Building a Data Analysis Framework for USG Libraries to Demonstrate Their Impact on Student Success

Submitted by the RACL Assessment Working Group

The GIL/Alma Assessment Functional Committee is available to review how Alma data may be used to demonstrate our libraries' impact on student success. The Vice Chancellor for Library Services and the Executive Director for GALILEO, Ms. Lucy Harrison charged this working group to evaluate the role of library usage and services in student success, building on the work that individual USG institutions have already done, and using new data from tools such as OpenAthens. The immediate charge will be to build a data analysis framework to evaluate the relationship between libraries and student success.

Members/Institution
Laura Clark (ABAC)
Kathy Davies (Augusta)
Robin Grant (MGC, retired June 2019)
Ken Henslee (USG), Recorder
Michael Holt (Valdosta)
Vicki Parsons (GGC)
Lamonica Sanford (GCSU)
Melissa Whitesell (Dalton State)
Betsey Whitley (Dalton State, retired August 2020)
Sonya Gaither (Clayton State), RACL Liaison and Chair

Time Line
May 21- 31, 2018:	Finalize and distribute survey
June 3 – 14, 2018:	Institutions have two weeks to complete the survey
June 17 – 28, 2018:	Initial data analysis and qualitative follow up interviews
July 22 - August 16, 2018:	Analyze survey and interview data
Sept 2019 – Oct 2020:	Quantitative and interview data reviewed and analyzed
Nov - Dec 2020:	Compile Report and Recommendations
Spring 2021:	Present final report to RACL on April 23, 2021

Working Group Goals Identified:
   A. Identify what data collection will determine the impact we have on student success.
   B. Identify the resources and the tools that will help with this evaluation (Alma Analytics and OpenAthens).

Report of Findings

Goal A:
Identify what data collection will determine the impact we have on student success.

Summary of Quantitative Survey Results (*see Appendix IA for Survey Questions***)**

1. Despite the increased focus on student success/retention, few (2/18) USG libraries are doing anything to measure their contribution to these metrics, though there seems to be agreement on what these metrics are.
2. Most commonly assessed areas are: LI, Circulation, Cataloging, Reference, Space, and Consultations
3. Most libraries responding to the survey had a full time assessment librarian (12/18), but few (5/18) have a committee dedicated to assessment.
4. Most libraries responding to the survey expressed a lack of knowledge about their institution's student data policies.
5. Few libraries have a formalized assessment plan.
6. Libraries seem to be using common assessment tools: Alma, Gimlet, LibAnalytics, GALILEO, Various in house surveys

Interview Findings (*see Appendix IB for Interview Questions***)**

Three participants volunteered to participate in the interview, and all were contacted by phone to schedule an interview. Many of the interviews took place during the afternoon between 2 P.M. and 6 P.M. All participants were specifically asked about assessments that took place in their library, driving forces behind the assessments, if they needed training in assessment, and if they were willing to share their assessments. All themes mentioned less than four times are only mentioned as codes. Themes mentioned more than four times have been quotes provided that are included below.

Library Measurements

Major themes for library measurements that participants noted were part of a question concerning the library outputs, outcomes, and impacts of their library assessment. Participants emphasized the institution over any other reason for assessing the library, but a secondary theme that came up multiple times was quantitative assessment. The other themes mentioned

about library measurements were federal reporting standards, no plan, and qualitative assessment. One participant described library measurements at the institutional level this way, "we participate in our campus assessment process, so each one of our departments has to lay out performance goals for the fiscal year and then we close that cycle out at the end of the year with various reports, qualitative and quantitative data, and we make decisions about whether or not we're going to carry those goals forward. So, the initiatives came from our institutional research office. They were the driving force behind that. We go through a process, shortly after the beginning of the fiscal year where department heads come up with goals and measures, or draft goals and measures, and then we have a management council discussion about those, because often times there may be overlapping goals, there may be things that don't fit neatly into the particular department. And so, we come together for a discussion about goals, come to some sort of agreement about what we're going to focus on and from there it goes into our assessment software. We usually try to check in around mid-year and let the managers report out about where they are in their goals, if there may be additional resources that are needed, maybe if things aren't working out the way they thought they would be, and then of course when we get to the end of the fiscal year, we close that cycle out." Another participant made this comment instructional assessment, "We participate in the campus-wide assessment program and so we look at assessment to identify strengths and weaknesses and our impact on student learning outcomes, academic success, and student engagement. We keep statistics, we gather those statistics at the end of the fiscal year, and then I have to do an assessment report on a university template. the initiative originally came from the assessment factor, and that evolved into the institutional effectiveness committee. The assessments were created again by the university." Lastly, this participant provided the following statement on institutional library measurements, "The assessment is what it is, you have to do that. The book we have came

from our PAAR office, which is planning, accreditation, assessment, and research, but that's essentially an institutional factor."

The second major theme that participants noted concerned quantitative assessment in the library. This participant provided the following statement, "Of course, some of our services or resources are going to be more quantitative assessments. You know, those will be your typical circulations, out of state accounts, reference transactions, visitors, those types of things." Another participant commend on quantitative measure in this way, "We track our library instruction and we also track our area B course. Then, we track physical and electronic collections to support the curriculum and reference statistics. And then, also gate count, but you know. We also do an annual users survey. If you didn't find what you needed, did you ask questions? The materials I used while in the library were A, B, C, D, E and so what that does is, a lot of our students come into our library to use Galileo or Georgia View or to study. So, that tells us our majority of users are in here for academic materials." Lastly, this participant noted quantitative library measurements with the following statement, "With perception survey, I made an assessment group here and they were working on a survey, and it became a really long thing. I worked with them to cut it down to about twenty questions, it, just really perception, the library is a good place to study, the library supports my work, I can find what I need, those kind of questions. We develop that in house, so that's our internal kind of thing, but I've been kind of debating, should we make that out there in a creative commons type of license, and let people pick that up and use that, so we're very willing to share that."

Assistance

A major theme for how the assessment working group with RACL could help members included training in assessment. This was the only theme that presented itself in the interviews of participants. One participant provided the following comment on training in assessment, "I

would say that training would be very, very helpful. Especially for those programs and services that we don't traditionally associate with assessment. So, you know assessment programs and assessing communication. Some of those things that we just aren't built for, having access to training, access to models, blank data sets, you know, prebuilt data sets that we could just put our data in. I think the analytical tools are such that, one, we need access to the tools, but two, we need training on the tools. So, you know, we have SPSS, we have a campus license to SPSS. So, the tool is there, but the training, you know, where are the sample statistical tests that you can run based on data that you might already have. I love the dashboard in Alma and would love to see more of those available." This participant gave the following statement on training in assessment, "It was a basic online webinar about assessment, how to assess, what to assess. Also, I've had training through the university specifically to the template and determining outcomes, measures, reviews, targets, things like that. They do an annual assessment update that I attend, as well. As long as it was somehow tied to what I have to do. I mean, if it ends up being something that could streamline assessment in the university system, it might be interesting to see it." Lastly, the following comment was provided on assessment training, "And the person who's leading the assessment working group, assessment is new to her too, so we're learning. We're learning as we go, so some workshops would be helpful. Anything you can give me. I think the workshops would be huge. We all have LibGuides, I don't know if we have LipApps. Yeah, getting some kind of idea about how to make the dashboard would be helpful. Couldn't you see a world where all the libraries in USG has a standard dashboard? Like, wouldn't that be really cool?"

Challenges

The major theme highlighted for challenges with assessment focused on changes within the field. Other minor themes included communication, fear, and inconsistencies. These themes were only mentioned one or two times. One participant made this statement about changes in

the field, "I would say that our challenges have been internal, as well as external. As I mentioned previously, for a while I felt like we had a very good grasp on information literacy but that's changed over the past year or two, it's been a little bit challenging to communicate that on campus. And then I would say internally, I don't think that most library programs prepare librarians to do assessment work and so there's a real need for training there, trying to get people on the same page as it relates to assessments. I would say that the fact that we have the [6:07 unclear] being driven by the institutional research office, that kind of gives it a little bit more gas in the tank. So that's been really, really helpful. Those will be our primary changes, or challenges, I would say internally training and then externally, just trying to communicate to external parties that this is something that could and should be doing." Lastly, this comment was made, "I'd love to wake up every morning and pull up to see how many people visited each library yesterday. I know we have that capability with LibApps but spending the time to do it and get that working for all the different databases. You do all the right tick boxes in all the places, it's difficult and it takes, I don't want to say it takes a dedicated person, but it takes a quarter or a half of a person to set that up for a semester to two semesters. So, that's an issue. I think once we get that going, assessment then becomes a lot easier because it's not a quick scramble and put it into a system, just doing this is a part of your natural job. So, the culture changes a little bit too."

Sharing Assessment

There was only one major theme for sharing assessments. The theme was overwhelming yes both to how evaluations are constructed and the data from the institutions. One participant provides the following statement on sharing assessments, "Yes, that would be great. I think assessments can be a lot less daunting if you don't have to start from scratch. So, if we could contribute to a community which we could also benefit from, that would be wonderful." Another participant provided this comment," There's a link to the strategic

documents and the assessment link, or template, is in there." Lastly, this participant commented on sharing assessments with the following statement," I don't know why we can't create somewhat of a standard survey across the board. You're going to have UGA always wanting to ask specific questions and I'm going to want to ask specific questions. But, can we have a core of fifteen questions to ask our patrons. I'm a big fan of other institutions copying assessments. We're the leader right there, so absolutely. One of the other things I'm hoping, so RACL assessment, we also have that instruction group. I'm hoping once I can reveal new gen ed, that then we can sit down and say how do we implement this? In to assessments across the board. So, maybe we have, if information literacy has to be embedded in five courses across the new core and we know the courses or we know the high level, like information literacy has to have at least one lesson in arts and humanities. I want us to try to think about how we can make that more streamlined, not that we're saying you have to do this, but here's very strong suggestion that when you go into the 1101, that you're going to teach library 101. Just something like that, that we can kind of get our foot hold in."

Interview Discussion

The interviews helped to clarify the survey data. The interviews provided clarity for what directors need to improve evaluations and what driving forces are deciding factors in library assessments. Only one institution of the three that participated in the interviews had a full time designated person that could focus on assessment in the library.

Institutional decision making and reporting is definitely a deciding factor in how assessments take place in the library. Federal reporting was mentioned, but each of the interviews noted that institutional pressures had more to do with library assessments and what data was collected. In one comment, the outcomes and/or goals for the library were linked to the institutional assessments. The universities that participated in this interview noted that the

institutions were the deciding factor for what data is collected in the library. This information could be important as future data on topics information literacy are added to the general education requirements.
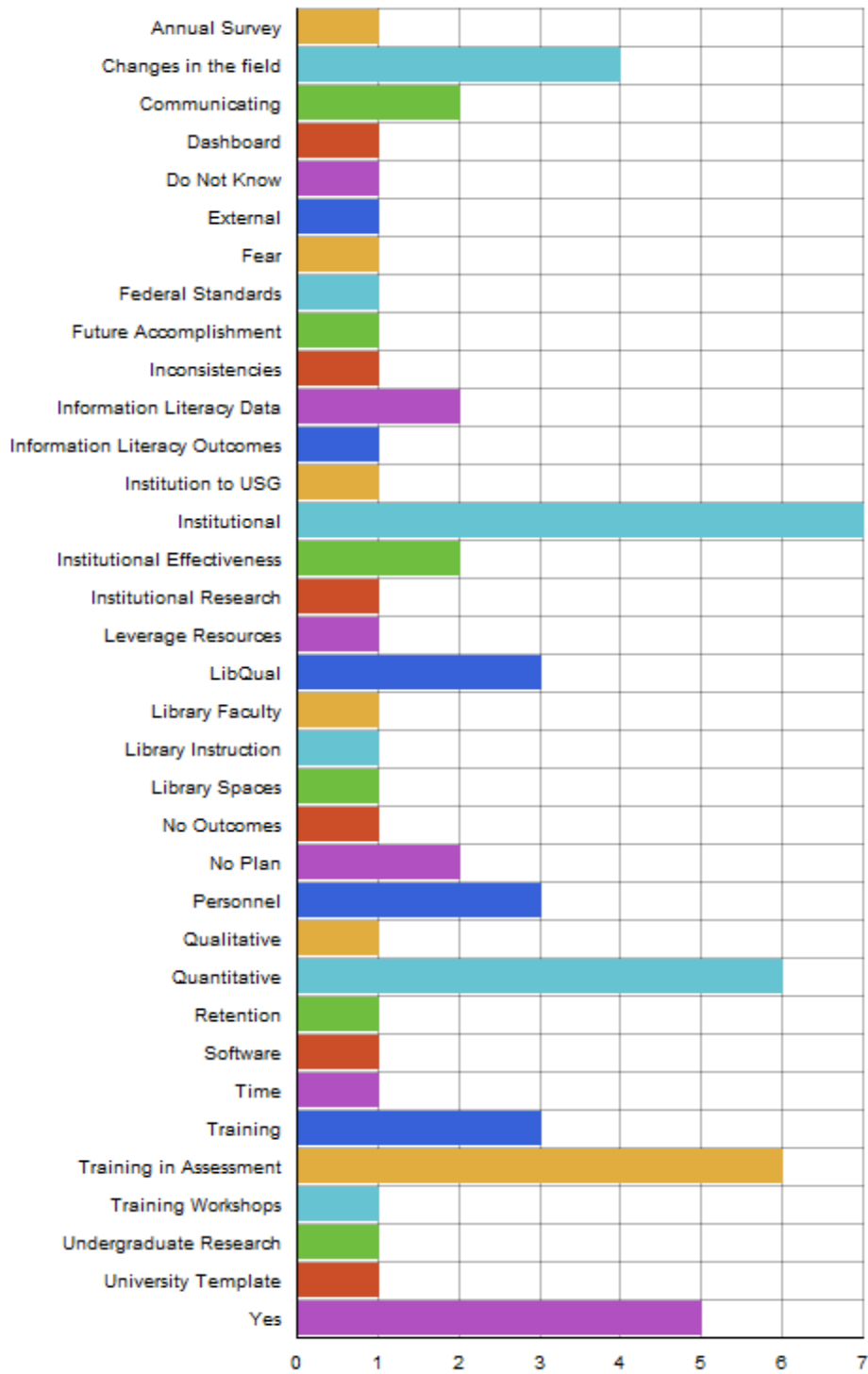
All of the three interviews contained comments on assessment data being quantitative. There were few comments on qualitative data being collected in the library. Most of the quantitative data were frequencies collected from patron usage. It is important to note that some assumptions and decisions can be made within a long history of frequency data, but impact is almost impossible to assess with this type of data information.

All participants noted that training in assessment would be helpful. This speaks to the lack of knowledge in library assessment and what is considered "best practice". Templates or dashboard tools were noted in this section. This points to a need for easy and quick resources for assessment that could be provided to libraries. Training in the area of assessment should be a topic considered in the future.

One of the issues in assessing libraries that was mentioned in the themes focused on the changes within the field. The resources, the platforms, and many other components of libraries have evolved both within this state and other places. It is important to consider how data is collected and what questions it might answer. The days of door counts and circulation does not hold the weight within the field that it once did. New and innovative ways to demonstrate the library's impact must be developed to showcase the work being done.

All the participants in these interviews noted to being willing to share library assessments and the data collected. This is an important revelation for future consideration within the context of RACL. As libraries in the state pool data, it can help leverage demonstrate what colleges and universities need to improve on library staffing and resources. This data could also help establish how assessments within the state define "best practice".

Diagram 1:Codes Showing Descriptive Stats and Bar Graph

Select an available frequency report by clicking on the corresponding tab to the right.

Options for the selected report are below:

Options
- ☑ Minimum
- ☑ Maximum
- ☑ Mean
- ☑ Standard Deviation
- ☑ Bar Graph

Codes and Cases to Include
- ◉ All Codes and Cases
- ○ Only Filtered Codes and Cases
- ☑ Exclude Unused Codes

[Print...] [Export...]

| Statistics | Tree | Table | Cloud | Graph |

Code	Total	Min	Max	Mean	Std Dev	Bar Graph
Annual Survey	1	0	1	0.25	0.5	
Changes in the field	4	0	3	1	1.414	
Communicating	2	0	2	0.5	1	
Dashboard	1	0	1	0.25	0.5	
Do Not Know	1	0	1	0.25	0.5	
External	1	0	1	0.25	0.5	
Fear	1	0	1	0.25	0.5	
Federal Standards	1	0	1	0.25	0.5	
Future Accomplishment	1	0	1	0.25	0.5	
Inconsistencies	1	0	1	0.25	0.5	
Information Literacy Data	2	0	1	0.5	0.577	
Information Literacy Outcomes	1	0	1	0.25	0.5	
Institution to USG	1	0	1	0.25	0.5	
Institutional	7	0	3	1.75	1.5	
Institutional Effectiveness	2	0	2	0.5	1	
Institutional Research	1	0	1	0.25	0.5	
Leverage Resources	1	0	1	0.25	0.5	
LibQual	3	0	3	0.75	1.5	
Library Faculty	1	0	1	0.25	0.5	
Library Instruction	1	0	1	0.25	0.5	
Library Spaces	1	0	1	0.25	0.5	
No Outcomes	1	0	1	0.25	0.5	
No Plan	2	0	2	0.5	1	
Personnel	3	0	2	0.75	0.957	
Qualitative	1	0	1	0.25	0.5	
Quantitative	6	0	4	1.5	1.732	
Retention	1	0	1	0.25	0.5	
Software	1	0	1	0.25	0.5	
Time	1	0	1	0.25	0.5	
Training	3	0	2	0.75	0.957	
Training in Assessment	6	0	4	1.5	1.732	
Training Workshops	1	0	1	0.25	0.5	
Undergraduate Research	1	0	1	0.25	0.5	
University Template	1	0	1	0.25	0.5	
Yes	5	0	3	1.25	1.258	

Total: 35   **68**

Diagram 2: Word Cloud Demonstrating Codes

Diagram 3: Codes Displayed in Bar Graph

Goal B:
Identify the resources and the tools that will help with this evaluation (Alma Analytics and OpenAthens).

OpenAthens
Assessment Working Group can look at ensuring that institutions are set up in OpenAthens similarly to help with USG wide assessment, with setting sites on connecting OpenAthens data with institutional systems like Banner and Office of Institutional Research.

In the fall of 2018 GALILEO staff started migrating USG libraries from EZproxy to OpenAthens authentication. The initial phase of this project wrapped up at the end of 2020 for most of the USG. At the direction of the RACL Assessment Working Group, a second phase of the OpenAthens project has been initiated to help institutions take advantage of some of the reporting capabilities that OpenAthens has to offer. This will help institutions make more informed decisions about their local subscriptions and fulfill the RACL Assessment Working Group's goals of demonstrating libraries' impact on student success. This document is designed to help library staff communicate to their local IT on how to pass more attributes from their institution's IdP (identity provider) to OpenAthens.

The RACL Assessment Working Group has outlined a set of attributes that would be ideal for institutions to pass to OpenAthens. We expect that most of these will already be available in LDAP or ADFS, but if not, your IT staff will need to work with their contact in Banner/Identity Management to get them mapped to LDAP.

- Role (student, staff and faculty)
- Department
- College Code

Will these attributes be sent on to 3rd party Service Providers?

No, attributes coming from your IdP are not passed on to 3rd party service providers [OA Documentation]. Some service providers might require attributes coming from the institution's IdP (typically First name, Last name, and Email address), but attributes will not be passed to them without first being sanctioned by your institution. After that, an attribute release policy would need to be set up in OpenAthens in order for the attributes to be released to the service provider.

- OpenAthens Privacy Information: https://openathens.org/privacy/
- Attribute Release Configuration:
  https://docs.openathens.net/display/public/MD/Attribute+release

What will my institution gain from passing more attributes to OpenAthens?

Institutions will gain the ability to see which resources are being used and whether the user is a student, staff or faculty and which college and department they belong to. For example, if your institution has a nursing program, you will be able to identify what resources are most used by nursing students, staff and faculty. One shortcoming to note is, for service providers that have a single platform for multiple resources, like EBSCOhost and ProQuest, OpenAthens is only able to report at the platform level. However, platform level access statistics are still a helpful supplement to vendor statistics and other reports.

- OpenAthens Reporting:
  https://docs.openathens.net/display/public/MD/Reporting

I have talked with IT, and we are ready to share more attributes. What do we do next?
Contact GALILEO support services. GALILEO will coordinate with EBSCO support and your IT staff to set up and map new attributes.

Note: The Working Group did not review Alma Analytics. The GIL Assessment Functional Team coordinates training and assist with the creation of report templates to collect analytics and assessment data by USG librarians demonstrating their library impact.

Report Conclusions

1. Despite the increased focus on student success/retention, few (2/18) USG libraries are doing anything to measure their contribution to these metrics, though there seems to be agreement on what these metrics are.
2. Most commonly assessed areas are: LI, Circulation, Cataloging, Reference, Space, and Consultations
3. Most libraries responding to the survey had a full time assessment librarian (12/18), but few (5/18) have a committee dedicated to assessment.
4. Most libraries responding to the survey expressed a lack of knowledge about their institution's student data policies.
5. Few libraries have a formalized assessment plan.
6. Libraries seem to be using common assessment tools: Alma, Gimlet, LibAnalytics, GALILEO, Various in house surveys

How can RACL or the Assessment Working Group assist the assessement efforts of all USG Libraries?

- Provide training and support
- Share stories of successful collaborations and assessment methods.
- Gather information across USG libraries
- Provide best practices for learning analytics.
- Provide data ethics for learning analytics.
- Share professional development practices/models for assessment.
- Bring institutions together for comprehensive statewide assessments of library value.
- Facilitate collaboration between institutions
- Write assessment tools that may be shared
- Provide guidance on how to do assessment and the various types
- Create e-mail listserv
- Develop idea exchange
- Provide funding for LibQual Systemwide
- Conduct Literature reviews and share information.
- Create and share templates/examples from other institutions.
- Share/Create sample resources for Assessment Community.
- Share Assessment Conference information
- Ensure that any and all data that can be drawn from our statewide system (Alma) is available in an easy and accurate report format.
- Have an assessment expert available to assist with questions and projects.
- Standardize, to some extent, the reporting of assessment results.
- Provide professional development.
- Provide examples of assessment projects at various USG institutions.
- Provide suggestions on how to create a culture of assessment within our libraries.
- Provide suggestions on how to promote our data to various stakeholders.
- To be honest, I did not know you existed. I am unsure of how you can help.
- Creating standardized assessment methods for every USG institution.
- Major issue is staffing, so unsure.

RACL Assessment Working Group Recommendations

Recommendation I: Standardized Data Collection and Usage

Data collected demonstrates that the driving force for college library assessments in the USG is the institution. Library Director's commented on compliance with the institution as being the top priority for what is assess in the library. A secondary level of assessment is the IPEDS Federal Report.

It is recommended that members of RACL share data on staffing and budgets to help support members who might need to present a comparison to their administrators such as the Provost. This data would serve as a way to help provide clarity of library function and operation. This will also create a dialog for best practice in data collection and evaluation. There is no one set standard for any type of assessment, but there should be some common protocols and methods to evaluation resources and services that all USG Libraries find valuable to supporting higher education.

Since ACRL and SACSCOC have not set any definitive standards for college libraries outside of meeting the vision and mission of the colleges, it is advisable to have RACL set some best practices for colleges that could be shared with administration. This recommendation would help support the highest quality in educational for students in Georgia. Also, other data points like the ones below should be shared to help provide clarity on performance and how data is collected and reported.

Access IPEDS data submitted to NCES
https://nces.ed.gov/ipeds/use-the-data

IPEDS Survey Components – Academic Libraries (AL)
https://nces.ed.gov/ipeds/use-the-data/survey-components/1/academic-libraries

GALILEO Data and Staistics
https://about.galileo.usg.edu/about/data_statistics

ACRL Academic Library Trends and Statistics Survey - https://acrl.countingopinions.com/

- Data Contributers can view the FY2019 Summary Tables at ACRLMetrics
  https://www.acrlmetrics.com/
- The 2018 ACRL Academic Library Trends and Statistics Annual Survey
  https://crln.acrl.org/index.php/crlnews/article/view/24280/32091

ACRL Project Outcome – I thought this might be of general interest
https://acrl.projectoutcome.org/about

American Library Association Library Statistics http://www.ala.org/tools/research/librarystats

NCES Library Statistics Program
https://nces.ed.gov/surveys/libraries/

NCES Library Statistics Comparison
https://nces.ed.gov/ipeds/datacenter/Default.aspx?gotoReportId=1&fromIpeds=true

Recommendation II: Using Common Attributes in OpenAthens

OpenAthens data looking at measuring student success
- OpenAthens Reporting Demo was conducted by Ken Henslee at Fall 2020 RACL Meeting

OpenAthens Goal 1: Get USG libraries to pass the following attributes from their local IdP to OpenAthens
- Role (student, staff and faculty)
- Department
- College Code

Look at working with Georgia State University, who are passing all of these attributes, and see if they can give guidance on how to successfully work with campus IT on getting these attributes passed.

OpenAthens Goal 2: Make institutions aware of how IP authentication impacts their OpenAthens data.

Maybe a Phased approach (i.e. it could be a challenge to get IT to pass ALL of these attributes).

Recommendation III. Follow-up on these suggested steps for continuing collaborative assessment efforts

1. Examine possible ways libraries can reliably measure contributions to student success
2. Possible workshops on crafting assessment plans/Assessment plan templates
3. Explore statewide access to assessment tools (like Gimlet, LibAnalytics, LibQUAL or other universal user survey)

Note: A RACL 2014 Assessment Task Force was formed and provided a similar report which also provided suggestive next steps (see Appendix II).

Recommendation IV: Encourage collaboration between GIL Assessment Functional Team and RACL Assessment Working Group.

Both groups can work together to devise workflows and best practices to be implemented at all USG institutions. This may reduce duplication of effort and increase communications between departments within institutions and across the System.

Recommendation V: Transform the RACL Assessment Working Group to a permanent RACL subcommittee

Change the RACL Assessment Working Group to a permanent RACL subcomittee with two representatives from each of the four sections, RACL Liaison, and GALILEO Support team member. Allow this committee to devise their own operating rules, officer selections and rotations, and report back to RACL at each general meeting.

Respectfully submitted,
The RACL Assessment Working Group
April 19, 2021

Appendix IA: Assessment Survey

- Do you have an assessment plan at your library? Please provide a copy.
- Are there other types of assessment you are interested in doing?
- How do librarians communicate their impact?
- Who are your collaborators on campus?
- How do you all define student success?
- What elements are used in assessing student success?
  - Graduation
  - Retention
  - GPA
  - Progress
  - Other
- What data would you like to collect that you are not collecting now?
- What specific data do you use to evaluate student success?
- Do you collect data in the following areas?
  - student demographics
  - retention
  - graduation
  - library instruction
  - reference
  - consultations
  - circulation
  - other
- What tools do you use to collect this data?
- Does your institution have any policies that limit access to student data? Please attach policy
- How can the Assessment Working Group or RACL assist with your assessment efforts?
- If you are interested in participating in a follow-up interview, please provide the contact information for the person responsible for assessment at your institution.
- Demographics
  - USG designation
  - Carnegie classification
  - Enrollment (FTE)
  - Do you have a dedicated person responsible for assessment in your library?
  - Do you have a library assessment committee?

APPENDIX IB: Interview Questions

1. Do you have an assessment plan at your library?
2. How do librarians communicate their impact?
3. Who are your collaborators on campus?
4. How do you all define student success? What areas? Graduation, retention etc?
5. How do you correlate the data with student success?
6. What information do you have on student demographics, retention, and graduation (etc)?
7. List the specific data that you collect.
8. What tools do you use to collect this data?
9. Privacy issues?
10. Past, present and future?
11. Are there other types of assessment you are interested in doing and if so, how can we assist?
12. Please add your contact information if you would like to have a follow up interview.

Appendix II: RACL Assessment Task Force 2014 Report

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RACL Spring Meeting
Middle Georgia State College, Macon, GA
March 21, 2014

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RACL Library Assessment Task Force Members:

Craig Schroer, University of West Georgia, Chair
Jay Forrest, Georgia Institute of Technology
Jennifer Jones, Georgia State University
Michael Luther, Kennesaw State University
Erin Nagel, Clayton State University
Sonya Shepherd (Gaither), Georgia Southern University
Ginger H Williams, Valdosta State

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Response Rate & Results at a Glance

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31 USG institutions / 20 surveys returned (57%)

Institutions with dedicated assessment positions:	7 (35%)
Institutions with formal assessment plans:	7 (35%)
Institutions with assessment committee comprised of library employees:	7 (35%)
Institutions with advisory committee comprised of faculty and/or students:	16 (80%)
Institutions tying assessment data to strategic plan:	14 (79%)
Institutions reporting assessment data to external groups (SACS, ACRL, etc.):	17 (85%)

How Assessment Data is used in USG Libraries

To create/improve a product or service = 10 occurrences
To inform a decision = 6 occurrences
To justify a request = 3 occurrences
To inform strategic planning documents = 3 occurrences
To inform training/development needs = 2 occurrences
To fulfill an accreditation obligation = 1 occurrence

In the past three years, USG institutions have assessed

Facilities
Customer service
Collections
In-person reference service
Virtual reference service
Other

Assessment Documents Collected

Survey Instruments: 7
Advisory Committee Charges: 3
Assessment Charges: 2

Colleagues would like assessment support in these areas:

General guidance and support (2)

Examples of survey instruments (2)

Assessment plans

Benchmarking

Examples correlations between library services and RPG

Online space for sharing assessment ideas

Statistical software applications (e.g., SPSS)

Statistics

Data analysis

Research methods

Collections assessment

Database usage statistics

Examples of technical services assessment

Impediments to Assessment Activities

Lack of Funding

    No dedicated funding – most issues stem from this problem in one way or another

Lack of Assessment Structure

    Time commitment for data collection & analysis

    Inability to identify most appropriate assessment method that is not labor intensive

    Using central survey tool versus sending survey through student campus email

    Knowing when and how to communicate results and impact beyond library

    personnel Lack of Buy-in

Low response rates/lack of participation campus wide

    Lack of faculty/staff buy-in

    Rely on campus units to help promote actively survey/other library assessment activities

    Survey fatigue/overload

Conclusions

- Survey results demonstrate a need for library assessment support
- Only 15% of responding institutions have a librarian who spends more than 50% of their time on assessment
- Respondents report a lack of time, money, direction, and buy-in
- 70% of survey respondents are tying assessment data to a strategic plan
- Assessment data is most commonly used to improve services and make decisions

Recommendations & Follow-up

- Get assessment plans from libraries that have one
- Create a clearinghouse for document and resource sharing
- Develop a virtual space for USG librarians to share assessment expertise and information on professional development opportunities

Note: RACL appointed an Assessment Task Force in 2014 to address a similar charge to the one being addressed by this Assessment Working Group. A survey was created and sent out to the 31 institutions (multiple consolidations have occurred since that time). The results have not changed that much from those presented in this 2021 report, and the recommendations were similar.

As a synopsis, the following were key take-aways from the 2014 report.

1. create clearinghouse for assessment plans, reports, and tools including templates to share amongst sister institutions
2. provide assessment training on how to develop reports and conduct assessments beyond traditional gate counts and other quantitative stats normally kept
3. most assessments conducted were quantitative in nature and were a part of the library's strategic planning process
4. time to devote to assessment and little to no staffing as well as buy-in and support for assessment is lacking
5. most institutions did not have a dedicated person for assessment and duties were added on to someone's job

Furthrmore, four members from that 2014 task force continued to work on implementing some of the suggestions by creating a biennial library assessment conference. Jennifer Jones, Michael Luther, Erin Nagel, and Sonya Gaither comprised the planning committee. The Planning Committee continues to plan the conference with this year being the 5th anniversary. The committee members are now Erin Nagel, Michael Luther, Matthew Frizzell, and Sonya Gaither. The conference url is https://southerneasternlac.info. The social media handle is @southeasternlac and the conference also has a Facebook page as well. Finally, the original planning committee was recognized in 2014 by GLA for innovation as a group working together collaboratively to improve the library profession.