



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



Thank You for Joining Us

- 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

LibValue

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

“As our graduation rate
GOES UP,
we are **INCREASING** the
NUMBER of students we
ENROLL.
This is a mark of **TRUE**
success in one of our
TOP 25 priority areas.”



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)



Designed and Taught by:

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



Modules Designed for Three Broad Objectives

- 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)



Modules Designed for Three Broad Objectives

② Acclimation to the Research University and Community of Scholarship

- Publications – varieties and types
(scholarly and popular, primary and
secondary)
- Citing sources



Modules Designed for Three Broad Objectives

- 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:

When I'm writing research papers...	Almost always	Often	Sometimes	Seldom	Almost never
The public library has the information I need.	35.1%	47.4%	14.0%	1.8%	1.8%
The library at my high school has the information I need.	17.5%	35.1%	28.1%	14.0%	5.3%
I take detailed notes from every source of information I look at.	12.3%	22.8%	54.4%	7.0%	3.5%
I become more interested in a topic as I gather information.	19.3%	45.6%	35.1%	0.0%	0.0%
I am successful in searching Google for information.	42.1%	35.1%	22.8%	0.0%	0.0%
I need materials from other sources than what I find using Google.	14.3%	39.3%	32.1%	8.9%	5.4%
I talk to others (teachers, parents, friends) about possible topics before making a final choice for a research paper.	28.1%	29.8%	17.5%	17.5%	7.0%
I have difficulty finding good information.	5.4%	12.5%	60.7%	19.6%	1.8%
Researching a topic takes more time than I expect.	15.8%	45.6%	29.8%	7.0%	1.8%
I ask a librarian for assistance during the research process.	10.5%	19.3%	35.1%	24.6%	10.5%



POST-ASSESSMENT:

“After participating in these three library research workshops, I...”

am more likely to ask a librarian to help me with my research.

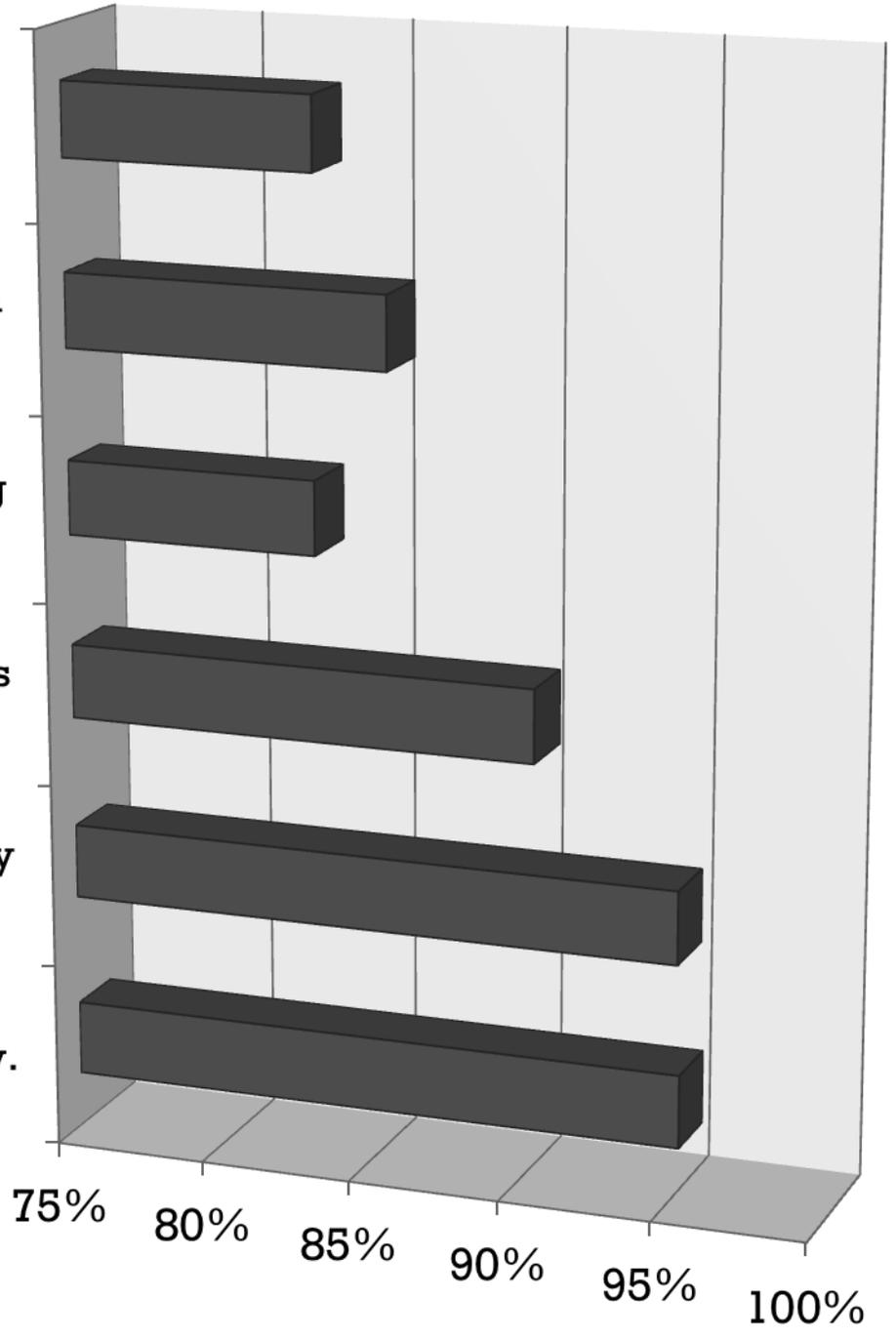
feel like I will be able to collect research materials for assignments in less time.

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.”



Post-Assessment: One month later

After completing the Library Sessions (through my COUN 212 class)...

	n = 51	Agree or Strongly Agree
I feel comfortable using the UTK Libraries' webpage and/or databases for class assignments.		45
I feel comfortable visiting the UTK Library.		48
I used UTK Library resources for my COUN 212 paper(s) and/or my CMST 210/240 speech(es).		42



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

The logo for 'Support for Teaching' is located in the top left corner. It features a stylized, abstract design with overlapping curved lines in shades of blue, green, and purple, surrounding a central orange circle. The text 'Support for Teaching' is written in a white, sans-serif font on a dark blue background.

Support for Teaching



Rachel Fleming-May

Assistant Professor
School of Information Sciences
University of Tennessee



What?

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



Perceived Benefits:

Savings...

Improvements...



Perceived Benefits:

Savings...

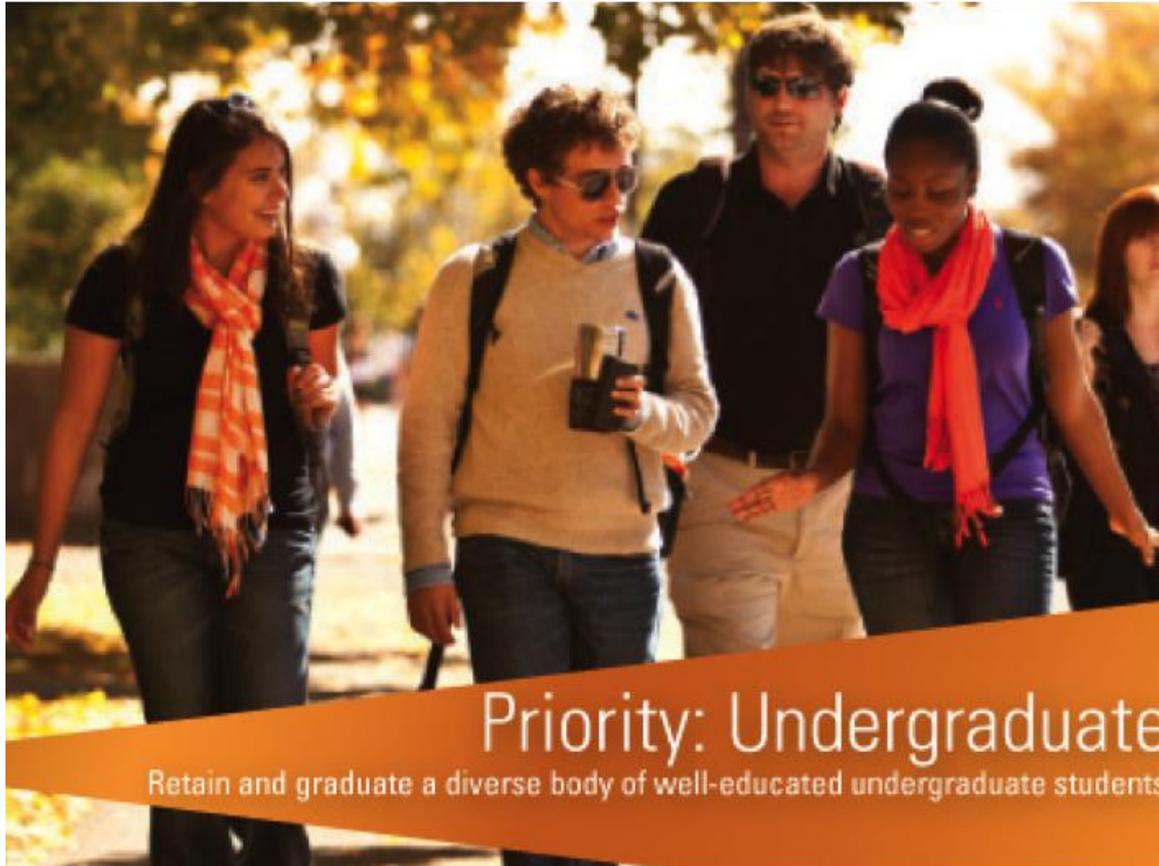
- of own time
- of own money
- of other resources

Improvements...

- teaching
- course-related materials
- student performance



Institutional Priorities



**Determining the
Focus
of Inquiry:**

VolVision 2015

External Stakeholders: State of TN

[Home](#)

Bredesen Signs Landmark Education Bills Into Law

Released on Tue, Jan 26, 2010 - 1:59 pm under [Education Recovery Act](#)



Bredesen Signs the Tennessee First to the Top Act and the Complete College Tennessee Act of 2010.

NASHVILLE — Calling it a “landmark” in education in Tennessee, Governor Bredesen today signed into law two bills passed during this month’s 106th General Assembly that will improve Tennessee’s higher education.

Joined by a bipartisan group of lawmakers, Bredesen, Governor and Senate Speaker Robert Williams — Bredesen put his signature on the “First to the Top Act of 2010” and the “Complete College Act of 2010.” The new laws enacted today will

to spur improvement in Tennessee’s education pipeline — specifically in



External Stakeholders: State of TN

[Home](#)

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to spur improvement in Tennessee's education pipeline — specifically in

“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



Make Textbooks Affordable

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CAMPAIGN CENTER

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▶ [Open Textbooks](#)

▶ [Textbook Rebellion](#)

▶ [Research](#)

[Campaign Timeline](#)

[News Room](#)

▶ [Get Involved](#)

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[TAKE ACTION ON THIS CAMPAIGN >>](#)

Textbook Affordability Provisions in HEOA

The HEOA, short for the Higher Education Opportunity Act, is a higher education reform bill passed by Congress in 2008. Among the many provisions in HEOA was a set of important regulations to help make textbooks affordable, which went into effect July 1, 2010. We created this website to help explain what the new law says, how it can reduce costs, and how it will affect you.



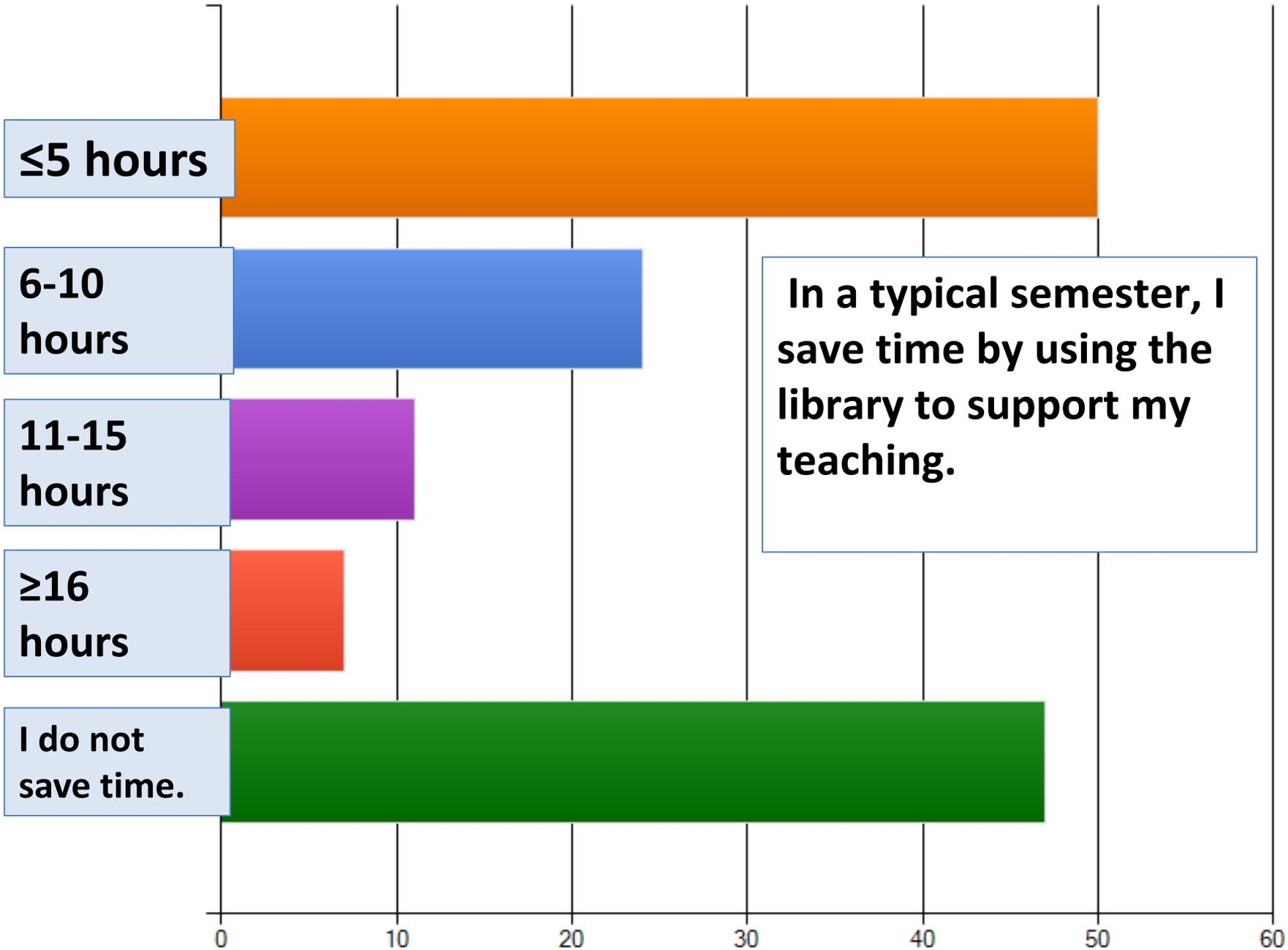
Click to visit the following pages:

- [Overview and analysis of the law \(download as PDF\)](#)
- [What does it mean for you?](#)
- [Full text of H.R. 4137 Sec. 112](#)
- [Further information](#)
- [Download fact sheet](#)

Report non-compliance:

- [Online form](#)
- Email textbooks@studentpirgs.org
- Call our hotline at (202) 681-8398

Higher Education Opportunity Act Regulations





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%



SURVEY @ UNIVERSITY OF NORTH CAROLINA-WILMINGTON

“O.k., what would this survey look like at a non-ARL library?”



Differences

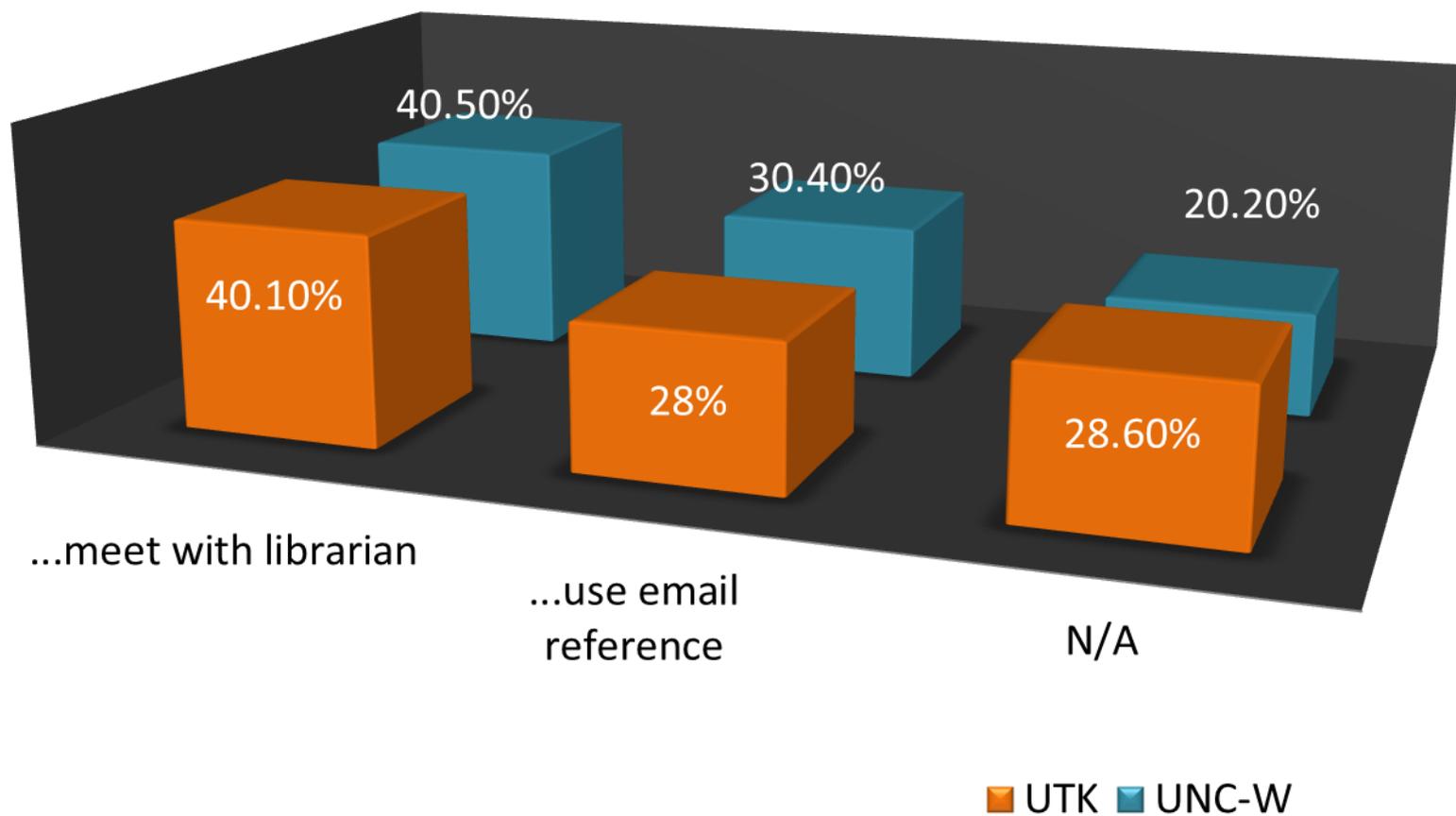
University of Tennessee Knoxville

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

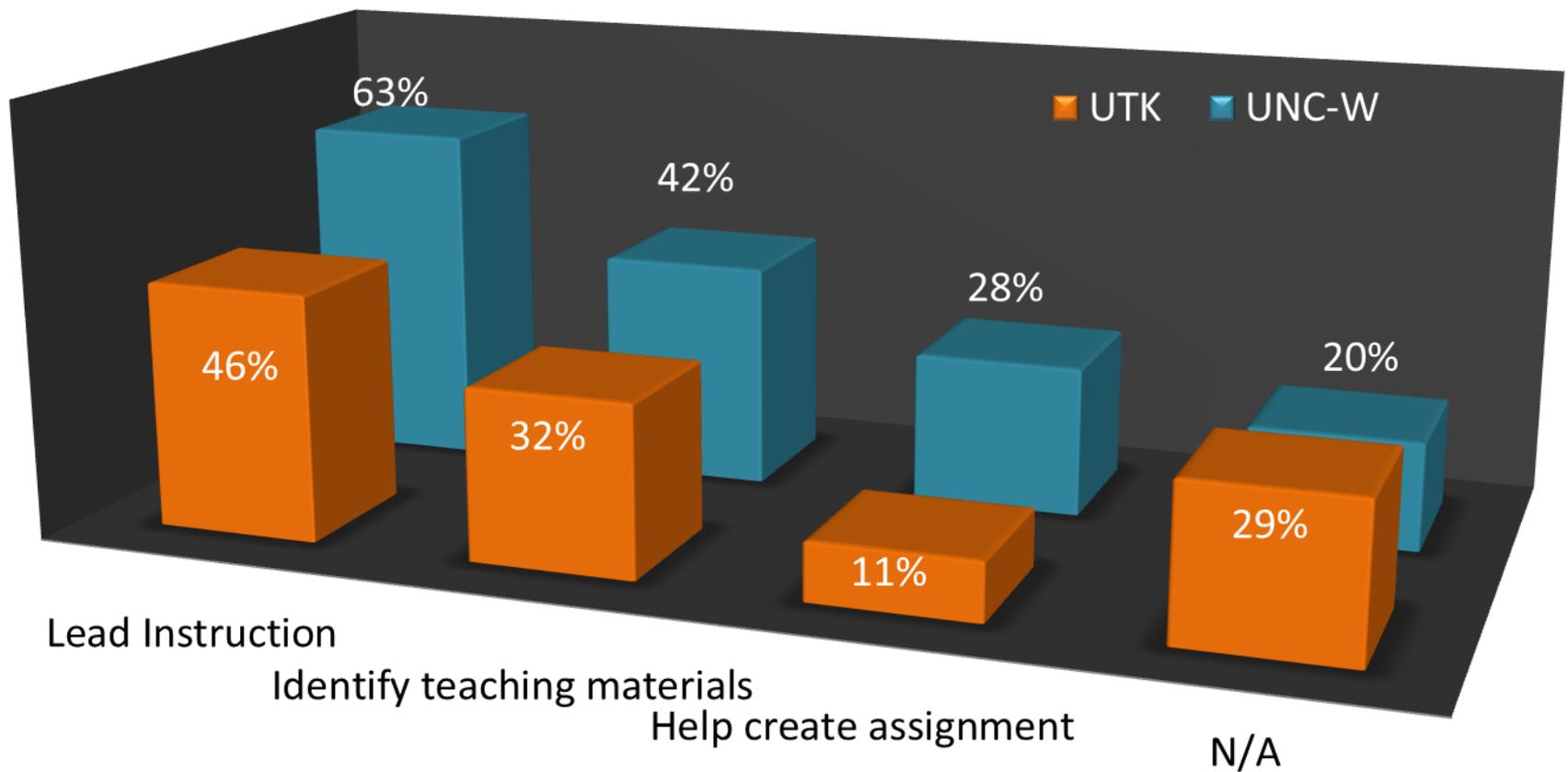
University of North Carolina-Wilmington

- 12,924 FTE
- Master's L: Master's Colleges and Universities (larger programs)
- Five Colleges

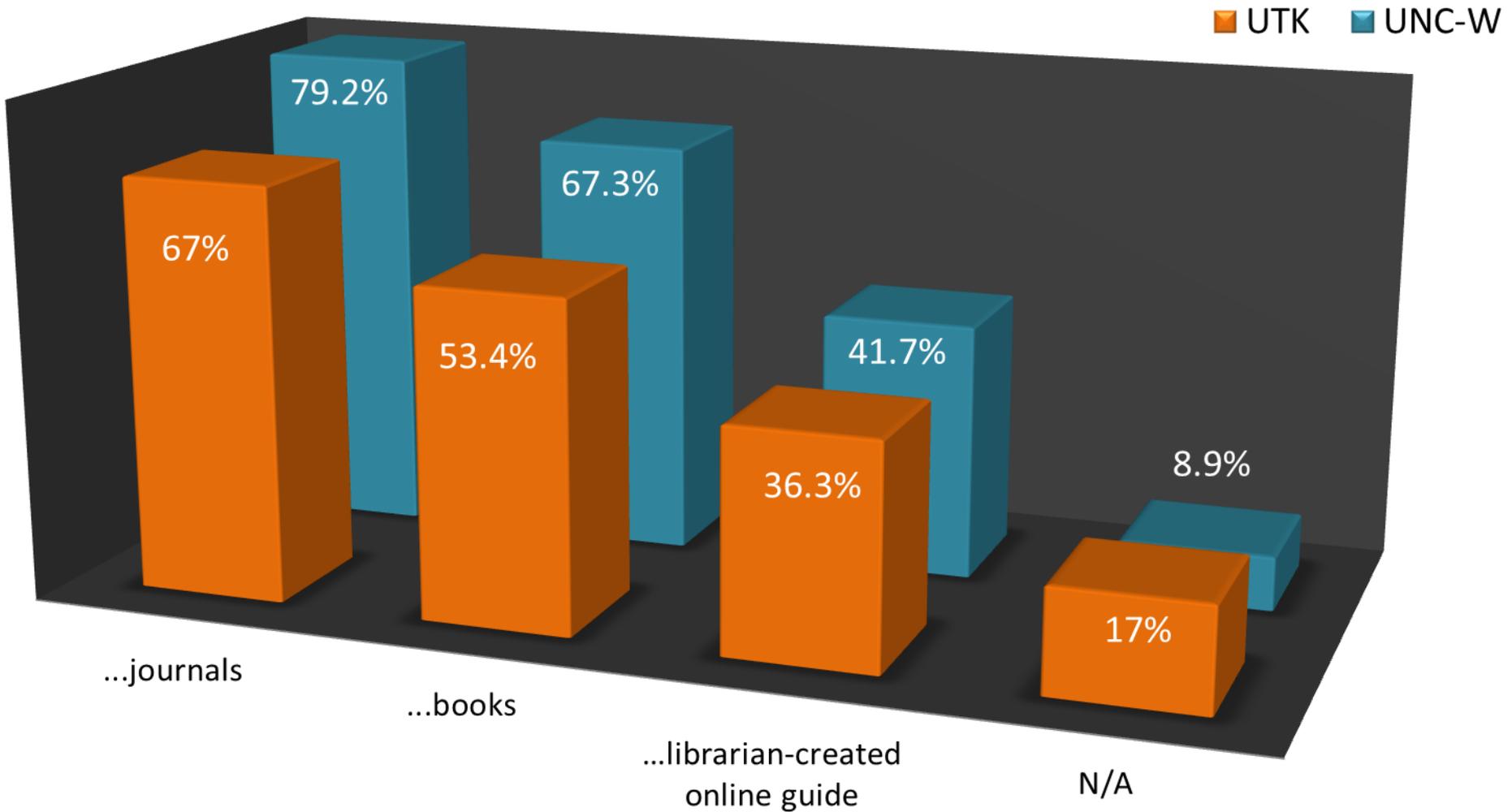
Services: I have asked my students to...



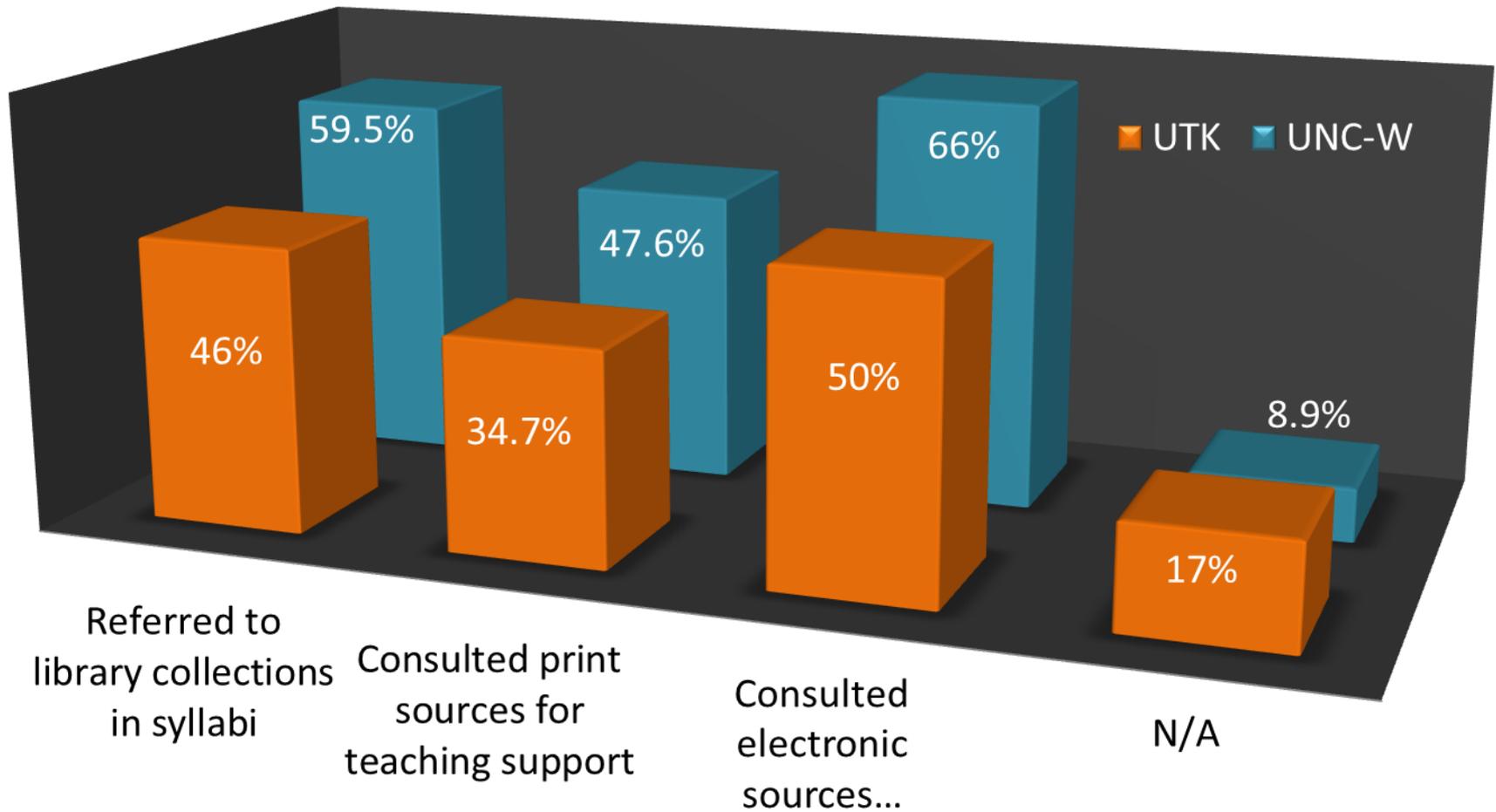
Services: I have asked a librarian to...



Collections: I have used...to support my teaching



Collections: I have...





Successes...

“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.’”



“...And Opportunities”

“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



Spaces for Teaching & Learning



Teresa Walker

Head, Integrated User
Services

University of Tennessee
Library

Commons Spaces & Student Success

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



Poll

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)



The Surveys

In-Person

Services used in the Commons on a typical visit

Distributed in person for one week Summer and Fall 2011

957 respondents

In-class

Use of Commons services and spaces / Feelings about the value of the Commons to experience at UT

Communication Studies 210/240 students (Gen Ed)

20% response rate from total course enrollment/
146 respondents



How does your college or university define success?

2008: Retention Task Force

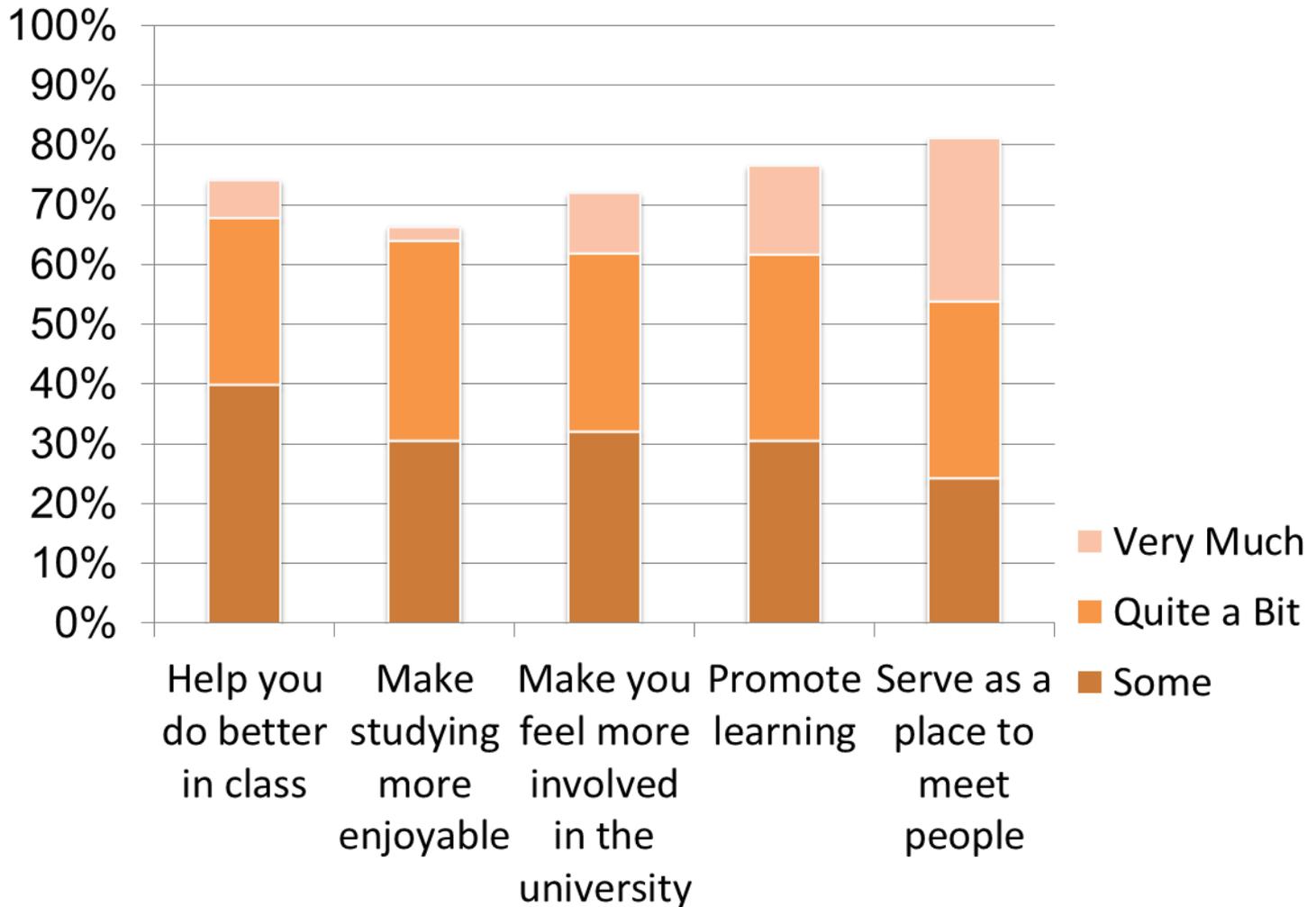
The retention rate had hovered between 75% and 80% for over a decade...

- 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



Student Engagement

To what
Extent does
the Commons...





How does your college or university define success?

2011: Top 25 Action Plan

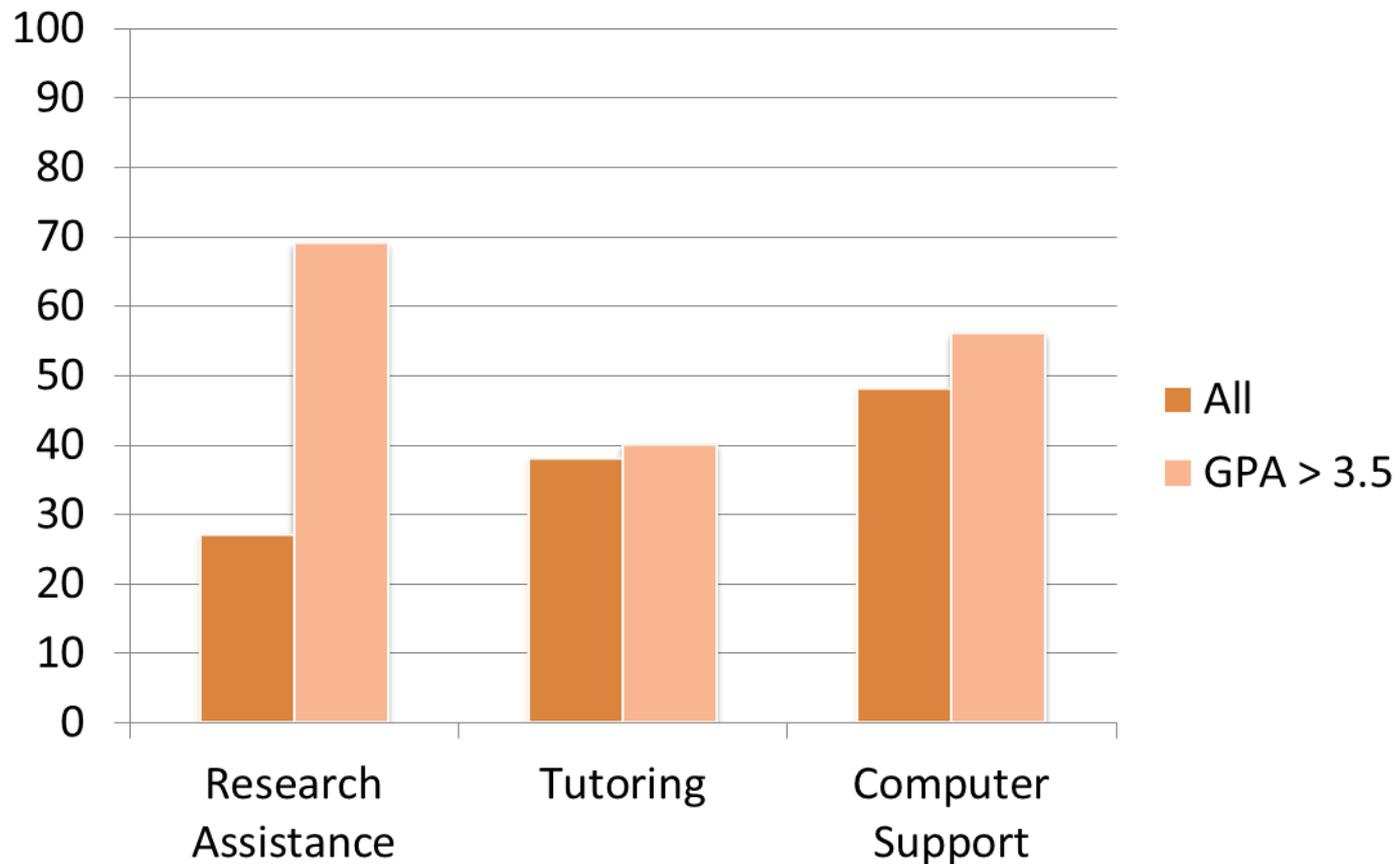
Priority 1- Recruit, develop, and graduate a diverse body of undergraduate students

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



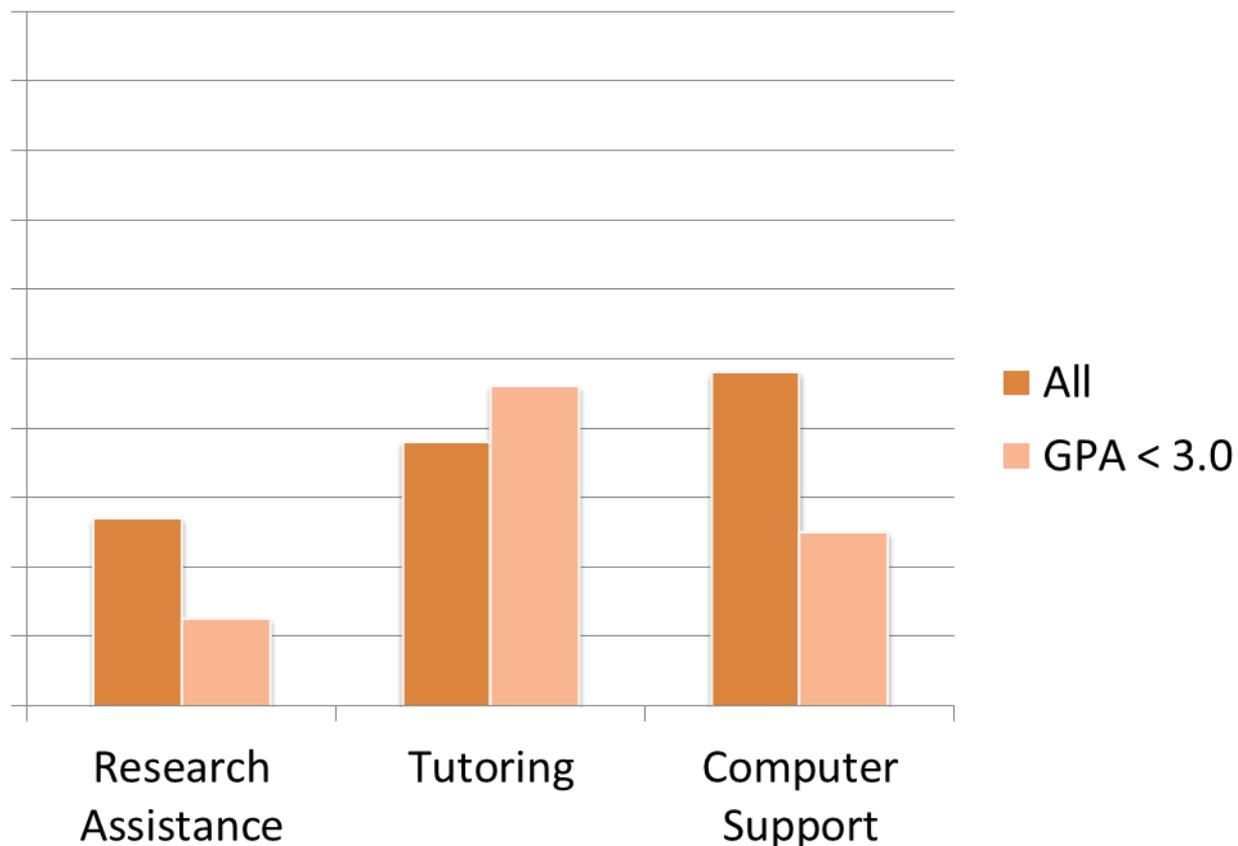
Acclimation to the Scholarly Community

Percentage of all respondents vs. top students



Acclimation to the Scholarly Community

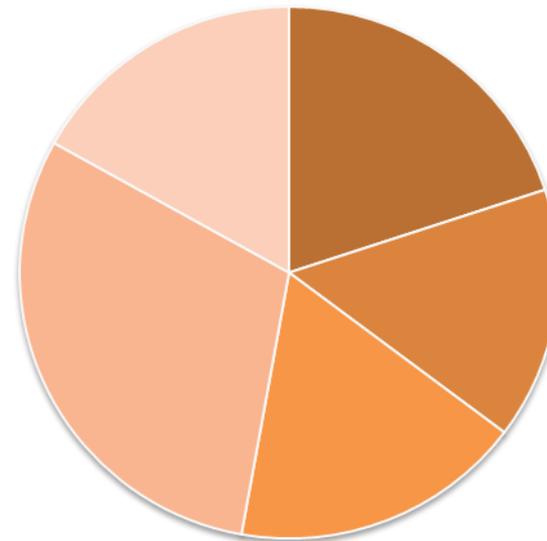
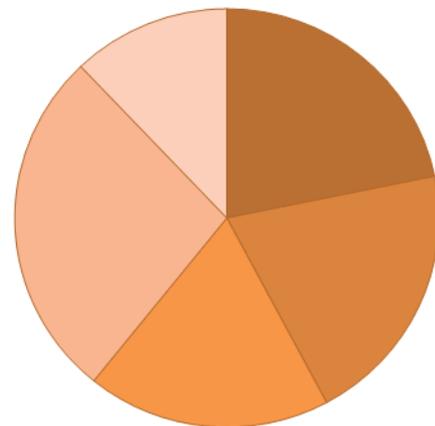
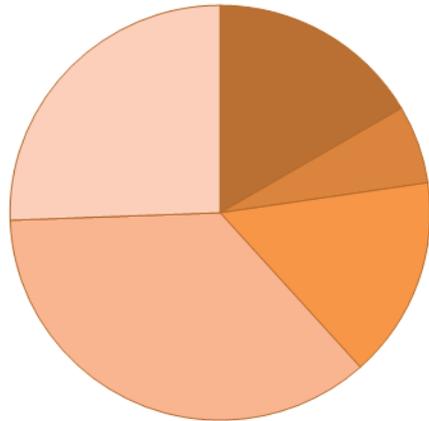
Percentage of all students vs. percentage of at risk students





Our Population

Please identify your class standing:



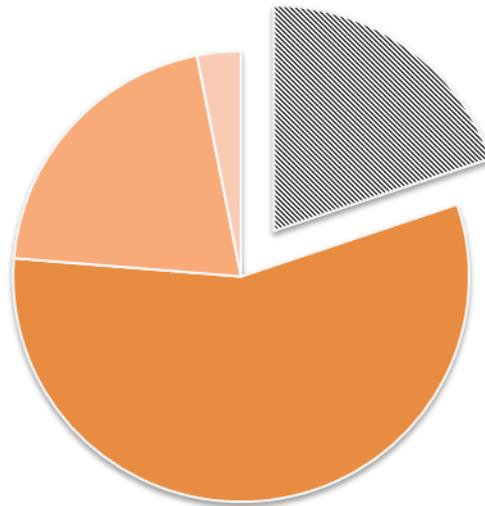
- Freshman
- Sophomore
- Junior
- Senior
- Graduate



Our Advocates

Do your instructors suggest that you use the Commons?

- Never
- Sometimes
- Often
- Very Often



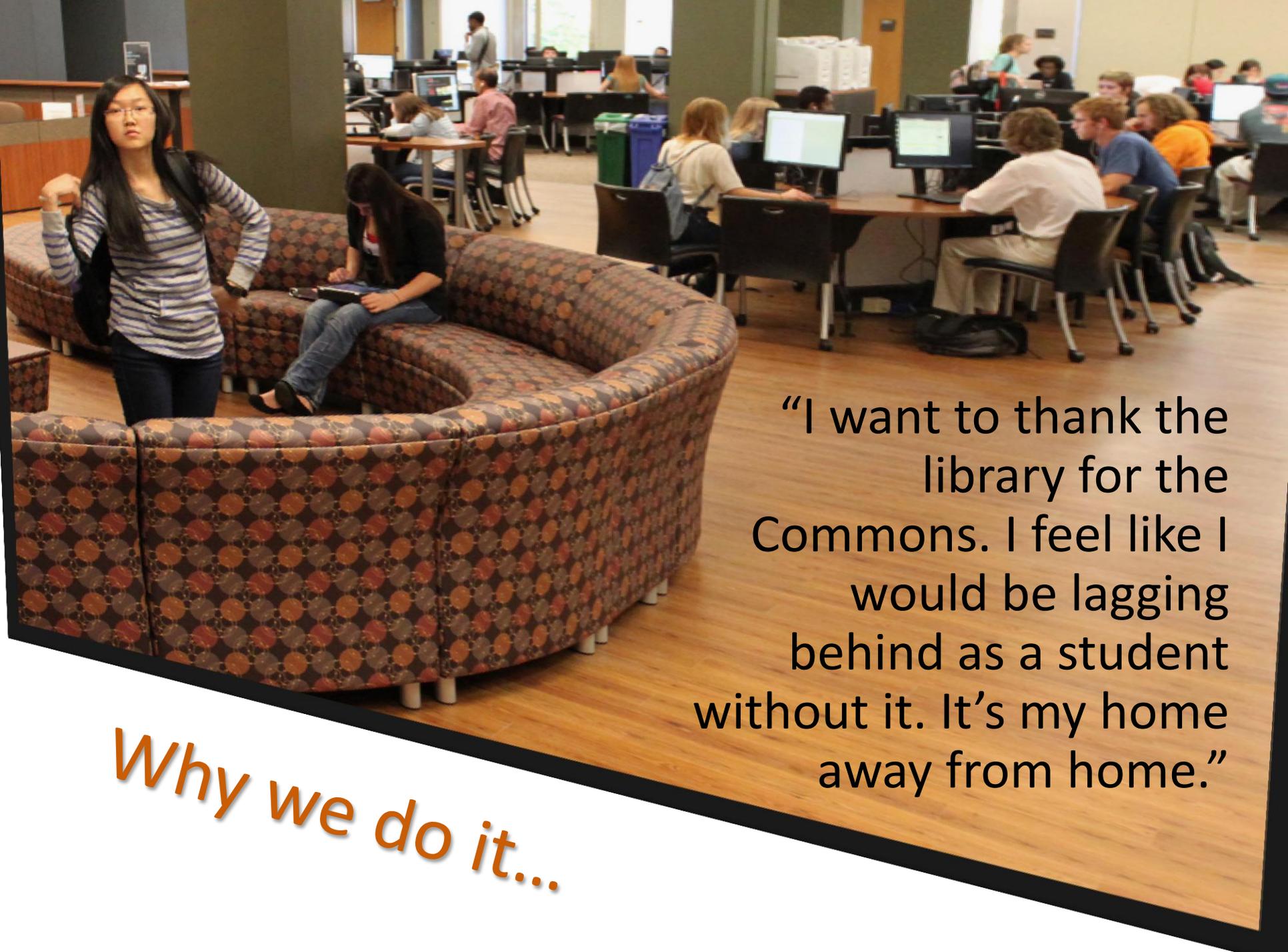
“Everyone talked about it!”

- 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.”

Why we do it...



Questions?

Rachel Fleming-May
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Regina Mays
rmays@utk.edu

Teresa B. Walker
tbwalker@utk.edu

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LibValue.org



Outcomes

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



Related

- Brian Cox and Margie Jantti, “Discovering the Impact of Library Use and Student Performance” Educause Review Online (July 18, 2012)
<http://www.educause.edu/ero/article/discovering-impact-library-use-and-student-performance>
- 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
- Kate Peterson, Shane Nackerud, Janet Fransen, Kristen Mastel, [*Making Use of What you are Already Collecting: Library Data and Student Success*](#) Library Assessment Conference (Oct 2012). **Poster. Judges’ choice award & People’s choice award!** Two articles to be published in *portal: Libraries and the Academy* (April 2013) <http://blog.lib.umn.edu/ldss/2013/01/two-articles-to-be-published.html>



THANK YOU

