Assessing an Academic Library Professional Development Program

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University of North Texas Libraries
Outline

- Background
- Literature Review
- Assessments
- Discussion: Why This Matters
Professional Development Program
Professional Development Groups

- Academic Writing Group
- Career Development Group
- Community of Writers (CoW)
- Get Published Group
- Professional Advancement Group
- Research Working Group
- Tenure Support Group
Why is a professional development program needed?

Publication Requirements Over Time – For Promotion in ARL Libraries

<table>
<thead>
<tr>
<th>Year</th>
<th>All libraries</th>
<th>Faculty status libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>14.7%</td>
<td>41.7%</td>
</tr>
<tr>
<td>1987</td>
<td>30.9%</td>
<td>53.1%</td>
</tr>
<tr>
<td>2011</td>
<td>60.3%</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

Graduate Library Education

• Not all LIS programs require their students to take a research methods course (Luo, 2011)

• Few librarians believe that their master’s program in LIS “adequately prepared them to conduct original research”. (Kennedy & Brancolini, 2012)
Support for Teaching Faculty

Support for Teaching Faculty


Literature Review

Surveys to Determine Program Coverage

- Interests
- Knowledge of research methods
- Skills in data analysis
- Barriers to productivity
- Education in research and scholarly writing
Surveys About Participants’ Satisfaction

• Program effectiveness
• Benefits to professional development
• Changes needed
• Goals met
• Future of program
Surveys About Scholarly Activities

- Publications
- Presentations
- Grant proposals
- Extent of participation in the program
Our Assessments
Five Assessments

• Interest Survey
• Attendance Statistics
• Session Survey
• Peer Reviewer Service Survey
• Librarian Professional Activities Survey
Why Multiple Assessments?

• Multiple components of the program need individual assessments to guide improvement.
• Different librarians participate in various components.
• Multiple demonstrations of impact
• Triangulation
Interest Survey Questions

Which topics should be covered in Career Development meetings? Please rank the following items in order of your interest.

___ General Career Development Skills
___ Research
___ Publication
___ Presentations
___ Teaching
___ Grants
___ Leadership
___ Mentoring
___ Service
3. Which specific topics should be covered?

*General Career Development Skills*

- Professional Career Development Plans
- Deciding to pursue another degree
- Self-Motivation
- Academic Writing Skills
- Professional Social Networking
- Managing and/or writing for blogs
Interest Survey Questions

- Additional topics?
- What types of activities?
- How often should we meet?
- Leadership skills group?
- Research skills group?
- Would you like to present?
## Interest Survey Results

Which topics should be covered in Career Development meetings?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mean Response</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>2.29</td>
<td>1.59</td>
</tr>
<tr>
<td>Publication</td>
<td>2.86</td>
<td>1.46</td>
</tr>
<tr>
<td>Presentations</td>
<td>4.07</td>
<td>1.98</td>
</tr>
<tr>
<td>Grants</td>
<td>4.5</td>
<td>2.74</td>
</tr>
<tr>
<td>General Career Development Skills</td>
<td>5.43</td>
<td>3.2</td>
</tr>
<tr>
<td>Leadership</td>
<td>6</td>
<td>1.96</td>
</tr>
<tr>
<td>Teaching</td>
<td>6.21</td>
<td>1.97</td>
</tr>
<tr>
<td>Mentoring</td>
<td>6.64</td>
<td>1.55</td>
</tr>
<tr>
<td>Service</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>
How Results Are Used

Program topics developed from survey results:
• Developing Research Topics
• Writing a Literature Review
• Academic Writing Skills
• Conducting Effective Surveys
• Demystifying the IRB Review
Reporting Results

We conducted the Career Development Program Interest Survey the fall of 2013, and received 31 responses. Interest was greatest in the following topics:

• Publication
• Research
• Presentation skills

Less interest was expressed in the following topics:

• General career development skills
• Leadership
• Teaching
• Grants
• Mentoring
• Service
Attendance Statistics
How Results Are Used

• Identify our core audience
• Schedule programs around their commitments
# Reporting Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11/14</td>
<td>Committee Leadership</td>
<td>Sian Brannon</td>
<td>13</td>
</tr>
<tr>
<td>11/3/14</td>
<td>Developing Research Topics</td>
<td>Christina Herrera</td>
<td>11</td>
</tr>
<tr>
<td>1/27/15</td>
<td>Basic and Advanced Networking</td>
<td>Erin O’Toole, Suzanne Sears</td>
<td>18</td>
</tr>
<tr>
<td>4/23/15</td>
<td>Writing Books and Book Chapters</td>
<td>Beth Thomsett-Scott</td>
<td>9</td>
</tr>
<tr>
<td>5/21/15</td>
<td>Academic Publishing</td>
<td>Donna Arnold, Julie Leuzinger, Hannah Tarver</td>
<td>11</td>
</tr>
<tr>
<td>7/29/15</td>
<td>Demystifying the IRB Review</td>
<td>Jesse Hamner</td>
<td>14</td>
</tr>
</tbody>
</table>
### Reporting Results

**Session Attendance by Rank**

<table>
<thead>
<tr>
<th>Rank</th>
<th>1 or more sessions</th>
<th>2 or more sessions</th>
<th>3 or more sessions</th>
<th>4 or more sessions</th>
<th>5 or more sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Librarian n=16</td>
<td>12 (75%)</td>
<td>7 (44%)</td>
<td>5 (31%)</td>
<td>4 (25%)</td>
<td>1 (6%)</td>
</tr>
<tr>
<td>Associate Librarian n=31</td>
<td>14 (45%)</td>
<td>8 (26%)</td>
<td>7 (23%)</td>
<td>4 (13%)</td>
<td>2 (6%)</td>
</tr>
<tr>
<td>Librarians n=10</td>
<td>5 (50%)</td>
<td>3 (30%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
</tr>
</tbody>
</table>
Session Survey Questions

1. How beneficial to your scholarly, professional or service activities do you feel this session was?
   • Scale: 0 (not beneficial at all) – 8 (could not succeed without)

2. How much of the information presented in this session was new to you?
   • Scale: 0 (none of it) – 8 (all of it)
Session Survey Questions

3. How much will the information presented in this session change what you do?
• Scale: 0 (no change at all) – 8 (changes what I do completely)

4. Please provide any additional feedback or comments about this session.
Session Survey Results

“Excellent presentation both in delivery and content!”

“This session was extremely helpful.”

“The class was very useful and I plan to use several of her techniques.”

“Excellent information and ideas for organizing information.”
## Reporting Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Attendance</th>
<th>Survey Respondents</th>
<th>Beneficial Score</th>
<th>New Score</th>
<th>Change Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11</td>
<td>Committee Leadership</td>
<td>Sian Brannon</td>
<td>13</td>
<td>9</td>
<td>5.56</td>
<td>4.67</td>
<td>5.11</td>
</tr>
<tr>
<td>11/3</td>
<td>Developing Research Topics</td>
<td>Christina Herrera</td>
<td>11</td>
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<td>8</td>
<td>5.87</td>
<td>4.62</td>
<td>5.87</td>
</tr>
</tbody>
</table>
Peer Reviewer Service Survey

Review of Manuscripts
Peer Reviewer Service Survey

Presentation Rehearsals
Peer Reviewer Service Survey

1. How beneficial to your paper was the feedback that you received through the Peer Reviewer Service?
   • Scale:  0=not beneficial; 8=could not succeed without

2. How much will the feedback change what you do?
   • Scale:  0=no change at all; 8=changes what I do completely
Peer Reviewer Service Survey

3. Please provide any additional comments about the Peer Reviewer Service that you would like to make.
Peer Reviewer Service Survey Results

• “I wish I could have taken advantage of this my whole career!”

• “I appreciate that you reviewed something out of the ordinary (our survey for our IRB). You caught a lot of things we missed and I learned a lot more about Qualtrics.”

• “The reviewer provided constructive criticism that improved the quality of our paper.”
# Reporting Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Response ((n=5))</th>
</tr>
</thead>
<tbody>
<tr>
<td>How beneficial to your paper was the feedback that you received through the Peer Reviewer Service? Scale: 0=not beneficial; 8=could not succeed without</td>
<td>7</td>
</tr>
<tr>
<td>How much will the feedback change what you do? Scale: 0=no change at all; 8=changes what I do completely</td>
<td>6</td>
</tr>
</tbody>
</table>
Activities Survey
Activities Survey

○ I agree and wish to allow the Career Development Workgroup to view the vitae that I have submitted to the UNT Libraries’ Personnel Affairs Committee.

○ I do not wish to participate.
Activities Categorized

• Professional Development Programs attended
• Librarians’ Rank

• Presentations
  – Regional (within the state)
  – State
  – National
  – International
Activities Categorized

Publications

• Books
• Book chapters
• Peer-Reviewed Journal Articles
• Invited Journal Articles
Activities Categorized

Publications Edited

• Books
• Book chapters
• Journals
• Journal articles
## Reporting Results

### Presentations

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total Presentations</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Active attending 5 or fewer events (n=10)</td>
<td>26</td>
<td>2.6</td>
</tr>
<tr>
<td>More Active attending more than 5 events (n=8)</td>
<td>23</td>
<td>2.875</td>
</tr>
</tbody>
</table>
Why does this matter?
Resources

Assessment instruments
http://tinyurl.com/p8jg9bd

Bibliography
http://tinyurl.com/zbvxehz

Questions?

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