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.

• The webcast will be distributed in about 2 weeks via YouTube.
Introductions

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

• **Steve Smith**, Dean, University of Tennessee Libraries

• **Gayle Baker**, Electronic Resources Coordinator, University of Tennessee Libraries

• **Teresa Walker**, Head, Learning and Engagement, University of Tennessee Libraries
• Become familiar with the LibValue Project
• Understand the shift towards outcomes based evaluation in higher education and libraries
• Explore what it takes to get the necessary data to convey to campus administrators the value of information commons
• Making connections between the data and user outcomes and value derived from the use of information commons
LibValue Webcasts 2013

- Feb 14: LibValue: Undergraduate Student Success
- Mar 21: LibValue: Library Commons Spaces
- Apr 18: LibValue: Books and E-books
- May 9: LibValue: Comprehensive Approaches to Defining Library Value
- Jun 13: LibValue: Success in Teaching & Research
- Aug 15: LibValue: Digitized Special Collections
Multiple institutions using multiple methods to measure multiple values for multiple stakeholders
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 Value and Return on Investment

Steve Smith
Dean,
University of Tennessee Libraries,
University of Tennessee
Changing Higher Education Landscape

- Outcomes-based budget
- Complete College Act, 2010
- A Top 25 Mandate, 2009
New University Strategic Plan

The Five Top 25 Strategic Priorities

• Undergraduate Education
• Graduate Education
• Research and Creative Activity
• Faculty and Staff
• Infrastructure and resources
Instead of . . . .

How many students in seats on third or fourth week of semester?
Teaching and Learning
(Vol Vision Imperatives 1, 2, & 5)
- Engage in transformative partnerships in instruction
- Develop and maintain robust facilities in support of teaching and learning

Research Support, Discover, and Access
(Vol Vision Imperatives 4, 5, & 3)
- Develop robust, user-driven, and user-centered
- Maintain campus leadership in open access, intellectual property, and rights policy

The 24-Hour Intellectual and Social Hub
(Vol Vision Imperatives 1 & 5)
- Provide services, activities, and resources to welcome and acclimate students to the university community and to enhance the college experience
- Provide safe, secure, and inspiring spaces
- Maximize and diversify user space to more fully support the widest range of user needs
Teaching and Learning
(Vol Vision Imperatives 1, 2, & 5)
• Engage in transformative partnerships in instruction
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• Develop robust, user-driven, and user-centered
• Maintain campus leadership in open access, intellectual property, and rights policy

Digital Initiatives, Scholarly Communication, and Technology Innovation
(Vol Vision Imperatives 3, 4, & 5)
• Lead new initiatives in data curation

The 24-Hour Intellectual and Social Hub
(Vol Vision Imperatives 1 & 5)
• Provide services, activities, and resources to welcome...

Outreach and Marketing
(Vol Vision Imperatives 1-5)
The old paradigm

• Comparables
  – “X is like us, so we should have their budget.”

• Stoke Rivalries
  – “We must be better than X.”

• Inflation factor
  – “Let’s scare ‘em with scary inflation numbers.”
The New Paradigm: Student success outcomes (mostly)

- Recruitment
- Diversity
- Retention
- Graduation Rates (4 & 6 year)
- Out placement
Not a moment too soon!
Poll Question

Is your institution operating under an outcomes-based budget? For example, are you expected to demonstrate the library’s contribution to student retention, progress to graduation, out placement, etc.?

Yes
No
Not sure
Obtaining the Data

Gayle Baker
Electronic Resources Coordinator
University of Tennessee Libraries
Commons Spaces

- Learning Commons
  - Collection of resources and services
    - Different styles of learning and studying
    - Technology
    - Groupwork
    - Interrelationship of services for students
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
- UT Fact Book
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
- UT Fact Book

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
- Admissions data
Poll

Which type of data do you believe is most difficult to obtain at your institution?

- Demographic data
- Progress toward degree data
- All of the above
- 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
  HS GPA
  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)
## The Surveys

<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/145 respondents (125 linked to student data)</td>
</tr>
</tbody>
</table>
Linking Survey Responses to Student Data

Human Subjects

– Family Educational Rights & Privacy Act
– Compliance with state and federal regulations

CONSENT: Basic elements

- a statement that the study involves research
- the purposes of the research
- the duration of the subject's participation
- procedures to be followed by the experimenter

Parts of a “Form B”

I. Identification of Project
II. Project Objectives
III. Description and Source of Research Participants
IV. Methods and Procedures
V. Specific Risks and Protection Measures
VI. Benefits
VII. Methods for Obtaining “Informed Consent” from Participants
VIII. Qualifications of the Investigators
IX. Facilities and Equipment to be Used in Research
X. Responsibility of the Principal Investigator
Protecting Subjects

- You must be 18 or older to participate.
- Within the survey we ask for your UT NetID to use to retrieve and link admissions and progress-towards-degree data about you to the survey results. Your NetID will be removed from the survey data before the data is retrieved. The Office of Institutional Research and Assessment will oversee the data retrieval.
- Data on a protected server.
- Confidentiality of data. Data reported anonymously.
Take the Commons Survey

Win $50 Gift Card
Survey Administration: Exit Survey
Survey Administration:
Exit Survey
Survey Administration: Exit Survey
Exit Survey: Class Rank

Please identify your class standing:

Fall 2011

Summer 2011

[Pie charts showing class standing percentages for Fall 2011 and Summer 2011]
Survey Administration: In-class Survey

- In-class
  - Comm Studies 210/240
  - General education
  - Required course
  - Course requires participation in research studies
- SONA
- Confidential
In-Class Survey: Participants

• 125 subjects with student data in Spring 2012
• 111 subjects remaining at the end of Fall 2012
• 82 Freshmen back
• Of those 82, 14 are still classified as Freshmen
• Need to look at responses
Linked data

• Examples
• Comparison with UT Fact Book data – entering Freshmen cohorts (HS GPA, ACT)
Making Connections

Teresa Walker

Head, Learning and Engagement
University of Tennessee Libraries
Poll Question

How closely aligned is your Library’s strategic plan to your Institution’s strategic plan?

1. Very little
2. Some
3. Quite a bit
4. Very much
5. Not sure
Informal Learning Spaces

Teaching and Learning
(Vol Vision Imperatives 1, 2, & 5)

• Engage in transformative partnerships in instruction
• Develop and maintain a culture of support of teaching and learning
• Be the campus learning community
• Serve and engage
Informal Learning Spaces

A place that supports being part of the university

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a place to find information?</td>
<td>1.6% (2)</td>
<td>3.1% (4)</td>
<td>18.6% (24)</td>
<td>41.9% (54)</td>
<td>34.9% (45)</td>
</tr>
<tr>
<td>a place to get help with assignments?</td>
<td>4.7% (6)</td>
<td>10.9% (14)</td>
<td>18.8% (24)</td>
<td>35.2% (45)</td>
<td>30.5% (39)</td>
</tr>
<tr>
<td>a place to get help with research?</td>
<td>2.3% (3)</td>
<td>5.5% (7)</td>
<td>20.3% (26)</td>
<td>39.8% (51)</td>
<td>32.0% (41)</td>
</tr>
<tr>
<td>a place to get computer/technology support?</td>
<td>0.8% (1)</td>
<td>3.9% (5)</td>
<td>17.3% (22)</td>
<td>40.2% (51)</td>
<td>37.8% (48)</td>
</tr>
<tr>
<td>a place to use/checkout library materials?</td>
<td>0.8% (1)</td>
<td>3.1% (4)</td>
<td>13.4% (17)</td>
<td>41.7% (53)</td>
<td>40.9% (52)</td>
</tr>
</tbody>
</table>
Increasing Academic Support

- 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
We want…
✓ More private study rooms
✓ More computer lab space
✓ More places to plug in laptops
✓ More quiet space
✓ More group space
✓ More practice presentation rooms
✓ More media production
How often do you use the Library Commons for:

---

**Group Study**

- Never
- A few times during the semester
- Once a month
- Once a week
- Multiple times a week
- Once a day

---

**Individual Study**

- Never
- A few times during the semester
- Once a month
- Once a week
- Multiple times a week
- Once a day
To what extent does the Library Commons provide spaces for:

- Collaboration
- Conversation
- Group work
- Individual study

![Graph showing the extent of spaces provided by the Library Commons](image-url)
In the Commons, I can...

- Work by myself
- Work with friends
Landing Place
Individual Study 😊
Group Rooms
Collaborative Spaces
Media: Scape
2008: University Strategic Plan
Priority 1- Increase student retention rates

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...

- Help you do better in class
- Make studying more enjoyable
- Make you feel more involved in the university
- Promote learning
- Serve as a place to meet people
### 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
Acclimation to the Scholarly Community

Percentage of all respondents vs. top students

- Research Assistance
- Tutoring
- Computer Support

Legend:
- All
- GPA > 3.5
Acclimation to the Scholarly Community

Percentage of all students vs. percentage of at risk students

- Research Assistance
- Tutoring
- Computer Support

<table>
<thead>
<tr>
<th>Service</th>
<th>All</th>
<th>GPA &lt; 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistance</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Tutoring</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Computer Support</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>
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)
Outcomes

✓ Library administration uses data for configuring, renovating, and repurposing spaces

✓ Campus administrators consult with library on technology and learning space needs for campus

✓ Library facilities and services serve as a model for campus informal learning spaces

✓ Visibility of library’s role in teaching and learning

✓ Unexpected...marketing and public relations
Wrap-Up

Martha Kyrillidou

Senior Director
ARL Statistics and Service Quality Programs
Association of Research Libraries
Library space

LibQUAL+ space concept
  – Utilitarian space
  – Symbol
  – Refuge
Have you engaged in evaluating the use, derived outcomes and value of your information commons?

Yes
No
Not having a commons
Related Efforts & Research

• 2010 Library Assessment Conference Proceedings


– Robert Fox & Ameet Doshi (Georgia Tech)
– Eugene Harvey & M. Lindstrom (SUNY, Buffalo)
– McCarthy & Nitecki (Drexel U)
– Ball & Wolnick (U of Virginia)
– Diller & Phelps (Washington State U Vancouver)
Join a pilot?

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• Teresa Walker
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LibValue.org
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THANK YOU