Assessment on Solid Ground: Collaboration between Universities and Academic Libraries in the Context of a Continuous Improvement Plan

Southeastern Library Assessment Conference
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Michael Luther, Assessment Librarian
Jennifer Wells, Ph.D., Director of Assessment
I. Library Assessment: 3 Common Motivations

II. Continuous Improvement Plan, (CIP) Pt. 1: Overview

III. Continuous Improvement Plan, (CIP) Pt. 2: Data

IV. Lessons Learned, Part 1: Institutional Perspective

V. Lessons Learned, Part 2: Library Perspective

VI. Final Thoughts on Synergy
I. Library Assessment: 3 Common Motivations

Motivation #1: Assessment as Advocacy
<table>
<thead>
<tr>
<th>Institution</th>
<th>FTE Enrollment</th>
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<tbody>
<tr>
<td>Kennesaw State University, ‘16</td>
<td>29,768</td>
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<td>Georgia Southern, ‘16</td>
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<td>University of West Georgia, ‘16</td>
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Data Source: ACRL Trends and Statistics Survey 2016
<table>
<thead>
<tr>
<th>University</th>
<th>Total Library Expenditures Inc. Fringe, 2016</th>
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<td>University of West Georgia, ‘16</td>
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Data Source: ACRL Trends and Statistics Survey 2016
Total Library Expenditures Per Student FTE, 2016

Kennesaw State University, ‘16
$166.03

Georgia Southern, ‘16
$316.69

Valdosta State University, ‘16
$361.83

University of West Georgia, ‘16
$264.24

Data Source: ACRL Trends and Statistics Survey 2016
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Data Source: University System of Georgia 2016 Annual Budget Report
Total Expenditures as a % of E&G / USG ’16 Budget

Kennesaw State University, ‘16
1.30%

Georgia Southern, ‘16
2.15%

Valdosta State University, ‘16
2.64%

University of West Georgia, ‘16
2.01%
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I. Library Assessment: 3 Common Motivations

Motivation #2: Assessment as Discovery
Scenario:

• Your library has been granted four million dollars to renovate its information commons. How do you want to spend it? (All eyes are on you. Don’t screw it up!)

✓ Focus Group
✓ Survey
✓ Photo Survey and other ethnographic methodologies
✓ ?
✓ ?

• Used for high risk situations where you don’t really know the “right” answer

• Used to inform and justify decision making
Assessment as Discovery

<table>
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<th>Card name</th>
<th>Choosing a Topic</th>
<th>Databases</th>
<th>Getting Started</th>
<th>Help</th>
<th>Search</th>
<th>Sources</th>
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<td>22%</td>
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</table>

Card Sorting Template by Donna Spencer, http://rosenfeldmedia.com/books/card-sorting/#resources
Data by Amy Gratz, Kennesaw State University
1. Library Assessment: 3 Common Motivations

Motivation #3: Assessment as Demonstration
II. Continuous Improvement
Plan, Part 1: Overview
Continuous Improvement in Higher Education

Assessment should be meaningful and inform the work.

Focus on Quality
A pig never fattened because it was weighed.

A 5k time does not improve just because of a diet change.

Measure -> Change -> Measure
Assessment Cycle at Kennesaw State

Foundational Documents (Vision, Mission, Strategic Plan) → PLAN → USE OF RESULTS → Improve KSU

PLAN

USE OF RESULTS

Improve KSU

ANALYZE

ACT

MEASURE
Who Participates?

• Educational Programs
• Administrative Support Services
• Academic Support Services
• Student Support Services
• Research
• Community & Public Services

All facets of the university!
Plan: Identify Outcomes & Measures?

Annual Assessment Plan:

• What do we want to know?
  • What should students know and do?
  • What should our unit do?
• How can we measure it?
• Where is there the most room for improvement?
Student Learning Outcomes

- KSU educational units: 3 Student Learning Outcomes
- Knowledge/skill areas with a need for improvement
- Written in clear, succinct language
- Use of action verbs (Bloom’s Taxonomy)
Performance Outcomes

- An area of program or unit performance with a need for improvement
- At KSU, 3 Performance Outcomes per unit
  - Educational programs
  - Operational, business, co-curricular, and services units
- Focus may be on incremental improvement or transformational change
Project Roles

Jen’s Role

• Advance the Improve KSU initiative
• Inform and educate the campus community about Improve KSU
• Collaborate with assessment leaders in colleges and divisions
• Consult with assessment leads
• Provide qualitative feedback on assessment plans and improvement reports

Michael’s Role

• Liaison between library and university
• Communicated with all Department Heads on outcome creation and data reporting
• Input data for all units into the Improve KSU System
• Mapped all outcomes and units to the KSU strategic plan
III. Continuous Improvement
Plan, Part 2: Data
Top Performance Outcome Themes

- Retention, Progression, Graduation: 46%
- Recruitment and Enrollment: 13%
- Branding, Visibility, Communication: 9%
- High Impact Practices: 11%
- RCA (Research Creative Activity/SoTL): 11%
- Program Quality: 10%
Top Student Learning Outcome Themes

- Discipline Specific: 69%
- Communication Skills: 14%
- RCA (Research Creative Activity/SoTL): 7%
- Critical Thinking Analytical Skills: 10%
KSU Library System: Structure

KSU Library System Structure

• Library Administration
  • Access Services
  • Collection Development
  • Facilities
  • Graduate Library Services
  • Research & Instructional Services
  • Technical Services
  • Virtual Services

Improve KSU Specifications

• Department Level
  • 3 Outcomes
  • At least 2 Measures per Outcome

• For Each Unit
  • 3 Outcomes
  • At least 2 Measures per Outcome
Outcome Summary: KSU Library System

• 24 outcomes
• 67 of 71 measures supporting these outcomes
• Unable to provide data on 4 measures
• Outcomes address issues of faculty/staff engagement, professional development support, workflow efficiency, customer satisfaction, collection access, collection relevance, seating, library wayfinding, availability of outlets, marketing of services and resources, staff training, and exposure to library instruction
The Outcome Template

• Performance Outcome
• Related to Federal Grant?
• Results
• Documentation (File upload)
• Documented Improvement
• Brainstorming
• Strategy for Improvement

The Measure Template

• Measure 1
  • Measure 1, Data Source
  • Measure 1, Direct or Indirect
• Measure 2
  • Measure 2, Data Source
  • Measure 2, Direct or Indirect
Library Facilities Unit: Outcome 1

• Increase available seating for the KSU Library System
  • Measure 1: Seat count of both Sturgis and Johnson Libraries
  • Measure 2: List of types of available seating
  • Measure 3: Benchmark of available seating at peer institutions
  • Measure 4: User satisfaction survey item on availability of seating
## Library Facilities Unit: Outcome 1, Measure 3 Results

<table>
<thead>
<tr>
<th>University</th>
<th>FTE</th>
<th>Seat Count</th>
<th>Seats as % of FTE</th>
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</thead>
<tbody>
<tr>
<td>Georgia Southern</td>
<td>18,771</td>
<td>2,200</td>
<td>11.7%</td>
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<tr>
<td>Kennesaw State</td>
<td>29,768</td>
<td>1,309</td>
<td>4.4%</td>
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<td>Univ. of W. GA</td>
<td>11,530</td>
<td>780</td>
<td>6.8%</td>
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<tr>
<td>Valdosta State</td>
<td>9,980</td>
<td>1,160</td>
<td>11.6%</td>
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</table>
Library Facilities Unit: Outcome 1, Measure 4 Results

- User satisfaction survey item on availability of seating
- 66.9% of respondents answered either *Very good* or *Good* to the question "How would you rate the availability of seating in the library building?"
Access Services Unit: Outcome 2

• Increase patron satisfaction training via Center for University Learning
  • Measure 1: Number of staff trained in customer service
  • Measure 2: Number of hours of customer service training
  • Measure 3: Survey item responses on customer service satisfaction
Access Services Unit: Outcome 2

• Increase patron satisfaction training via Center for University Learning
  • Measure 1: Number of staff trained in customer service
  • Measure 2: Number of hours of customer service training
  • Measure 3: Survey item responses on customer service satisfaction
Access Services Unit: Outcome 2

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  • Measure 1: Number of staff trained in customer service
  • Measure 2: Number of hours of customer service training
  • Measure 3: Survey item responses on customer service satisfaction
Access Services Unit: Outcome 2, Measure 3 Results

• Survey item responses on customer service satisfaction

• 93.1% of respondents answered either Very satisfied or A little bit satisfied to the question "How satisfied are you with the helpfulness of library staff at the checkout Desk?"
Each Outcome was Mapped to every level of the KSU Strategic Plan: Mission, Goal, Objective, Action Step

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
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<th>Start Date</th>
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<td>University Mission Statement</td>
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## Outcomes Mapped to KSU Strategic Plan

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IV. Lessons Learned, Part 1: Institutional Perspective
Planning SLOs for Improvement

- Failing to involve faculty
- Identifying too many SLOs for improvement
- Focusing on multiple knowledge/skill areas within one outcome
- Writing SLOs in vague terms
- Failing to define *observable* behaviors

*Avoid Pitfall*
Planning the Measures

- Failing to involve faculty and staff
- Failing to use existing measures
- Using course grades and passing rates as measures of SLOs
- Attempting to measure too many things
- Creating unmanageable data collection processes
- Setting targets too high, too low, or without meaning
Act – Implementing the Plan

• Failing to communicate the expected outcomes
• Letting desired outcomes “fall off the radar”
• Failing to set up organized processes for collecting the data
• Failing to collect the data at all!

![OOPS!](image)
Use of Results

- Over-complicating the analyses or written report
- Failing to share the results and how they will be used
- Failing to identify and implement strategies for improvement
V. Lessons Learned, Part 2: Library Perspective
Lesson Learned #1: Some Outcomes Work Better than Others

- Outcomes based on core unit processes preferable to outcomes based on one-off projects
- Improvement is about time and projects are finite.
- What are the key performance indicators for each library unit?
  - The Government measures the US economy by common metrics.
  - What is the library equivalent of the Unemployment Rate?
  - What is Technical Services’ equivalent of the Durable Goods Order?
Lesson Learned #2: Writing Outcomes Can be Difficult (even for the experts).

- It can be difficult to see all potential issues in advance
  - Ex) Library System Outcome 2: Demonstrate a commitment to ongoing professional development by maintaining and enhancing knowledge and skills for Library System faculty and staff.
  - Measure 1: Number of library faculty and staff attending state, national and international conferences
  - What about trainings, seminars, course enrollments?
  - Measure 1 as stated here is not inclusive enough given the scope of the outcome.
VI. Final Thoughts on Synergy
Continuous Improvement = Solid Foundation

• A continuous improvement plan administered by the university provides the “position of strength” from which you can strike out on deeper or more nuanced assessments.

• It covers the bases of accreditation and university accountability, freeing up library assessment professionals for “deep dives” of discovery.
Plan for Year 2

• Carry over all viable outcomes into year 2

• If unviable, substitute outcomes that are essential or inherently suggestive of success for a library unit or library as a whole.
  • Ex) For the Research and Instructional Services Department, this might be exposing all first year students to quality library instruction.

• What about Reference, Research Guides, one-on-one consultations, GovDocs?

• Avoid outcomes only indirectly related to library success.
  • It is not about the training, it is about the impact of the training.
Plan for Year 2

• Carry over all viable outcomes into year 2

• If unviable, substitute outcomes that are essential or inherently suggestive of success for a library unit or library as a whole.

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• Avoid outcomes only indirectly related to library success.

• It is not about the training, it is about the impact of the training.
Assessment Efficiency

• Look for opportunities to repurpose data to satisfy multiple agendas.
  • This was still a lot of work for everyone involved so finding efficiencies is important.
  • Ex) Analysis of library seating works great for continuous improvement and it is also a very compelling metric for the advocacy agenda.
Other Uses of Assessment Data

• Inform the development of university strategic plan through common themes
• Measure progress for university and unit strategic plan
• University and specialized accreditation/reaffirmation
• Program review
• Other assessment initiatives
A Culture of Continuous Improvement

• Begin with a core set of institutional values
• Communicate expectations and model the process
• Involve all facets of the university
• Utilize and build on existing tools and programs
• Identify and communicate common ties among initiatives
• Communicate how assessment results have been used for improvement
• Keep continuous improvement “top of mind” and part of the institutional lexicon
• Integrate with HR systems: job descriptions, performance reviews, recognition and reward systems
Improve KSU Resources

Improve KSU Website

http://oie.kennesaw.edu/improve-ksu/index.php

• Handbook
• Online system guide
• One-Page “Tip Sheets”
• Example Assessment Plans and Improvement Reports
• Tutorials and Videos
Michael Luther
Assessment Librarian
mluther1@kennesaw.edu

Jennifer Wells
Director of Assessment
jwells42@kennesaw.edu

Kennesaw State University
Library System
Transforming
Collections • Facilities • Organization • Services