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Communicating Library Impact Beyond Library Walls: A Collaborative Effort

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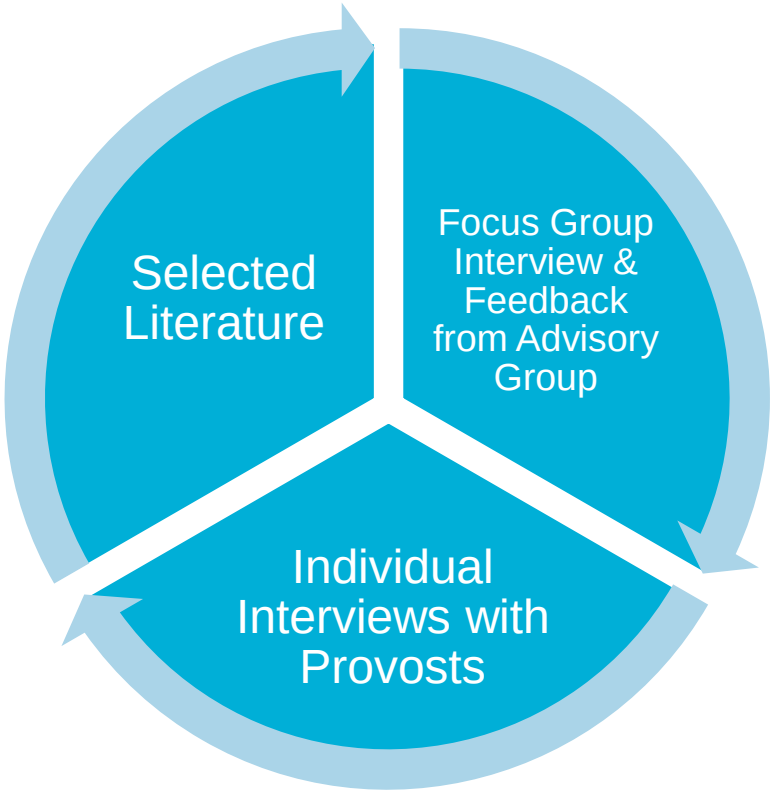
HOW FAR HAVE WE COME AND WHAT DO WE DO NEXT?

AN AGENDA FOR ACTION-BASED RESEARCH ON STUDENT LEARNING AND SUCCESS

Data Collection

- Three data sources
- Iterative process
  - Advisory group
  - Literature review
  - Provost interviews



Literature Selection:

- Indexed by LIS &/or higher ed databases
- 2010-2016
- Themes in 2010 *VAL Report*
- Published in US

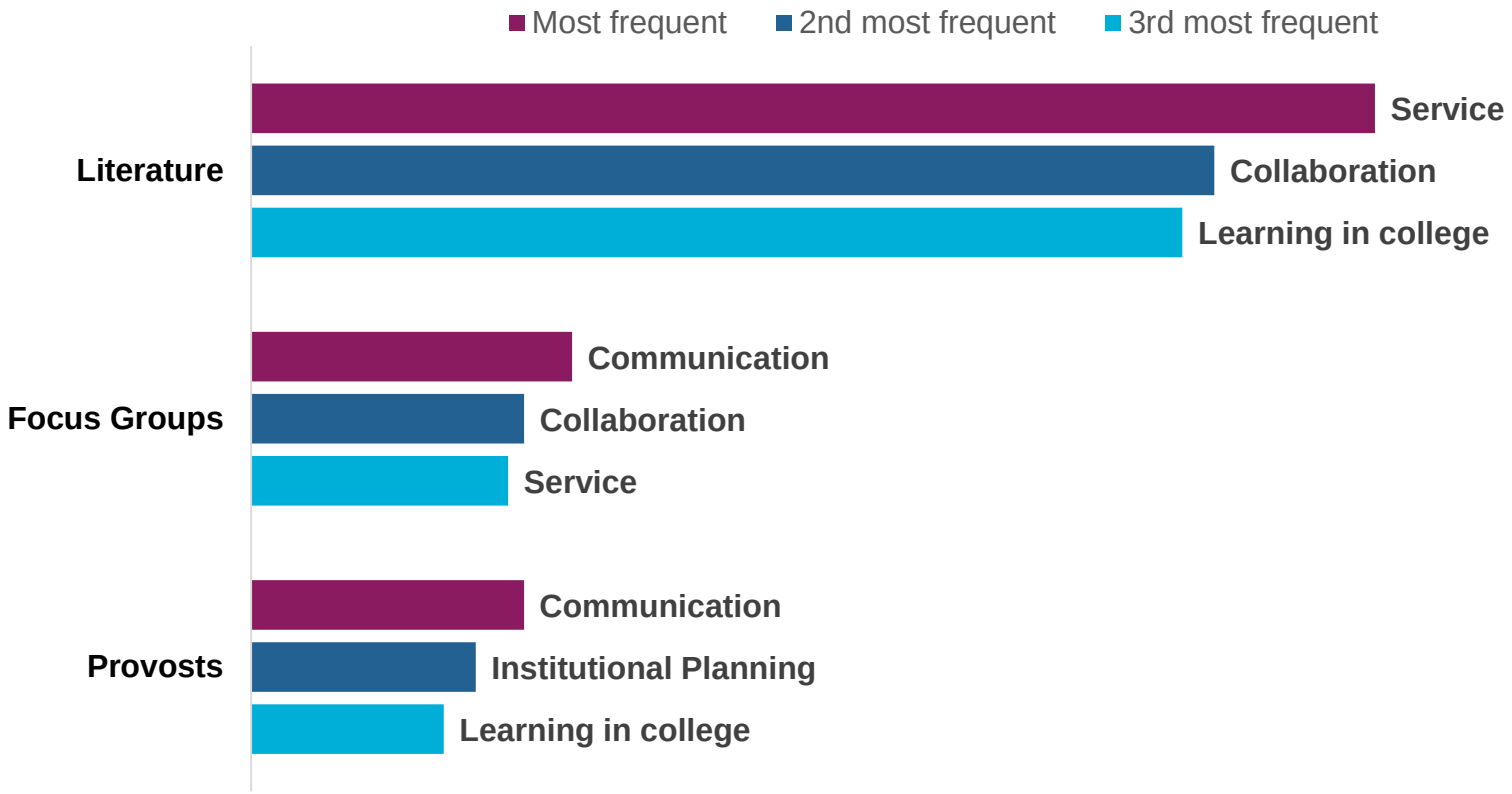
Focus group interviews

- N =14 (of 14)
- 90 minutes
- Transcribed
- NVivo for analysis
- Thematic coding scheme
  - One team member coded, another checked

Provost individual interviews

- N = 14 provosts (of 14)
- 45 minute average
- Transcribed (9 of 14)
- Detailed interview notes (5 of 14)
- NVivo for analysis
- Thematic coding scheme
  - One team member coded, another checked

Most frequently coded themes



PRIORITY AREAS

Priority Areas

1. Communication
2. Collaboration
3. Mission strategy & alignment
4. Teaching & learning
5. Student success
6. Learning analytics

Priority Area 1

Communication

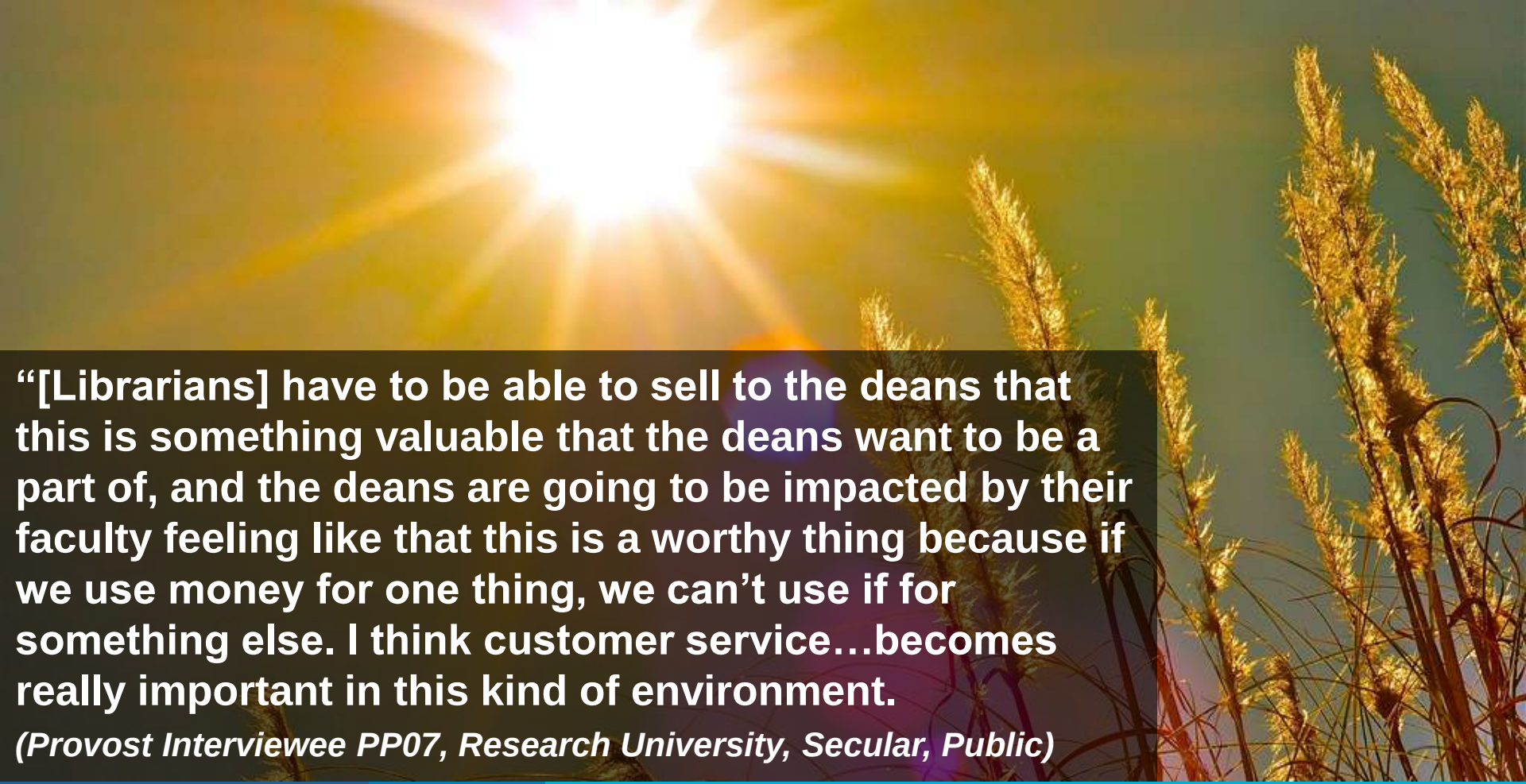
- Communicate with those outside of library & at different levels within the institution
  - Can provide offer a bird’s eye view of what library should be doing
  - Can be advocates for & supporters of library

Language Differences

- Librarians use “service”
- Provosts use more specific terms
  - Teaching & learning
  - Customer service
  - Space

"….it needs to be sort of multi-level communication from the provost to those relationships you have with other units like the centers for teaching and learning to the academic units to the individual relationships that, librarians and staff have with faculty and students."

(Advisory Group Member LM03, Research University, Secular, Public)



“[Librarians] have to be able to sell to the deans that this is something valuable that the deans want to be a part of, and the deans are going to be impacted by their faculty feeling like that this is a worthy thing because if we use money for one thing, we can’t use if for something else. I think customer service…becomes really important in this kind of environment.

(Provost Interviewee PP07, Research University, Secular, Public)

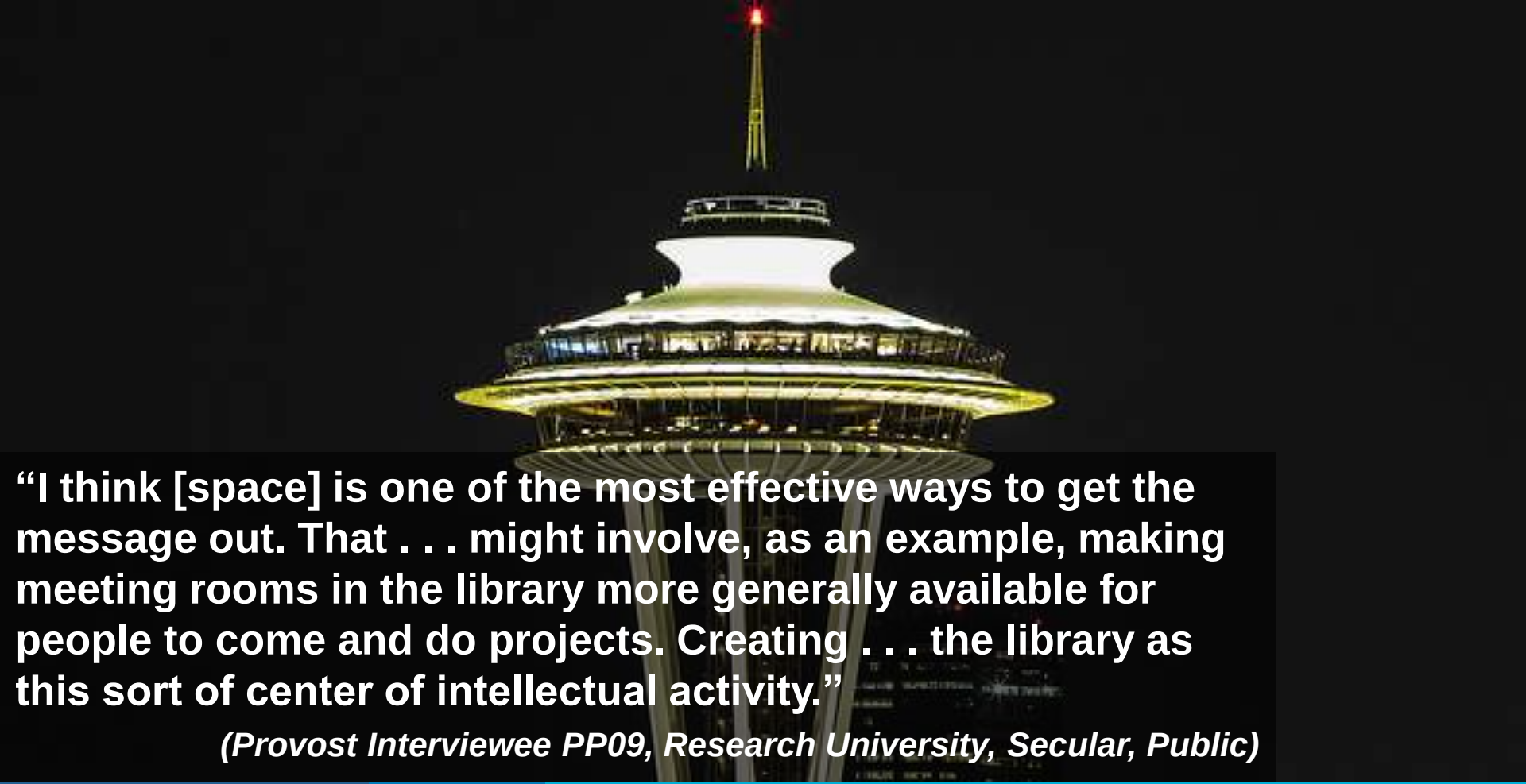
Priority Area 2

Collaboration

- Understand different types & levels of collaboration & consider reviewing literature from related fields to see what is said about libraries & common ground
  - Work with academic administrators, academic services, faculty, students, alumni, & other members of regional & local communities.

Provost Perspectives

- Provosts did not mention collaboration with significant frequency
- Collaboration as facilitated by mission alignment & strategy
- Want libraries to share space



“I think [space] is one of the most effective ways to get the message out. That . . . might involve, as an example, making meeting rooms in the library more generally available for people to come and do projects. Creating . . . the library as this sort of center of intellectual activity.”

(Provost Interviewee PP09, Research University, Secular, Public)

"Only sharing space, such as with a writing or computer lab is low level. There needs to be cooperative programming and interaction."

(Advisory Group Member LM06, Research University, Secular, Public)

“My biggest concern is that the students aren't coming together…there's a hunger within our undergraduate student population to actually socialize. The library has always been that crossroads for campuses. It could serve in this capacity, pulling students together.”

(Provost Interviewee PP04, Research University, Secular, Public)

Priority Area 3

Mission Strategy & Alignment

- Go outside of library to collect data & seek possible collaborators for common issues
- Inform students, faculty, & administrators of how the academic library contributes to the institutional mission & goals.
  - Achieving this connection & communicating it to academic community are critical for integrating the library into the life of the university

Mission Alignment

- Only important to provosts
- Somewhat important in theoretical literature
- Tied to communication & collaboration themes

“What's underlying all of this is that all of us see our work as directly tied to the mission of the university.…Academic libraries are those directly connected to the mission of their unique institution.”

(Advisory Group Member LM13, Research University, Non-Secular, Private)

“The way many of our faculty and students research now, it’s less about going to a physical space but accessing information in their offices….I think that that is one of the challenges of changing the paradigm.”

(Provost Interviewee PP13, Research University, Non-Secular, Private)

Priority Area 4

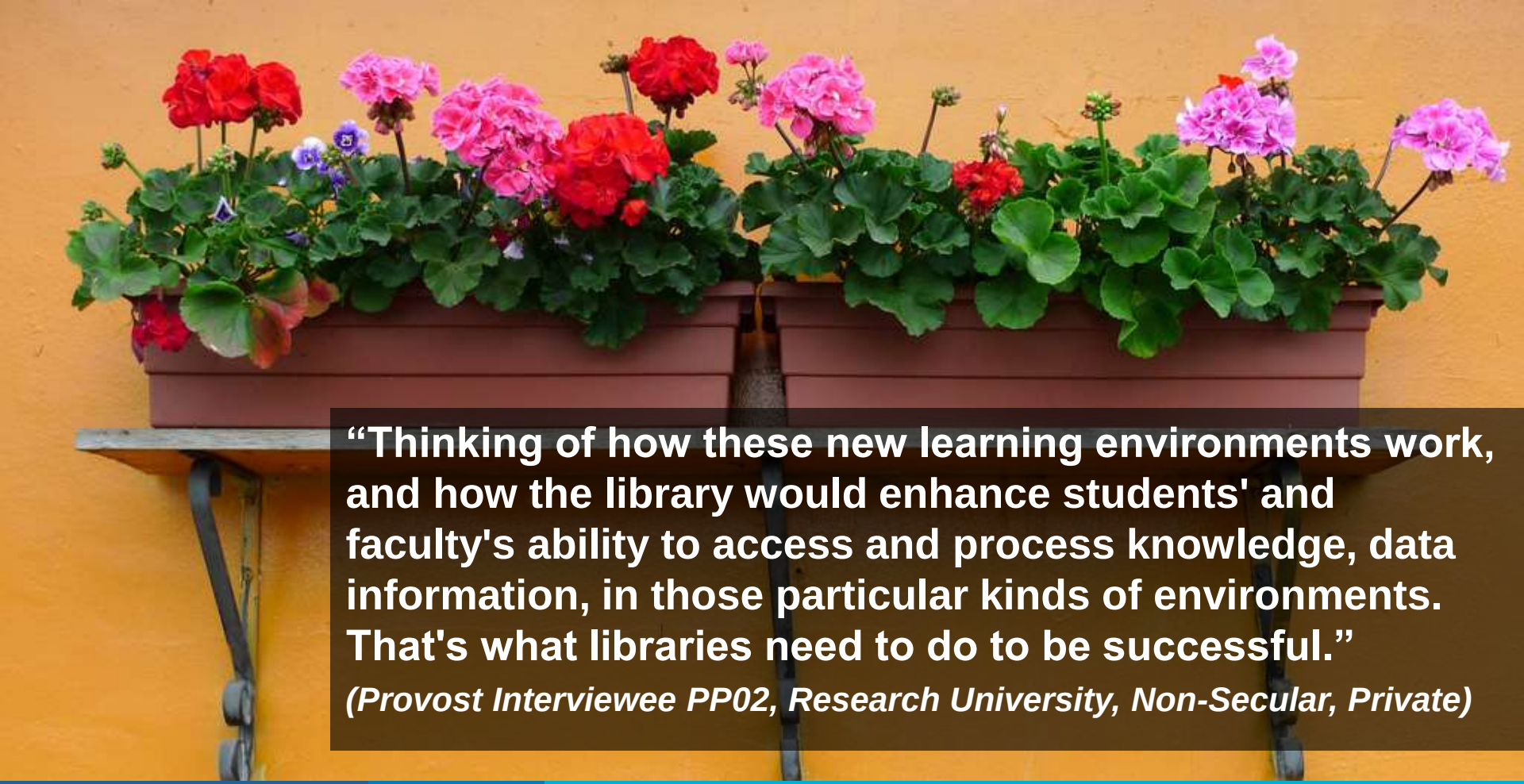
Teaching & Learning

- Engage with faculty & students for librarian inclusion in developing academic & everyday life support services for students
- Develop educated & informed citizens

"…the whole kind of conversation around fake news is this really important example of how important it is in our daily life and civic health in order to bring critical skills to bear on understanding information and being able to critically evaluate the source of that."

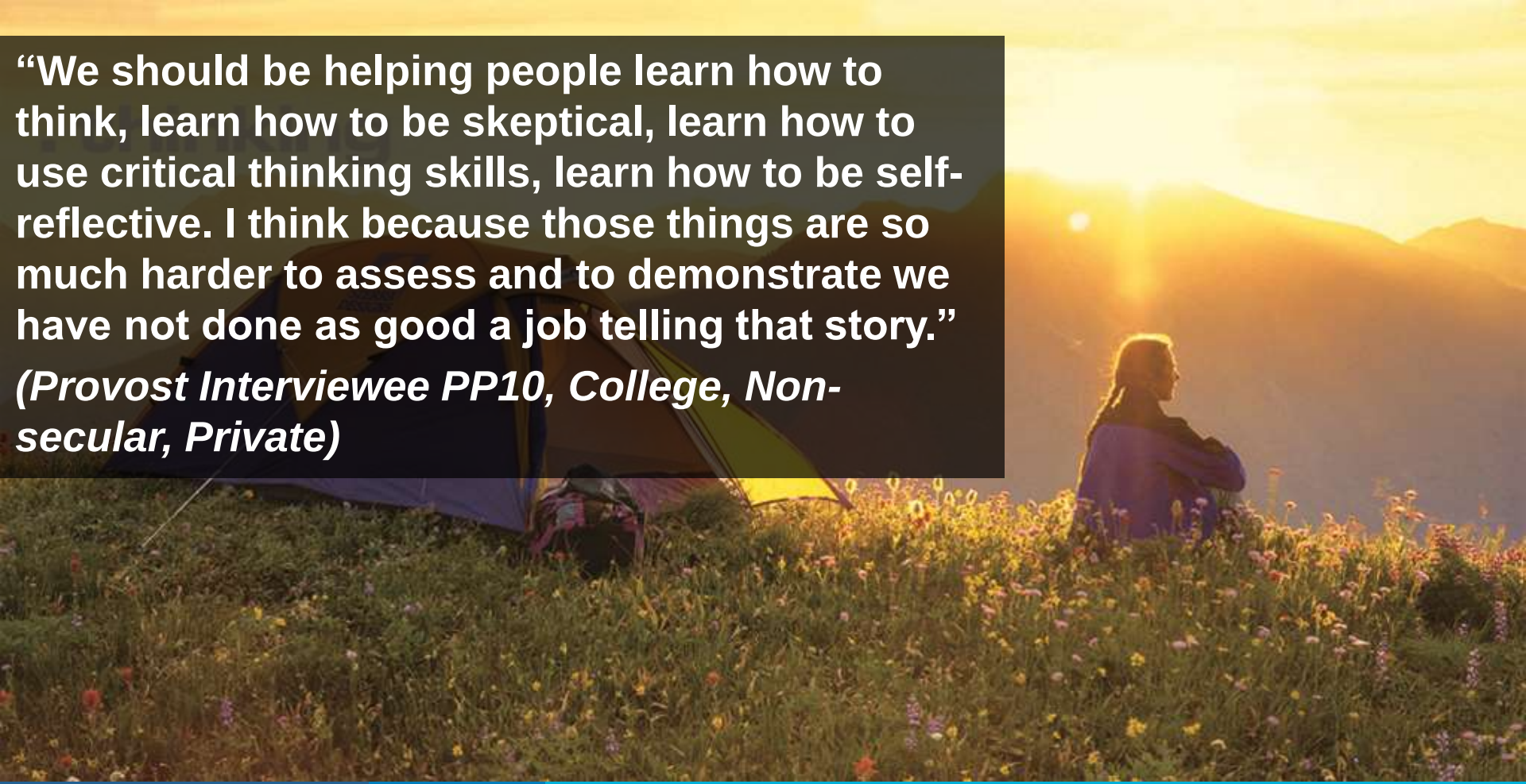
(Advisory Member LM03, Research University, Secular, Private)

“I see that [libraries] play a role as a partner, facilitating both learning and doing in new and different ways, both helping all of us to embrace information in critical and yet meaningful ways.”
(Provost Interviewee PP03, Research University, Secular, Private)



“Thinking of how these new learning environments work, and how the library would enhance students' and faculty's ability to access and process knowledge, data information, in those particular kinds of environments. That's what libraries need to do to be successful.”

(Provost Interviewee PP02, Research University, Non-Secular, Private)



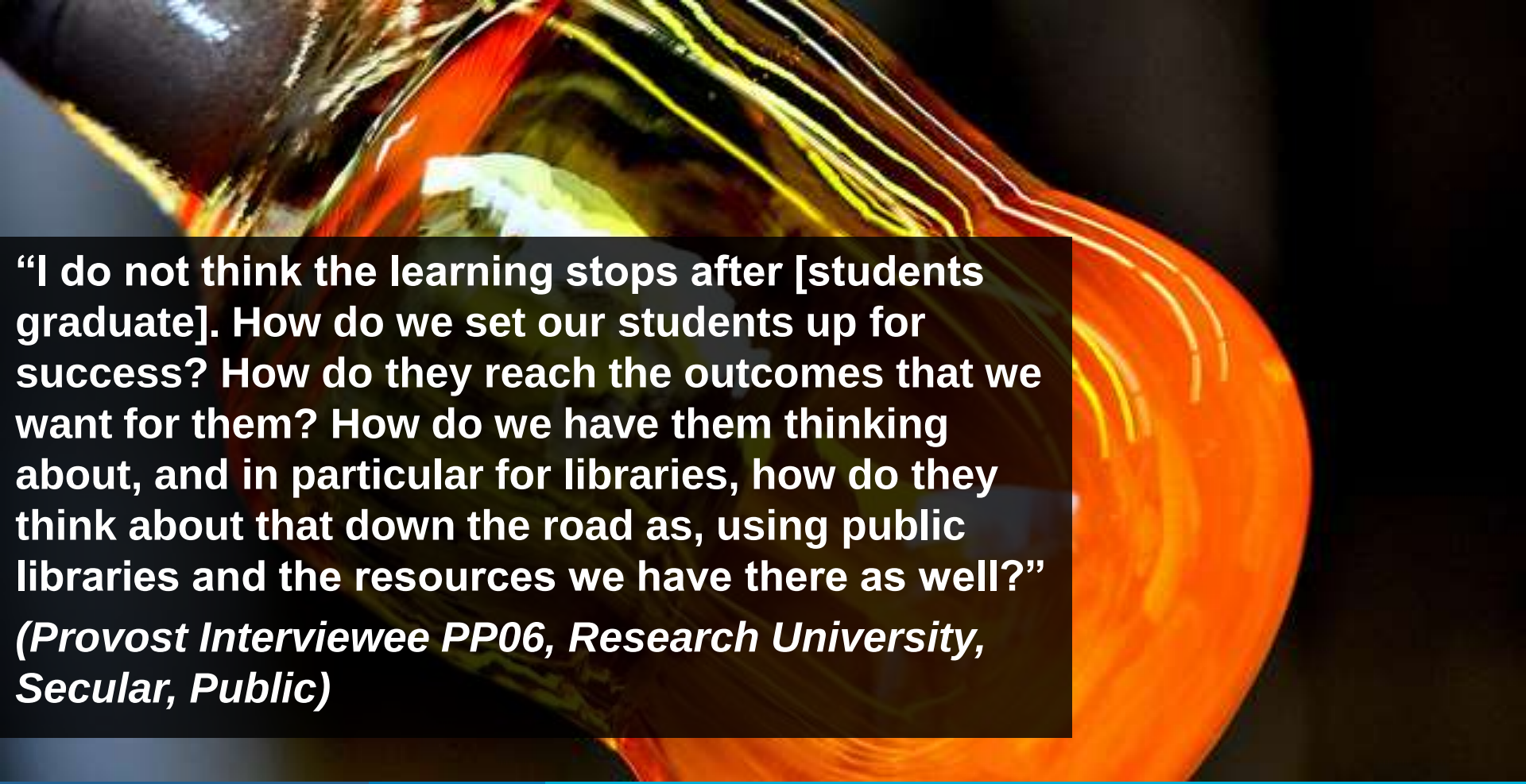
"We should be helping people learn how to think, learn how to be skeptical, learn how to use critical thinking skills, learn how to be self-reflective. I think because those things are so much harder to assess and to demonstrate we have not done as good a job telling that story."

(Provost Interviewee PP10, College, Non-secular, Private)

Priority Area 5

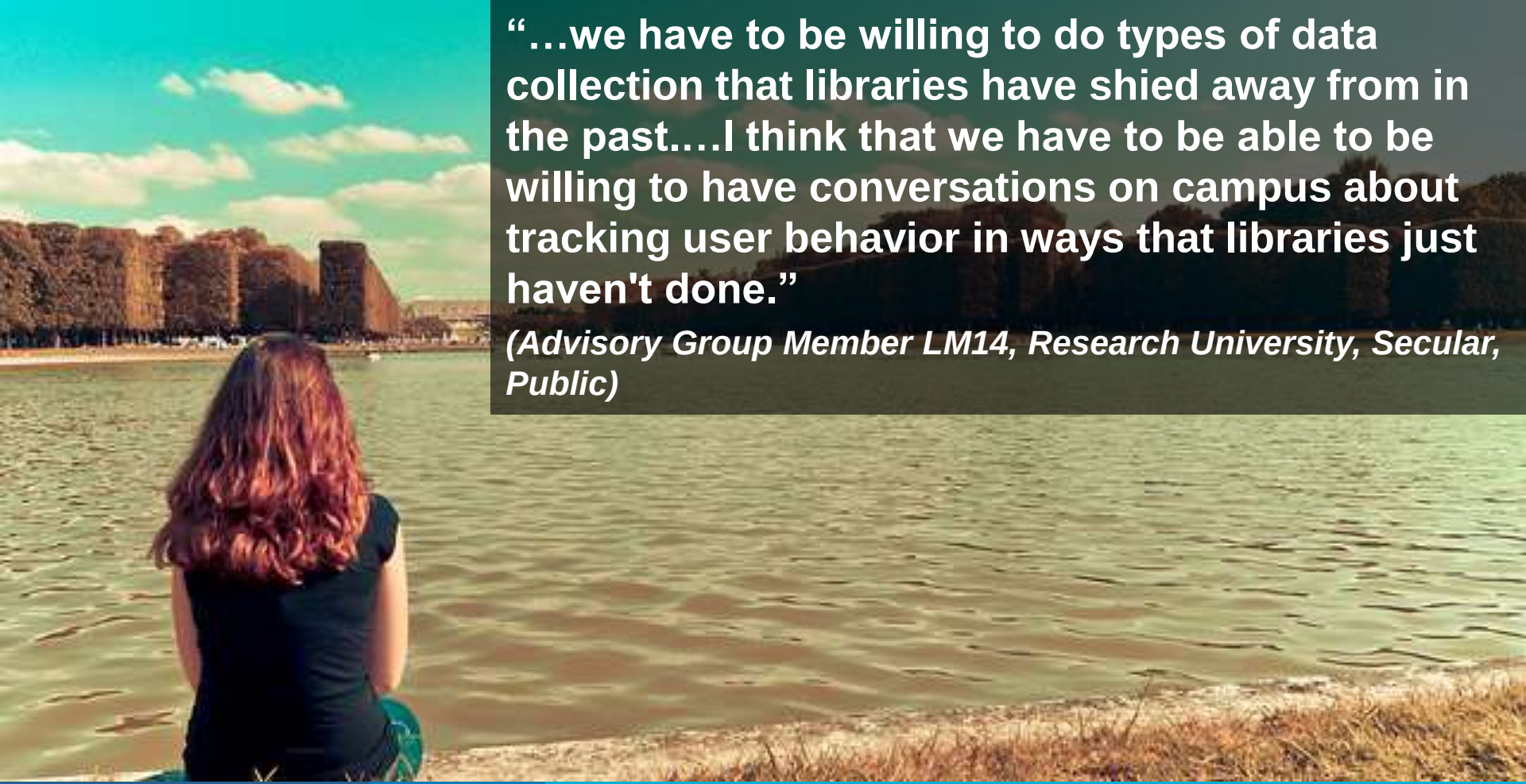
Student Success

- Identify quantifiable student attainment indicators
  - Enrollment in postsecondary education
  - Grades
  - Persistence to the sophomore year
  - Length of time to degree & graduation
- Work with academic services & faculty
  - Develop data collection & reporting methods that retain student privacy & confidentiality



“I do not think the learning stops after [students graduate]. How do we set our students up for success? How do they reach the outcomes that we want for them? How do we have them thinking about, and in particular for libraries, how do they think about that down the road as, using public libraries and the resources we have there as well?”

(Provost Interviewee PP06, Research University, Secular, Public)



"…we have to be willing to do types of data collection that libraries have shied away from in the past.…I think that we have to be able to be willing to have conversations on campus about tracking user behavior in ways that libraries just haven't done."

(Advisory Group Member LM14, Research University, Secular, Public)

Priority Area 6

Learning analytics

- Measure, collect, analyze & report “data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.”
- Include library data with institutionally collected data to predict student success

(Jantti & Heath, 2016)

“The drive to knowing more about what students get from a college education is not going to go away. We are going to have to continually look at, quality.…This drive towards knowing what students get from their college education, is going to continue to be important. I can't imagine that part of it would go away with the Trump Administration.”

(Provost Interviewee PP06, Research University, Secular, Public)

RECOMMENDATIONS

Recommendation

Identify & articulate both learning & success outcomes

- **Engage students in redesigning library space to demonstrate library's impact for learning outcome**
- **Library resource or service usage & its relationship to student retention exemplifies the effect of library's service, collection, &/or space for success outcome**

Recommendation

Focus less on service & more on sharing space & collaborative programming with groups within the institution & community

Recommendation

Bolster collaboration with other campus units or external partners, including consortia, on assessment-based efforts

Recommendation

Communicate how library services, collections, & spaces address the larger mission of the institution by becoming better at marketing & customer service

Recommendation

Study the assessment & student-centered outcomes of diverse populations across various institutions using multiple methods

Recommendation

Develop relationships within different academic service areas, such as teaching & learning, at various levels throughout institution & with community offices and organizations

Recommendation

Continue to develop & foster relationships & engagement with academic administrators & other service providers, such as student services, offices of sponsored programs,& teaching & learning & with community offices & organizations, such as tourism, voter registration, & chamber of commerce

Recommendation

Represent data in different contexts & visualizations to make case with diverse groups & administrators

September 2017

- Final ACRL report
- Visualization dashboard

Visualizing Academic Library Im

experimental.worldcat.org/valresearch/vis#

Most Visited | Inside OCLC - Home | Workday | Collaborative Docs | Home - Researching S... | How To Protect Your ... | Research Intranet Page | MRD-Calendar - Smar...

Visualizing Academic Library Impact: The ACRL/OCLC Literature Analysis Dashboard

Literature Search | Charts and Graphs | Instructions and Help | Have an ALA Account? Log in!

Document Attributes.

Start Over

- Analysis Method (Quantitative)
- Journal Type
- Analysis Method (Qualitative)
- User Measurement (Quantitative)
- Data Analysis Method
- Geographic Location of Institution
  - Midwest [80]
  - Northeast [62]
  - Outside the US [46]
  - Pacific [2]
  - South [83]
  - West [65]
- Students Measured

Chart Parameters

Chart Type

Bar

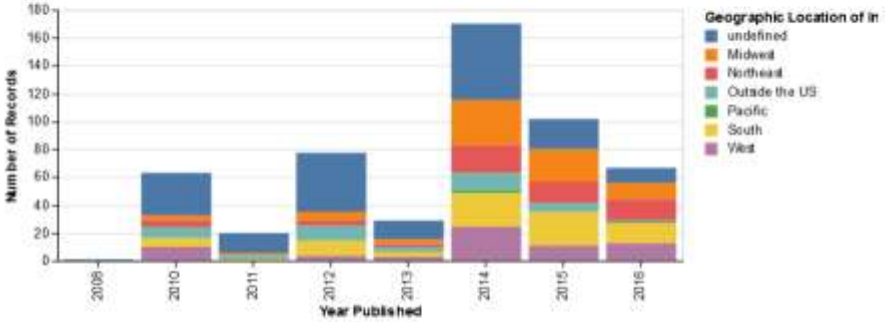
Layout

X	Year Published
Y	Geographic Location of Institution — Count
Breakout X By	drag and drop an attribute
Breakout Y By	drag and drop an attribute

Appearance

Size	drag and drop an attribute here
Color	Geographic Location of Institution
Shape	drag and drop an attribute here

Chart



Open in Vega Editor

Export Data (.xlsx) | Export Chart (PNG) | Save/Share My Chart

Conclusions

- Emphasize customer service
- Use more direct terminology, such as programs, events, & impact to describe activities
- Identify & adopt terminology used by administrators & stakeholders when communicating
  - Become familiar with the publications that administrators read
  - Consider publishing in higher education, public policy, government, & other publications
    - Will provide a direct line of communication to provosts & other administrators (Advisory Group Member LM14).

“By focusing on relationship building instead of service excellence, organizations can uncover new needs and be in position to make a stronger impact.”

(Mathews, 2012)

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ACRL Board

ACRL VAL Committee

Advisory Group Members

Discussion & Questions

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