STUDENT-CENTERED VALUE RESEARCH

Assessment activities of the UNT Libraries

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UNT Libraries
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Four Bold Goals

Does not mention “assessment”
GOAL THREE: SCHOLARLY OUTCOMES ASSESSMENT

Establish an assessment program that evaluates contributions to student and faculty success, organizational performance, and progress in meeting strategic goals.
Assessment Workgroup

The Assessment Work Group will serve as a library-wide coordinating group for assessment activities.
Inputs Driving Assessment

- UNT Strategic Goals
- ACRL Value of Academic Libraries
- UNT Libraries Strategic Plan
  - Goal #3: Scholarly Outcomes Assessment
    - Assessment Workgroup
    - Operational Plans
Internal Reporting

- Performance Evaluation
- SEE
- Grant Audits
- Workgroup Sunset Review
External Reporting

- IPEDS/ACRL
- SACS
- TracDat
Evaluating Programs and Services

- Program and Services Evaluation
  - LibQual (Service Quality)
  - Master Space Plan (Facilities)
    - Collection Analysis
    - Student Services
    - Faculty Services
      - LibPas (Output Measures)
        - Research Data Management
Institutional Value

- Value Research Initiatives
  - Portal Tx History Impact
  - Library Instruction
  - Peer tutoring
  - Computer Service Merger
    - Digital Library Impact
    - DisCo
UNT LIBRARIES: STUDENT-CENTERED VALUE RESEARCH

Measuring the Libraries’ contribution to UNT’s strategic goals
Topics

• Data Collection: UNT
  • Library Impact Areas
  • Surrogate Measures
• Data Collection: UNT Libraries
• Impact Opportunities
• Initial Programs
Academic Library Data

• Libraries: “Rich tradition of data collection”
  • Inputs & process measurements
  • Outputs, including use statistics
  • Satisfaction feedback
  • Service quality data

• Problem: “Inputs and outputs no longer resonate with many higher education stakeholders.”
Challenge

• Demonstrate library value to external audiences through:
  • Outcomes-based approaches
  • Contributions to institutional goals

• Must differentiate “outcomes” from traditional “internal” measures of:
  • Inputs / outputs
  • Service quality
  • Satisfaction
UNT Strategic Goals

1. Excellent Education
2. Expanded Research
3. Management Excellence
4. Community Outreach

Areas of Library Impact Should Map to UNT Goals
### Potential Library Impact Areas

<table>
<thead>
<tr>
<th>Library Impact Areas</th>
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<tbody>
<tr>
<td>Student enrollment</td>
</tr>
<tr>
<td>Student retention &amp; graduation</td>
</tr>
<tr>
<td>Student success</td>
</tr>
<tr>
<td>Student achievement</td>
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<tr>
<td>Student learning</td>
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<tr>
<td>Student experience</td>
</tr>
<tr>
<td>Faculty research productivity</td>
</tr>
<tr>
<td>Faculty grants</td>
</tr>
<tr>
<td>Faculty teaching</td>
</tr>
<tr>
<td>Institutional reputation or prestige</td>
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“The Research Agenda lays out 10 specific areas of library value within the context of an institutional mission and/or outcomes.” (ACRL, p. 17)
## Data Collection: UNT

<table>
<thead>
<tr>
<th>Areas of Library Impact</th>
<th>Surrogate Measures</th>
</tr>
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<tbody>
<tr>
<td>Student learning outcomes</td>
<td>• Learning assessments</td>
</tr>
<tr>
<td></td>
<td>• Faculty judgments</td>
</tr>
<tr>
<td>Student retention &amp; graduation</td>
<td>• Fall-to-fall retention</td>
</tr>
<tr>
<td></td>
<td>• Graduation rates</td>
</tr>
<tr>
<td>Student achievement</td>
<td>• GPA</td>
</tr>
<tr>
<td></td>
<td>• Professional/educational test scores</td>
</tr>
<tr>
<td>Faculty teaching</td>
<td>• Integration of library resources &amp; services into syllabi, lectures, labs, etc.</td>
</tr>
<tr>
<td></td>
<td>• Faculty/librarian or student affairs professional/librarian instructional collaborations</td>
</tr>
<tr>
<td>Operational efficiency</td>
<td>• ROI</td>
</tr>
<tr>
<td></td>
<td>• Service rates</td>
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<td></td>
<td>• Expenses incurred pre-and post-implementation</td>
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</table>
Data Collection: UNT Libraries

• Macro-level data
  • Library as a whole
  • Unique to special collections

  • Library expenditures
  • Collection value
  • Collection use, physical and online
  • Space use
  • Service use
  • Library rankings
  • Librarian staffing levels
  • Librarian skills; participation in professional development
Data Collection: UNT Libraries

• Individual behavioral data
  • Students
  • Faculty

• Circulation counts
• Tutorial logins
• Resources logins: instruction, class pages, reserve readings
• Swipe cards on building, library instruction classrooms
• Self-reported usage
• Self-reported time saved

“No higher education professionals care more deeply about privacy and confidentiality . . . than librarians. Once sufficient protections are in place, librarians can use individual student data to not only gain evidence of academic library value, but also find ways to increase that value.” (ACRL, p. 43)
# Library Impact Programs

## PLANNING TEMPLATE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>UNT Goal(s)</td>
</tr>
</tbody>
</table>
| 2. | Library Service & Resources  
• Program Description & Timeline  
• Collaborators  
• Cost |
| 3. | Data Collection  
• Library  
• UNT  
• Other |
| 4. | Impact Analysis  
• Measurements  
• Areas for Improvement/Modification |
| 5. | Communication of Results  
• Internal: Library, Administration, Faculty  
• External: Publications, Conferences |
Impact Opportunities

1. Student learning outcomes
2. Student retention & graduation
3. Student achievement
4. Faculty teaching
5. Operational efficiency
# Efficacy of Peer-Led Group Tutoring on Academic Success

<table>
<thead>
<tr>
<th>Institutional Focus Areas</th>
<th>Dimensions Measured</th>
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<tbody>
<tr>
<td>Student learning outcomes</td>
<td>• Learning assessments</td>
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<tr>
<td>Student retention &amp; graduation</td>
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<td>Faculty teaching</td>
<td>• Integration of library resources into course</td>
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**Areas of Library Impact on Institutional Mission**
- Student retention & graduation
- Student learning

**Indicators of Library Impact (UNT Data)**
- Learning assessments
- Course withdrawal rates
- Graduation rates

**Evidence of Library's Role (Library Programs)**
- SPHS 3030 peer tutoring space
- Survey construction & evaluation
- Attendance data analysis

**Library Data Collection (Library Data)**
- Survey data: Individuals
- Card swipe data: Individual attendance

Correlations, connections, relationships
Impact of Library Instruction for Undergraduate Students

Institutional Focus Areas

<table>
<thead>
<tr>
<th>Student retention &amp; graduation</th>
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<tbody>
<tr>
<td>• Fall-to-fall retention</td>
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| Faculty teaching               |                     |
| • Faculty/librarian instructional collaborations |                     |
| • Integration of library resources into course |                     |

Areas of Library Impact on Institutional Mission

- Student retention & graduation
- Faculty teaching

Indicators of Library Impact (UNT Data)

- Fall-to-fall retention
- Graduation rates
- Faculty/librarian instructional collaborations

Evidence of Library’s Role (Library Programs)

- ENGL 1310 library services instruction
- ENGL 1320 research instruction

Library Data Collection (Library Data)

- Learning assessments
- Card swipe data: Individuals
- Resource use

Correlations, connections, relationships
## Willis Library 24-hour Student Lab

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<td>Student achievement</td>
<td>• GPA</td>
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| Student retention & graduation | • Fall-to-fall retention  
|                           | • Graduation rates  |
| Operational efficiency    | • ROI               
|                           | • Service rates     |
|                           | • Expenses incurred pre-and post-implementation |

### Areas of Library Impact on Institutional Mission
- Student retention & graduation
- Operational efficiency

### Indicators of Library Impact (UNT Data)
- GPA
- Fall-to-fall retention
- Graduation rates

### Evidence of Library’s Role (Library Programs)
- Space optimization
- System usage data gathering
- Cost analysis

### Library Data Collection (Library Data)
- Service usage
- ROI
- Expenses incurred pre- and post-implementation
- Card swipe data
- Resource use

Correlations, connections, relationships
Closing

• Utilize: “Rich tradition of data collection”
• Address the problem: “Inputs and outputs no longer resonate with many higher education stakeholders.”
• Demonstrate library value to external audiences through:
  • Outcomes-based approaches
  • Contributions to institutional goals