

# Welcome

## Assessment in Action in Academic Libraries

Kara Malenfant, Association of College and Research Libraries  
 Karen Brown, Dominican University  
 Hollie Gardner, Southern Methodist University  
 Kristin Johnson and Linda Reeves, Northwest Vista College  
 Steven Wise, Our Lady of the Lake University

Texas Library Association  
 Thursday, April 21, 2016  
 2:00 - 3:50 pm




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# The Road Travelled




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# (Historic) U.S. National Context




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“The major objective for academic libraries, especially in an environment of increasing economic pressure, structural change, and technological innovation, must be to align themselves with the structures of higher education and the criteria by which those institutions are judged.”

Source: Pritchard, S. (1996) Determining quality in academic libraries. *Library Trends* 44(3).

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### Value of Academic Libraries Report



Freely available  
<http://acrl.org/value>



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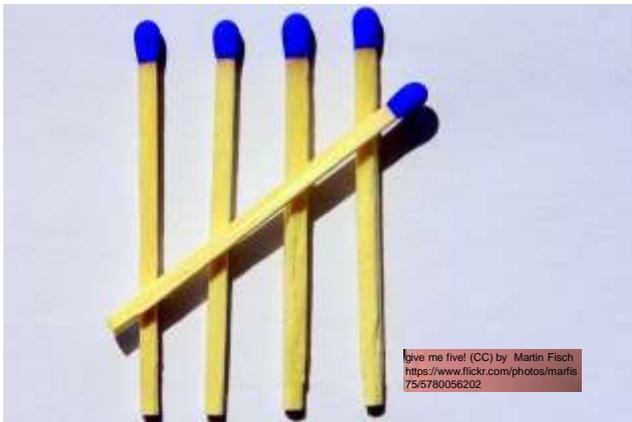
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give me five! (CC) by Martin Fisch  
<https://www.flickr.com/photos/marfis/756780056202>

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## Outcomes

- Specific changes in **attitudes, behaviors knowledge, skills, status** or level of functioning expected to result from program activities and which are most often expressed at an individual level.

– Kellogg Foundation




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## Value of Academic Libraries Report



Freely available  
<http://acrl.org/value>




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# Planning Grant Report



Freely available  
<http://acrl.org/value>



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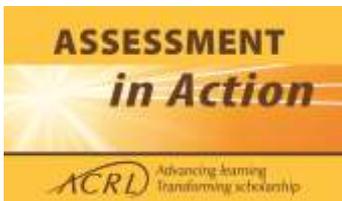
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# ASSESSMENT in Action



<http://acrl.org/value>



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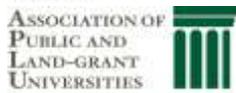
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# Assessment in Action Grant

[www.ala.org/acrl/AiA](http://www.ala.org/acrl/AiA)



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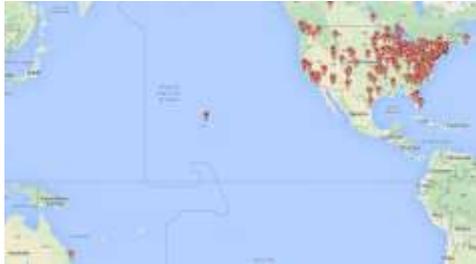
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## AiA Institutional Teams



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## AiA Institutional Teams



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## AiA Teams and Professional Development

Blended Learning Environment



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## Project Design

Methods  
Tools  
Data Sources



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## Assessment Methods and Tools Years 1-2

Survey	72
Rubric	66
Pre-Post Test	47
Other (e.g., correlational analysis, content analysis)	35
Interviews	20
Observation	20
Focus Group(s)	16



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### What are the libraries finding about . . . ?

- assessment approaches** to demonstrating library contributions to academic success
- connections between **library factors** and aspects of **student learning and success**
- library **leadership** and evidence-based advocacy
- a **community of practice** for academic library assessment




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### Compelling Evidence for Library Impact

1. Students benefit from library instruction early in their coursework
2. Library use increases student success
3. Library instruction improves student retention
4. Information literacy instruction strengthens general education outcomes
5. Collaborative academic programs and services involving the library enhance student learning




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### Students Benefit from Library Instruction Early in their Coursework

#### Lakeland Community College

- Explored impact of library instruction in intro-level English course
- Rubric-based assessment of an annotated bibliography assignment
  - library instruction had a statistically significant impact on student performance
- Demonstrated library's ability to document student success with department-specific learning outcomes



www.lakelandcc.edu




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### Library Use Increases Student Success

#### Murray State University

circulation + ILL + info lit participation  
+ lab and proxy logins + writing  
center use

- Students who used the library in some way were nearly 2x as likely to be retained from one semester to the next than students who did not use library




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### Library Instruction Improves Student Retention

#### Arizona State University

- Librarians collaborated with faculty to develop a new critical thinking course for at-risk freshmen
- Students who successfully completed course did persist at a higher rate than those who did not take the course.



<http://libguides.asu.edu/ASU101FSE>




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### Information Literacy Strengthens General Education Outcomes

#### Arkansas Tech University

- Critical thinking → student success indicator and general education goal



- "Introduction to Library Resources," elective course designed to promote higher-order thinking in students
- Finding: an increase in students' use of critical thinking in the library course




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### Collaborative Academic Programs/Services Involving the Library Enhance Student Learning

#### Grand Valley State University

- Knowledge Market = library + writing center + speech lab
  - Students reported high satisfaction with KM
  - Peer consultants reported gains in communication skills, problem solving, flexibility, and adaptability
  - Findings used to justify expansion of services

*"[AiA team] using the independent program evaluations conducted this past year to inform [our] future planning."*  
- Lead Team Librarian




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### Building Evidence for Library Impact

- Library research consultation services boost student learning
- Library instruction adds value to a student's long-term academic experience
- The library promotes academic rapport and student engagement
- Use of library space relates positively to student learning and success




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### Collaborative Assessment Fosters Library Leadership

**Library:**  
Impact of organizational structure and culture




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Collaborative Assessment Fosters Library Leadership

Library:

Promoted focused and strategic collaboration



"[AiA] signaled a change in focus for [our library], from assessment 'for internal use only' to assessment for internal and external stakeholders."  
- AiA librarian



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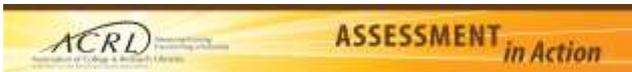
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Collaborative Assessment Fosters Library Leadership

Campus Teams:

Benefit of perspectives from different stakeholders



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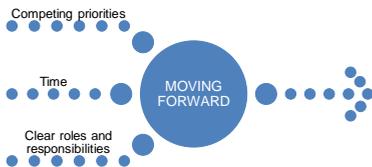
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Collaborative Assessment Fosters Library Leadership

Campus Teams:

Sustaining momentum



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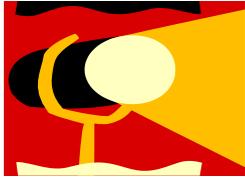
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Collaborative Assessment Fosters Library Leadership

**Institution:**

Spotlight on assessment – THE campus conversation



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Collaborative Assessment Fosters Library Leadership

**Institution:**

Visibility of library and librarians



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Collaborative Assessment Fosters Library Leadership

**Institution:**

AiA project as model and showcase for other campus units



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### Collaborative Assessment Fosters Library Leadership

*“Even applying for this project gave us the opportunity to begin campus conversations about assessment and demonstrate the library’s willingness to engage in and learn from assessment”*  
- AiA librarian



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### Creating a Community of Practice

*“A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.”*  
- Etienne Wenger-Trayner

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### Creating a Community of Practice

**AiA librarians:**  
Sharing ideas and providing support



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## Creating a Community of Practice

### AiA Librarians:

Creating a network for activities beyond AiA



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## Creating a Community of Practice

*"My AiA experiences have made me aware of how important it is to have a group of people all working towards a purpose together . . . both from AiA and my colleagues."*

- AiA librarian



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## AiA Online Collection



<http://apply.ala.org/aia/public>



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## AiA Campus Teams in Texas



Southern Methodist University



Northwest Vista College



Our Lady of the Lake University



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**Southern Methodist University**  
Hollie Gardner

*Does Flipped Instruction Have an Impact?  
A Pre- and Post-Test Study  
of First-Year Students*




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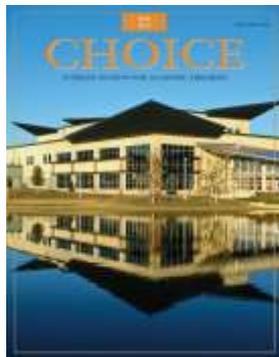
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### Northwest Vista College



Kristin Johnson, AiA Team Leader  
Linda Reeves, AiA Team Member



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### Hypothesis:

Students who receive information literacy instruction are more likely to succeed in higher education institutions



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### Methodology



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### Results



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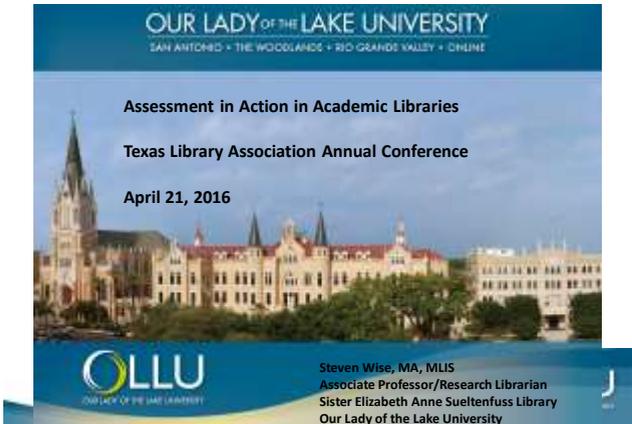
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### The Institution

- Our Lady of the Lake University, located in the west side of San Antonio, is a Catholic liberal arts university sponsored by the Sisters of Divine Providence.
- Hispanic Serving Institution (63% Hispanic and 70% Female).




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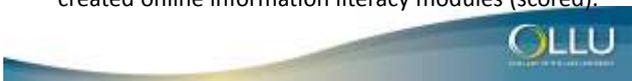
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### The Project

- Project Quest is the university's QEP focusing on improving retention among first generation college students.
- Librarians collaborated with English composition faculty to embed information literacy in 14 course sections.
- Librarians conducted face to face instruction and created online information literacy modules (scored).




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## Assessing Student Performance

Using data from faculty, the library:

- Used rubrics to evaluate the use of sources in student essays. Did student citation skills improve?
- Compared library module scores with course GPA. Is there a correlation between information literacy knowledge and GPA?




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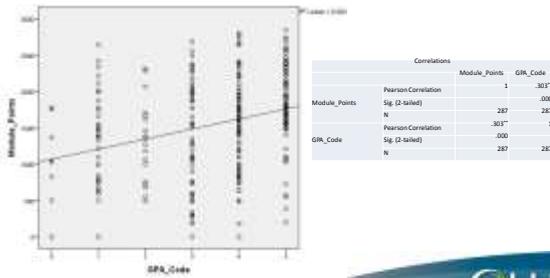
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## Results – Modules/GPA




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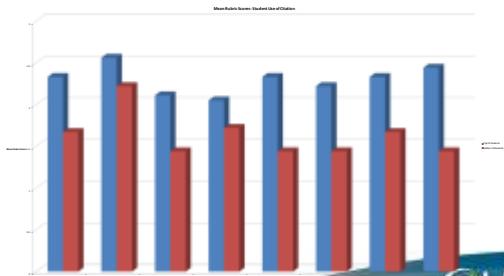
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## Results - Citation Analysis




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### Results – Citation Analysis

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	SEssay1 & SSEssay3	18	.325	.188
Pair 2	AEssay1 & AEEssay3	18	.567	.014
Pair 3	SEssay1 & STEssay3	18	.289	.245
Pair 4	IEssay1 & IEEssay3	18	.334	.176




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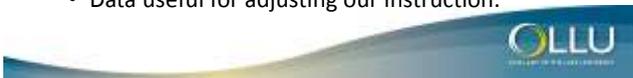
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### Closing The Loop

- Slight positive correlations.
- Recognizing limitations, such as controlling for other variables.
- Data is a foundation for further study.
- Data useful for adjusting our instruction.




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### Impact of AiA

Panel Discussion  
&  
Audience Comments and Questions




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