Teaching, Learning, Assessment and Analytics: Librarians as Value-Added Partners

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Poll Question 1

Please identify your role at your institution. If you’ve viewing this webinar with a group, please select all that apply.

1. Librarians
2. Faculty
3. Administrators
4. IT Professionals
5. Student Support Professionals
“make a statement about what libraries are, what they do, how they contribute, how they make a difference, and ultimately how they add value on our campuses, in our communities and within higher education”

Patty Iannuzzi, UNLV
(Chair, Standards Task Force)
1. Library instruction builds students’ confidence with the research process.
2. Library instruction contributes to retention and persistence, particularly for students in first-year experience courses and programs.
3. Students who receive library instruction as part of their courses achieve higher grades and demonstrate better information literacy competencies than students who do not receive course-related library instruction.
4. A library’s research and study space fosters social and academic community among students.
5. Library instructional games engage students, enhance information literacy skills, and increase positive attitudes toward the library and its staff.
6. The library’s use of social media promotes awareness of the library and builds academic community among students.
7. Multiple library instruction sessions or activities in connection with a course are more effective than one-shot instruction sessions.
8. Collaborative instructional activities and services between the library and other campus units (e.g., writing center, study skills and tutoring services) promote student learning and success.
Library Assets

1:1 Connections
Multiple Educational Strategies

Technology Tools
Physical Facilities
Website/Virtual Spaces

Librarians
Collections
Social “Third” Place
The Library & Institutional Effectiveness

Teaching & Learning

Student Assessment

Learner Analytics
Poll Question #2

Have you partnered with a librarian on your campus to attain teaching and learning goals? Or, if you are a librarian, have you partnered with non-librarians to support teaching and learning goals?

- Yes
- No
“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”

-Neil Gaiman
Information Literacy
Pedagogical Strategies Rooted in Process

- Inquiry-based Learning
- Problem-based Learning
- Project-based Learning
- Resource -Based Learning
Reimagining Space
Student Learning
Librarians are Everywhere
The Library & Institutional Effectiveness

Teaching & Learning

Student Assessment

Learner Analytics
Multiple dimensions of information literacy assessment

- Knowledge - what do students know
- Experience - what students have done
- Epistemology - what students believe
- Critical Capacities - how students evaluate
- Attitude - what students value
Integration of Information Literacy

Assignment
- Improved Success; Reduced Assumptions
- Assess Students’ Process
- Collaborative Assignment Design

Course
- Integrated Instruction
- Plagiarism Reduced
- Multidimensional Assessment

Program
- Developmental Curriculum and Curriculum Mapping
- Assurance by Faculty
- Textbook independent
- Disciplinary Depth

Degree
- Cross-campus conversations
- Interdisciplinary Conversations
- Clear priority and prep for student next steps
- Skills and knowledge employers are seeking
Anthropology: Students locate articles on the Macah whale hunt in Washington state in both Ethnic NewsWatch and the Seattle Times. Students compare and contrast the language in the Native American publication and the newspaper as well as the types of information and articles found in the 2 databases.

Capstone: Students are required to evaluate and justify the research process they used and why the sources match level of scholarship required for the capstone.

Political Science Current Issues Paper: Include one page detailing the ways in which the production and dissemination of information or research on this topic have shaped public opinion on this issue.

Expanded Bibliography: Students present citations within a bibliography in the order of importance to the development of ideas within their paper or project and provide annotations as to the contribution of the source to development of their ideas.
**Institutional Priorities**

- Strategic Plan/Initiatives
- Academic Plan
- Institutional Learning Outcomes
- Gen Ed Assessment
- Accreditation Goals
- CCSSE/NSSE

**Library Strategies & Assessment**

- Resource-based learning informing independent inquiry and critical thinking
- Richer Classroom Opportunities through Deeper and more Sophisticated Inquiry
- Opportunity to increase the scholarly conversation
- Engagement and Out of Class Collaboration Increased
Poll Question #3

What is the most critical concern or major goal on your campus that librarians can assist in solving/achieving?

1. Retention
2. Persistence
3. Completion to degree
4. Equity
5. Engagement
6. Affordability

Not on the list? Please respond in the chat box!
Poll Question #4

Are you involved in learning analytics projects on your campus?

- Yes
- No

If you are, please list the most critical elements you’re examining in the chat box!
Learning Analytics

- Focus Areas
- Purposes
- Examples
- Challenges
Focus areas

- student learning
- student engagement
- institutional business processes & efficiency

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics
Purposes

- serve students
- support improvement
- augment competitive advantage

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE
Examples

- course or program analytics to:
  - learn about what helps students succeed, or
  - intervene when they’re not

- customer relationship management (CRM) for prospective students and/or alumni

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE
Challenges

- cross walks between systems
- quality data of appropriate scope
- actionable data
- observing ethics and privacy
- perceptions of paternalism (we know best)

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE

EDUCAUSE LEARNING INITIATIVE
Sources for Analytics: Systems

- financial, development/advancement, human resources, and facilities systems;
- admissions, student information, financial aid, and student success systems;
- learning management systems (including course assignments and outcome assessments);
- …and library systems?

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE
Sources for Analytics: Data Points

- demographics,
- course progression,
- grades,
- student organization participation,
- placement testing information,
- program of study,
- educational goal, interactions with advisors,
- “early alert” warnings,
- course attendance, and
- course participation/interaction information

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE
Getting Started with Analytics

What’s available?

What are our focus areas?
What are the key needs?
What problems are we trying to solve?

What data will help us address them?

As always, starting small is a good way to start.

http://www.educause.edu/ero/article/developing-strategies-implementing-analytics?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE
Why Librarians?

Analytics work requires personnel who can access, clean, integrate, analyze, & visualize data…more and more librarians are trained to do that.

Librarians specialize in cross-disciplinary efforts on campus.

Librarians value and uphold ethical standards and practices.
The Library Connection

More Opportunities to Partner…

Library data can be integrated into campus level systems, including student learning analytics, assessment management systems, faculty analytics (i.e., AcademicAnalytics, DigitalMeasures).

Librarians are key partners in intercepting students who show signs of difficulty or indicators of brilliance…both are student populations that librarians can take to the next level of success.

Librarians have already: conducted correlation studies linking library interactions and student success, created dashboards, contributed data to campus level analytics.
Examples

University of Minnesota Libraries

Integrates library data (introductory instruction information) into their institution’s APLUS system (a student CRM).

Side benefit: Advisors can make referrals directly to the libraries.

More information:
(see page 10)
Examples

DePaul University Libraries

Integrates library data into BlueStar (a campus name for Starfish, now owned by Hobsons, a student success and advising system that provides alerts and referrals).

More information:
http://teachingcommons.depaul.edu/Technology/bluestar.html
http://www.starfishsolutions.com/
Nevada State University Libraries

Integrates library data (such as EZ Proxy data and (coming soon) study room use, instruction session attendance, technology check outs, etc.) using Blue Canary, in order to create a predictive analytics framework for identifying at-risk students.

More information:
http://wcetconference.wiche.edu/session/how-it%E2%80%99s-made-predictive-analytics
http://bluecanarydata.com/
# Pierce College

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<th>Institutional Outcome/Core Theme</th>
<th>Criteria</th>
<th>Overall Criterion Rating</th>
<th>Individual Indicator Ratings</th>
<th>Comments</th>
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<td>Market Share of HS Graduates, Student and Service Area Demographics</td>
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<td>Attention Area</td>
<td>Student Achievement Initiative, Retention and Persistence, Course Completion, Graduation Rates</td>
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<td>Transfer Rates and Success, Prof/Tech Completers Employed</td>
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<td><strong>II. Student Learning and Success</strong></td>
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<td>Decision-Making</td>
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<td>Climate, Commitment, Employee Diversity</td>
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<td><strong>IV. Positive and Diverse College Environment</strong></td>
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<td>Partnerships</td>
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<td>Attention Area</td>
<td>Basic Skills Education Impact, Workforce Education Impact, Transfer Education Impact</td>
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**Rating Key:**
- Meets or Exceeds Standards
- Area of Attention
- Immediate Action Needed

For FS and PY state supported students, all divisions and sites exceed 70% benchmark except transitional education. Results lower for eLearning. Military sites and modalities met benchmark.

Strong awareness and support for professional development. Improvements could be made in relative opportunities and accurate job descriptions.

The institution was fiscally healthy and key planning documents were in place. Accreditation standards were met.

Satisfaction with buildings and grounds, and campus safety. Safety deadlines met. Growing technology.

Decision making feedback from both students and employees could be improved.

Positive student climate. Improvements could be made in student-personnel relationships, and creating a more positive climate for employees. Could increase Hispanic/Latino and veteran hires.

Educational pathways, work-based learning rates, contracts and advisory committees are healthy.

Last external evaluation of recognition and value in community took place in 2007.

Headcount and SAI points generally decreased for basic skills students, as well as goal attainment. Decreases in Worker Education, Worker Retraining and WorkFirst SAI points. UW degrees increased for transfer students; mixed SAI points.
# II. Student Learning and Success

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# III. Excellence

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<td>Standards</td>
<td>External Website</td>
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Progress and Achievement as measured by student achievement points at a level of significance

Participants: 3.3 points/student
Non-participants: 1.7 points/student

The average points per student is higher for each year of the project.
International Examples

University of Wollongong Libraries

More information:

http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1120&amp;context=asdpapers

University of Huddersfield Libraries

More information:

https://library3.hud.ac.uk/blogs/lidp/2014/02/23/a-brief-history-of-library-analytics/
https://library3.hud.ac.uk/blogs/lidp/
https://library3.hud.ac.uk/blogs/lidp/project-outputs/library-analytics-bibliography/
Final Thoughts or Questions?

Thank you!
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