The ACRL Value of Academic Libraries Project: Implications for Research, Teaching and Learning in Library and Information Science

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ALISE Conference 2011
San Diego, California
Welcome & Introductions
VALUABLE
which a
grant, and
love and a

VALUATION
1. estimating worth or
2. act of estimating the

VALUE
worth of all the
thing that will be given
What's the Evidence?
The Value of Academic Libraries: An ACRL Initiative

- Align libraries with institutional outcomes.
- Empower libraries to carry out work locally.
- Create shared knowledge and understanding.
- Contribute to higher education assessment.

http://www.acrl.ala.org/value/
The Team

Assistant Researchers
• Patricia L. Owen
• Leah Sopchak
• Anna Dahlstein
• Tamika Barnes

Advisory Committee
• Debra Gilchrist
• Bruce Kingma
• Martha Kyrillidou
• George Kuh
The Context for Value

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?

(Pritchard, 1996)
Prove It!

Not only do stakeholders count on higher education institutions to achieve their missions, 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.
Scope

• Goals
  – a clear view of the current state of the literature on value of libraries within an institutional context,
  – suggestions for immediate Next Steps in the demonstration of academic library value, and
  – a Research Agenda for articulating academic library value. It strives to help librarians understand, based on professional literature, the current answer to the question, How does the library advance the missions of the institution?
Lessons Learned
Next Steps
Define outcomes.
Create or adopt systems for assessment management.

Library Contributions in the form of Resources & Services

Impact!

Campus Needs, Goals, & Outcomes

Library Assessment & Record Keeping

Documented Impact


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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.
Use existing data.
Record and increase library impact on student enrollment.

Link libraries to improved student retention and graduation rates.
SWOT ANALYSIS

JPMorgan Chase (JPMC) has strong franchises across business divisions – investment bank, commercial banking, retail financial services, treasury and security services, asset management, and card services. The franchises strength was further strengthened with the acquisition of Bear Stearns and Washington Mutual. However, increased regulatory spending and economic uncertainties in Europe could hurt JPMC’s revenue and profitability.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>Strong franchises across business divisions</td>
<td>Steep climb in credit losses impacting profitability</td>
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<td>Strong liquidity and capital position</td>
<td>Over dependence on the US market makes it vulnerable to domestic economic situation</td>
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<td>The acquisition of Bear Stearns and Washington Mutual add significant scale at low price</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td>Buoyant asset management market</td>
<td>Increased governmental and regulatory risks</td>
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</table>
Track library influences on increased student achievement.
Demonstrate and develop library impact on student learning.
Review & determine the impact of 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.
Continue to investigate library impact on faculty grant proposals and funding, a means of generating institutional income.
Demonstrate and improve library support of faculty teaching.
Record and share library contributions to overall institutional reputation and prestige.
Participate in higher education assessment initiatives...
...including accreditation processes.
Appoint liaison librarians to support senior institutional leadership and/or offices of assessment or institutional research.

I can help! I am a librarian and an expert in finding the information you need to make decisions!
Create library assessment plans.
Promote and participate in professional development.

Indiana University–Purdue University Indianapolis
Mobilize library administrators.
Mobilize library professional associations.
For practitioners, the next step is to use the checklist to get a handle on where they’re at and where they need to go!
Researchers, pursue the Research Agenda!

1. student enrollment
2. student retention & graduation
3. student success
4. student achievement
5. student learning
6. student experience
7. faculty research productivity
8. faculty grants
9. faculty teaching
10. institutional reputation
Research Agenda Structure

For each Essential Question…

- Data Sources
- Potential Correlations
- Surrogates for Library Impact

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Example of Surrogate & Potential Correlations

How does the library contribute to faculty research productivity?

| Tenure/promotion judgments | Are there correlations, relationships or linkages to individual faculty behavior in these areas? Note: These library user interactions must be captured in order to be correlated, related, or linked to surrogates of library value.  
✓ Circulation counts  
✓ Resources logins, including MyLibrary, MINES data, e-resources, etc.  
✓ Resource login/logout surveys  
✓ Self-reported usage  
✓ Self-reported time saved  
Are there correlations, relationships, or linkages to these macro-level areas? Note: Macro-level areas are fertile territory for ROI calculations.  
✓ Library expenditures  
✓ Collection value  
✓ Collection use, physical and online, may divide by subject |

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Starting points for research...

- Recruitment of prospective students
- Matriculation of admitted students
- Recommendation of current students
- Fall-to-fall retention
- Graduation rates
- Internship success
- Job placement
- Job salaries
- Professional/graduate school acceptance
- Marketable skills
- GPA
- Professional/educational test scores
- Learning assessments
- Faculty judgments
- Self-report engagement studies
- Senior/alumni studies
- Help surveys
- Alumni donations
- Number of publications, number of patents, value of technology transfer
- Tenure/promotion judgments
- Number of grant proposals (funded or unfunded)
- Value of grants funded
- 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
- Faculty recruitment
- Institutional rankings
- Community engagement
Implications for LIS Research

• connect faculty research agendas to the pragmatic needs of the profession
• research projects across library types
• topic ideas for student research projects, masters papers, independent studies, internships, and service learning
• multiple venues for publication & presentations (LAC, ACRL, ALA, etc)
Implications for LIS Teaching & Learning

- ALA Standards for Accreditation
- Foundational reading and “Must Read Resources” (Appendix B)
- In-class discussion topics about professional mission & values/ethics
- Meet areas of professional need (job postings)
- Provides context for existing courses that include assessment/evaluation content

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Targeting Core Skills

- Define & refine outcomes
- Create an assessment plan
- Identify data needs
- Develop studies to respond to data needs
- Select appropriate assessment measures
- Analyze & interpret assessment results
- Communicate & report assessment results
- Demonstrate excellent skills in data analysis, presentation, & organization
- Prepare data for decision-making processes

Identifying Advanced Skills

- Develop, implement, and manage assessment program to support mission, values, and strategic initiatives
- Consult with units and departments; work with academic and administrative leaders to develop, maintain, and conduct assessment activities
- Monitor assessment activities across the university
- Train faculty and staff in assessment skills
- Provide technical expertise in selection of assessment measures
- Develop, implement, and maintain systems for collecting, analyzing, and interpreting assessment data
- Employ assessment management methodologies and applications
- Prepare data for decision-making processes, communication with external stakeholders, and accreditation purposes

## Examples of LIS Courses

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<thead>
<tr>
<th>LIS Program</th>
<th>Title of Course that Teaches Students Library Assessment Skills</th>
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<tbody>
<tr>
<td>UIUC</td>
<td>Evaluating Programs &amp; Services</td>
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<tr>
<td>Syracuse</td>
<td>Planning, Marketing, &amp; Assessing Library Services</td>
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<tr>
<td>Michigan</td>
<td>Evaluation of Systems &amp; Services</td>
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<td></td>
<td>Outcome Based Evaluation of Programs and Services</td>
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<tr>
<td>Rutgers</td>
<td>Evaluation of Library and Information Services &amp; Systems</td>
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<tr>
<td>Indiana</td>
<td>Evaluation of Resources and Services</td>
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<tr>
<td>Texas</td>
<td>Evaluating Information Programs</td>
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<td>Managing Information Organizations</td>
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<td></td>
<td>Management of Preservation Programs</td>
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<tr>
<td>Wisconsin</td>
<td>Information Services Management</td>
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<tr>
<td>Florida</td>
<td>Planning, Evaluation, &amp; Financial Management</td>
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<td>Evaluating Networked Information Services &amp; Systems</td>
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<td>Simmons</td>
<td>Evaluation of Information Services</td>
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<tr>
<td>Maryland</td>
<td>Planning and Evaluating Information Services</td>
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Report complemented by …

• Futures Thinking for Academic Librarians: Higher Education in 2025 (June 2010)

• Top Ten Trends in Academic Libraries (June 2010)

• Environmental Scan (forthcoming April 2011)
Next Steps for ACRL

• Professional Development
  – IMLS Collaborative Planning Grant
  – Past and Upcoming Presentations

• Publications
  – Toolkit
  – Revised *Standards for Academic Libraries in Higher Education*

• Research
• Member Services
Questions

Comments

Discussion