Planning, Assessing, and Communicating Library Impact

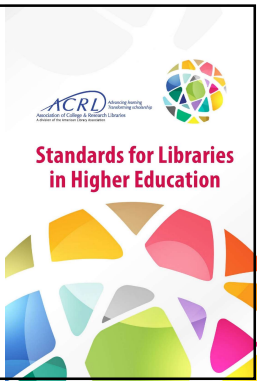
Putting the
Standards for Libraries in Higher Education
into Action

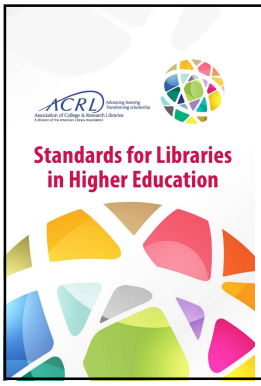
ACRL RoadShow Traveling Workshops

Welcome and Introductions!

Andrea Falcone
Associate Director for Education & Public Services
University of Colorado Denver
Andrea.Falcone@ucdenver.edu

The Standards





"make a statement about what libraries are, what they do, how they contribute, how they make a difference, and ultimately how they add value on our campuses, in our communities and within higher education"

Patty Iannuzzi
(Chair, 2009-11 Standards Task Force)

Principles

1. Institutional Effectiveness
2. Professional Values
3. Educational Role
4. Discovery
5. Collections
6. Space
7. Management/Administration/Leadership
8. Personnel
9. External Relations

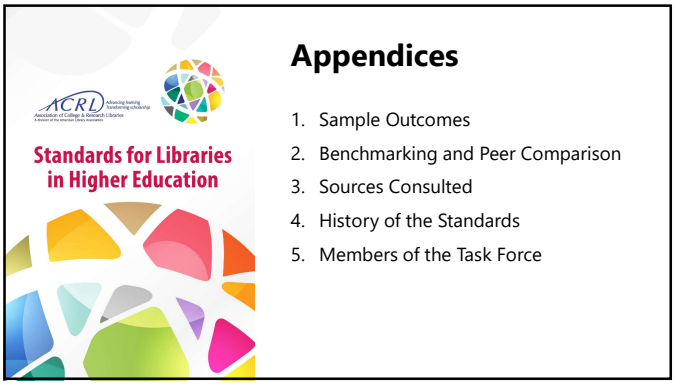
Performance Indicators

6. **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

6.2 The library provides safe and secure physical and virtual environments conducive to study and research.

6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.



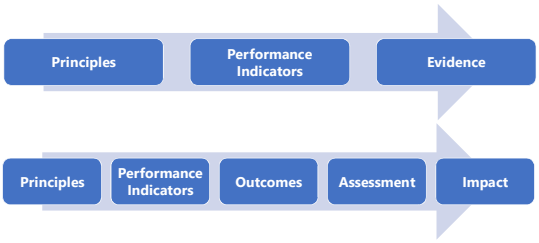
Appendices

1. Sample Outcomes
2. Benchmarking and Peer Comparison
3. Sources Consulted
4. History of the Standards
5. Members of the Task Force

How Can the Standards Be Used

- Strategic planning
- Strategic reporting
- Accreditation
- Program review
- Demonstrate need for resources
- Demonstrate need to evolve services and roles
- Demonstrate consortia impact
- Continue to nurture what's working

Evidence and Impact Models



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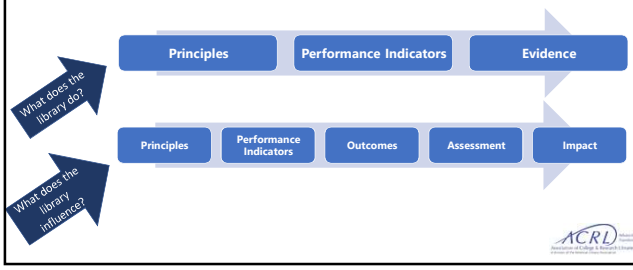
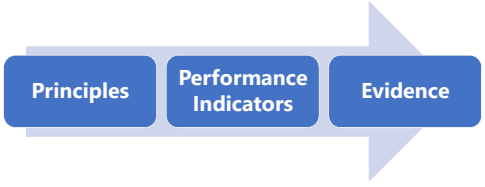


Evidence-Based Model



Evidence-Based Model

Principles	Performance Indicators	Evidence	Tracking
Collections	The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths	?	

Principle	Performance Indicator	Evidence	Tracking
Space	6.2 The library provides safe and secure physical and virtual environments conducive to study and research.	a. Few/No reports of theft or crime b. Students indicate library is conducive to study	a. Spreadsheet of incidents b. Annual student survey
	6.8 The library's physical and virtual spaces are informed by consultation with users.	a. Suggestion box ideas and questions acted on in a timely manner b. Dean meets with student leader focus groups annually	a.Response time written on card b.Calendar of meetings

Impact Model

Outcomes Assessment-Based Impact Model

Principles → Performance Indicators → Outcomes → Assessment → Impact

"The ways in which library users are changed as a result of their contact with the library's resources and programs."

Program Assessment 6 Question Design

#1 Outcome: How are faculty/students/researchers/ or ? changed as a result of our efforts?

#2 Criteria: How will we know we have met our outcomes? What standards of success will we use?

#3 Action: What actions do we take to make the outcome happen?

#4 Evidence: What data/information do we need to gather? How and when will we gather it? How will it be recorded or documented?

#5 Analysis: What can we learn from the evidence/data? Are our current actions getting us toward our outcome?

#6 Planning/Change: What changes are necessary as a result of the learning? What is working well that needs to be nurtured? What are our priorities and the plan for action?

Library/Institution Mission/Values/Goals

Strategic Directions Dept/Program Mission/Goals

Gilchrist 2012

Constructing an Outcome

What will faculty/students/researchers/librarians be able to do as a result of engaging with the library?

Who?	+ Verb	+ Impact of Experience
Campus community	implements	Information literacy as a collaborative and collective endeavor

Outcomes Rubric:
- The verb sets the direction and level of depth.
- User behavior is expressed as the impact.
- Library's unique contributions and role and clearly identified.
- Language is clear and jargon-free.
- Can be measured or assessed.

Question 1: Outcome

Outcomes Rubric

- The verb sets the direction and level of depth.
- User behavior is expressed as the impact.
- Library's unique contributions and role and clearly identified.
- Language is clear and jargon-free.
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Discovery: Performance Indicator 4.6
The library provides one-on-one assistance through multiple platforms to help users find information.

Outcome
Users enhance their research skills through one-on-one consultation with librarians.

Developing Outcomes: Collections

Performance Indicator 5.1: The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

Outcome: ***Faculty*** use resources to support their educational and research needs.

Students…

Program Assessment
6 Question Design

Gilchrist 2012

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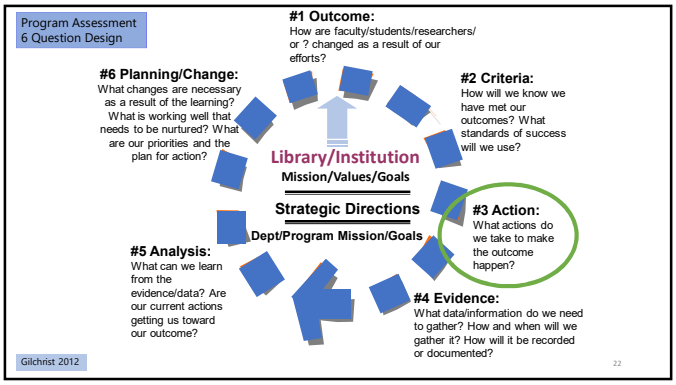
Question 2: Criteria/Metric

What level of success will indicate your achievement?

What standards of success will be used?

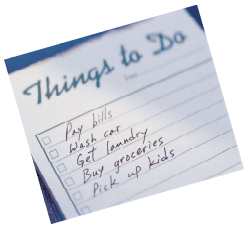
70% of students indicate the library search tools assist them in engaging classroom materials.

Outcome: Campus community implements information literacy as a collective endeavor.		
Criteria: How will we know we are successful? What will be happening?	**Actions:** What will we do to make this *happen?*	**Evidence:** How will you collect information?
X% of departments include IL learning outcomes in key courses (major gateway courses, capstone courses, composition courses…) X% of faculty embed information literacy into course assignments		



Question 3: Actions

What actions do we take to make the outcome happen?



Outcome: Campus community implements information literacy as a collective endeavor.		
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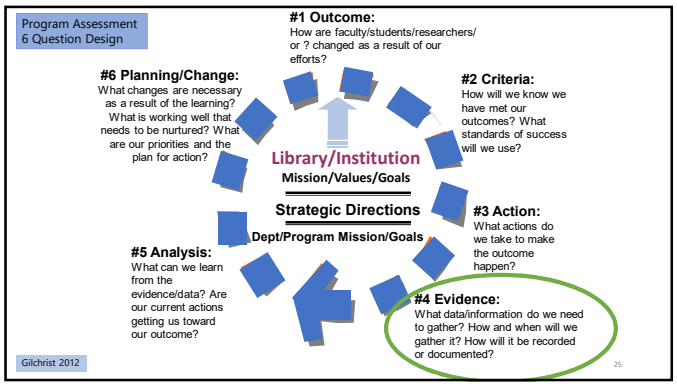
X% of departments include IL learning outcomes in key courses (major gateway courses, capstone courses, composition courses…)	Liaisons collaborate with department faculty to strategically identify courses and design and imbed outcomes Liaisons discuss relevance of discipline-specific IL outcomes with departments	
X% of faculty embed information literacy into course assignments	Develop discipline-specific assignment example website Liaisons collaborate with faculty in assignment design	



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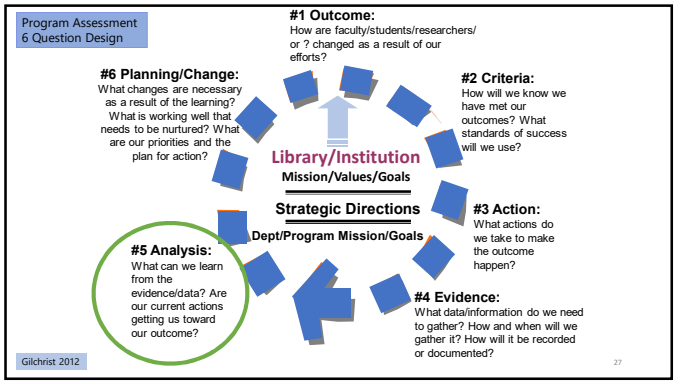
X% of departments include IL learning outcomes in key courses (major gateway courses, capstone courses, composition courses…)	Liaisons collaborate with department faculty to strategically identify courses and design and imbed outcomes	Institutional Curriculum Map
	Liaisons discuss relevance of discipline-specific IL outcomes with departments	Instruction activity spreadsheet
X% of faculty embed information literacy into course assignments	Develop discipline-specific assignment example website	Instruction activity spreadsheet
	Liaisons collaborate with faculty in assignment design	Librarian-Faculty meeting log.



Question 5: Analysis

What can we learn from the evidence/data? Are our current actions getting us toward our outcome?

Analysis means…
…compare, dissect, criticize, relate, contrast, examine

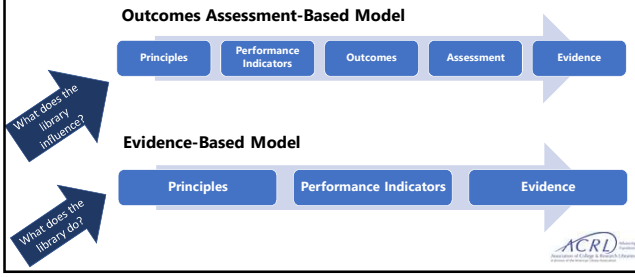
- What regular, inclusive process will be used?
- Those closest to the data get first interpretation?
- Who needs to be at the table?
- Correlate actions with the results?

Question 6: Planning/Change

What changes are necessary as a result of the learning? What is working well that needs to be nurtured? What are our priorities and the plan for action?

Action Plan – Circulation Department 2019-20			
Action	Leadership	Timeline	Resources

Evidence and Impact Models



Metrics and Benchmarking

Benchmarking & Peer Comparisons

- Evaluation and comparison tool
- To identify strengths and weakness in comparison to similar institutions
- Peer groups: actual and aspirational
- Internal and external benchmarking

What are metrics?

Descriptive – As Collected

- Total enrollment FTE
- Total staff
- Total expenditures
- Total volumes
- Circulation transactions
- Number of presentations

Ratio – As Calculated

- Total expenditures/Total enrollment FTE
- Number of circulation transactions/Total volumes
- Number of presentations/Total staff

Questions!

For more workshops like this, visit **www.ala.org/acrl/roadshows**.

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