Finding the Missing Piece: Communicating Library Value to Complete the Assessment Puzzle

Amanda B. Albert
with support from Megan Oakleaf

#CLVDLS16

DLS 2016
Welcome to the Workshop!

Let’s get to know each other!
Your poll will show here

1. Install the app from pollev.com/app

2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
Reflection

• Choose a picture that reflects how you think your library communicates library value.

• Write down what this picture represents for you and your library.
What do we mean by “library value?”

Oakleaf, 2010
Library Value

Impact Value

Financial Value

Oakleaf, p 23.
Library Impact

Value at a Distance

What are the most important measures concerning distance users?

How do we communicate our value to these stakeholders once we’ve figured out our assessment?
Work-shopping Value

Academic Library Value: The Impact Starter Kit
Megan Oakleaf

Oakleaf, 2012
“Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies.”

- S. Pritchard 2006
Library Impact

What does your institution value?

- What’s most important to your institution?
  - Your faculty?
  - Your students?
  - Other stakeholders?
Institutional Focus Areas

**Student**
- Student Recruitment, Enrollment
- Student Retention, Completion, Graduation
- Student Career Success
- Student GPA, Test Achievement
- Student Learning Outcomes
- Student Experience, Engagement
- Student-Faculty Academic Rapport
- Alumni Lifelong Learning

**Faculty**
- Faculty Recruitment, Tenure, Promotion
- Faculty Teaching
- Faculty Service
- Faculty Research Productivity
- Faculty Grant Seeking
- Faculty Patents, Technology Transfer
- Faculty Innovation, Entrepreneurship

**Institution**
- Institutional Prestige
- Institutional Affordability
- Institutional Efficiencies
- Institutional Accreditation, Program Review
- Institutional Brand
- Institutional Athletics
- Institutional Development, Funding, Endowments

**Community**
- Local, Global Workforce Development
- Local, Global Economic Growth
- Local, Global Engagement, Community-Building, Social Inclusion
Institutional Focus Areas

- Guide decision making
- Focus assessments AND communications
Focus on the Stakeholder

“Seek first to understand, then to be understood.”

- S. Covey
Listening to your Stakeholders

If your stakeholder was here right now, what would they say?
<table>
<thead>
<tr>
<th>Stakeholders</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
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<td>• High school</td>
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<td>• Prospective</td>
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<td>• First-year</td>
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<td>• Majors</td>
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<td>• International</td>
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<td>• Co-curricular groups</td>
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<td>• First generation</td>
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<td>• Honors</td>
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<td>• At-risk</td>
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<td>• Graduate</td>
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<td>• Special populations</td>
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<td><strong>Parents</strong></td>
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<td>• Of first-year students</td>
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<td>• Of first-generation students</td>
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<td><strong>Employers</strong></td>
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<td><strong>Local Community</strong></td>
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<td><strong>Faculty</strong></td>
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<td>• Tenured/tenure track faculty</td>
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<td>• Non-tenure track faculty</td>
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<td>• Research faculty</td>
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<td>• Part-time faculty</td>
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<td>• Adjunct faculty</td>
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<td>• Instructors/lecturers</td>
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<td>• Teaching assistants</td>
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<td><strong>Administration</strong></td>
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<td>• Presidents/chancellors/provosts</td>
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<td>• Deans</td>
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<td>• Faculty senate</td>
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<td><strong>Accreditors</strong></td>
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<td>• Regional</td>
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<td>• Professional</td>
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<tr>
<td><strong>Graduate Schools</strong></td>
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</tbody>
</table>
What did they have to say?
Stakeholder Profiles
## Getting to know you...

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Demographic variables: lifestyle, attitude, values</th>
<th>Institutional Focus Areas they care about</th>
<th>SERs the library offers that contributes to the things they care about</th>
<th>Anything else you need to know about this stakeholder?</th>
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<tbody>
<tr>
<td>Distance Faculty: Online-Only; usually adjunct</td>
<td>Lifestyle: Fast-paced; “online”; maybe on or off campus; working from. Values: Efficiency; personalization</td>
<td>Student Learning Outcomes; Faculty Teaching; Institutional Efficiencies</td>
<td>Efficient online access to journals; assistance in Blackboard; research help; library orientation for class</td>
<td>Most of these faculty are in the School of Professional studies – they may also have full time jobs</td>
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<tr>
<td>Distance Faculty: Hybrid courses (F2F with online component); possibly adjunct</td>
<td>Lifestyle: May have office on campus; teaching on campus or from home. Values: speed, customization</td>
<td>Student Learning Outcomes; Faculty Teaching; Institutional Efficiencies</td>
<td>Access to library resources both online &amp; F2F; library orientation for class &amp; Info lit instruction</td>
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## Build your own profile

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- International
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- First generation
- Honors
- At-risk
- Graduate
- Special populations

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Local Community

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- Committee chairs

Accreditors
- Regional
- Professional

Graduate Schools
Library Impact

Assessment is an Argument

Using Data

To Inform

Value Conversation
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>What impact does library SERs make on its stakeholders?</td>
<td></td>
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<tr>
<td>What evidence do you have already?</td>
<td></td>
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<tr>
<td>What evidence could you collect?</td>
<td></td>
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<tr>
<td>How are you already sharing evidence with your SH?</td>
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<tr>
<td>What evidence could you share that is compelling to your stakeholders?</td>
<td></td>
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<tr>
<td>In what venues could you connect with this SH?</td>
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</table>
Informing the Conversation

Potential Impact

- Student learning outcomes
  - Impact: By embedding in online instruction, we help students achieve LOs of the course
- Institutional Efficiencies
  - Impact: By providing ILL, we help students and faculty save money on electronic resources

Venues

- Shared Meetings
- Campus Events
- Faculty Orientations
- Faculty Meetings
- Teaching and Learning Events
- Appointments
- Phone Calls
- Emails
- Webinars/online events hosted by the library
- Other???
Library Impact

What’s the Story?

Reflect:

– What would communications aligned with Institutional Focus Areas look, sound, and feel like?
Telling the Story

Stories.
Connect.
People.
What story are these libraries telling?

What Institutional Focus Areas does this library communication include?

How does this communication depict the library’s contribution to IFAs?

How might this communication do a better job at aligning the library with IFAs?
Because we are distance education librarians, let’s think about:

How can we use the website to communicate value and build relationships with our distance students?
Targeted Messages
C.U.P.S.S Method

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Unique</th>
<th>Personalized</th>
<th>Self-Interest</th>
<th>Simple</th>
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</thead>
<tbody>
<tr>
<td>• Using evidence to support your statement</td>
<td>• Not all stakeholders are created the same—no canned messages</td>
<td>• Made for that specific stakeholder, using their language</td>
<td>• Appeals to their needs/wants/desires/goals</td>
<td>• Easy to understand; on their level</td>
</tr>
</tbody>
</table>
Elevator Speech

Questions to consider:
1. What services, expertise, and resources (SER) does your library offer to this stakeholder?
2. How does this SER contribute to Institutional Focus Areas (IFA)?
3. Do you have data that supports this? If so, what?
4. How does the Stakeholder benefit?
5. What action would you like the stakeholder to take as a result?

Elevator Speech Components

1. The library offers ______________________________ [service, expertise, or resource].
2. This service, expertise, or resource contributes to ______________________________ [institutional focus area].
3. (Optional) We have evidence/data that confirms this contribution. For example, ______________________________ [succinct explanation of evidence/data].
4. If you participate in this service, expertise, or resource, you will ______ ______________________________ [explanation of benefit].
5. Therefore, you should ______________________________ [action you want partner to perform].
6. I would love to help you ______________________________ [take that action].
What do you want your SH to DO as a result of your communications?

What stakeholder groups want or need to know about your results?

What are the relevant institutional focus areas? How are they linked to your “key messages”?

What communication strategy or format is most likely to appeal to these stakeholders?

What content will most appeal to your stakeholder?
The Communication Plan outline is adapted, in part, from:
Final Thoughts
Finding the Missing Piece: Communicating Library Value to Complete the Assessment Puzzle

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