

Columbus | 8 Sept. 2017

# Communicating Library Impact Beyond Library Walls: A Collaborative Effort

**Lynn Silipigni Connaway, PhD**

Senior Research Scientist & Director of User Research, OCLC

---

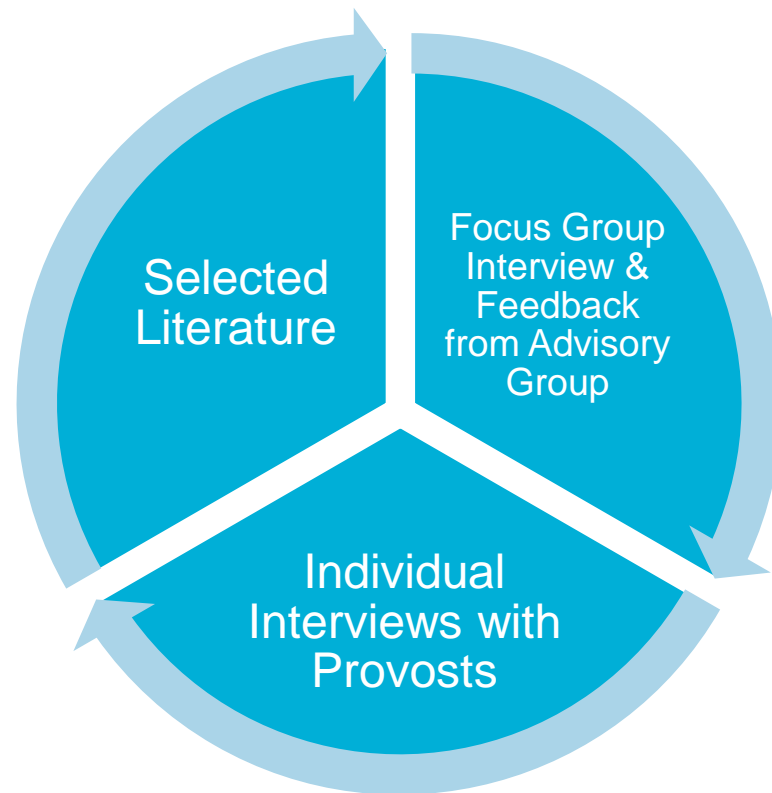
# HOW FAR HAVE WE COME AND WHAT DO WE DO NEXT?

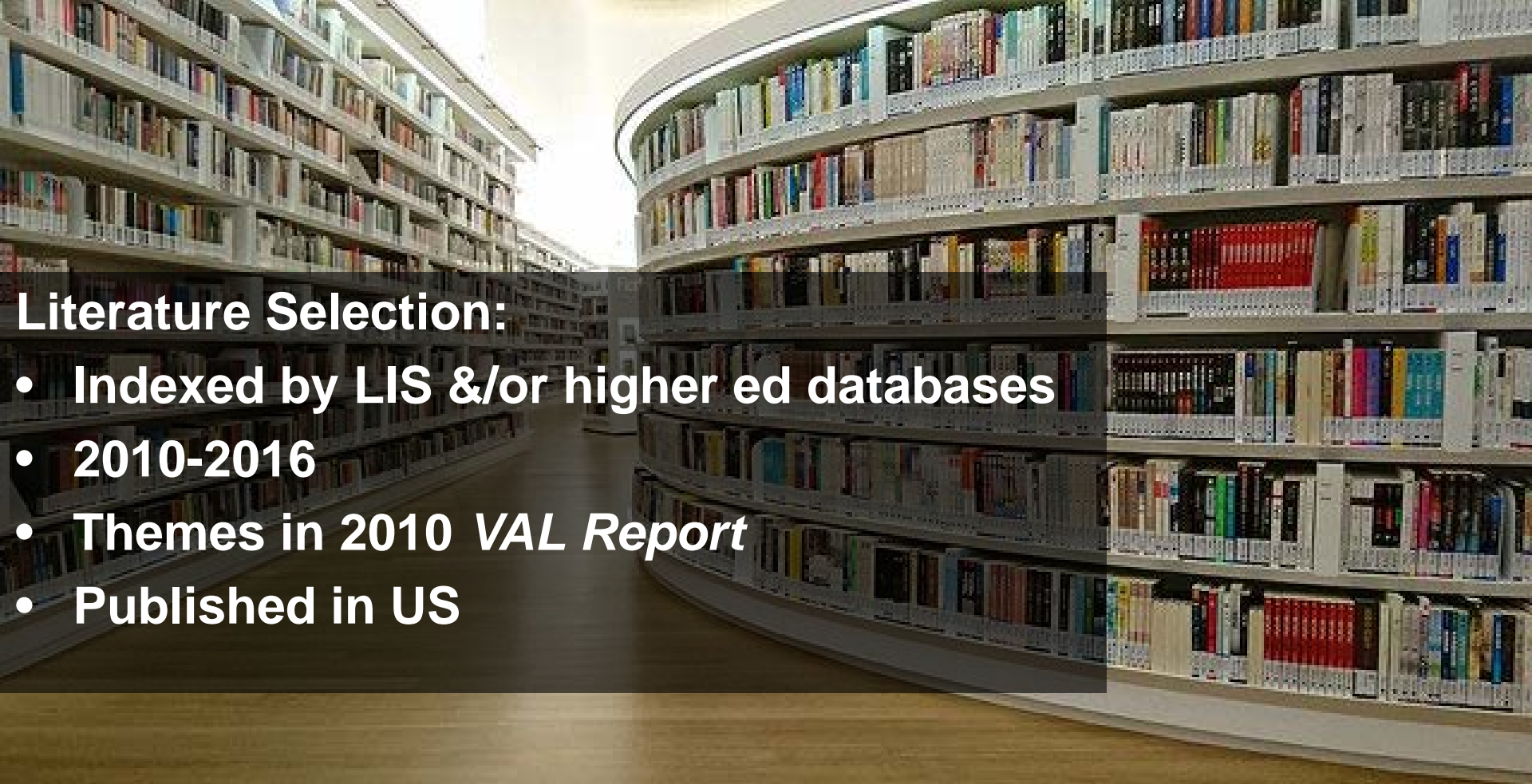
## AN AGENDA FOR ACTION-BASED RESEARCH ON STUDENT LEARNING AND SUCCESS

---

# Data Collection

- Three data sources
- Iterative process
  - Advisory group
  - Literature review
  - Provost interviews



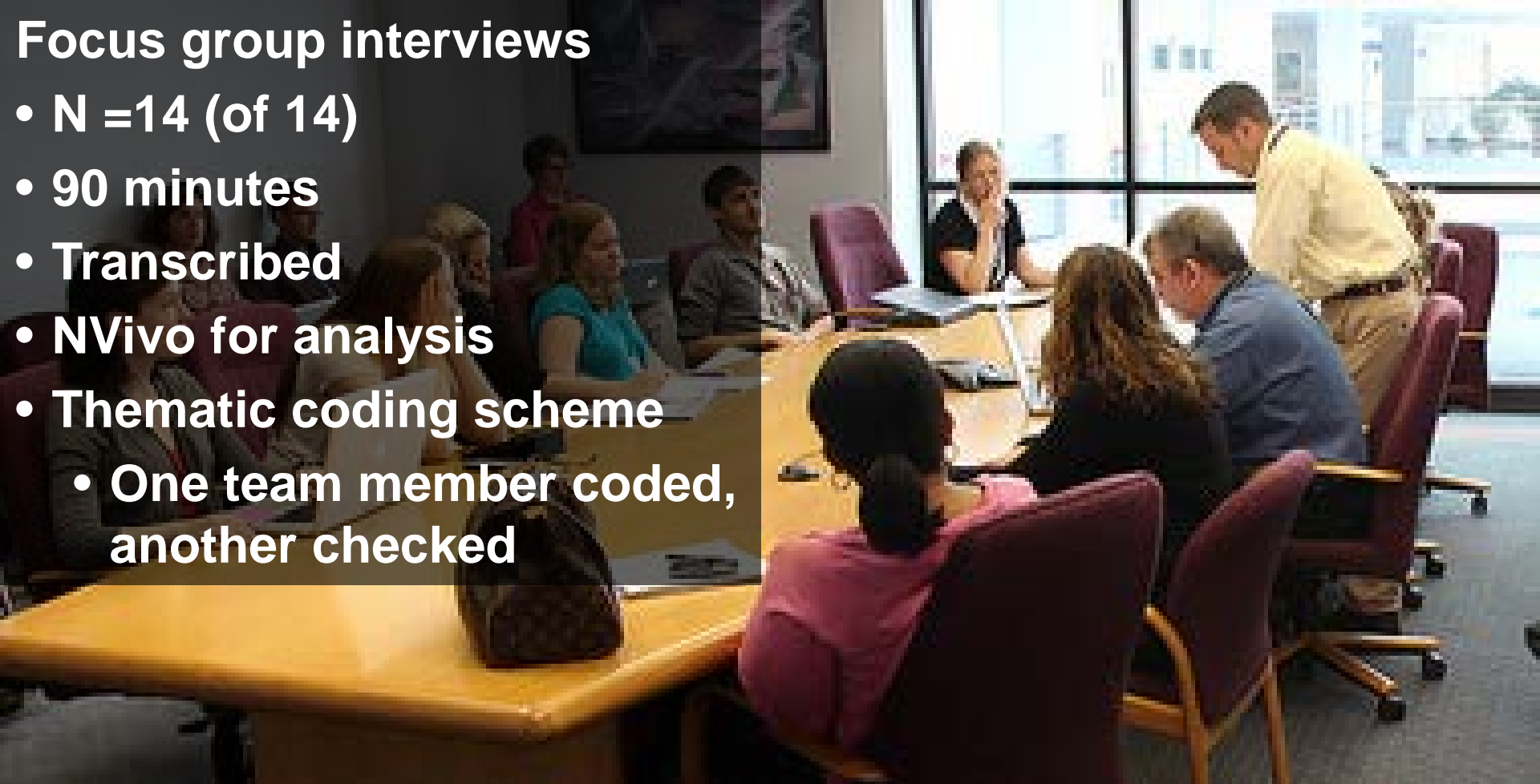


## Literature Selection:

- Indexed by LIS &/or higher ed databases
- 2010-2016
- Themes in 2010 *VAL Report*
- Published in US

# Focus group interviews

- N =14 (of 14)
- 90 minutes
- Transcribed
- NVivo for analysis
- Thematic coding scheme
  - One team member coded, another checked

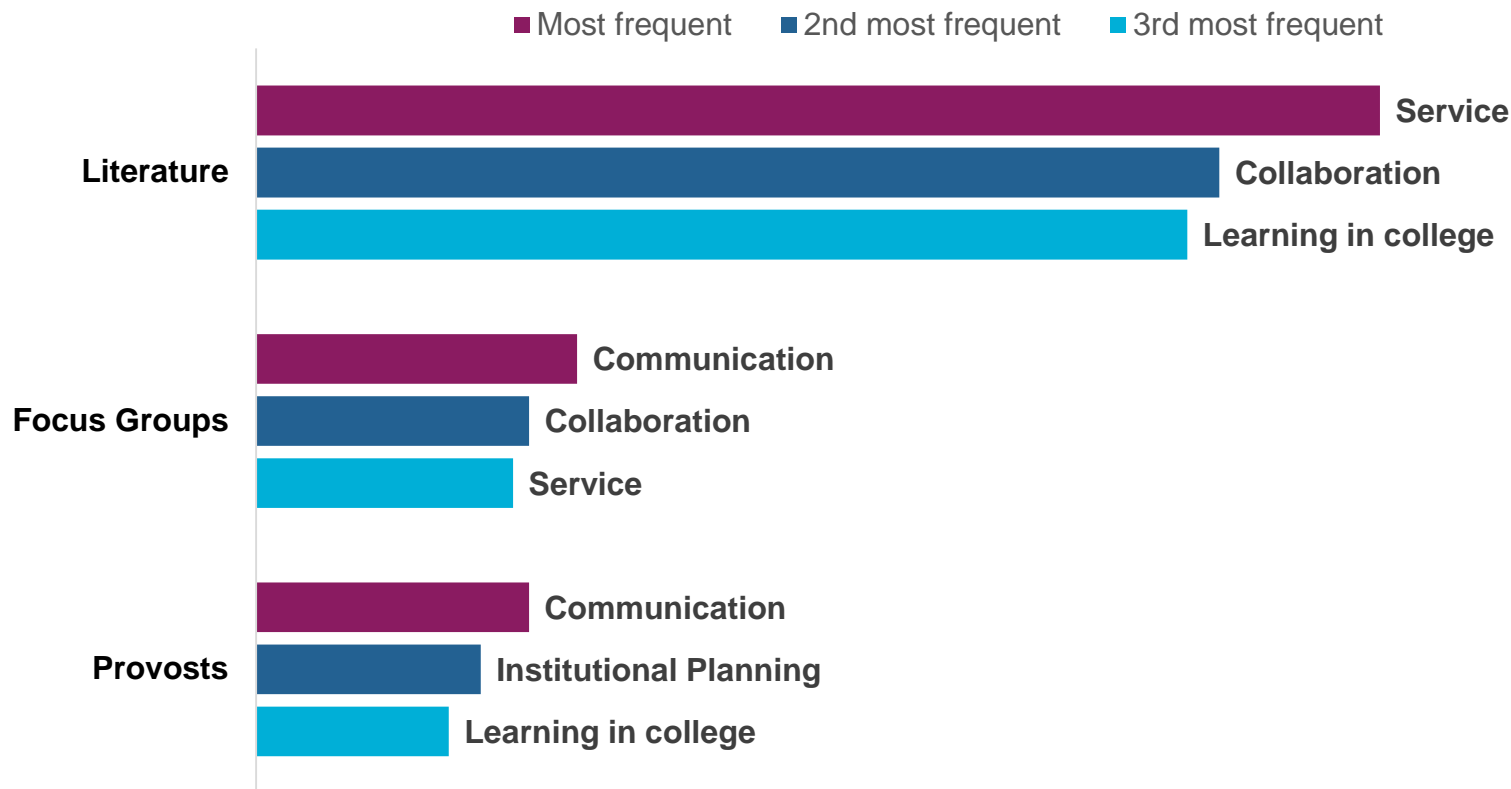


# Provost individual interviews

- N = 14 provosts (of 14)
- 45 minute average
- Transcribed (9 of 14)
- Detailed interview notes (5 of 14)
- NVivo for analysis
- Thematic coding scheme
  - One team member coded, another checked



# Most frequently coded themes



---

# PRIORITY AREAS

---



# Priority Areas

1. Communication
2. Collaboration
3. Mission strategy & alignment
4. Teaching & learning
5. Student success
6. Learning analytics

# Priority Area 1


## Communication

- **Communicate with those outside of library & at different levels within the institution**
  - **Can provide offer a bird's eye view of what library should be doing**
  - **Can be advocates for & supporters of library**

A photograph of a rural landscape under a dramatic, cloudy sky. In the foreground, a wooden signpost stands in a grassy field. The signpost has four directional signs: 'BURTON OVERY GREAT GLEN' with distances '1/2' and '2 1/4', 'CARLTON CURLIEU' with distance '3/4', and 'ILLSTON KINGS NORTON' with distances '2' and '2 1/4'. A gravel path leads from the bottom right towards the background. A dark semi-transparent box containing text is overlaid on the right side of the image.

# Language Differences

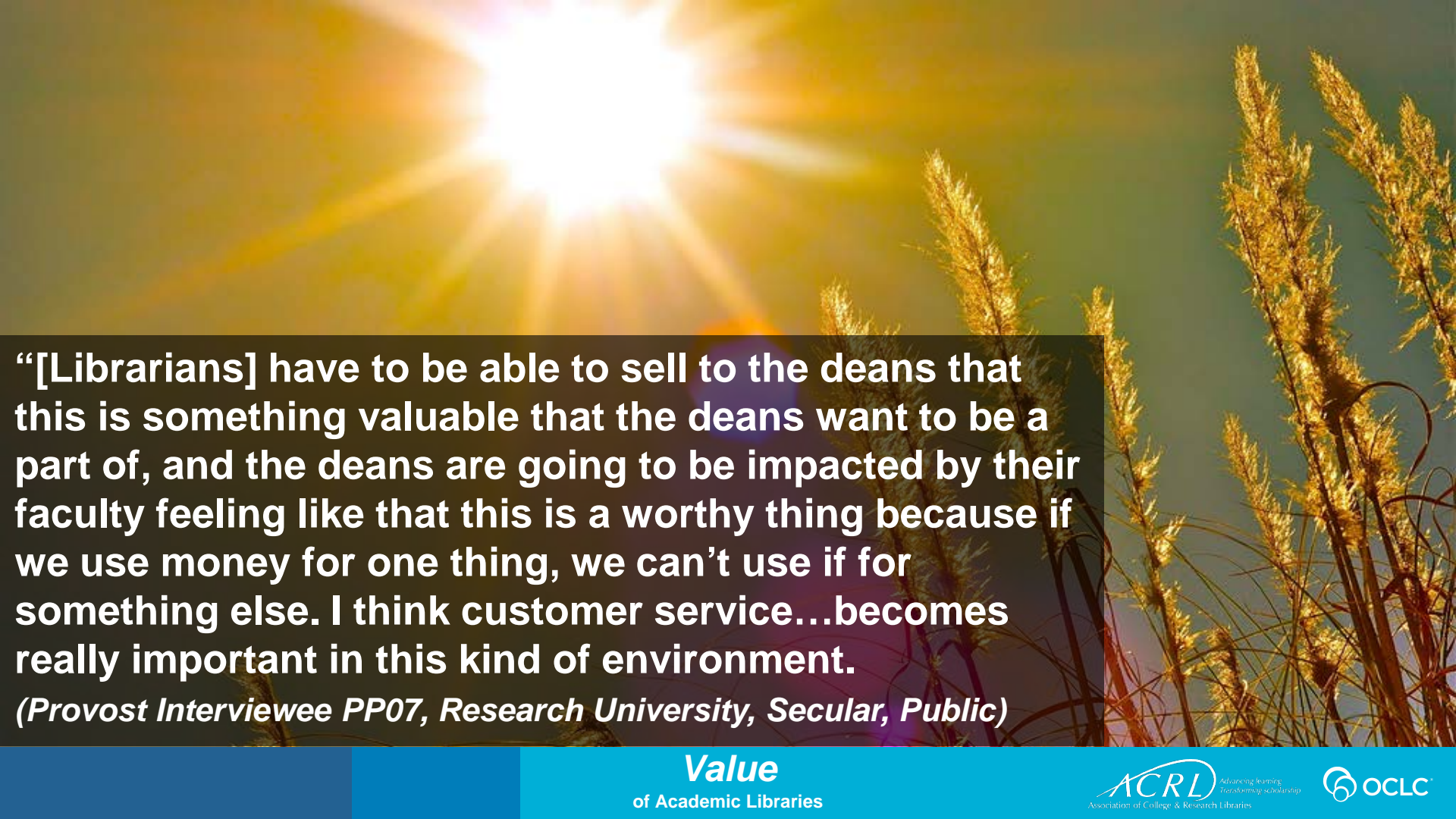
- Librarians use “service”
- Provosts use more specific terms
  - Teaching & learning
  - Customer service
  - Space

A photograph of the Chicago skyline at sunset. The Willis Tower is the most prominent building on the left, its spire reaching into a sky filled with soft, orange-tinted clouds. Other skyscrapers are visible in the background, their windows reflecting the warm light of the setting sun.

**“....it needs to be sort of multi-level communication from the provost to those relationships you have with other units like the centers for teaching and learning to the academic units to the individual relationships that, librarians and staff have with faculty and students.”**

***(Advisory Group Member LM03, Research University, Secular, Public)***





**“[Librarians] have to be able to sell to the deans that this is something valuable that the deans want to be a part of, and the deans are going to be impacted by their faculty feeling like that this is a worthy thing because if we use money for one thing, we can’t use it for something else. I think customer service...becomes really important in this kind of environment.**

***(Provost Interviewee PP07, Research University, Secular, Public)***

# Priority Area 2

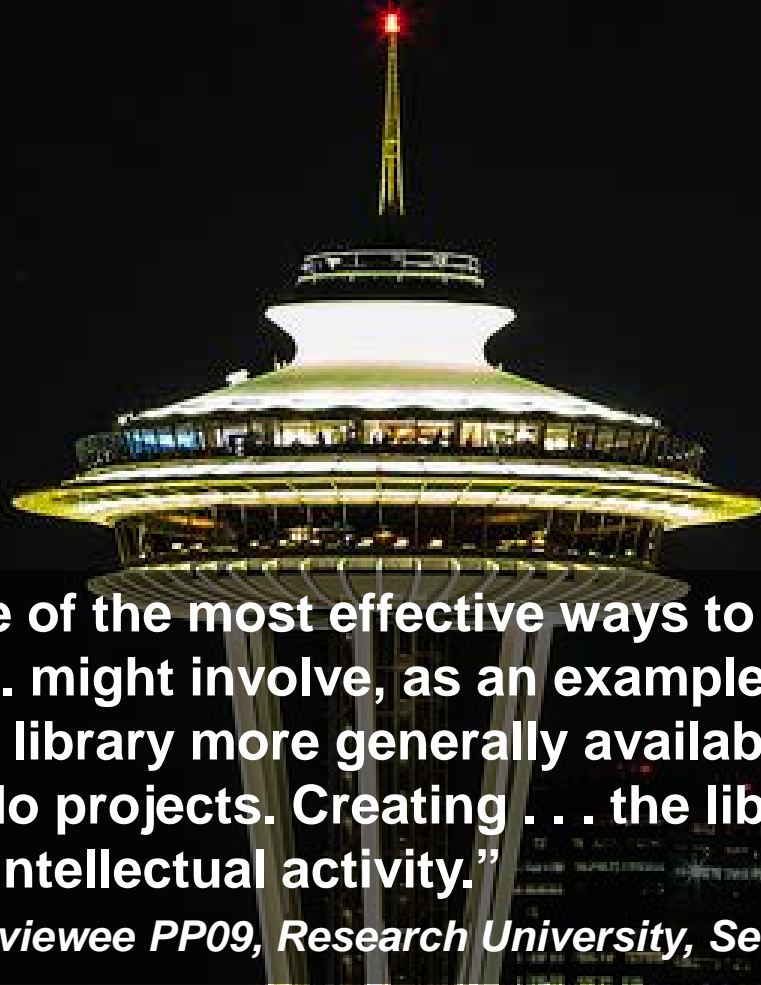
## Collaboration

- Understand different types & levels of collaboration & consider reviewing literature from related fields to see what is said about libraries & common ground
  - Work with academic administrators, academic services, faculty, students, alumni, & other members of regional & local communities.



# Provost Perspectives

- Provosts did not mention collaboration with significant frequency
- Collaboration as facilitated by mission alignment & strategy
- Want libraries to share space



**“I think [space] is one of the most effective ways to get the message out. That . . . might involve, as an example, making meeting rooms in the library more generally available for people to come and do projects. Creating . . . the library as this sort of center of intellectual activity.”**

***(Provost Interviewee PP09, Research University, Secular, Public)***





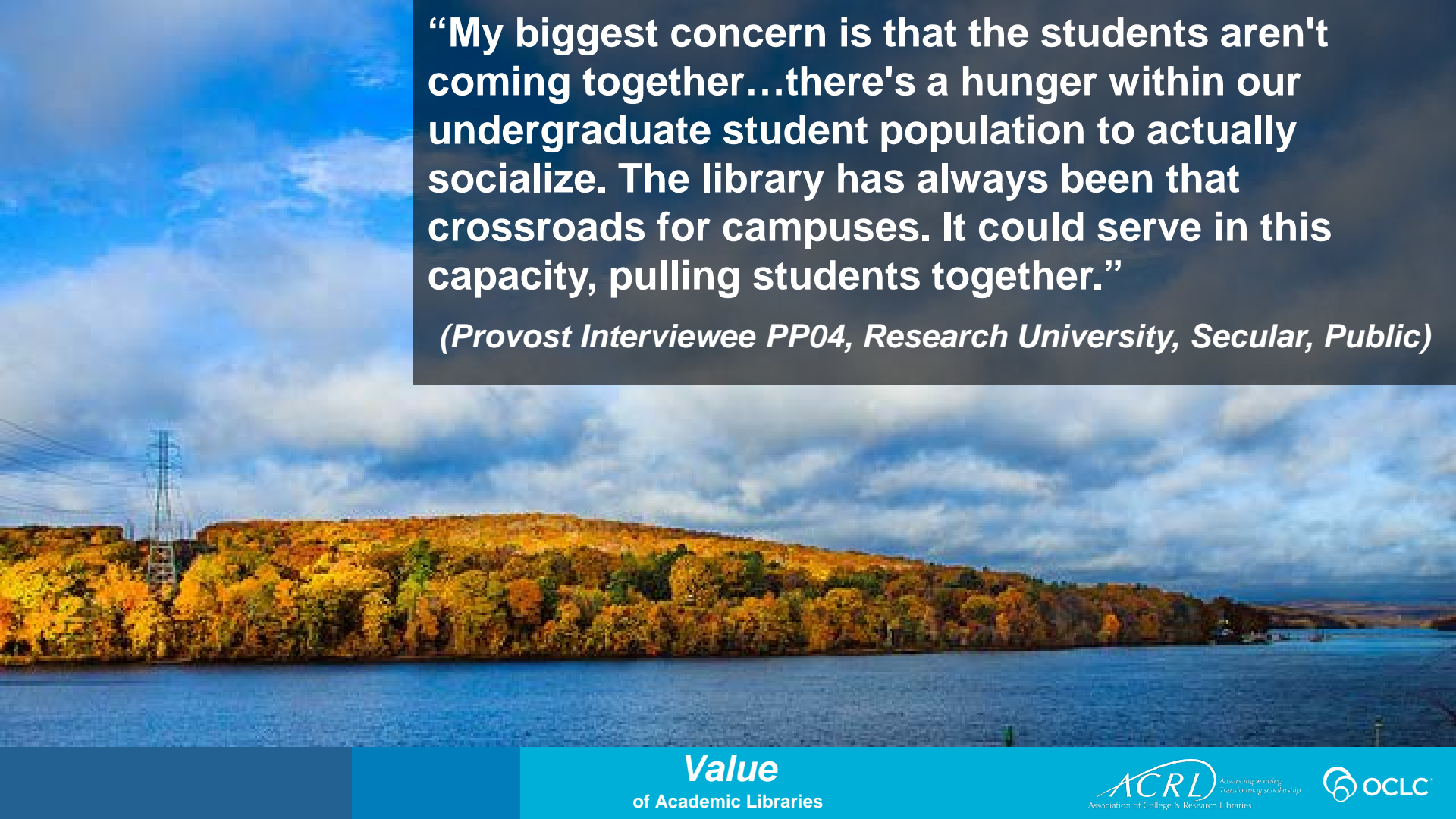
Straßen-  
schäden



mit Parkschein oder  
Bewohnerausweis  
für Zone 15  
Mo-Fr 9-19h  
Sa 9-14h  
Advents-Sa 9-19h

**“Only sharing space, such as with a writing or computer lab is low level. There needs to be cooperative programming and interaction.”**

*(Advisory Group Member LM06, Research University, Secular, Public)*



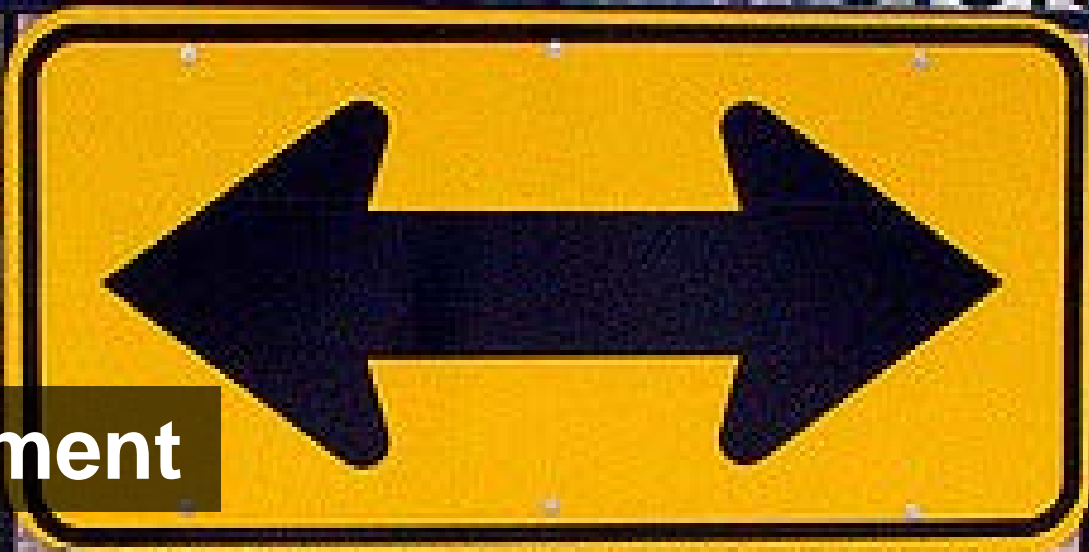
**“My biggest concern is that the students aren't coming together...there's a hunger within our undergraduate student population to actually socialize. The library has always been that crossroads for campuses. It could serve in this capacity, pulling students together.”**

*(Provost Interviewee PP04, Research University, Secular, Public)*

# Priority Area 3

## Mission Strategy & Alignment


- Go outside of library to collect data & seek possible collaborators for common issues
- Inform students, faculty, & administrators of how the academic library contributes to the institutional mission & goals.
- Achieving this connection & communicating it to academic community are critical for integrating the library into the life of the university



# Mission Alignment

- Only important to provosts
- Somewhat important in theoretical literature
- Tied to communication & collaboration themes





**“What's underlying all of this is that all of us see our work as directly tied to the mission of the university....Academic libraries are those directly connected to the mission of their unique institution.”**

***(Advisory Group Member LM13, Research University, Non-Secular, Private)***

**“The way many of our faculty and students research now, it’s less about going to a physical space but accessing information in their offices....I think that that is one of the challenges of changing the paradigm.”**

***(Provost Interviewee PP13, Research University, Non-Secular, Private)***



# Priority Area 4

## Teaching & Learning

- Engage with faculty & students for librarian inclusion in developing academic & everyday life support services for students
- Develop educated & informed citizens

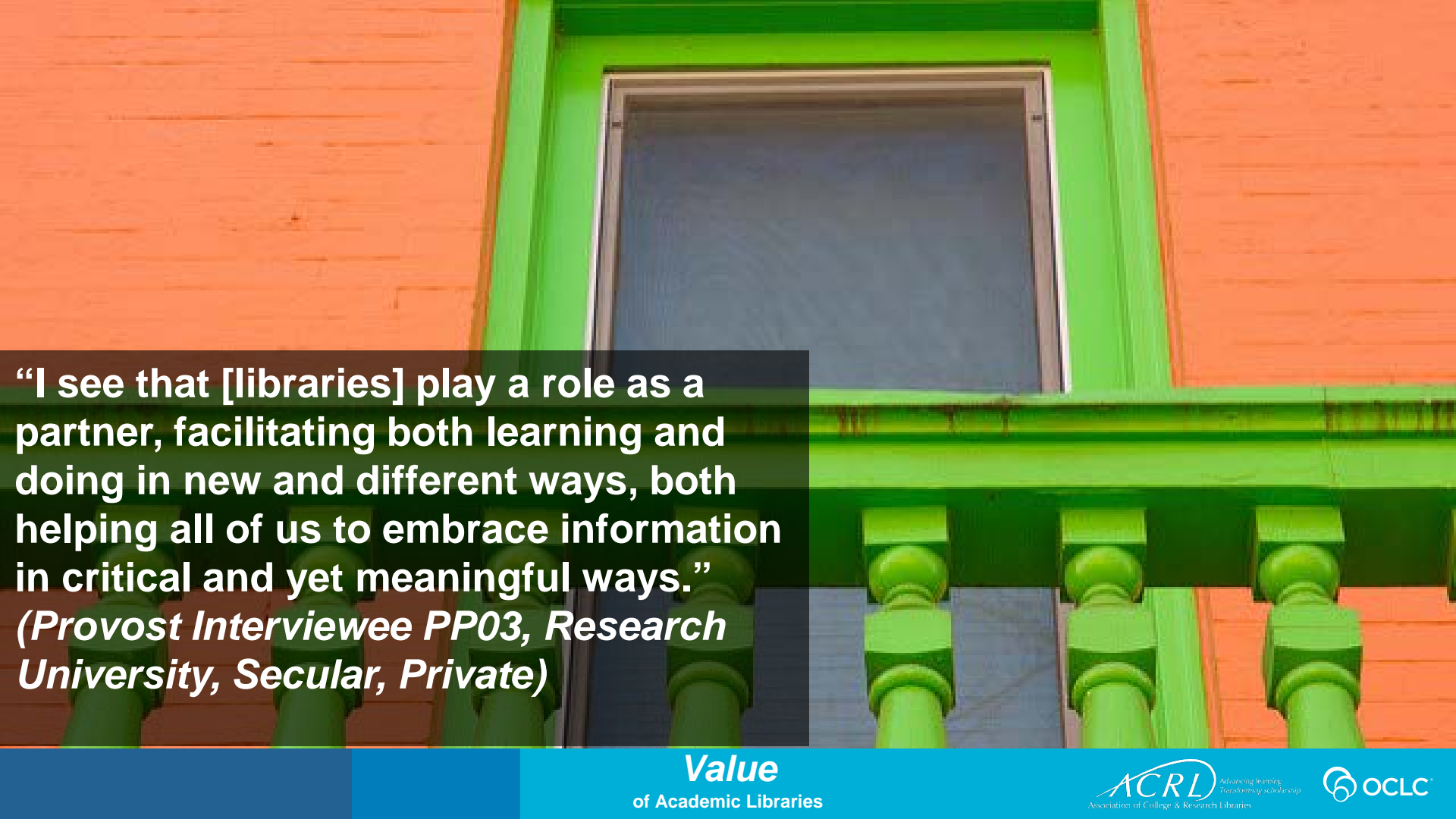




**“...the whole kind of conversation around fake news is this really important example of how important it is in our daily life and civic health in order to bring critical skills to bear on understanding information and being able to critically evaluate the source of that.”**

***(Advisory Member LM03, Research University, Secular, Private)***



A photograph of a classical building facade. The upper portion features a large, rectangular window with a dark frame, set within a light-colored stone or concrete surround. Below the window, a row of columns is visible, with their capitals and upper shafts in focus. The columns are light-colored and have a fluted design. The background of the image is a solid, light blue color.

**“I see that [libraries] play a role as a partner, facilitating both learning and doing in new and different ways, both helping all of us to embrace information in critical and yet meaningful ways.”**  
*(Provost Interviewee PP03, Research University, Secular, Private)*



**“Thinking of how these new learning environments work, and how the library would enhance students' and faculty's ability to access and process knowledge, data information, in those particular kinds of environments. That's what libraries need to do to be successful.”**

*(Provost Interviewee PP02, Research University, Non-Secular, Private)*

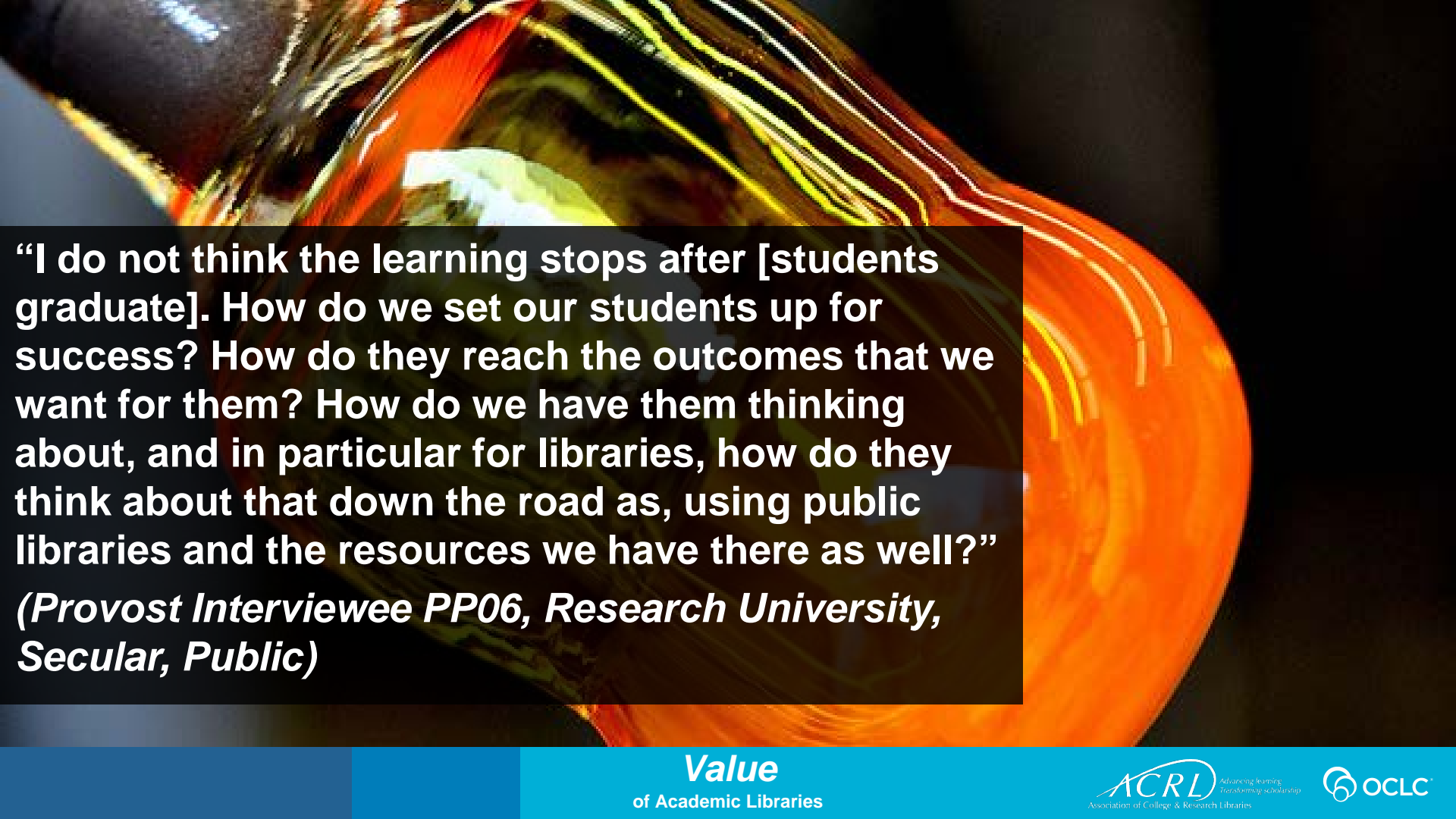
**“We should be helping people learn how to think, learn how to be skeptical, learn how to use critical thinking skills, learn how to be self-reflective. I think because those things are so much harder to assess and to demonstrate we have not done as good a job telling that story.”**

***(Provost Interviewee PP10, College, Non-secular, Private)***

# Priority Area 5

## Student Success

- **Identify quantifiable student attainment indicators**
  - **Enrollment in postsecondary education**
  - **Grades**
  - **Persistence to the sophomore year**
  - **Length of time to degree & graduation**
- **Work with academic services & faculty**
  - **Develop data collection & reporting methods that retain student privacy & confidentiality**



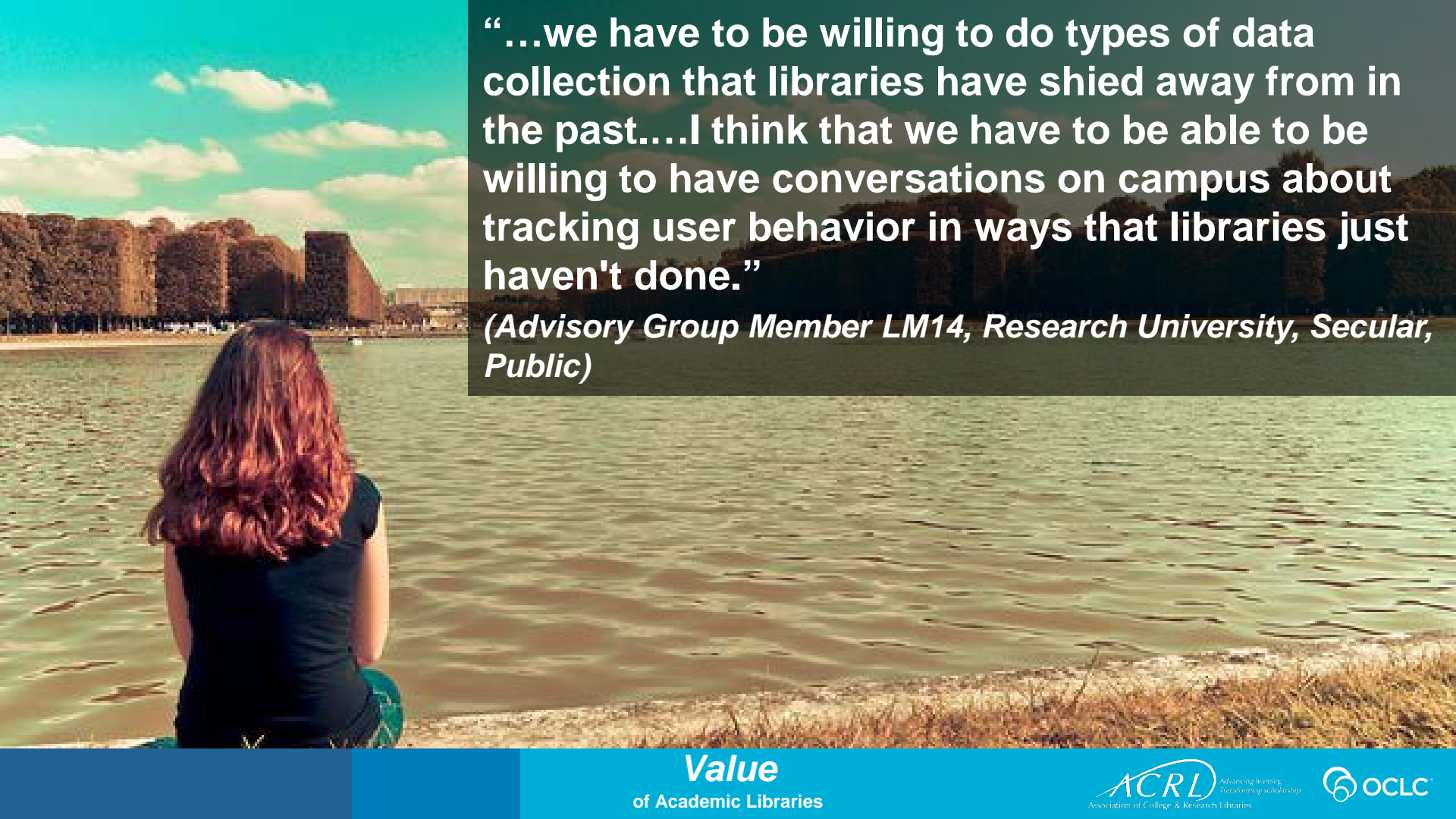
**“I do not think the learning stops after [students graduate]. How do we set our students up for success? How do they reach the outcomes that we want for them? How do we have them thinking about, and in particular for libraries, how do they think about that down the road as, using public libraries and the resources we have there as well?”**  
***(Provost Interviewee PP06, Research University, Secular, Public)***

# Priority Area 6

## Learning analytics

- **Measure, collect, analyze & report “data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.”**
- **Include library data with institutionally collected data to predict student success**

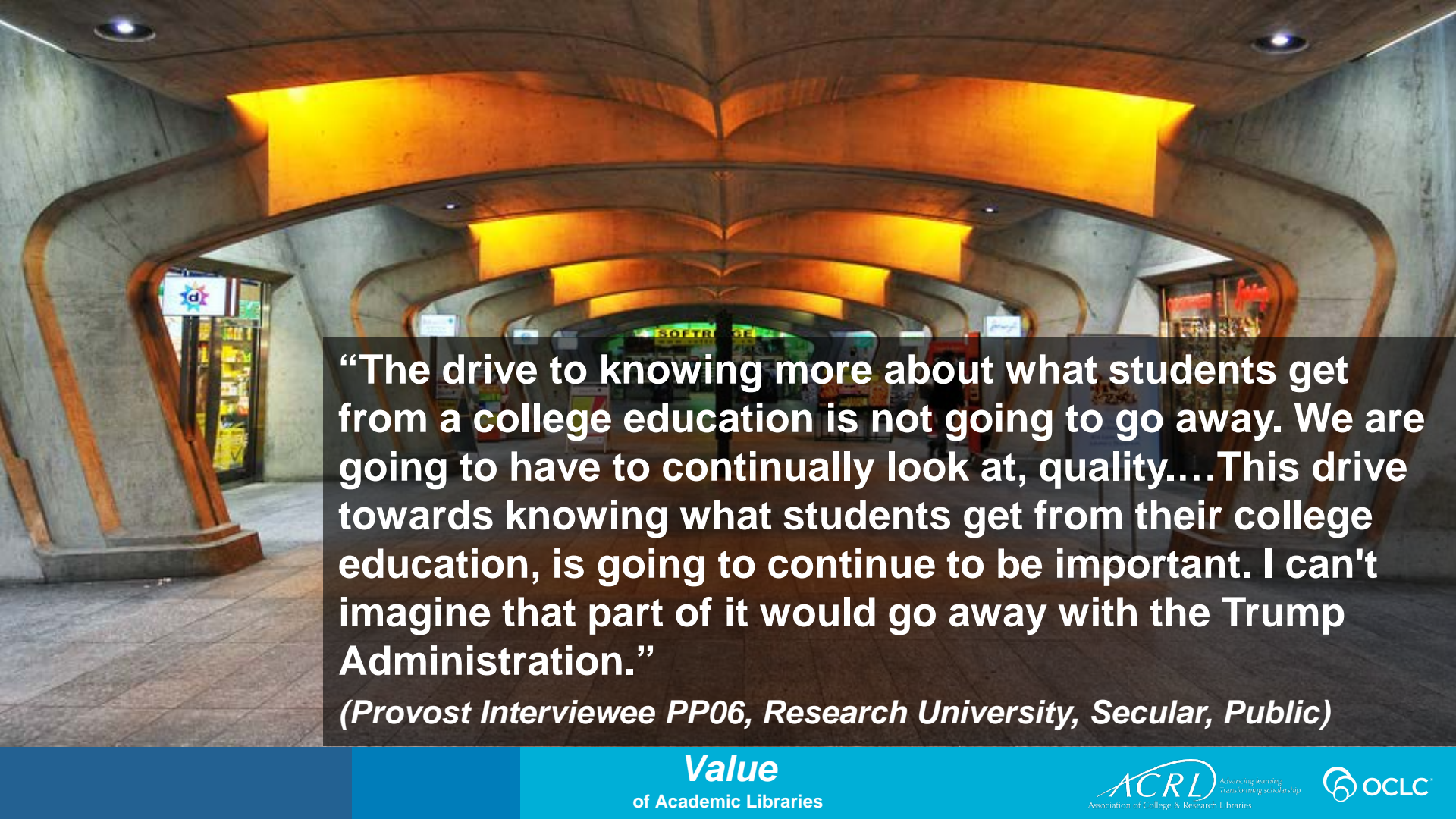
(Jantti & Heath, 2016)



“...we have to be willing to do types of data collection that libraries have shied away from in the past....I think that we have to be able to be willing to have conversations on campus about tracking user behavior in ways that libraries just haven't done.”

*(Advisory Group Member LM14, Research University, Secular, Public)*





**“The drive to knowing more about what students get from a college education is not going to go away. We are going to have to continually look at, quality....This drive towards knowing what students get from their college education, is going to continue to be important. I can't imagine that part of it would go away with the Trump Administration.”**

*(Provost Interviewee PP06, Research University, Secular, Public)*



---

# RECOMMENDATIONS

---



## Recommendation

### Identify & articulate both learning & success outcomes

- Engage students in redesigning library space to demonstrate library's impact for learning outcome
- Library resource or service usage & its relationship to student retention exemplifies the effect of library's service, collection, &/or space for success outcome



## Recommendation

**Focus less on service & more  
on sharing space &  
collaborative programming with  
groups within the institution &  
community**



## Recommendation

**Bolster collaboration with other campus units or external partners, including consortia, on assessment-based efforts**



## Recommendation

**Communicate how library services, collections, & spaces address the larger mission of the institution by becoming better at marketing & customer service**



## Recommendation

**Study the assessment & student-centered outcomes of diverse populations across various institutions using multiple methods**

## Recommendation

**Develop relationships within different academic service areas, such as teaching & learning, at various levels throughout institution & with community offices and organizations**

## Recommendation

**Continue to develop & foster relationships & engagement with academic administrators & other service providers, such as student services, offices of sponsored programs, & teaching & learning & with community offices & organizations, such as tourism, voter registration, & chamber of commerce**



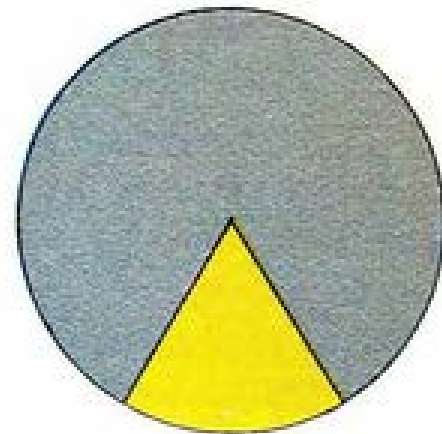


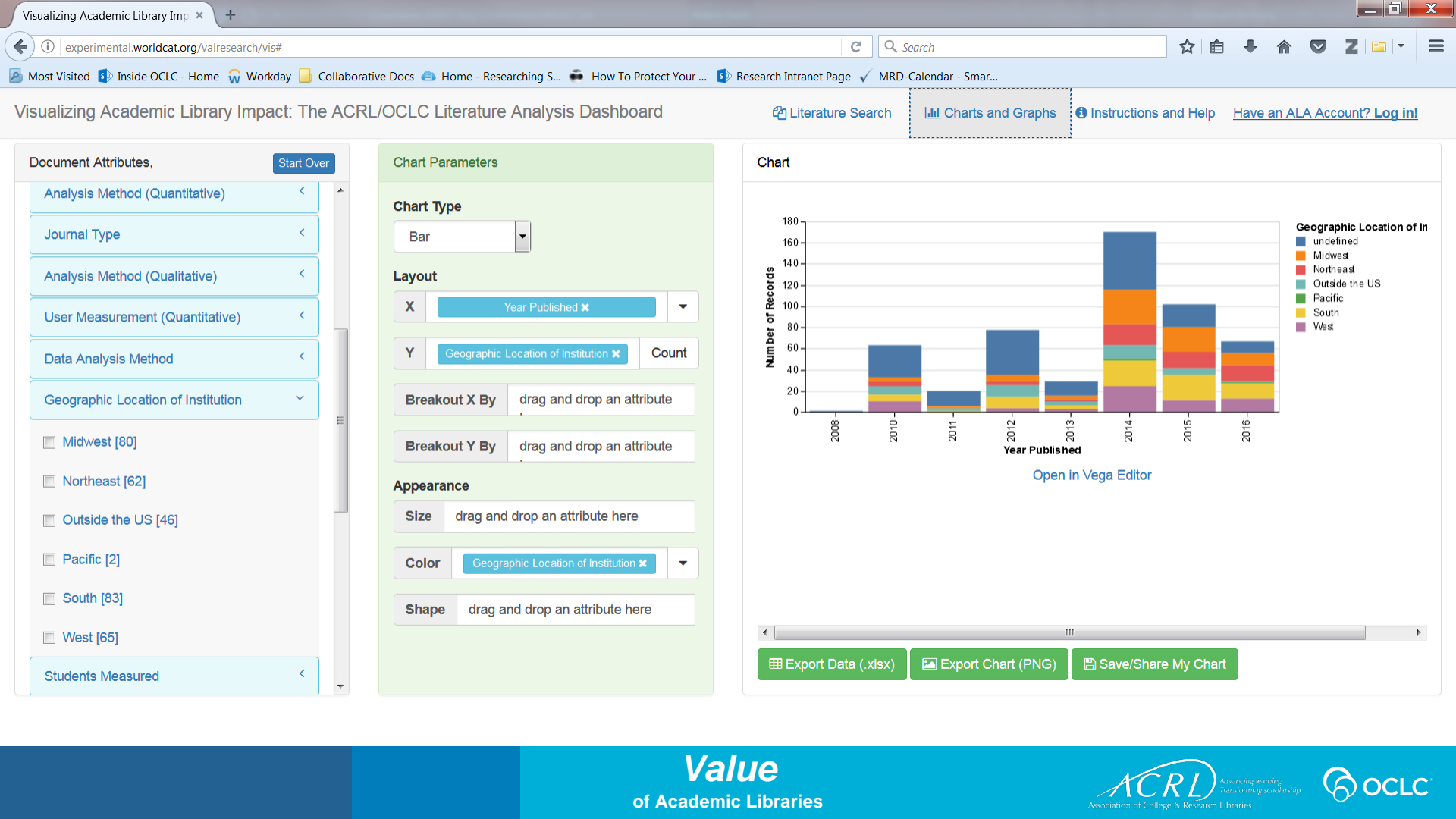
## Recommendation

**Represent data in different contexts & visualizations to make case with diverse groups & administrators**

# September 2017

- Final ACRL report
- Visualization dashboard





# Conclusions

- **Emphasize customer service**
- **Use more direct terminology, such as programs, events, & impact to describe activities**
- **Identify & adopt terminology used by administrators & stakeholders when communicating**
  - **Become familiar with the publications that administrators read**
  - **Consider publishing in higher education, public policy, government, & other publications**
    - **Will provide a direct line of communication to provosts & other administrators (Advisory Group Member LM14).**

**“By focusing on relationship building instead of service excellence, organizations can uncover new needs and be in position to make a stronger impact.”**

**(Mathews, 2012)**







**I thank the following people for their contributions to  
this project:**

**Vanessa Kitzie, Rutgers University**

**Stephanie Mikitish, Rutgers University**

**William Harvey, OCLC**

**Erin M. Hood, OCLC**

**Brittany Brannon, OCLC**

**Marie L. Radford, Rutgers University**

**ACRL Board**

**ACRL VAL Committee**

**Advisory Group Members**



# Discussion & Questions

# References

Association of College and Research Libraries. 2010. *Value of Academic Libraries: A Comprehensive Research Review and Report*, researched by Megan Oakleaf. Chicago: Association of College and Research Libraries. Retrieved from:  
[http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val\\_report.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf).

Brown-Sica, Margaret. 2013. "Using Academic Courses to Generate Data for Use in Evidence Based Library Planning." *Journal of Academic Librarianship* 39, no. 3: 275-87.  
doi:10.1016/j.acalib.2013.01.001.

Fister, Barbara. "Critical Assets: Academic Libraries, A View from the Administration Building." *Library Journal* 135, no. 8 (2010): 24-27.

Hess, Amanda Nichols. "Equipping Academic Librarians to Integrate the Framework into Instructional Practices: A Theoretical Application." *Journal of Academic Librarianship* 41, no. 6 (2015): 771-76. doi:10.1016/j.acalib.2015.08.017.

# References

Jantti, Margie, and Jennifer Heath. 2016. "What Role for Libraries in Learning Analytics?" *Performance Measurement and Metrics* 17, no. 2: 203-210.

Lombard, Emmett. 2012. "The Role of the Academic Library in College Choice." *Journal of Academic Librarianship* 38, no. 4: 237-241.

Mathews, Brian. 2012. Think Like a Startup: A White Paper to Inspire Library Entrepreneurialism. <http://chronicle.com/blognetwork/theubiquitouslibrarian/2012/04/04/think-like-a-startup-a-white-paper/>.

Mikitish, Stephanie, Vanessa Kitzie, and Lynn Silipigni Connaway. (forthcoming). "Assessing for Alignment: How to Win Collaborators and Influence Stakeholders." In *Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action*, edited by Kara Malenfant, Karen Brown, Deb Gilchrist, Lisa Hinchliffe, Chase Ollis, and Allison Payne.

Wolfe, Kate S. "Emerging Information Literacy and Research-Method Competencies in Urban Community College Psychology Students." *The Community College Enterprise* 21, no. 2 (2015): 93-99.