



# The Value of the Library in the Teaching & Learning Process

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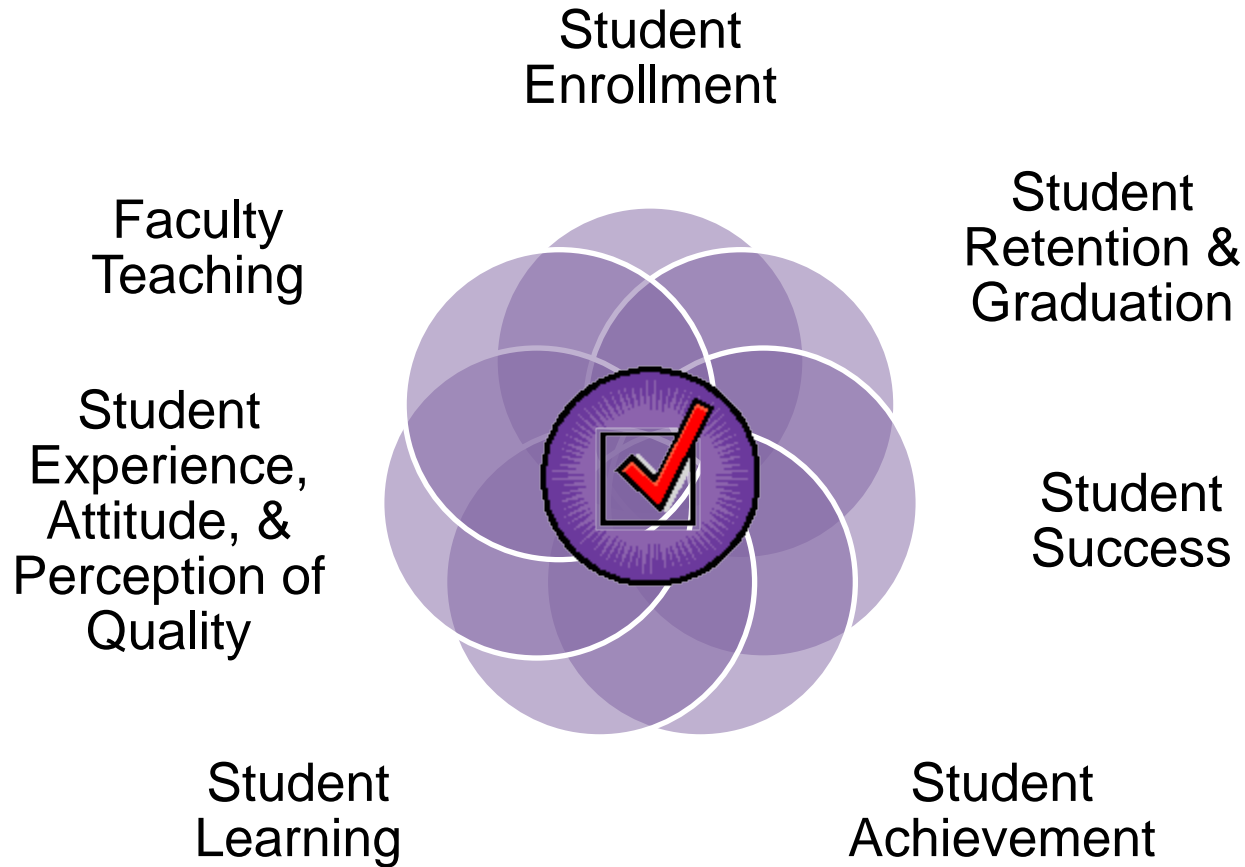
ARL Assessment Forum

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# Outline

- Maintain focus on the teaching and learning role of the academic library.
- What do we know right now about the impact of academic libraries on teaching and learning?
- How might libraries increase their documentation of that impact ?
- Are there ways in which libraries can play an even more valuable part in the teaching and learning missions of their overarching institutions?

# What do we mean by the Teaching & Learning Process?



# Student Enrollment, Retention, & Graduation Rates

*What do we know about the library's impact on these things?*

*How might we document & increase existing library impact?*

Graduation rates

Recommendation of current students

Fall-to-fall retention

Matriculation of admitted students

Recruitment of prospective students

# Student Enrollment, Retention, & Graduation Rates

*VAL Report p 32-35, 104-109*



- Some studies correlate library use and retention, but no causative links.
- One facilities study links libraries to student recruitment.
- Increased librarian-student contacts → increased student retention & graduation
- Partner with student affairs?
- Increase level of interaction in instructional activities?
- Increase expenditures?
- Court best admits → best metrics.

# Student Success

*What do we know about the library's impact on these things?*

*How might we document & increase existing library impact?*

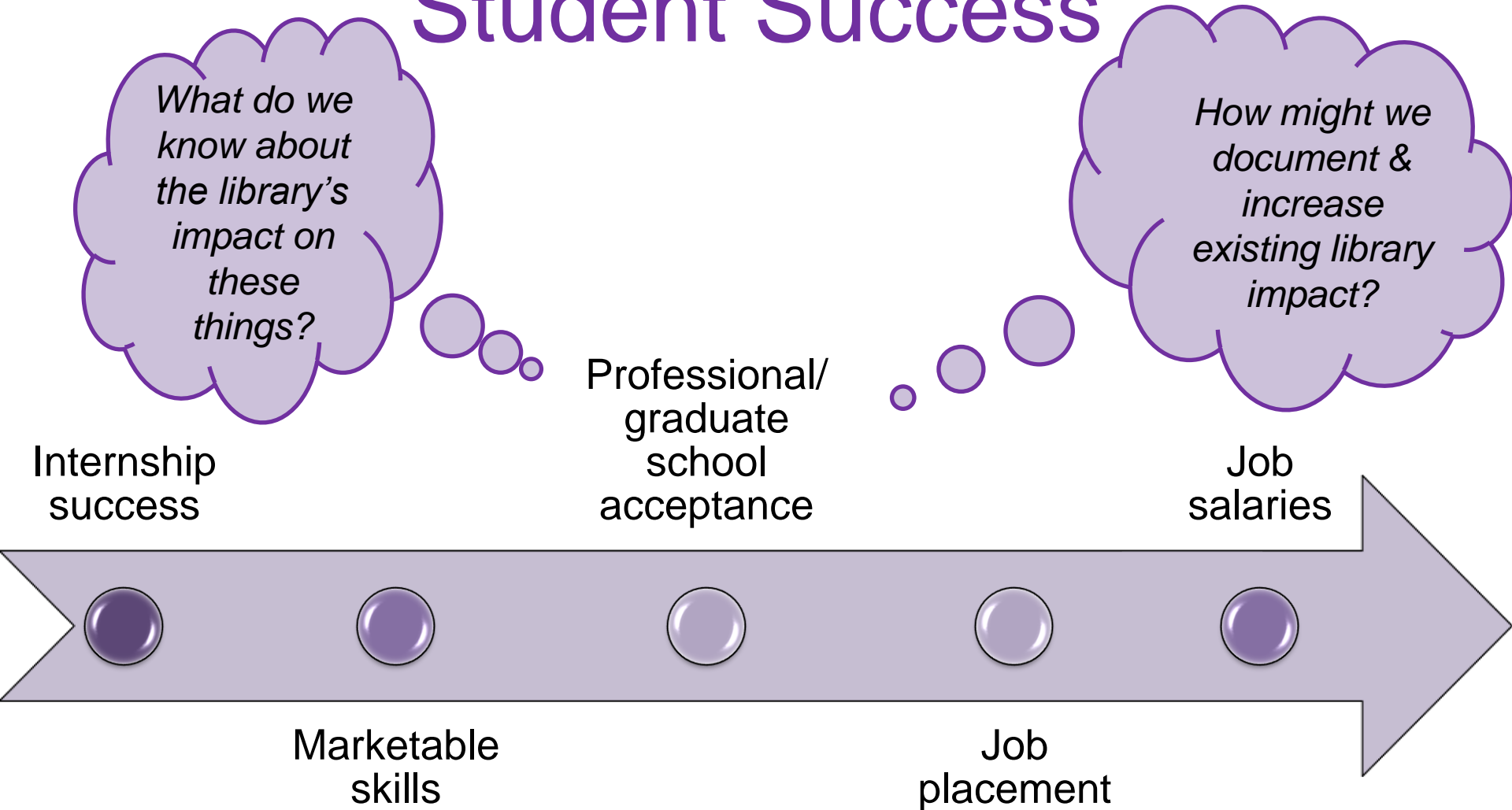
Internship success

Professional/graduate school acceptance

Job salaries

Marketable skills

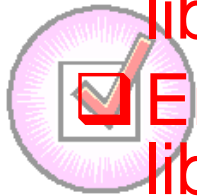
Job placement



# Student Success

## *VAL Report p 27, 110-114*

Not many significant studies to date connecting libraries to student success.



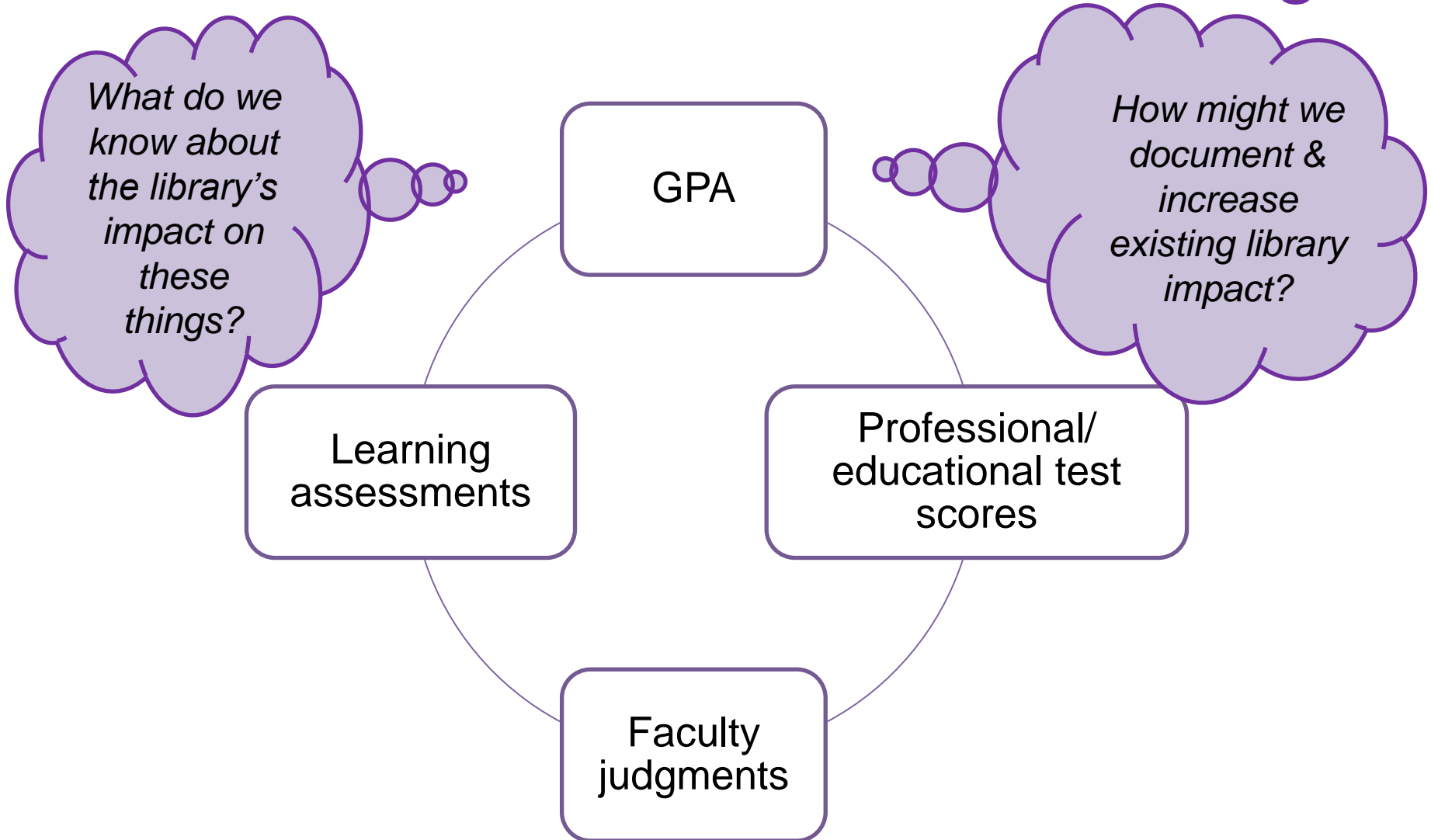
Employers want their employees to have the skills librarians teach:

- critical thinking and analytical thinking skills (81% of employers);
- ability to analyze and solve complex problems (75%); and
- ability to locate, organize, and evaluate information from multiple sources (68%).

Support job placement?

Investigate potential connections between library activities/attributes & indicators of student success?

# Student Achievement & Learning





# Student Achievement & Learning

## *VAL Report p 37-46, 115-120*

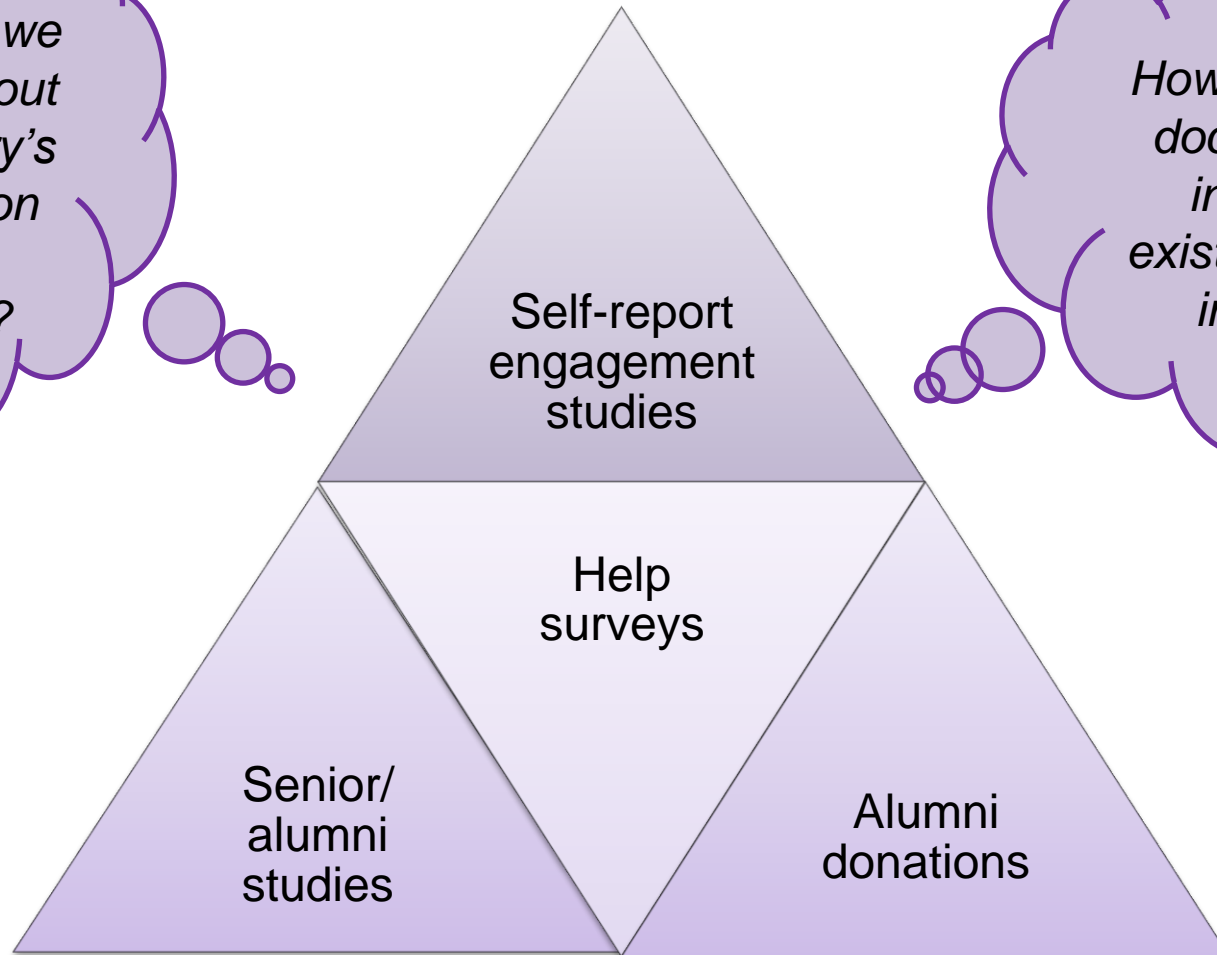


- Many, many micro-level studies.
- One study – Used control groups to demonstrate that information literacy instruction resulted in higher GPAs, more semester hours completed, and more persistence.
- The easy-to-collect data is not revealing enough.
- Connect individual student library interactions with increased GPA or test scores?
- Conduct test audits?
- Employ assessment management systems to “roll up” what students learn by outcome?

# Student Experience, Attitude, & Perception of Quality

*What do we know about the library's impact on these things?*

*How might we document & increase existing library impact?*



# Student Experience, Attitude & Perception of Quality

## *VAL Report p 35-37, 121-129*



### Studies have identified “library-related” NSSE & CSEQ items.

- Some majors, demographic groups, and seniors engage in more library-related activities
- Library-related activities “go hand-in-hand” with engagement in other areas
- Academic support expenditures (including library expenditures) tend to correlate with increased engagement
- Greater library resources correlates with critical thinking skills
- Institutional academic challenge correlates with library use

### No obvious causal relationships between libraries & areas of institutional mission/interest.

- Include more library-related items on student experience surveys?
- Conduct “help” studies (i.e., Trinity University study, forthcoming)?
- Investigate variations...95% occurs within institutions, not between them (only 10%)?

# Faculty Teaching

Integration of library resources and services into course syllabi, websites, lectures, labs, texts, reserve readings, etc.

Faculty/librarian collaborations; cooperative curriculum, assignment, or assessment design


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*How might we document & increase existing library impact?*

# Faculty Teaching

*VAL Report p 46-47, 96-97, 135-137*

Paradigm shift from librarians as “service providers” to educators.

 In one study, all faculty considered time spent cooperatively planning instruction a “negligible price to pay in light of the benefits they realized” (benefits = new curricula, improved research productivity, saved teaching time).

 In another study, nearly half faculty said librarians supported their teaching objectives.

Investigate role of library-provided teaching materials?

- What percent of readings used in course are available/accessed via the library?
- How much do these materials save students?

Increase support of campuswide teaching & learning units?

# Some “Next Steps”

*VAL Report p 94-101*

- ✔ Collect new data (including data on individual users).
- ✔ Find “new” existing data (i.e., conduct survey & test audits).
- ✔ Pair existing data sets (library data & student information systems, locally and nationally).
- ✔ Participate in large scale, national assessment efforts.
- ✔ Use assessment management systems.

Questions?  
Thoughts?  
Comments?



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