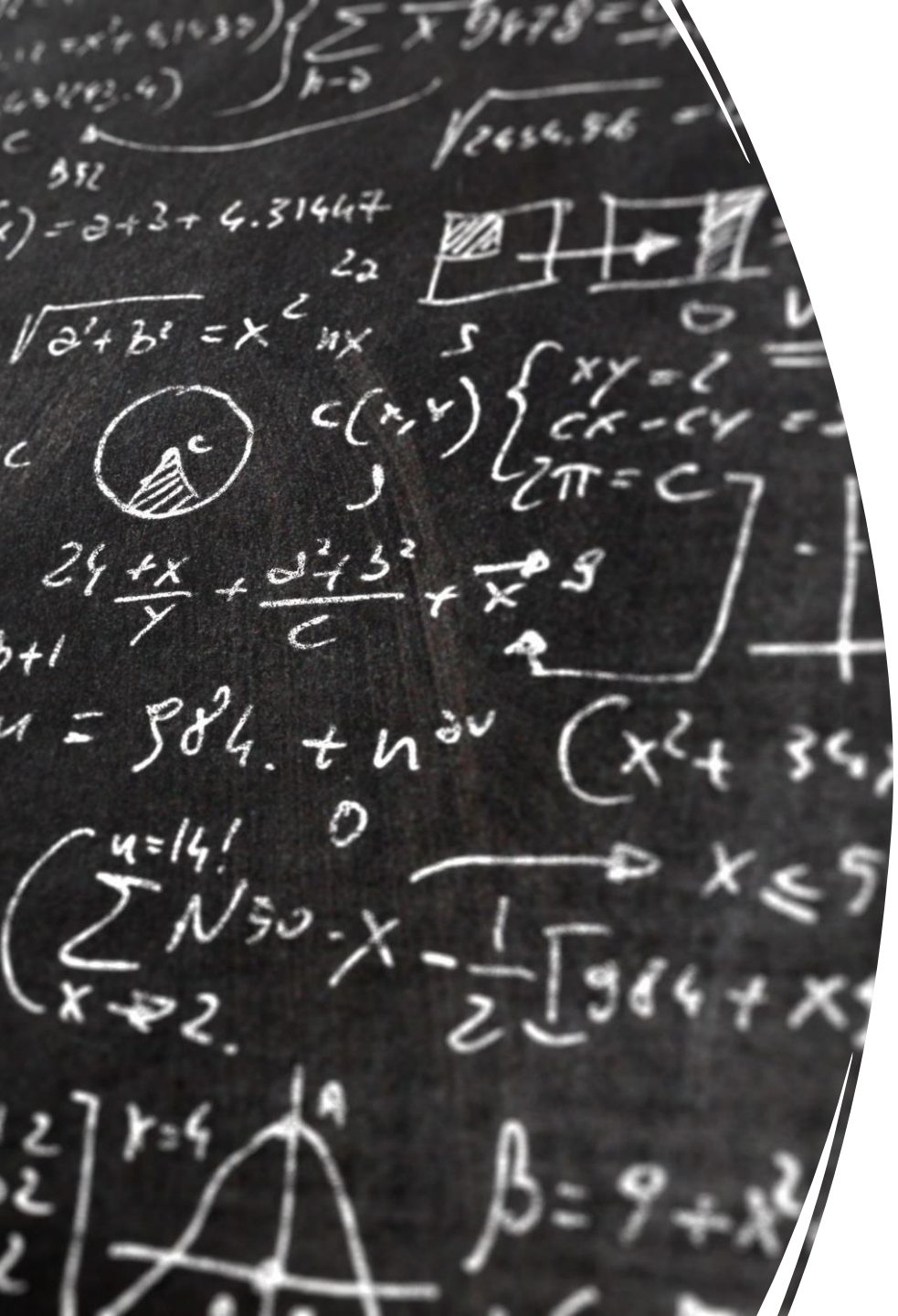

Library Programming: Assessing, Reflecting, and Communicating Impact

Facilitators:

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Description

From welcome activities for the new student to end-of-semester de-stress activities for those continuing, academic libraries offer programming designed to support student academic success and well-being. Such programs can be transformative for students, but demonstrating that value is not always easy.

Doing surveys, holding focus groups, or counting attendees, storytelling, micro-assessment, and free response boards, are just some of the ways that people attempt to get a picture of what is happening. Dull primarily numeric or glossy photo rich annual reports are ways to report impact, but does anyone read them?

In this round table discussion, an outreach librarian and two Student Affairs professionals who have collaborated with her on library programs will share the lessons they learned in terms of event planning and lead a discussion on best practices in ways to measure and report how library programming impacts our students.

Facilitators

- Theresa McDevitt, mcdevitt@iup.edu
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- When you do library programming, do you do assessment?
- Why or why not?

How do you define assessment? What do you attempt to measure? Such as participation, experience, learning objectives attained, or something else?

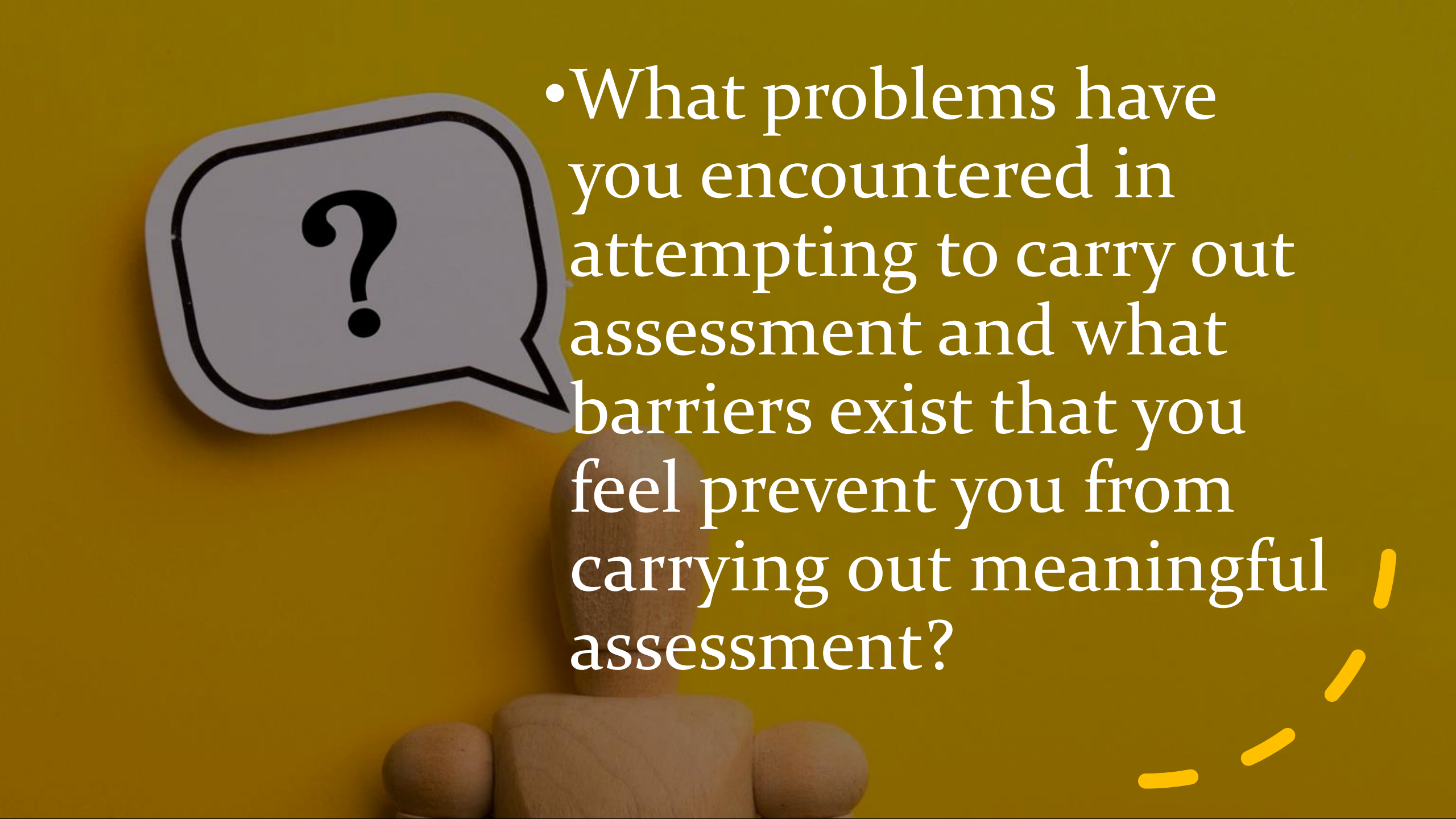
- What guides your assessment efforts and what you measure? Why do you do assessment? What is the purpose of doing assessment?

- How do you communicate the result of your assessment and programming impact?

- What do you do with the data you collect in assessment?

Definition of Library Assessment?

- Library assessment is the practice of evaluating library services, resources, spaces, and other areas to determine:
  - The impact of library services and resources on the university that it supports
  - How to improve library performance and better align library services and resources to university needs



- What problems have you encountered in attempting to carry out assessment and what barriers exist that you feel prevent you from carrying out meaningful assessment?

What has worked for you?

- Collect the data you can and ask for help you need in terms of equipment and additional help
- Collaborating with faculty and professionals from student support offices can provide expertise, additional support, and community.
- Close the loop
    - Using data and analysis to reflect on your practice
        - helps inform your activities for the next year
        - Mention what you found in reports, informally at meetings
        - it can make your work meaningful and satisfying and/or help you avoid repeating mistakes