LibValue: Undergraduate Student Success

Webcast
Association of Research Libraries
February 14, 2013
Welcome

Martha Kyrillidou

Senior Director
ARL Statistics and Service Quality Programs
Association of Research Libraries
• Everyone will be muted to cut down on background noise.

• We welcome questions. Please type your questions; and ARL staff, stand ready to answer them.

• Questions and answers that we do not address, as well as the ones we address, will be distributed to attendees after the webcast, along with the recording.
Introductions

• **Martha Kyrillidou**, Senior Director, Association of Research Libraries

• **Regina Mays**, Assistant Professor and Assessment Librarian, University of Tennessee Libraries

• **Rachel Fleming-May**, Assistant Professor, School of Information Sciences, University of Tennessee

• **Teresa Walker**, Head, Integrated User Services, University of Tennessee Library
Goals

• Become familiar with the LibValue Project
• Consider the library’s role in undergraduate student success
• Examine a methodology for assessing the library’s value in teaching and learning
• Examine a methodology for assessing the library’s value in providing learning spaces
• Discuss other assessments related to student success
Poll Question

Our campus administrators want the following evidence ...:

1. traditional input/output measures such as items added and circulated

2. user satisfaction measures from local surveys and/or LibQUAL+®

3. impact measures that demonstrate what the library enables users to do

4. all of the above
Agenda

• LibValue: An Overview
• Assessing the library’s impact on undergraduate instruction and student learning
• Assessing the impact of new academic uses of library space, such as the learning commons, on undergraduate student success
• Sharing additional assessment methodologies at work in the library community
• Q&A as time allows
Multiple institutions using multiple methods to measure multiple values for multiple stakeholders
Return on investment in a strict sense...

...is a quantitative measure expressed as a ratio of the value returned to the institution for each monetary unit invested in the library.

Return on investment is also...

...values of all types that come to stakeholders and the institution from the library’s collections, services, and contribution to its communities.
LibValue Webcasts 2013

• Feb 14: LibValue: Undergraduate Student Success
• Mar 21: LibValue: Commons Spaces Value
• Apr 18: LibValue: Books and E-books
• May 9: LibValue: Comprehensive Approaches to Defining Library Value
• Jun 13: LibValue: Success in Teaching and Research
• Aug 15: LibValue: Digitized Special Collections
StatsQUAL®
A gateway to library assessment tools that describe the role, character, and impact of physical and digital libraries.

ARL Statistics®
ARL Statistics™ is a series of annual publications that describe the collections, expenditures, staffing, and service activities for Association of Research Libraries (ARL) member libraries.

LibQUAL+®
LibQUAL+® is a rigorously tested Web-based survey that libraries use to solicit, track, understand, and act upon users’ opinions of service quality.

ClimateQUAL®
ClimateQUAL®: Organizational Climate and Diversity Assessment is an online survey that measures staff perceptions about: (a) the library's commitment to the principles of diversity, (b) organizational policies and procedures, and (c) staff attitudes.

DigiQUAL®
The DigiQUAL® online survey designed for users of digital libraries that measures reliability and trustworthiness of Web sites. DigiQUAL® is an adaptation of LibQUAL+® in the digital environment.

MINES for Libraries®
Measuring the Impact of Networked Electronic Resources (MINES) is an online transaction-based survey that collects data on the purpose of use of electronic resources and the demographics of users.
Library Instruction & Orientation

Regina Mays
Assistant Professor and Assessment Librarian,
University of Tennessee Libraries
University of Tennessee
Poll

• Do you formally assess student learning outcomes of library instruction at your library?
  – Almost always
  – Often
  – Sometimes
  – Rarely
  – Almost never
Our Environment

Top 25 Initiative: 12 metrics targeted for improvement, including student retention and 6 year graduation rates

Also:
Complete College Tennessee Act
SACS
Budget Cuts
Experimental/Longitudinal Study

- Three-session workshop series
- Pre- and post-session assessments
  - Skills
  - Awareness
  - Emotional changes
- Piloted Spring 2012 with EN 104 Students (12)
- UTK-PSCC “Bridge” Program, Summer 2012 (60+, 43 usable)
- NIH-funded PEER Ph.D. program for students from groups under-represented in STEM fields, Fall 2012 (13)
College of Communication and Information:
  Rachel Fleming-May, Assistant Professor School of Information Sciences

UTK Libraries:
  Rachel Radom, Assistant Professor and Instructional Services Librarian for Undergraduate Programs

  Teresa Walker, Associate Professor and Head, Integrated User Services

  Regina Mays, Assistant Professor and Assessment Librarian
① Physical orientation to Hodges Library and its place in the UTK community

- Introduction to Library staff members
- Small-group tours of major service points
- Orientation to identifying and accessing physical information sources (e.g., books)
② Acclimation to the Research University and Community of Scholarship

• Publications – varieties and types (scholarly and popular, primary and secondary)

• Citing sources
③ Development of basic research skills using a variety of information resource types:

- Proprietary resources (e.g., subscription databases)
- Freely available info on the World Wide Web
PRELIMINARY ASSESSMENT:
<table>
<thead>
<tr>
<th>When I’m writing research papers...</th>
<th>Almost always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The public library has the information I need.</td>
<td>35.1%</td>
<td>47.4%</td>
<td>14.0%</td>
<td>1.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>The library at my high school has the information I need.</td>
<td>17.5%</td>
<td>35.1%</td>
<td>28.1%</td>
<td>14.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>I take detailed notes from every source of information I look at.</td>
<td>12.3%</td>
<td>22.8%</td>
<td>54.4%</td>
<td>7.0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>I become more interested in a topic as I gather information.</td>
<td>19.3%</td>
<td>45.6%</td>
<td>35.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I am successful in searching Google for information.</td>
<td>42.1%</td>
<td>35.1%</td>
<td>22.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I need materials from other sources than what I find using Google.</td>
<td>14.3%</td>
<td>39.3%</td>
<td>32.1%</td>
<td>8.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>I talk to others (teachers, parents, friends) about possible topics before making a final choice for a research paper.</td>
<td>28.1%</td>
<td>29.8%</td>
<td>17.5%</td>
<td>17.5%</td>
<td>7.0%</td>
</tr>
<tr>
<td>I have difficulty finding good information.</td>
<td>5.4%</td>
<td>12.5%</td>
<td>60.7%</td>
<td>19.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Researching a topic takes more time than I expect.</td>
<td>15.8%</td>
<td>45.6%</td>
<td>29.8%</td>
<td>7.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td>I ask a librarian for assistance during the research process.</td>
<td>10.5%</td>
<td>19.3%</td>
<td>35.1%</td>
<td>24.6%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>
POST-ASSESSMENT:

“After participating in these three library research workshops, I...”
am more likely to ask a librarian to help me with my research.

feel like I will be able to collect research materials for assignments in less time.

feel like I will have less difficulty finding information.

am better at finding information for class using sources other than Google.

have a better understanding of how and why to cite sources.

feel more comfortable in Hodges Library.
What was the best part of participating in these workshops?

“I was able to learn how to use the libraries online website and database, which will be very helpful for me when researching for my papers.”

“The citations activity was actually engaging and fun.”

“This course has really helped me get more used to the library. I’m definitely more confident.”

“I learned more about citing and feel more comfortable about writing my papers.”

“My instructor was very involved and made everything very clear.”
After completing the Library Sessions (through my COUN 212 class)...

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable using the UTK Libraries’ webpage and/or databases for class assignments.</td>
<td>45</td>
</tr>
<tr>
<td>I feel comfortable visiting the UTK Library.</td>
<td>48</td>
</tr>
<tr>
<td>I used UTK Library resources for my COUN 212 paper(s) and/or my CMST 210/240 speech(es).</td>
<td>42</td>
</tr>
</tbody>
</table>
Next Steps

• Analysis of student work: 2011 and 2012 students

• Survey of Bridge 1 (2011-12) participants for comparison with Bridge 2 data
Poll

Has your library engaged in any efforts to assess how well its collections, services, and facilities support instructors' teaching (i.e., not research) needs?

• Yes
• No
• Not Sure
Support for Teaching

Rachel Fleming-May
Assistant Professor
School of Information Sciences
University of Tennessee
Value of academic library resources & services in support of teaching
What?

Value of academic library resources & services in support of teaching

How?

Instructors:
Survey, to be followed by “real time” conversation
Survey:

- All UTK Constituents with instructional responsibilities:
  - Tenured/tenure-track faculty
  - “Clinical” faculty
  - Part-time faculty
  - GTA’s
  - Administrators (e.g., Dean of Students’ Office)
Survey:

- Support provided by UTK Libraries
- Materials used for teaching support, whether or not provided by UTK Libraries
  - Readings, etc., for students, print, electronic, other formats
  - Reading to support own pedagogical development
Savings...

Improvements...
Perceived Benefits:

Savings...
• of own time
• of own money
• of other resources

Improvements...
• teaching
• course-related materials
• student performance
Determining the Focus of Inquiry:

VolVision 2015
Bredesen Signs Landmark Education Bills Into Law

Released on Tue, Jan 26, 2010 - 1:59 pm under Education Recovery Act

NASHVILLE — Calling it a “landmark” in higher education in Tennessee, Governor Phil Bredesen signed two bills passed during this month’s 106th General Assembly that was part of the Recovery Act.

Joined by a bipartisan group of lawmakers, Governor and Senate Speaker Ray Blunt and House Speaker Kent Williams — Bredesen put his signature to the “First to the Top Act of 2010” and the “Complete College Tennessee Act of 2010.” The new laws enacted to spur improvement in Tennessee’s education pipeline — specifically, in Western Tennessee and the state’s historically black colleges and universities.
“Among other changes, the Complete College Tennessee Act: Funds higher education based in part on success and outcomes, including higher rates of degree completion.”
...And Federal

Higher Education Opportunity Act Regulations
In a typical semester, I save time by using the library to support my teaching.
As a result of using the Libraries' services, collections, or facilities, do you feel that your teaching has improved in any of these ways?
As a result of using the Libraries' services, collections, or facilities, do you feel that your teaching has improved in any of these ways?

✓ The readings I assign are more up-to-date and/or varied
  - True or Somewhat True: 70%

✓ I read more/more widely to prepare for teaching
  - True/Somewhat True: 63%

✓ My assignments are more creative
  - True/Somewhat True: 48%
Has your approach to identifying readings for your classes changed in the past 3-5 years?

They are more likely to

search or browse subscription databases for readings
  • True/ Somewhat True : 59%

browse electronic journals to identify readings for my students
  • True/ Somewhat True : 66%
Has your approach to identifying readings for your classes changed in the past 3-5 years?

...and less likely to browse print journals to identify course readings.

• True/ Somewhat True: 50%
  (Only 7% more likely to browse print journals)
Has your approach to collecting and distributing readings for your classes changed in the past 3-5 years?

- I require my students to purchase fewer printed textbooks.
  - True or Somewhat True: 34%

- I require my students to purchase more printed textbooks.
  - Untrue: 60%

- I require my students to purchase fewer course packets or printed materials.
  - True or Somewhat True: 31%
  - N/A 44%
Do you feel that your students' performance has improved as a result of your using the Libraries' services, collections, or facilities to support your teaching?
True or Somewhat True: “My students are...

- citing sources that are more appropriate for academic work
  ➢ 52%
- writing citations that are more complete and/or correct
  ➢ 40%
- accessing information from a wider variety of sources
  ➢ 66%
“O.k., what would this survey look like at a non-ARL library?”
Differences

University of Tennessee Knoxville

• 29,934 FTE Enrollment
• RU/VH: Research Universities (very high research activity)
• Eleven Colleges

University of North Carolina-Wilmington

• 12,924 FTE
• Master's L: Master's Colleges and Universities (larger programs)
• Five Colleges
Services: I have asked my students to...

- 40.10% meet with librarian
- 28% use email reference
- 28.60% N/A (no action requested)
- 40.50% request other service
- 20.20% UNC-W
- 20.20% UTK
Services: I have asked a librarian to...

- Lead Instruction: 46% (UTK), 63% (UNC-W)
- Identify teaching materials: 32% (UTK), 42% (UNC-W)
- Help create assignment: 11% (UTK), 28% (UNC-W)
- N/A: 29% (UTK)
Collections: I have used...to support my teaching

- Journals: 67% (UTK), 79.2% (UNC-W)
- Books: 53.4% (UTK), 67.3% (UNC-W)
- Librarian-created online guide: 36.3% (UTK), 41.7% (UNC-W)
- N/A: 8.9% (UNC-W), 17% (UTK)
Collections: I have...

- Referred to library collections in syllabi: 46%
- Consulted print sources for teaching support: 34.7%
- Consulted electronic sources: 50%
- N/A: 8.9%
“Over the years, the library has been a great support in diverse ways: library orientation is mandatory in our first year; researching precedents is expected of all architecture students from first year on; DMS, Reserve, Studio, Map Library, and Archives, have all assisted me in a great way.”

“My students are also composing information in a wider variety of sources.”

“[My students are] more able to distinguish between valid sources and ‘junk.’”
“We need clear help with proper citations, especially for images. I am confused about faculty access to image data bases too.”

“Just never thought about [using the library services to support teaching] - especially with distance education.”

“The level of difficulty of the materials at the library is much more advanced than the subjects I teach.”

“I teach primarily doctoral students. If they need advice about the library they won't make it through the program.”
Caveats:

- Having the survey vetted by librarians was essential.

- Be prepared for "backseat driving" about the instrument itself.

- Identify a comprehensive distribution strategy

- Secure SUPPORT
Teresa Walker
Head, Integrated User Services
University of Tennessee Library
Assess the value of library resources and services in the Commons in support of the instructional mission of the University

① Define “success”

② Aggregate available data

③ Gather new information

④ Make meaningful connections
Aggregate Existing Data

1. **Existing Data**

- Automatically collected usage data
- Data collected in person by service providers
- Demographic data on retention, success, and years to graduation
- Student exit surveys
- LibQUAL+
- NSSE survey data
Gather New Data

① Existing Data

• Automatically collected usage data
• Data collected in person by service providers
• Demographic data on retention, success, and years to graduation
• Student exit surveys
• LibQUAL+
• NSSE survey data

② Needed Data

• Student-reported use of Commons spaces and services
• Student-reported value of Commons spaces and services
• Augmented university data set including the ability to track individual progress toward degree data
Do you perceive barriers, at your institution, to obtaining *progress toward degree* data on students?

- Yes
- No
- Not Sure
A New Data Set

Admissions and demographic data
Associated Survey ID
  Year of birth (YYYY)
  Sex
  Ethnicity
  Year started at UTK
  ACT and/SAT or equivalent score
  Transfer student? (Y or N)
  Year and Term of survey (YYTT)

Progress-towards-degree data
Associated Survey ID
  Major
  Cumulative GPA
  Cumulative Credit Hours
  Class Standing
  Year and Term of posting
  Progress-towards-degree data (YYTT)
<table>
<thead>
<tr>
<th>In-Person</th>
<th>In-class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services used in the Commons on a typical visit</td>
<td>Use of Commons services and spaces / Feelings about the value of the Commons to experience at UT</td>
</tr>
<tr>
<td>Distributed in person for one week Summer and Fall 2011</td>
<td>Communication Studies 210/240 students (Gen Ed)</td>
</tr>
<tr>
<td>957 respondents</td>
<td>20% response rate from total course enrollment/ 146 respondents</td>
</tr>
</tbody>
</table>
How does your college or university define success?

2008: Retention Task Force

The retention rate had hovered between 75% and 80% for over a decade...

① UT is too large and impersonal

② I had trouble adjusting personally to UT

③ I did not feel like I was part of the university
To what Extent does the Commons...
### 2011: Top 25 Action Plan

Priority 1 - Recruit, develop, and graduate a diverse body of undergraduate students

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>2010 BASELINE</th>
<th>2012 ASSESSMENT</th>
<th>TWO-YEAR PROGRESS</th>
<th>CHANGE IN GAP TO TOP 25 TARGET 2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Equivalent (75th/25th Percentile)</td>
<td>20/24</td>
<td>29/24</td>
<td>No Change</td>
<td>UTK Remains at Peer Range</td>
</tr>
<tr>
<td>Retention Rate (1st to 2nd Year)</td>
<td>84%</td>
<td>85%</td>
<td>+1 pt</td>
<td>No Change</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>60%</td>
<td>63%</td>
<td>+3 pts</td>
<td>Favorable</td>
</tr>
</tbody>
</table>

The Top 25 Progress Report: The Journey So Far
November 9, 2012
Percentage of all students vs. percentage of at risk students

Acclimation to the Scholarly Community
Our Population

Please identify your class standing:

Fall 2011

Summer 2011

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
Do your instructors suggest that you use the Commons?

“Everyone talked about it!”

① Instructors and Professors
② Orientation
③ Other Campus Units (SSC, CIE, Honors Program, Athletic Center)
Impact on Learning

- 90% said the Commons provides resources they need for class
- 74% said that using the Commons helps them do better in class
- 85% said the Commons is a place to get help with assignments
- 95% said the Commons spaces facilitate group work and collaboration
“I want to thank the library for the Commons. I feel like I would be lagging behind as a student without it. It’s my home away from home.”
Questions?

Rachel Fleming-May
rf-m@utk.edu

Regina Mays
rmays@utk.edu

Teresa B. Walker
tbwalker@utk.edu

libvalue.cci.utk.edu
LibValue.org
It’s not about graduation rates and test scores. It’s about what those things mean to the outcome of human lives. It’s about potential realized or squandered, dignity enhanced or denied.

Salman Khan, The One World School House: Education Reimagined

• Graham Stone and Bryony Ramsden (2012), Library Impact Data Project: looking for the link between library usage and student attainment http://eprints.hud.ac.uk/15038/1/LIDP_CRL_revisedmanuscript_withtables.pdf

THANK YOU