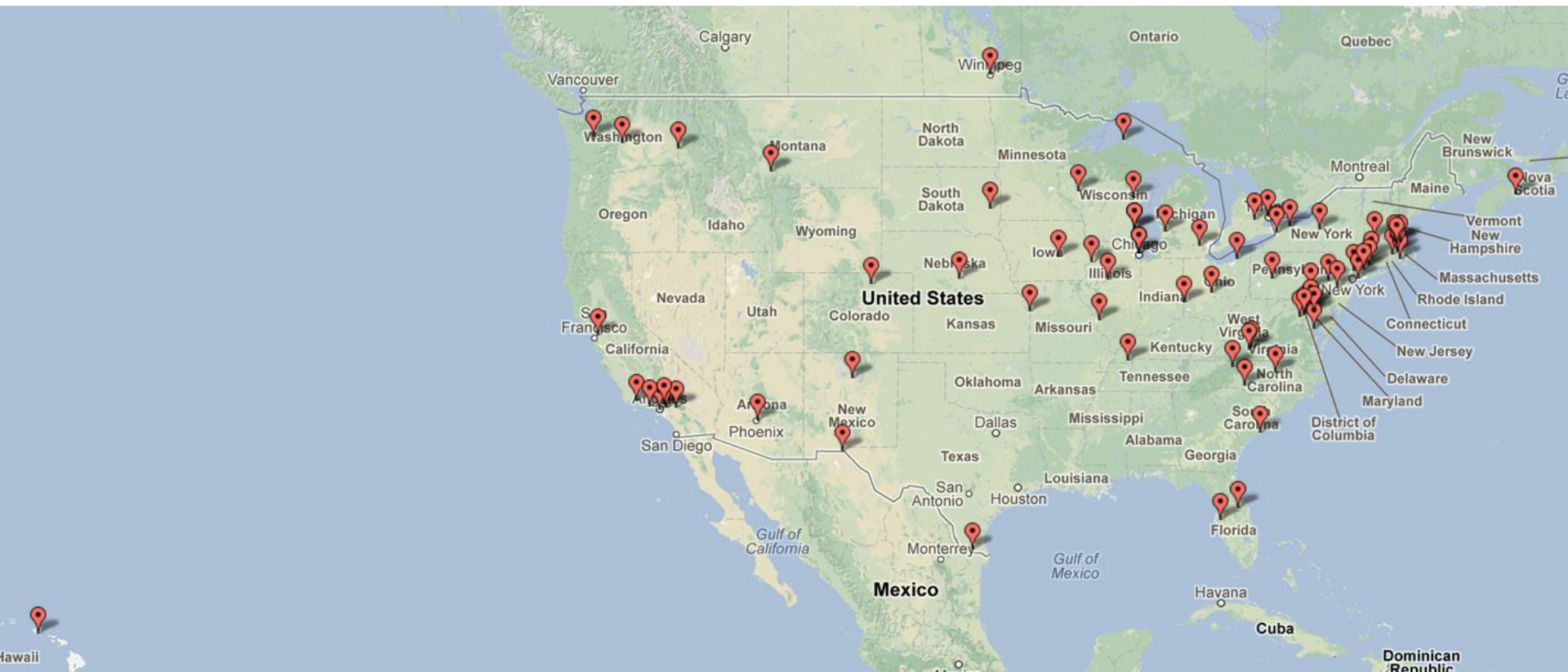
Collaborative Relationships

Approaches, Strategies,
Practices

Team Approach



AiA 2013 Institutional Teams



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AiA 2013 Institutional Teams

Regional Accreditation:

- 15 MSCHE
- 9 NEASC-CIHE
- 21 NCA-HLC
- 4 NWCCU
- 12 SACS
- 3 WASC-ACCJC
- 6 ASC-ACSCU

Other Accreditation:

- 1 Medical
- 4 Canadian

Type of Institution:

- 10 Two-year/technical
- 9 Four-year/
baccalaureate
- 31 Comprehensive
(undergraduate/
graduate)
- 25 University (research/
doctoral granting)

Team Members

- assessment office
- institutional research
- teaching faculty
- writing center
- information/acad. technology
- student affairs
- campus administrator
- library administrator
- other librarian

Blended Learning



LearningTimes



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Community of Practice



Action Learning Projects



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Sharing Results



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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?

Apply for Year 2

- Application available January 14, 2014
- Virtual information session in January
- Applications due March 7, 2014
- Notifications April 8, 2014
- 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

Open Discussion


What do you most want to see documented about the teams' projects so that the results we disseminate are of the greatest possible benefit?



Your suggestions?



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Questions?
Comments?
Thank You!

For More Information:

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kmalenfant@ala.org

800/545-2433, ext 2510

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