Welcome

ACRL Webcast
May 9, 2016

Documented Library Contributions to Student Learning and Success: Building Evidence with Team-Based Assessment in Action Campus Projects

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Kara Malenfant, Association of College and Research Libraries
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Association of College and Research Libraries

Karen Brown
Dominican University
The Road Travelled
(Historic) U.S. National Context
U.S. National Higher Ed 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

ACRL
Association of College & Research Libraries
Transforming scholarship

ASSESSMENT in Action
## Priority for ACRL Members

<table>
<thead>
<tr>
<th>Priority</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating the relevance and value of academic libraries</td>
<td>58%</td>
</tr>
<tr>
<td>Declining financial support and increasing costs for academic/research libraries</td>
<td>56%</td>
</tr>
<tr>
<td>Student learning and information literacy</td>
<td>42%</td>
</tr>
<tr>
<td>Sustainability (balancing new initiatives while maintaining traditional services)</td>
<td>33%</td>
</tr>
<tr>
<td>Keeping up with and managing change</td>
<td>32%</td>
</tr>
<tr>
<td>Content management, discovery, and access</td>
<td>22%</td>
</tr>
<tr>
<td>Scholarly communication and open access</td>
<td>21%</td>
</tr>
<tr>
<td>Human resources (succession planning, recruitment, retention, advancement)</td>
<td>12%</td>
</tr>
<tr>
<td>Space and facilities</td>
<td>10%</td>
</tr>
<tr>
<td>Data management</td>
<td>8%</td>
</tr>
<tr>
<td>Professional development</td>
<td>6%</td>
</tr>
</tbody>
</table>

*n = 2779*
“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?”

“The major objective for academic libraries, especially in an environment of increasing economic pressure, structural change, and technological innovation, must be to align themselves with the structures of higher education and the criteria by which those institutions are judged.”

• Specific changes in *attitudes, behaviors, knowledge, skills, status* or level of functioning expected to result from program activities and which are most often expressed at an individual level.

– Kellogg Foundation
Value of Academic Libraries Report

Freely available
http://acrl.org/value
Planning Grant Report

CONNECT, COLLABORATE, AND COMMUNICATE
A Report from the Value of Academic Libraries Summits

Freely available
http://acrl.org/value
Assessment in Action Grant

www.ala.org/acrl/AiA
AiA Institutional Teams
AiA Teams and Professional Development

Blended Learning Environment
# Academic Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Student Learning: Assignment</td>
<td>45</td>
<td>26</td>
</tr>
<tr>
<td>Student Learning: Course</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Retention</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Other (e.g., student confidence, student experience)</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Student Learning: Major</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Academic Intimacy/Rapport</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Completion</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Graduation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student Learning: Degree</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Enrollment</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Graduates' Career Success</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Articulation</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Testing (e.g., GRE, MCAT, LSAT)</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
Inquiry Questions Formulated

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

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?

Do readmitted 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?

How does students’ work with special collections materials affect their ability to think critically and develop intellectual curiosity?
Methods
Tools
Data Sources
# Assessment Methods and Tools

## Years 1-2

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>72</td>
</tr>
<tr>
<td>Rubric</td>
<td>66</td>
</tr>
<tr>
<td>Pre/Post Test</td>
<td>47</td>
</tr>
<tr>
<td>Other (e.g., correlational analysis, content analysis)</td>
<td>35</td>
</tr>
<tr>
<td>Interviews</td>
<td>20</td>
</tr>
<tr>
<td>Observation</td>
<td>20</td>
</tr>
<tr>
<td>Focus Group(s)</td>
<td>16</td>
</tr>
</tbody>
</table>
What are the libraries finding about . . . ?

- assessment approaches to demonstrating library contributions to academic success
- connections between library factors and aspects of student learning and success
- library leadership and evidence-based advocacy
- a community of practice for academic library assessment
1. Students benefit from library instruction in their initial coursework.

2. Library use increases student success.

3. Collaborative academic programs and services involving the library enhance student learning.

4. Information literacy instruction strengthens general education outcomes.
Our Lady of the Lake University

Explored the impact of library instruction conducted as part of the first-year English composition courses.

- multiple in-person library sessions + online video tutorials

Findings

- Pre- and posttest data documented a positive relationship between students who completed the online tutorials and their course grades.
- Students reported increased confidence in finding and using quality sources
Library Use Increases Student Success

Eastern Kentucky University

Findings
- Students who logged in to access online resources had a higher GPA than students who did not access online resources.
- 69% of students attaining a 3.0-4.0 GPA had accessed online resources at least once.
Collaborative Academic Programs/Services Involving the Library Enhance Student Learning

Eastern Mennonite University

Drop-In Tutoring Services
Collaboration of Hartzler Library and Academic Support Center

Assessed Impact On

Students’ Assignments: 64% indicated improved grade as a result
Course Grades: 88% indicated a better grade on test/assignment as a result
Retention: 94.8% who attended services returned spring semester
Arkansas Tech University

• Critical thinking → student success indicator and general education goal

• "Introduction to Library Resources," elective course designed to promote higher-order thinking in students

• Finding: an increase in students' use of critical thinking in the library course
Building Evidence for Library Impact

• Student retention improves with library instructional services.

• Library research consultation services boost student learning.

• Library instruction adds value to a student’s long-term academic experience.

• The library promotes academic rapport and student engagement.

• Use of library space relates positively to student learning and success.
Library:
Impact of organizational structure and culture
Library: Promoted focused and strategic collaboration

“[AiA] signaled a change in focus for [our library], from assessment ‘for internal use only’ to assessment for internal and external stakeholders.”

- AiA librarian
Collaborative Assessment Fosters Library Leadership

Campus Teams:
Benefit of perspectives from different stakeholders
Collaborative Assessment Fosters Library Leadership

Campus Teams:
Sustaining momentum

- Competing priorities
- Time
- Clear roles and responsibilities

MOVING FORWARD
Collaborative Assessment Fosters Library Leadership

Institution:
Spotlight on assessment – THE campus conversation
Collaborative Assessment Fosters Library Leadership

Institution:
Visibility of library and librarians
Institution:
AiA project as model and showcase for other campus units
“Even applying for this project gave us the opportunity to begin campus conversations about assessment and demonstrate the library’s willingness to engage in and learn from assessment”

- AiA librarian
“A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.”

- Etienne Wenger-Trayner
Creating a Community of Practice

AiA librarians: Sharing ideas and providing support
Creating a Community of Practice

AiA Librarians:
Creating a network for activities beyond AiA
“My AiA experiences have made me aware of how important it is to have a group of people all working towards a purpose together . . . both from AiA and my colleagues.”

- AiA librarian
## Search

Use the fields below to search for respondents.

### Institution

<table>
<thead>
<tr>
<th>Field</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Type</td>
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<tr>
<td>State/Territory</td>
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</tr>
<tr>
<td>AIA Program Year</td>
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</tr>
<tr>
<td>FTE Enrollment</td>
<td>All</td>
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<tr>
<td>Regional</td>
<td></td>
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<tr>
<td>Accrediting Body</td>
<td>All</td>
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</tbody>
</table>

### Sector Affiliation

<table>
<thead>
<tr>
<th>Field</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Affiliation</td>
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<tr>
<td>Total Librarians and Other</td>
<td>All</td>
</tr>
</tbody>
</table>

### Filter

Click category names to expand/collapse search options.

- Primary Outcome Examined (select one or more)
- Primary Library Factor Examined (select one or more)
- Student Population (select one or more)
- Discipline (select one or more)
- AIA Team Members (select one or more)

[http://apply.ala.org/aia/public](http://apply.ala.org/aia/public)
Thank you!

Questions / Comments