

WELCOME

Update on ACRL's Value of Academic Libraries Initiative

Sunday, January 26, 1:00 – 2:30 p.m.

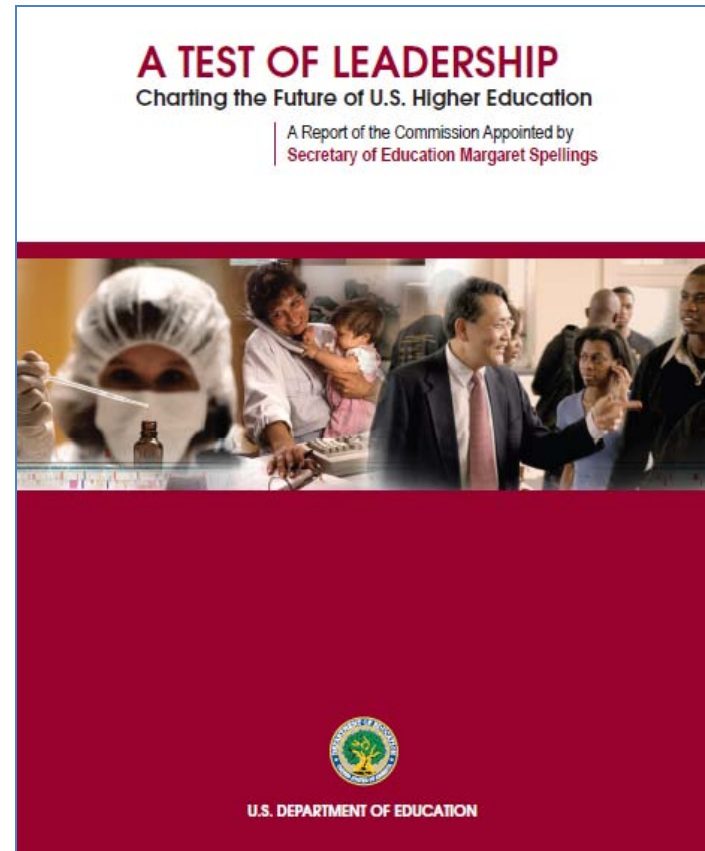
Teresa A. Fishel

Chair, ACRL Value of Academic Libraries Committee

Kara Malenfant

ACRL Senior Strategist for Special Initiatives

(Historic) National Context



National Higher Education Responses



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

new leadership
ALLIANCE
for student learning and accountability

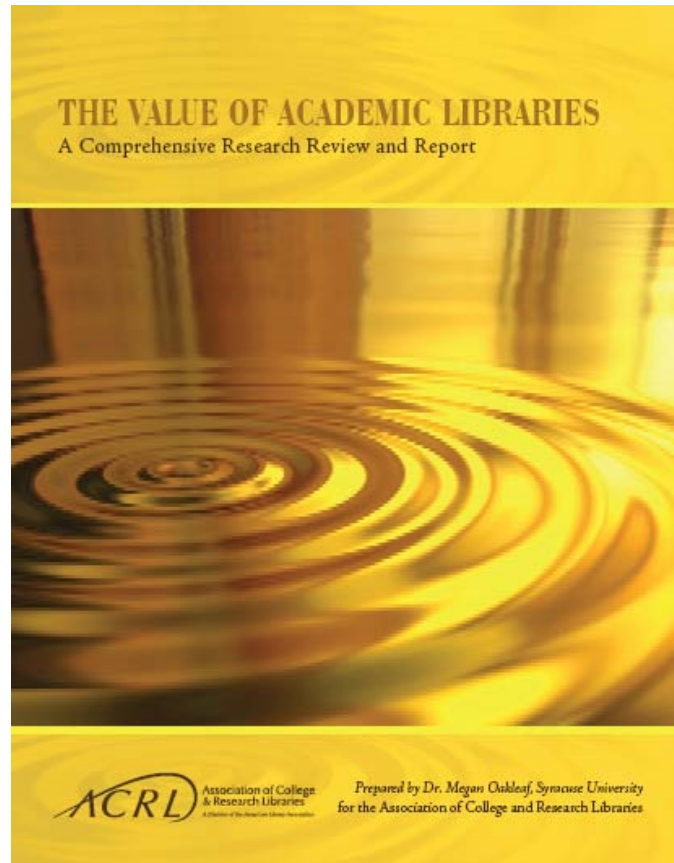
■ Projects and Services

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

The Road Travelled



Value of Academic Libraries Report



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

ACRL Plan for Excellence

Value of Academic Libraries

Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.

Objectives:

- Leverage existing research to articulate and promote the value of academic and research libraries.
- Undertake and support new research that builds on the research agenda in *The Value of Academic Libraries: A Comprehensive Review and Report*.
- Influence national conversations and activities focused on the value of higher education.
- Develop and deliver responsive professional development programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy.

Value of Academic Libraries Initiative

➤ Keep Up-to-Date

- Value of Academic Libraries Blog
- Valueography

➤ Outreach & Collaboration

- Presentations (e.g. CNI, LAC, & Northumbria)
- ACRL Liaisons Assembly

➤ Assessment Management Systems

➤ Under Discussion

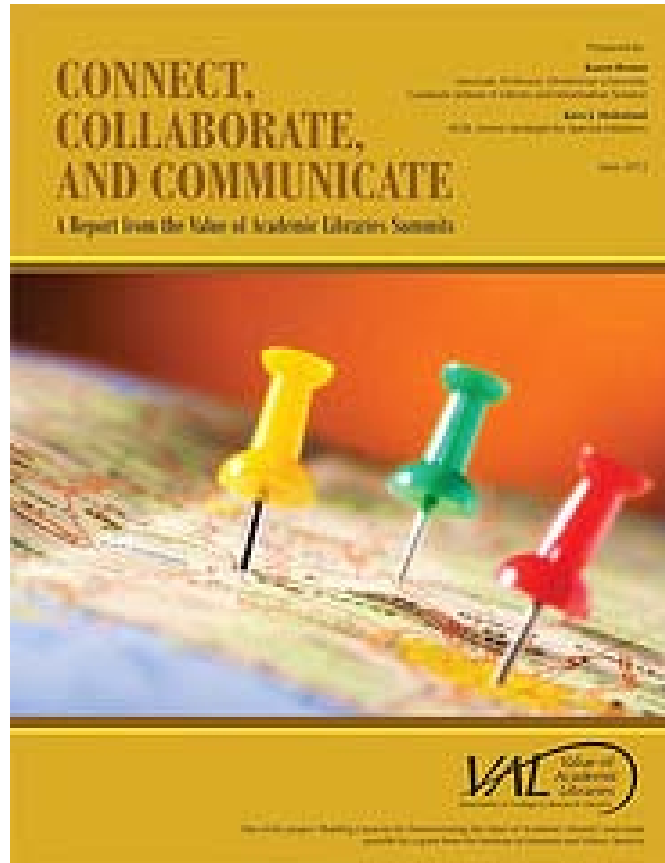
- Librarian Competencies
- Research agenda
- Library Poster

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.**



Planning Grant Report



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

Themes from Summits

Accountability

Unified approach

Student learning/success

Evidence-based

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



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



Recommendation 4

Partner and Collaborate:

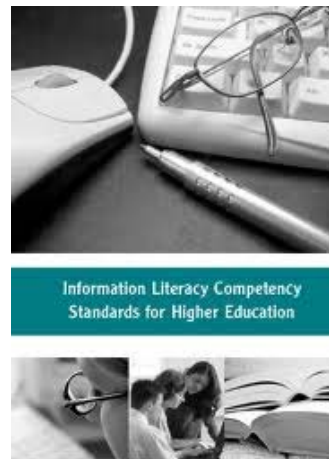
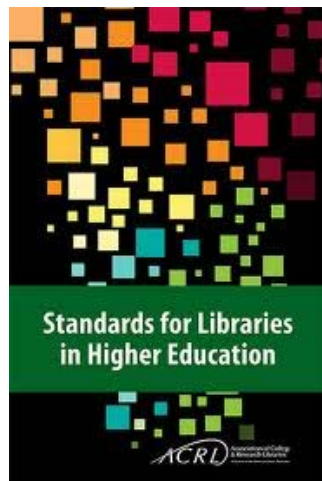
*Expand partnerships and assessment activities
with higher education constituent groups*



Recommendation 5

Building Blocks:

Integrate the use of existing ACRL tools with library value initiatives



Assessment in Action Grant



**Association for
Institutional Research**



Assessment in Action Goals

Professional Competencies

Collaborative Relationships

Approaches, Strategies, Practices

Facilitators



Deb Gilchrist



Lisa Hinchliffe



Kara Malenfant



Carrie Donovan



April Cunningham



Libby Miles

Team Approach



Team Members

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

AiA 2013 Institutional Teams



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)

SHARING

March-
May 2014

6. Planning
Change

PLANNING

1. Defining
Outcome(s)

June- July
2013

Cycle of Assessment
[focused on]
Library Value

2. Setting
Criteria

5. Analyzing
Evidence

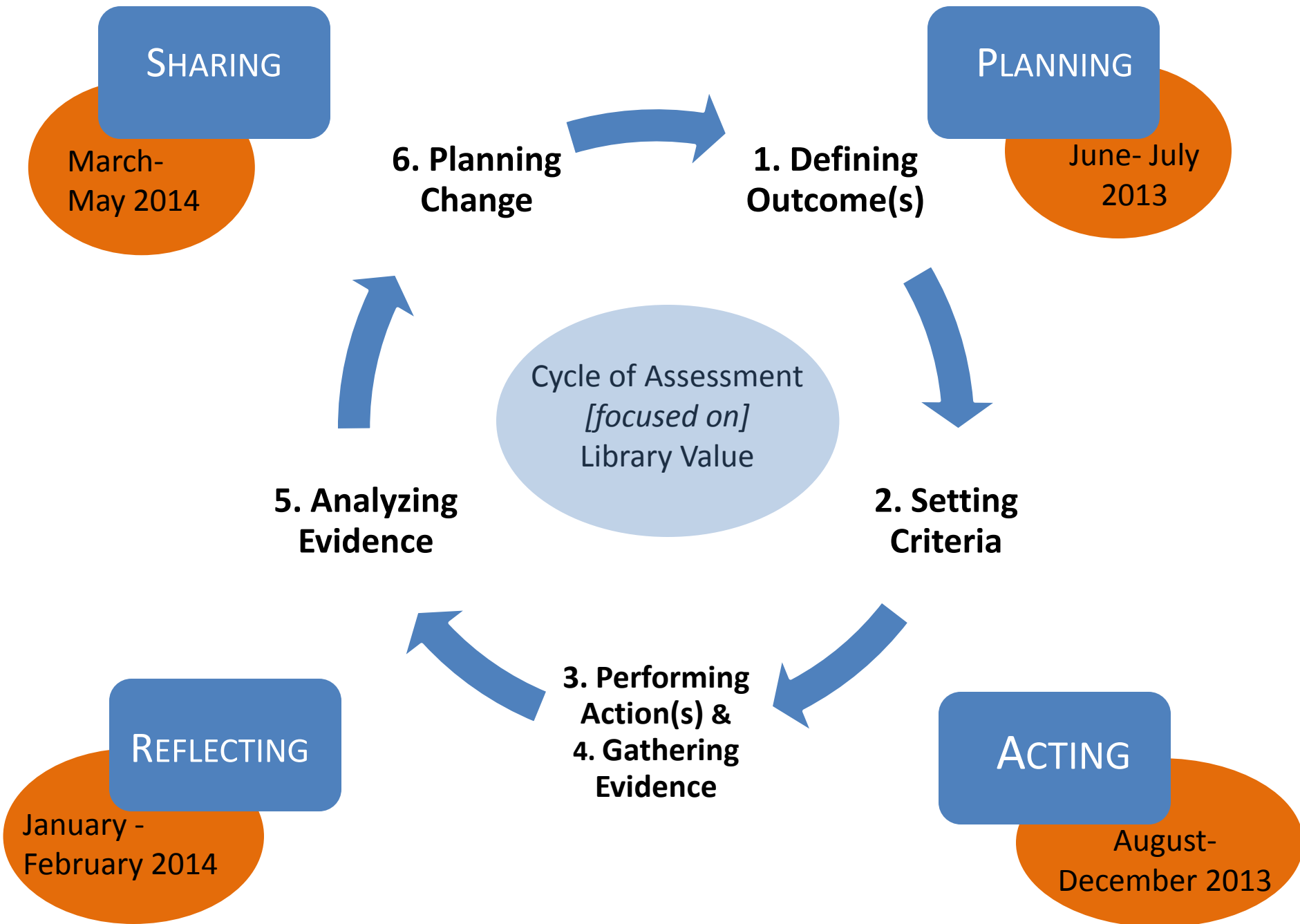
3. Performing
Action(s) &
4. Gathering
Evidence

ACTING

August-
December 2013

REFLECTING

January -
February 2014



Community of Practice



Blended Learning



LearningTimes

ALA ONLINE LEARNING

Action Learning Projects



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?

Claremont Colleges' Library Experience

- **Research Question:** What impact (if any) does librarian intervention in first-year courses have on IL performance in student work?
- **Outcome:** First-year students demonstrate IL skills in writing assignments. (Scored using rubric.)
- **Thesis:** Classes with higher librarian collaboration score higher on rubric than classes with low librarian collaboration.

Claremont Colleges

7 Separate but contiguous
Institutions:

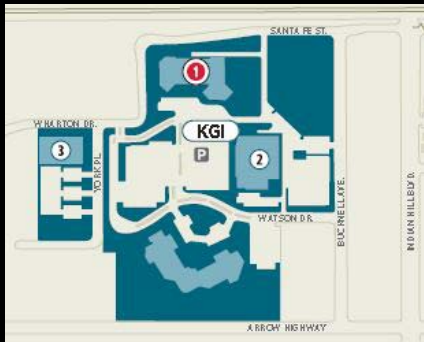
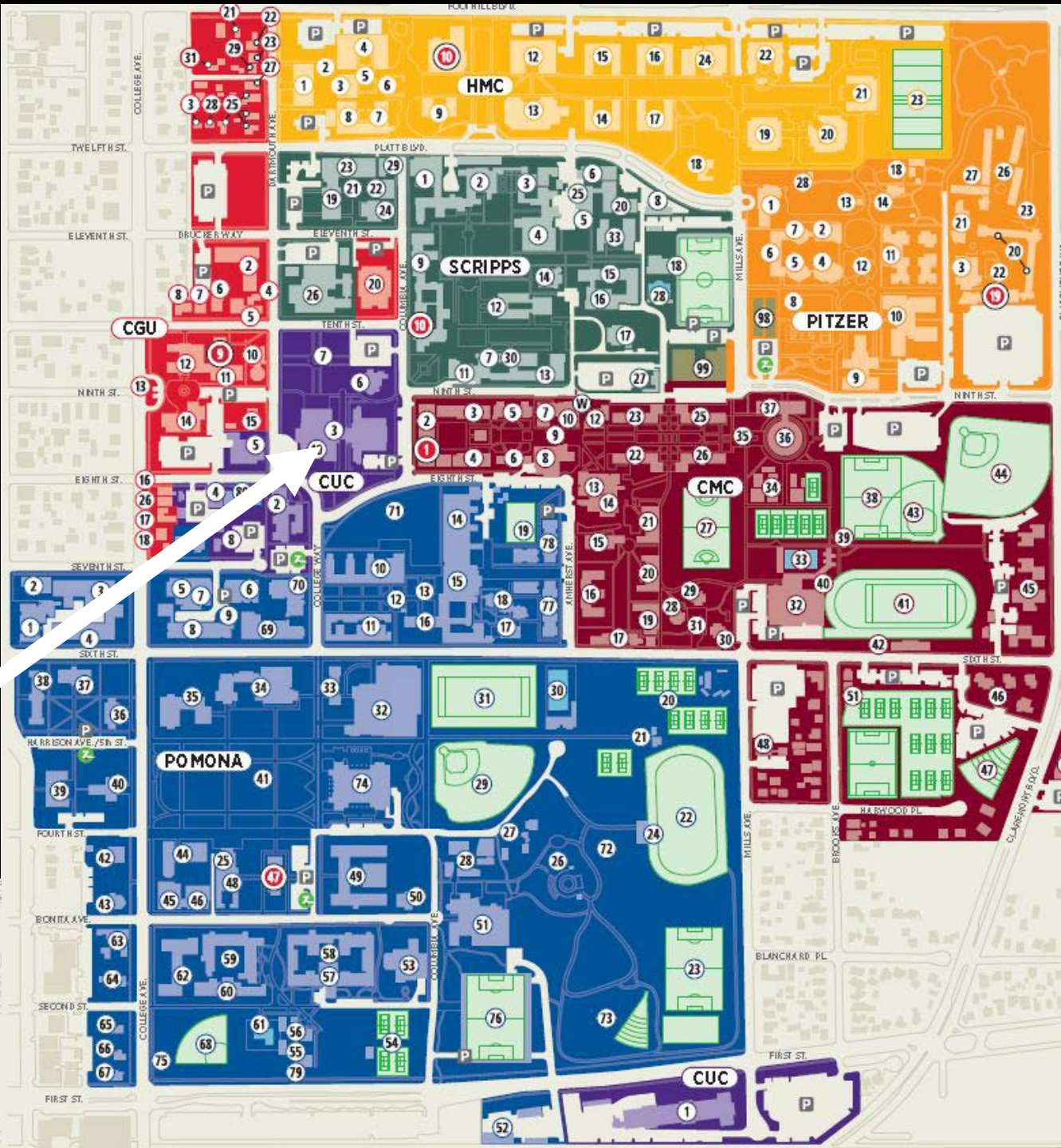
2 Graduate:

Claremont Graduate U.
Keck Graduate Inst.

5 Undergraduate:

Claremont McKenna
Harvey Mudd
Pitzer
Pomona
Scripps

Claremont Colleges Library



CCL Project

- 5 undergraduate colleges (Claremont McKenna, Harvey Mudd, Pitzer, Pomona, Scripps)
- ~100 first-year papers from each program scored using IL rubric and categorized based on level of librarian collaboration in the course

CCL Pilot Project

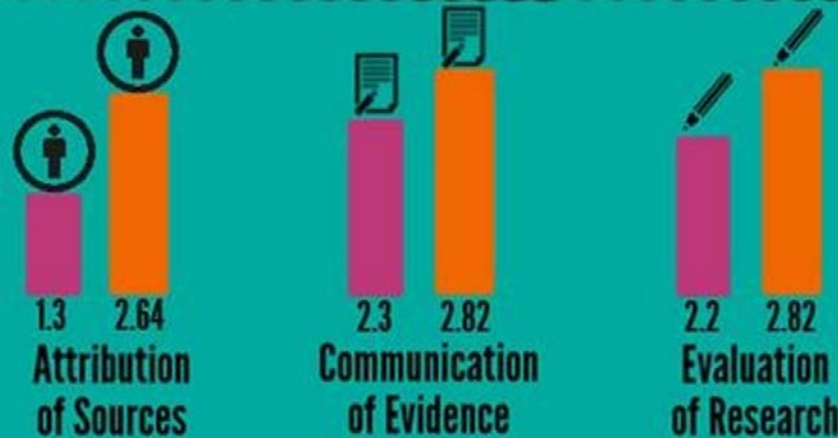
LIBRARIANS MATTER

In 2012, Claremont Colleges librarians rated their level of collaboration in Pitzer first-year seminars from low to high.

We then reviewed student papers with our information literacy (IL) rubric to determine librarian impact.

Our findings are

**OFFICIALLY
AWESOME**



Student IL
Scores with Low
Librarian
Collaboration

Student IL
Scores with
High Librarian
Collaboration

* On a scale of 1-4

**Student performance improved significantly
with high librarian collaboration.**



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* On a scale of 1-4

**Student performance improved significantly
with high librarian collaboration.**

Claremont Colleges' Library

Sara Lowe

Assessment Officer & Librarian

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Apply for Year 2

- Application available January 14, 2014
- Applications due March 7, 2014
- Notifications April 8, 2014
- Program starts mid April
- Full details at <http://acrl.org/value>

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 at Small Tables

We want to allow time for small group discussions, but before we start, any questions?



Small Group Discussions

- Has your institution been using the Value report to identify areas for study?
 - share examples with the group at the table
- Have you been following the Value blog and has it provided any assistance in planning possible topics for study?
 - share examples with the group
- Any suggestions for how the committee could help provide more support for your institution in developing programs of study related to the Value report?



Questions?
Comments?
Thank You!