CONNECT, COLLABORATE, AND COMMUNICATE

A Report from the Value of Academic Libraries Summits

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Executive Summary

As part of ACRL's Value of Academic Libraries Initiative, a multiyear project designed to assist academic librarians in demonstrating library value, ACRL joined with three partners—the Association for Institutional Research, the Association of Public and Land-grant Universities, and the Council of Independent Colleges—to sponsor two national summits held November 29–December 1, 2011, in Chicago. The summits convened representatives from twenty-two postsecondary institutions, including senior librarians, chief academic administrators, and institutional researchers, for discussions about library impact. Fifteen representatives from higher education organizations and associations also participated in the summits.

The summits were initiated in response to the 2010 ACRL publication *The Value of Academic Libraries: A Comprehensive Research Review and Report*. As one of its recommendations, the report called on the association to create a professional development program to build librarians' capacity to document, demonstrate, and communicate library value in advancing the mission and goals of their colleges and universities. The two summits formed the basis of "Building Capacity for Demonstrating the Value of Academic Libraries," a project made possible by a National Leadership Collaborative Planning Grant from the Institute of Museum and Library Services.

Five overarching recommendations for the library profession emerged from the discussions, presentations, and facilitated small group work at the summits:

1. *Increase librarians' understanding of library value and impact in relation to various dimensions of student learning and success.*
   Summit participants noted the complexity of determining the library's impact on student learning and success in relation to multiple variables and data sources. They emphasized a need to define standards for evidence and approaches for data collection, analysis, and interpretation.

2. *Articulate and promote the importance of assessment competencies necessary for documenting and communicating library impact on student learning and success.*
   Even though library assessment activities should be tailored to the unique context of an academic institution, there is a set of core competencies essential to designing and implementing effective assessment practices (e.g., outcomes-based evaluation, data analysis and interpretation). At the summits, the participants stressed the importance of librarians recognizing and acquiring these competencies.

3. *Create professional development opportunities for librarians to learn how to initiate and design assessment that demonstrates the library's contributions to advancing institutional mission and strategic goals.*
   Participants encouraged the creation of professional development activities that bring librarians together to learn about and share assessment practices, strategies, and resources. While identifying a single generic assessment approach that can be used by all academic libraries is not realistic and multiple approaches are needed, librarians (and their campus constituents) recognized the need for a community of practice to share best practices and develop standardized measures and metrics as appropriate to advance library value in higher education contexts.

4. *Expand partnerships for assessment activities with higher education constituent groups and related stakeholders.*
   Participants emphasized the value of bringing together individuals with different roles in the assessment process for discussion. Participants additionally stressed the need to sustain these kinds of discussions and promote partnerships between librarians and constituent groups on their campuses and within the broader higher education community.

5. *Integrate the use of existing ACRL resources with library value initiatives.*
   ACRL has developed several resources for advancing assessment practices in libraries. Librarians at the summits frequently mentioned three resources in particular: *Standards for Libraries in Higher Education*, *Information Literacy Competency Standards for Higher Education*, and ACRL Metrics. Although these three resources provide rich information and data, discussions revealed that many librarians do not always know how best to use them.

This report discusses these recommendations and articulates a framework for future action. It serves as a resource for academic librarians along with library and higher education groups involved with helping institutions to assess and advance their missions. In preparing this report, all participants—planning partners, speakers, and invited participants from the twenty-two colleges and universities—were provided with the opportunity to react and comment on drafts to ensure that the findings are accurate and complete.

Introduction

Academic librarians recognize the need to be part of the larger national dialogue about higher education effectiveness and quality. In ACRL's 2012 membership survey, demonstrating library relevance within this context was listed as the top issue of concern, and it has become one of the association's strategic priorities.[1]

Recent articles in the *Chronicle of Higher Education* and *Inside Higher Ed*, as well as Congressional hearings and initiatives like the Voluntary System of Accountability, highlight the increased attention to issues of accountability.[2] Leading higher education organizations are responding in various ways to the growing pressure to document the quality and value of colleges and universities, particularly in relation to student learning, achievement, and success. The six higher education accreditation commissions are changing the language of their accreditation standards to encompass a more holistic approach for assessing student learning outcomes, a paradigm shift from the largely prescriptive guidelines used in the past. In its 2012

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[1] ACRL, *ACRL Plan for Excellence* (Chicago: ACRL: 2011), www.ala.org/acrl/aboutacrl/strategicplan/stratplan.

[2] Paul Basken, "Quest for Campus Accountability Produces Demand for Yet More Student Data," *Chronicle of Higher Education*, May 17, 2012, corrected May 25, 2012, chronicle.com/article/Quest-for-College/131910; Doug Lederman, "Raising the Bar on Quality Assurance," *Inside Higher Ed*, November 18, 2011, www.insidehighered.com/news/2011/11/18/western-accreditor-pushes-boundaries-quality-assurance; "Governors Say It Again: Higher Ed Needs Accountability," *The Ticker* (blog), *Chronicle of Higher Education*, July 15, 2011, chronicle.com/blogs/ticker/governors-say-it-again-higher-ed-needs-accountability/34644; *Keeping College within Reach: Discussing Ways Institutions Can Streamline Costs and Reduce Tuition, Before the Subcommittee on Higher Education and Workforce Training,* 112th Cong. (November 30, 2011); L. Johnson, S. Adams, and M. Cummins, *NMC Horizon Report: 2012 Higher Education Edition* (Austin, TX: New Media Consortium, 2012), net.educause.edu/ir/library/pdf/HR2012.pdf.

Horizon Report, EDUCAUSE notes the increased focus on individual students through use of learning analytics, which are early intervention systems that gather a wide range of data produced by students to assess academic progress. As the report notes, "Learning analytics responds to calls for accountability on campuses and aims to leverage the vast amount of data produced by students in academic activities."[3] Moreover, the Gates Foundation is currently funding a broad-based data mining research initiative focused on increasing higher education's understanding of factors leading to student success.[4]

ACRL has long been concerned with accountability, assessment, and student learning. In the early 1980s, ACRL led the way with a publication on assessment to "stimulate librarians' interest in performance measures and to provide practical assistance."[5] The association is the national authority for developing standards and guidelines to enhance library effectiveness and is the authority to which the higher education community looks for standards and guidelines on all aspects of academic libraries. The summits provided an opportunity to stimulate innovative and strategic thinking within the library profession and among higher education constituent groups about the ways academic libraries contribute to institutional mission.

Overview of Summits

Building on the association's work on assessment issues and student learning, ACRL's Value of Academic Libraries Initiative is a multiyear initiative designed to provide academic librarians with competencies and methods for demonstrating library impact relative to the mission and goals of postsecondary institutions. As part of the effort, ACRL commissioned a report on existing research and literature on assessing and documenting library value: *The Value of Academic Libraries: A Comprehensive Research Review and Report*.[6] As one of its recommendations, the report suggests that ACRL create a professional development program to build the profession's capacity to document, demonstrate, and communicate library value in alignment with institutional goals, and the content of the report served as a framework for much of the discussion that occurred during the summits.

ACRL's 2011 IMLS National Leadership Collaborative Planning Grant provided funding to partner with three influential higher education groups experienced with education assessment and institutional effectiveness—the Association for Institutional Research, the Association of Public and Land-Grant Universities, and the Council of Independent Colleges—to plan and carry out two national summits, "Demonstrating Library Value: A National Conversation." The summits, held November 29–December 1, 2011, in Chicago, brought together representatives from a broad spectrum of twenty-two postsecondary institutions, including senior librarians, chief academic administrators, and institutional researchers, for discussions about library impact. Fifteen representatives from higher education organizations and associations also participated in the summits. Megan Oakleaf, assistant professor at Syracuse University and author of ACRL's

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[3] Johnson, Adams, and Cummins, *NMC Horizon Report,* 22.

[4] Paul Fain, "Big Data's Arrival," *Inside Higher Ed*, February 1, 2012, www.insidehighered.com/news/2012/02/01/using-big-data-predict-online-student-success.

[5] Nancy A. Van House, Beth Weil, and Charles R. McClure, *Measuring Academic Library Performance: A Practical Approach* (Chicago: ALA, 1990.

[6] ACRL, *The Value of Academic Libraries: A Comprehensive Research Review and Report, prepared by Megan Oakleaf* (Chicago: ACRL, 2010), www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf.

Value of Academic Libraries report, facilitated the summit activities (for roster of participants, see Appendix A).

The combination of provocative speakers, panel presentations, and facilitated small group sessions at the summits stimulated participants' thinking, generated lively discussions, and resulted in recommendations on leveraging collaborative efforts with campus stakeholders, investigating and articulating various dimensions of library impact, and building the profession's capacity to demonstrate and communicate library value. Even though faculty productivity and research are integral to discussions of library value, the primary focus of these summits was on student learning and success, an issue facing increasing public scrutiny. The accreditation agency representatives at Summit One affirmed the importance of addressing the issue of student learning and success as a growing concern.

Several broad questions framed the conversations throughout the summits:

- *Library value*: What is library value? How should academic libraries position themselves in relation to issues of library value?

- *Stakeholders*: Given the variety of stakeholders, how should academic librarians leverage their efforts? What do our stakeholders know about library impact, and what do they expect of us?

- *Student learning and success*: How are student learning and success defined in different higher education settings and contexts? What is the library's impact on student learning and success? How should we frame discussions about the library's impact on student learning and success?

- *Data*: What existing sources of evidence and data could document library impact? What data are missing? How should the data be analyzed and interpreted? What data elements could best be integrated to tell the story of the library's contribution to institutional mission?

- *Library value competencies*: What competencies and skill sets are needed to demonstrate library value? How might librarians develop these competencies?

Summit One

The full body of participants gathered for the first summit to discuss the increased attention of accrediting bodies on documenting student learning and success and to identify the data needed by campus administrators from librarians in order to further institutional goals (for Summit One agenda, see Appendix B).

Two opening presentations set the stage for the facilitated discussions and panel sessions that unfolded during the summits. Megan Oakleaf highlighted the findings covered in ACRL's *Value of Academic Libraries: A Comprehensive Research Review and Report*. A central goal of the report was to review the literature to determine what we already know about library value (in all types of libraries) and to look at higher education in terms of value. Oakleaf noted that libraries are often viewed as the heart of the institution, but attention is typically directed toward library spaces and collections. She encouraged the attendees to consider the library in relation to their institution's most pressing needs or areas of greatest strengths and referenced Sarah Pritchard, the current Dean of Libraries at Northwestern University, who noted that, "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?"[7]

Charles Blaich, Director of the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium, responded to Oakleaf's presentation, discussing his experience with a national study of the net effects of liberal arts colleges on nineteen measures of quality teaching and learning practices. The first lesson learned from the study was that no singular effect could be identified. The study highlighted the importance of positioning assessment within the context of an institution's mission and campus culture and the importance of broad campus conversations around assessment issues. At liberal arts colleges, it was important for traditional-age students to develop relationships with caring adults—whether faculty or otherwise—and to develop "academic intimacy."

Reports of assessment efforts are often a stumbling block. It usually works better to get people together in conversation with basic data (not a report). It's the process of reflecting on the data that's important. – Charles Blaich, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium
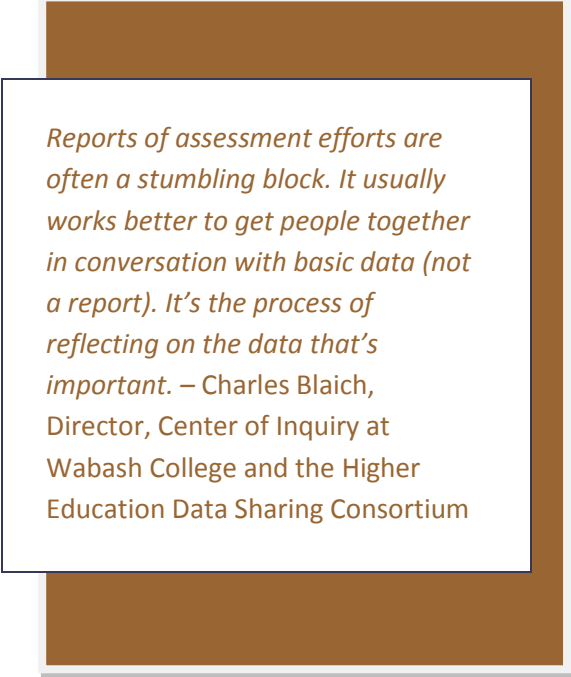
Blaich emphasized that good teaching and learning practices are essentially about relationships, not data. In other words, data do not force change and reports do not force action. He urged participants to create communities of action and break down silos across departments and disciplines.

He also noted the dual challenge of customizing assessment to align with an institution's unique campus environment and identifying common assessment practices that promote sharing among institutions. Blaich acknowledged the enormous pressure, both external and internal, at higher education institutions to provide evidence about how they meet their missions in respect to student learning and success. Collecting data and reporting for national policy and external accountability, however, are very different from collecting, analyzing, and interpreting data for local campus improvement.

The following day, as Summit One continued, participants engaged in small and large group sessions which yielded rich discussions of their views on the most pressing needs of higher education institutions. These discussions were interspersed with panel presentations by chief academic officers and representatives of accreditation agencies. It quickly became clear that continuing the dialogue among librarians, the staff of regional and disciplinary accrediting bodies, and campus administrators about the evolving perspectives on the value of libraries and its attendant criteria is essential. The mix of perspectives stimulated productive conversations about the kinds of data and collaborative assessment efforts that might address these needs.

Summit Two
The librarian participants continued the discussion in Summit Two by examining the needs identified in Summit One and recommending strategic approaches that leverage the library's

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[7] ACRL, *Value of Academic Libraries,* 11.

contributions to addressing these needs (for Summit Two agenda, see Appendix C). The work was carried out largely in guided small group deliberations, followed by full group reactions. These deliberations were stimulated and informed by the experiences of a panel of librarians who have implemented different approaches for demonstrating library value on their campuses. Participants considered various dimensions of student learning and success in relation to sources and types of data that have the potential to demonstrate library impact. In addition, the librarians generated ideas and suggestions for professional development opportunities that will advance librarians' competencies to implement and promote library value initiatives on their campuses.
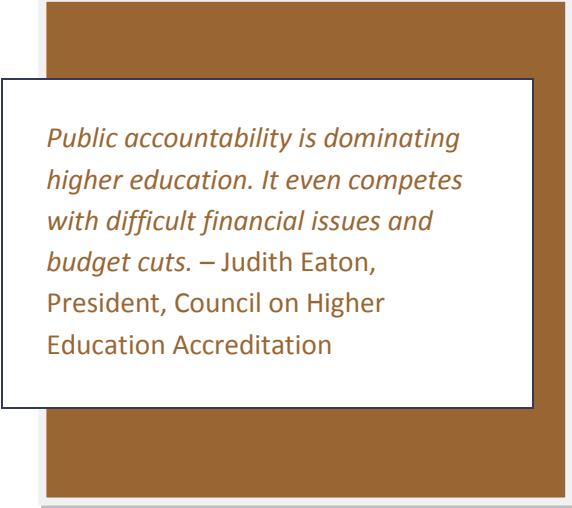
Mapping the Territory

Broad themes about the dynamic nature of higher education assessment emerged from the discussions and collaborative work at each summit. To capture these themes, summit organizers relied on detailed field notes, flip charts created during the event, recorded interviews during the summits, written participant comments gathered from a recording tool used by librarians and facilitators (see Appendix D), a summit reflection form completed by academic administrators and institutional researchers (see Appendix E), and an online survey administered after the summit, asking participants to evaluate their experience (see report in Appendix F). These themes, discussed below, provide the context for the recommendations and action steps outlined in this report.

Accountability drives higher education discussions.

Issues of accountability are in the spotlight for postsecondary institutions, particularly in relation to concerns about the quality of higher education, its affordability, career preparedness, the value of a college degree, and higher education's contribution to workforce development. There is increased pressure to open up the accrediting process to public scrutiny, and these pressures bring into question core higher education notions of self-regulation, institutional autonomy, and peer review. Questions about accountability come from numerous stakeholders:

> *Public accountability is dominating higher education. It even competes with difficult financial issues and budget cuts.* – Judith Eaton, President, Council on Higher Education Accreditation

- *Government*: National, state, and regional agencies often require reporting, and individual legislators focus attention on higher education accountability through conversations with constituents, the media, and legislative action.
- *Accrediting agencies*: There are eighty recognized accrediting agencies, and most postsecondary education institutions have multiple accreditations as part of their academic and administrative oversight.
- *Trustees and boards*: Whether appointed or elected, higher education trustees and board members see themselves as the liaison between institutions and the communities they serve and may raise accountability questions in response to the concerns of the stakeholders they represent.
- *Employers*: Employers of graduates are demanding improved levels and quality of career preparedness.

- *Students*: Although students have always been part of the conversation about the value of a higher education degree, the difficult economic situation has raised the volume of this discussion as tuition increases and the job market becomes tighter.
- *Parents*: Parents seek assurances that the funds they and their children expend for tuition (or encumber through loans) will be well spent.
- *The public*: As taxpayers, the public wants to know about the use and impact of public funds to support educational institutions and agencies.

A unified approach to institutional assessment is essential.

To address growing public scrutiny of higher education, colleges and universities find that institutional assessment is most effective when the efforts of various campus units are aligned toward common goals and communicate a unified message. Collaborative discussions with administrators, academic staff, and faculty from across the institution generate a cohesive, shared approach to documenting student learning and institutional effectiveness. Creating a unified approach, however, does not come without its challenges. The summits' participants raised significant issues related to these challenges:

> *Partner, partner, partner; be visible and demonstrate value of libraries as campus partners in the student and faculty learning process.* – Academic administrator at summit

- *Multiple campus constituents*: At universities and colleges across the country, individual campus units find that they are wrestling with how best to demonstrate their value. The library should recognize that it is but one constituent group among many and must articulate its unique contribution to the institution's goals in a compelling way. Libraries can benefit by partnering with other campus units and developing assessment activities in tandem with existing campus systems and data centers.
- *Competing priorities*: Academic administrators face competing priorities in relation to the pressing needs of their institution, a situation further exacerbated by current economic constraints. As a result, library goals should clearly and visibly align with the institution's goals and priorities.
- *Different stakeholders, different perspectives*: Perspectives on the library vary depending on the stakeholder, both across a campus and in the public arena. Some disciplines value the print collections in libraries, whereas others may rely more heavily on the electronic resources. Likewise, graduate students tend to want a quiet place to study, while other students seek a collaborative working environment. Campus administrators, on the other hand, often focus on return on investment and budget issues when considering the library's contributions to the institution. Librarians need to be active participants in campus conversations to increase awareness and a shared understanding about the diverse and multiple ways that the library contributes to the institution's mission.
- *Isolated pockets of institutional data*: As more departments and divisions on a campus participate in assessment activities, data often reside in different locations and on separate servers. Library data are enriched and strengthened when combined with other academic and student service data sources to document and demonstrate student learning and success.

Student learning and success are the primary focus of higher education assessment.

Throughout the summits, speakers and participants emphasized the importance of documenting student learning and success at all types of postsecondary institutions. In fact, a central question permeated many of the discussions: What constitutes student learning and success, and how should it be defined? The definition and parameters that guide an institution's assessment activities often differ at community colleges, four-year colleges, and research universities. In addition, several issues come into play when looking at factors that contribute to student learning and success. Numerous indicators, for example, need to be considered, and assessment should account for different levels and types of student progress and achievement. Rather than analyzing individual elements, skills, or competencies, it is more advantageous to see student learning outcomes as an ecosystem and the library's impact as likely multifaceted. Different areas of library impact were noted at the summits, as follows:

The focus has shifted more to outcomes and away from library as a place. You need to see your role as key players in this outcomes process. – Ralph Wolff, President and Executive Director, Western Association of Schools and Colleges

Although I think we all know that faculty members, largely, should control the curriculum and content of what goes on in their courses, I think it's absolutely vital to think of librarians as partners in that learning process. – Andrew Lootens-White, Vice President for Accreditation Relations, Higher Learning Commission ◄ ► PLAY

- *Impact of information literacy*: The value of information literacy to student learning and success continues to gain recognition in higher education and accreditation communities. During the summit, chief academic officers, institutional researchers, and accrediting agency representatives affirmed that information literacy competencies are integral, and increasingly essential, to student achievement and success. What librarians are doing matters and should be infused even more extensively into academic activities across the campus.
- *Core proficiencies*: Throughout the higher education community, there is a growing movement to establish core student proficiencies for workforce readiness. Information literacy and fluency is one of the five proficiency areas most often noted.
- *Beyond borders*: Learning is becoming more multidisciplinary, extending beyond the borders of any one discipline. Information literacy competencies, which span the disciplines, increasingly become a means for students and faculty to enhance and integrate content.
- *Student/faculty interactions*: Student/faculty interactions are important on many levels. For example, members of the campus community often provide meaningful academic connections for students. The library is one of the places on campus where students have

opportunities for quality interactions through such activities as reference exchanges, instructional sessions, and student employment.

- *Learning outside the classroom*: Growing recognition of the multiple factors that contribute to student learning and success has placed more attention on situations and settings outside the classroom that foster learning. Academic administrators noted that they are in a position to reframe perspectives on the library as both a physical and virtual learning space—not merely a warehouse, as it was often viewed in the past.
- *New programs*: When new academic programs are developed, administrators seek broad input from across the campus to ensure a cohesive and comprehensive planning approach. Library involvement and support are central to this process.
- *Curriculum design*: While the faculty of a discipline typically oversees curriculum content, there is growing support for stronger integration of information literacy in curriculum design and course development.

Academic administrators and accreditors seek evidence-based reports of measureable impact.

As issues of accountability move to the forefront, colleges and universities look to means of assessment that document student learning and success in ways that are clear, specific, and based on multiple data points. Such efforts call for the strategic collection, analysis, and interpretation of data. Numerous sources of data from across the campus must be identified and marshaled to align with, and contribute to, the institution's assessment activities. A data-informed approach to assessment requires attention to the following issues:

- *Outcomes*: Assessment efforts at colleges and universities are now shaped largely in terms of the impact of the institution's programs on constituent groups. Rather than focus on outputs (e.g., number of students in a degree program, number of courses offered, etc.), postsecondary institutions are interested in documenting what students have learned. In a similar manner, assessment of library programs, services, and collections should document and demonstrate impact on student learning and success.

> *Being able to use the data that we already have, the rich resources that we're already surrounded with, to more robustly connect the individual student experience in the library to some of our existing database of information about student learning, would be very, very valuable to us and something I'm sure we'll be looking at doing.* – Richard Ray, Provost, Hope College ◄ ▶ PLAY

- *External versus internal assessment*: Postsecondary institutions conduct assessment for external and internal purposes. National and state educational reporting and accreditation reviews focus on external assessment activities, while assessment data that inform budget allocations and campus improvement address internal needs. Library assessment efforts also require data for both external and internal reporting purposes, and there are differences in collecting and using data for these two purposes.
- *Accreditation standards*: National, regional, and academic program accreditation standards drive much of the assessment conducted by higher education institutions.

Academic librarians need to be cognizant of these multiple standards in relation to potential areas for contributing library data and impact statements.

- *Existing data, new data*: Higher education institutions often find themselves swimming in data and need to differentiate when existing data streams can be used and when new data are needed. First and foremost, librarians should identify what data are needed to advance the institution's mission and strategic goals before determining whether to use existing data or collect new data. The library, for example, may already have data that contribute to the assessment of student learning and success. Common sources of library data include reference and research consultations, circulation counts, database usage statistics, and the number and types of instruction sessions. Collaboration with institutional research staff will help to determine the best way to leverage library data with other campus data sets or how to shape the data to communicate library value. For campuses that have institutional researchers, librarians can partner with them for their expertise in research question design, data collection methods, and data analysis techniques.
- *Qualitative and quantitative data*: Although quantitative data have traditionally been the most common type of assessment data, the value of qualitative data for understanding the various dimensions of student learning and success is gaining recognition. In addition, triangulation of quantitative, qualitative, and anecdotal data shows promise for powerful and meaningful statements about library impact.
- *Privacy issues*: As more and more data are collected, legal statutes and ethical policies are increasingly important considerations. Collecting individual student–level data could rub up against deeply held values and longstanding policies in the library profession. With data collection for assessment purposes, anonymity differs from confidentiality, and this difference needs further discussion and articulation as it relates to library data. While librarians should be cognizant of confidentiality and privacy restrictions, these need not unnecessarily inhibit the collection of data important to communicating library value and impact.
- *Institutional review boards*: Most data collection activities require clearance by an institutional review board (IRB) prior to gathering, sharing, or publishing the data. To promote discussions on a campus and among postsecondary institutions at conferences or to report assessment results in publications, IRB approval is essential.

Charting a Course: Recommendations and Next Steps

The themes detailed in the preceding section paint a backdrop of intensified attention to assessment and accountability issues in the higher education sector. Against this backdrop, five overarching recommendations for the academic library profession emerged. Each recommendation is followed by proposed action steps.

Recommendation 1: Increase librarians' understanding of library value and impact in relation to various dimensions of student learning and success.

The assessment of student learning in general needs to take into account multiple variables, including demographics, learning styles, educational goals, motivations, and instructional format, to name just a few. Sources of quantitative and qualitative data are numerous as well (e.g., surveys, testing, comparative data, course materials, interviews, etc.). Summit participants noted the complexity of determining the library's impact on student learning and success in relation to these variables and data sources. The need to define standards for evidence and approaches for data collection, analysis, and interpretation, in particular, was emphasized in the discussions.

Research on student retention, for example, reveals the importance of academic intimacy in the student's academic experience. Instructors and coaches are often cited as examples of adults who contribute to academic intimacy. Librarians have frequent one-on-one exchanges with students, and possible correlations between this type of contact and student learning deserves further exploration. Some assessment efforts will require data about individuals, while other assessment work can rely on aggregate data. Additional assessment strategies that demonstrate the influence of library information literacy programs on aspects of student learning also need consideration and articulation.

Actions for the profession, based on recommendation 1:

1.1. Develop a research agenda that considers key questions raised by Megan Oakleaf at the summits: How can we increase library impact? How can we document this impact? How can we partner to increase and document impact?

1.2. Review accreditation standards to determine the extent to which information literacy competencies are represented.

1.3. Continue development of information literacy rubrics that address the unique content areas and knowledge domains of different disciplines.

1.4. Identify common data sources on campuses that can be shared and leveraged with library data to document student learning and success.

1.5. Identify, describe, and publicize data collection and management tools and systems to advance library assessment activities.

1.6. Develop strategies to advance library participation in learning analytics initiatives, which use technology applications to monitor student learning and achievement.

Recommendation 2: Articulate and promote the importance of assessment competencies necessary for documenting and communicating library impact on student learning and success.

Even though library assessment activities should be tailored to the unique context of an academic institution, there is a set of core competencies essential to designing and implementing effective assessment practices. The summit participants identified many of the skills sets integrating these competencies, including the following:

- *Outcomes*: Incorporating outcomes into library planning and evaluation.
- *Data*: Applying knowledge of assessment data, including the different roles of quantitative and qualitative data, sources of data, and the analysis and interpretation of data.

There's a tremendous need for training in libraries for outcomes assessment. That's not just in the area of student learning outcomes but programmatic outcomes assessment. Especially since our new standards, the frame is totally dependent upon outcomes assessment; we have a significant need for training in that area. – Patricia Iannuzzi, Dean of University Libraries, University of Nevada, Las Vegas ◄ ► PLAY

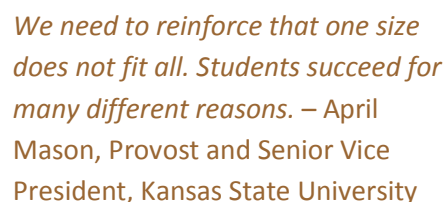- *Leadership*: Demonstrating the ability to initiate and facilitate campus conversations about assessment.

These competencies are not necessarily limited to senior-level administrative positions; they should be included to some degree in the responsibilities of most librarian positions.

Actions for the profession, based on recommendation 2:

2.1   Identify and articulate the core competencies necessary to demonstrate academic library value.

2.2   Promote the need for assessment librarian positions, as well as clearly defined library value responsibilities across all library positions.

2.3   Encourage the integration of assessment competencies in graduate library and information science curricula.

2.4   Include library value competencies in professional development programs and resources as appropriate.

Recommendation 3: Create professional development opportunities for librarians to learn how to initiate and design assessment that demonstrates the library's contribution to institutional mission and strategic goals.

"One size does not fit all" was a consistent and recurring theme at the summits. When an academic library develops an assessment plan, it should be aligned with the institution's mission and strategic goals and should take into consideration the campus environment unique to that particular college or university. The mission and campus culture varies from institution to institution. Sources of existing data and the resources (i.e., staff and funds) to collect new data are also different at each institution. As a result, developing a single generic assessment approach is not realistic; multiple approaches are needed. Professional development opportunities for librarians (and their campus constituents) to learn about and share best practices would advance efforts to demonstrate library value within higher education contexts. These opportunities would likely stimulate discussion and collaboration with campus stakeholders in ways that are critical to effective assessment initiatives. Librarians could also develop a set of common practices needed by the wider library community when working on internal and external assessment efforts.

> *We need to reinforce that one size does not fit all. Students succeed for many different reasons.* – April Mason, Provost and Senior Vice President, Kansas State University

Actions for the profession, based on recommendation 3:

3.1   Create professional development opportunities that bring together librarians with representatives from their institutions to develop library value and assessment plans and activities.

3.2 Develop multiple replicable approaches for documenting and demonstrating library impact on student learning and success.

3.3 Build a community of practice to engage and sustain professional dialogue about library value.

Recommendation 4: Expand partnerships for assessment activities with higher education constituent groups and related stakeholders.

During the summits, the librarians, academic administrators, institutional researchers, and representatives of higher education organizations had numerous opportunities to exchange perspectives and ideas about assessment. Comments on the evaluation forms emphasized the value of bringing together individuals with different roles in the assessment process for collaborative discussions. The presentations and breakout sessions promoted awareness, deepened understanding, and resulted in recommendations about the unique contribution of libraries to advancing the overall goals and missions of higher education institutions. All of the representative groups highlighted the need to sustain these kinds of discussions and promote partnerships between librarians and constituent groups on their campuses.

I would say my one takeaway was the need for closer integration with both program level design and assessment and course level design and assessment, especially so academic assessment comes up. How libraries and faculty and academic assessment people can partner to more clearly state what do we want students to learn, how are we going to do that, how are we going to figure out if they learned it, and what are we going to do about it? – David James, Associate Vice Provost for Academic Programs, University of Nevada, Las Vegas

◄ ► PLAY

Actions for the profession, based on recommendation 4:

4.1. Build on the partnerships established with external higher education stakeholders to develop assessment initiatives and embed library outcomes.

4.2. Identify higher education organizations and accreditation groups to collaborate on library impact activities and explore potential partnerships.

4.3. Articulate strategies for librarians to initiate, partner in (for example, by working with IR staff), and facilitate campus conversations about institutional assessment.

4.4. Develop guidelines and promote models that expand and integrate multiple academic and student service units in library spaces.

4.5. Encourage library and related vendors to incorporate learning analytics features in their products to advance library assessment work.

Recommendation 5: Integrate the use of existing ACRL resources with library value initiatives.

ACRL has developed a variety of tools that can be used to advance assessment practices in libraries. Librarians at the summits frequently mentioned three tools in particular. *Standards for Libraries in Higher Education* uses an outcomes-based approach to guide librarians in advancing and sustaining their role as partners in educating students, achieving their institution's mission, and positioning libraries as leaders in assessment and continuous improvement on their campuses. *Information Literacy Competency Standards for Higher Education* articulates a set of abilities that students should acquire to identify, evaluate, manage, and use information effectively and efficiently. These standards provide a framework for librarians as they consider the library's contribution to improving learning and institutional effectiveness. Finally, ACRL recently created an online resource, ACRL Metrics, providing access to academic library data collected by ACRL and the National Center for Education Statistics. Although these three tools, along with others, provide rich information and data essential to assessment activities, discussions at the summits revealed that many librarians do not always know how to best use these resources.

Actions for the profession, based on recommendation 5:

5.1. Review ACRL resources to identify complementary content about how the library contributes to institutional mission.

5.2. Create and publicize strategies for using ACRL resources to increase awareness and recognition of library contributions to college and university campuses.

5.3. Investigate the potential incorporation and application of learning analytics practices in conjunction with ACRL resources.

Mile Markers: An ACRL Update

Since the summits, ACRL has already taken several steps to move several of the recommendations forward.

As a direct result of the collaborative planning grant, the association submitted a follow-up proposal to IMLS in early 2012. If funded, a professional development program to strengthen the competencies of librarians in campus leadership and data-informed advocacy will be designed, implemented, and evaluated. Three hundred postsecondary institutions would participate in the three-year project. Each participating institution would identify a team consisting of a librarian and at least two additional team members as determined by the campus (e.g., faculty member, student affairs representative, institutional researchers, academic administrator). The librarians would participate as cohorts in a one-year professional

> *Assessment and demonstrating value will be a topic of conversation with all librarians next semester. We will start by having our IR person give us an overview of assessment activities on campus and which instruments collect data that we might tap into. We will use the Standards for Libraries in Higher Education to set our next set of priorities.* – Senior librarian at the summit

development program that includes team-based assessment activities carried out on their campuses. Supported by a blended learning environment and a peer-to-peer network, the librarians would lead their campus team in the development and implementation of an action-learning project designed to examine and document the impact of the library on student success and to contribute data to assessment activities on their campus.

In June 2012, ACRL will hold a half-day invitational working session to articulate and develop a specific, multiyear research agenda that the library research community could pursue and that would serve as the basis for potential grant funding to support library value research. *The Value of Academic Libraries: A Comprehensive Research Review and Report* outlines numerous research questions on a range of topics and provides a foundation for discussion at the meeting. Working session participants will include leading researchers in the area of library value, as well as individuals who have engaged in conversations with ACRL about the research agenda proposed in the report. Through a series of structured discussions, participants will contribute to establishing priorities and defining directions for a focused research agenda, which will then be vetted with the academic library community in fall 2012.

ACRL's Value of Academic Libraries Committee, in collaboration with the ACRL staff, will have primary responsibility for reviewing the proposed activities of the working session report. The committee will create a work plan and implementation timeline, in consultation with the ACRL Board of Directors, to provide a means for monitoring progress in achieving the recommendations.

Conclusion

Through the discussion at the summits, it became increasingly clear that the external push for greater accountability in higher education will continue. As demonstrated by the enthusiasm of their team members, participating institutions expressed deep interest in, and commitment to, improving the ways they meet their mission to provide high-quality environments and experiences so that teaching, learning, and research activities can flourish.

The higher education assessment movement provides a unique opportunity for library leadership. Academic librarians can serve as connectors and integrators, promoting a unified approach to assessment. As a neutral and well-regarded place on campus, the academic library can help break down traditional institutional silos and foster increased communication across the institutional community. Librarians can bring together people from a wide variety of constituencies for focused conversations and spark communities of action that advance institutional mission.

I find it all amazingly invigorating that many smart people are thinking about some of the same problems that we're trying to deal with, and also very frightening, because I don't know if anyone's really figured it out in a home-run kind of way. I think that's the challenge of what we're dealing with. – Troy Swanson, library department chair, Moraine Valley Community College in Palos Hills, IL

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The recommendations of this report complement other ongoing ACRL Value of Academic Libraries activities and have the potential to move the academic library profession towards new areas of collaborative assessment designed to document the library's impact on student learning and success. They also serve as a framework and resource for other library and higher education groups involved with helping institutions to assess and advance their missions.

As proven by the energetic and collaborative discussions at the summits, the road to demonstrating library value may just be starting, but academic librarians and their campus partners are prepared to make the journey together.

Appendix A: Roster of Participants

EVENT ORGANIZERS

Association of College and Research Libraries (ACRL)

Karen Brown, Associate Professor, Dominican University Graduate School of Library and Information Science

Mary Ellen Davis, ACRL Executive Director

Steve Hiller, Director of Assessment and Planning, University of Washington Libraries

Lisa Janicke Hinchliffe, ACRL Past-President and Associate Professor/Coordinator for Information Literacy Services and Instruction, University of Illinois at Urbana-Champaign

Kara Malenfant, ACRL Scholarly Communications and Government Relations Specialist

Megan Oakleaf, Assistant Professor, Syracuse University School of Information Services

Joyce Ogburn, ACRL President, Dean, J. Willard Marriott Library and University Librarian, University of Utah

Mary Jane Petrowski, ACRL Associate Director

Association for Institutional Research (AIR)

Trudy Bers, AIR Past-President and Executive Director, Research, Curriculum and Planning, Oakton Community College

Randy Swing, AIR Executive Director

Association of Public and Land-grant Universities (APLU)

Christine Keller, APLU Director of Research Policy & Analysis and Executive Director, Voluntary System of Accountability

David Shulenburger, APLU Senior Fellow

Council of Independent Colleges (CIC)

Richard Ekman, CIC President

Stephen Gibson, CIC Director of Programs

SPEAKERS

Charles Blaich, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

Judith Eaton, President, Council on Higher Education Accreditation

Andrew Lootens-White, Vice President for Accreditation Relations, Higher Learning Commission of the North Central Association

Ralph Wolff, President and Executive Director, Western Association of Schools and Colleges

INSTITUTIONAL TEAMS

Bellarmine University, Louisville, KY

David Mahan, Director of Institutional Research

John Stemmer, Director of Library Services

Doris Tegart, Provost

Berea College, Berea, KY
Anne Chase, Director of Library Services
Scott Steele, Dean of Curriculum and Student Learning
Judith Weckman, Director of Institutional Research and Assessment

California State University, Fresno, CA
Bill Covino, Provost and VP for Academic Affairs
Tina Leimer, Associate Vice President for Institutional Effectiveness
Peter McDonald, Dean of Library Services

Drexel University, Philadelphia, PA
Jan Biros, Vice Provost for Budget, Planning, and Administration
Danuta Nitecki, Dean of Libraries and Professor, College of Information Science & Technology

Grinnell College, Grinnell, IA
Richard Fyffe, Rosenthal Librarian of the College
Mark Schneider, Associate Dean of the College and Professor of Physics

Hope College, Holland, MI
Kelly Jacobsma, Director of Libraries
Richard Ray, Provost
Scott VanderStoep, Professor of Psychology and Chair of Assessment Committee

Hostos Community College/CUNY, Bronx, NY
Carmen Coballes-Vega, Provost and Vice-President for Academic Affairs
Madeline Ford, Interim Chief Librarian
Richard Gampert, Director of Institutional Research and Student Assessment

Kansas State University, Manhattan, KS
Lori Goetsch, Dean of Libraries
April Mason, Provost and Senior Vice President
Brian Niehoff, Associate Provost for Institutional Effectiveness

Linfield College, McMinnville, OR
Susan Agre-Kippenhan, Dean of Faculty/Vice President of Academic Affairs
Jennifer Ballard, Director of Institutional Research
Susan Barnes Whyte, Library Director

Moraine Valley Community College, Palos Hills, IL
Gabe Estill, Director of Academic Assessment
Sylvia Jenkins, Vice President, Academic Affairs
Troy Swanson, Library Department Chair

Mount Holyoke College, South Hadley, MA
Lenore Carlisle, Coordinator of Educational Programs and Assistant Professor of Education
Matt McKeever, Associate Professor of Sociology and Associate Dean
Alex Wirth-Cauchon, Director of Research and Instructional Support

North Carolina Agricultural & Technical State University, Greensboro, NC
Winser Alexander, Interim Provost and Vice Chancellor for Academic Affairs
Vicki Coleman, Dean of Library Services
Scott Jenkins, Director of Institutional Research

Oakton Community College, IL
Trudy Bers, Executive Director, Research, Curriculum and Planning
Sherill Weaver, Professor of Library Services

Pennsylvania State University, PA
Loanne Snavely, Librarian and Head, Library Learning Services, University Libraries

Pierce College, Lakewood & Puyallup, WA
Debra Gilchrist, Dean of Libraries and Institutional Effectiveness
Denise Yochum, President, Pierce College Fort Steilacoom

Rio Salado College, Tempe, AZ
Hazel Davis, Faculty Chair, Library Services
Daniel Huston, Coordinator of Strategic Systems
Vernon Smith, Vice President, Academic Affairs

San Diego State University, San Diego, CA
Carolyn Baber, Instructional Services Librarian
Nancy Marlin, Provost
Reynaldo Monzon, Director, Student Testing, Assessment & Research

Santa Barbara City College, Santa Barbara, CA
Robert Else, Senior Director Institutional Assessment, Research and Planning
Kenley Neufeld, Library Director
Alice Scharper, Dean, Educational Programs, Humanities

The University of West Florida, Pensacola, FL
Bob Dugan, Dean of University Libraries
George Ellenberg, Vice Provost for Academic Affairs
Chula King, Provost and Vice President for Academic Affairs

University of Cincinnati, Cincinnati, OH
Gisela Escoe, Vice Provost for Undergraduate Affairs
Victoria Montavon, Dean and University Librarian
Lee Mortimer, Director, Institutional Research

University of Nevada, Las Vegas, Las Vegas, NV
Kari Coburn, Assistant Vice Provost, Institutional Analysis and Planning
Patricia Iannuzzi, Dean of Libraries
David James, Associate Vice Provost for Academic Programs

Utah State University, Logan, UT
Richard Clement, Dean of Libraries
Raymond Coward, Executive Vice President and Provost
Michael Torrens, Director of Analysis, Assessment & Accreditation

Appendix B: Agenda for Summit One

Tuesday, November 29, 2011

5:00 p.m.	Opening Reception
5:45 p.m.	Welcome *Joyce Ogburn, ACRL President, Dean, J. Willard Marriott Library and University Librarian, University of Utah*
5:55 p.m.	Dinner
6:10 p.m.	Introduction *Mary Ellen Davis, ACRL Executive Director*
6:15 p.m.	Overview of "The Value of Academic Libraries: A Comprehensive Research Review and Report" *Megan Oakleaf, Assistant Professor, Syracuse University School of Information Services*
7:15 p.m.	Reaction and Response: Improving Student Learning Outcomes *Charlie Blaich, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium*
8:00 p.m.	Questions and Answers *Lisa Hinchliffe, ACRL Past-President and Associate Professor/Coordinator for Information Literacy Services and Instruction, Univ. of Illinois at Urbana-Champaign*
8:30 p.m.	Adjourn

Wednesday, November 30, 2011

7:30 a.m.	Continental Breakfast (optional)
9:00 a.m.	Agenda for the Day *Megan Oakleaf, Assistant Professor, Syracuse University School of Information Services*
9:15 a.m.	View from Chief Academic Officers *April Mason, Provost and Senior Vice President, Kansas State University* *Richard Ray, Provost, Hope College* *Deb Gilchrist, Dean of Libraries and Institutional Effectiveness, Pierce College Fort Steilacoom**
9:45 a.m.	Questions and Answers
10:10 a.m.	Student Learning/Faculty Productivity: Confronting the Essential Questions *Institutional teams, small group discussion*
10:50 a.m.	Break
11:05 a.m.	Debrief of Student Learning/Faculty Productivity: Confronting the Essential Questions *Large group discussion*
12:00 p.m.	Lunch – Louvre Ballroom

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* On-site substitution for Denise Yochum, President, Pierce College Fort Steilacoom.

Wednesday, November 30, 2011

1:00 p.m.	Reconvene – Montrose Room
1:00 p.m.	View from Accreditors

Judith Eaton, President, Council on Higher Education Accreditation

Andrew Lootens-White, Vice President for Accreditation Relations, Higher Learning Commission of the North Central Association

Ralph Wolff, President and Executive Director, Western Association of Schools and Colleges

1:40 p.m.	Questions and Answers
2:00 p.m.	Innovations and Best Practices: Case Studies

Megan Oakleaf, Assistant Professor, Syracuse University School of Information Services

2:20 p.m.	What's Next? Your Suggestions

Affinity groups by profession, small group discussion

2:50 p.m.	Debrief of What's Next? Your Suggestions

Large group discussion

3:20 p.m.	Summit One Wrap Up

Mary Ellen Davis, ACRL Executive Director

3:30 p.m.	Adjourn
4:00 p.m.	Art Gallery Tour – Lobby (optional)

Appendix C: Agenda for Summit Two

Wednesday, November 30, 2011

5:50 p.m.	Dinner – Meet in Lobby (optional)

Thursday, December 1, 2011

7:30 a.m.	Continental Breakfast (optional)
9:00 a.m.	Agenda for the Day *Megan Oakleaf, Assistant Professor, Syracuse University School of Information Services*
9:15 a.m.	Library's Contributions to Institutional Focus Areas *Small group activity and large group discussion*
10:15 a.m.	Break
10:30 a.m.	Evidence and Partnerships *Steve Hiller, Director of Assessment and Planning, University of Washington*
11:00 a.m.	Questions and Answers
11:15 a.m.	What Do We Need to Learn? How Can We Learn It? *Small group discussion*
12:00 p.m.	Lunch
1:00 p.m.	Debrief of What Do We Need to Learn? How Can We Learn It? *Large group discussion*
2:00 p.m.	Perspectives on the Summits *Bob Dugan, Dean of University Libraries, The University of West Florida* *Deb Gilchrist, Dean of Libraries and Institutional Effectiveness, Pierce College* *Steve Hiller, Director of Assessment and Planning, University of Washington*
2:30 p.m.	Questions and Answers
2:45 p.m.	Break
3:00 p.m.	Campus Assessment Projects *Silent brainstorming and report out*
3:15 p.m.	Take Aways *Individual report out*
3:45 p.m.	Summit Two Wrap Up *Mary Ellen Davis, ACRL Executive Director* *Joyce Ogburn, ACRL President, Dean, J. Willard Marriott Library and University Librarian, University of Utah*
4:00 p.m.	Adjourn

Appendix D: Recording Tool for Librarians/Facilitators

Instructions
Please use this recording tool* to take notes throughout the first summit, "Demonstrating Library Value: A National Conversation."

Purpose: This tool is intended to **facilitate the documentation of ideas** you encounter during our first summit, both through the **comments of the groups** you are seated with as well as **your own thinking** and reflection. Please consider it as "parking space" for brainstormed ideas—a way not to lose track of them. Because you are recording brainstormed comments and thoughts, **you do not need to evaluate** the quality of what you record. The important thing is to capture as many as possible so that we can reflect on them later, in the second summit and beyond.

You may also find this tool helpful as a guide to conversation. Should table conversations stray off track, some of the questions below may be of assistance in getting the conversation back on task.

This recording tool will be collected Wednesday afternoon at the close of the first summit and used to prepare materials for the second summit on Thursday. It may also be used to inform the white paper that ACRL will produce after the close of both summits.

Facilitators will also be recording information during the first summit. If you are at a table with more than one person recording, please take your own notes and do not worry about duplication with others. However, we do need you to record your Wednesday morning table number and your Wednesday afternoon table number. You do not need to identify yourself by name. However, if you would like this recording tool returned to you, please include your name and indicate so below.

Morning table number: _____   Name (optional): _____

Afternoon table number: _____   Please return to me: ___Yes   ___No

_____

*Developed by summit facilitator, Megan Oakleaf, including portions of her past work.

FOCUS AREAS
What are the major institutional focus areas (IFAs) libraries can/do contribute to?

LIBRARY CONTRIBUTIONS
In what ways can/do libraries contribute to IFAs?

EVIDENCE/DATA
What evidence/data do librarians need to show the library's contribution to IFAs?
(including data *we* have that *they* need, and data *they* have that *we* need)

PARTNERSHIPS/COLLABORATIONS
What partnerships/collaborations do librarians need to establish/expand to contribute to IFAs?

SKILLS & STRATEGIES
What do librarians need to learn in order to contribute to IFAs?

LEARNING SKILLS/STRATEGIES

How would you like to learn these things? For example, what formats or types of professional development might be helpful? What tools would be most useful?

ACRL

What would you like ACRL to do to support the effort to demonstrate library contributions to IFAs?

PROJECT IDEAS

Did any ideas emerge about research/assessment projects that demonstrate library contributions to IFAs?

What final thoughts do you have about what you've heard or considered during Summit #1?

CHALLENGES

What, if anything, concerns you about demonstrating library contribution to IFAs? What challenges do you perceive?

EXCITEMENT

What, if anything, excites you about demonstrating library contributions to IFAs? What opportunities do you perceive?

Appendix E: Reflection Form for Academic Administrators/Institutional Researchers

I am an:

_____ Academic administrator

_____ Institutional researcher

_____ Other: _____

Please take a few minutes to respond to the following questions about what you've heard or considered during this summit. You may leave this sheet at your table.

CHALLENGES What, if anything, concerns you about libraries working to demonstrate their contributions to institutional focus areas? What challenges do you perceive?
EXCITEMENT What, if anything, excites you about libraries working to demonstrate their contributions to institutional focus areas? What opportunities do you perceive?
OTHER What else would you like us to know?

If you would be willing to participate in a follow-up interview or focus group, please provide your contact information.

Name: _____

Institution: _____

Contact phone/email: _____

Appendix F: Report of Participant Evaluations

ACRL's IMLS 2011 National Leadership Collaborative Planning Grant provided funding to convene two national summits. ACRL teamed with three influential higher education groups experienced with education assessment and institutional effectiveness—the Association for Institutional Research, the Association of Public and Land-grant Universities, and the Council of Independent Colleges—to plan and carry out the two summits, "Demonstrating Library Value: A National Conversation," held November 29–December 1, 2011, in Chicago. The summits brought together representatives from 22 postsecondary institutions, including senior librarians, chief academic administrators, and institutional researchers, for discussions about library impact. Fifteen representatives from higher education organizations and associations also participated in the summits, which combined plenary presentations and facilitated discussion sessions.

Summit organizers sent a brief survey to the 59 members of institutional teams who attended the summits. Just over half responded (35 total, broken down as follows: 10 academic administrators, 6 institutional researchers and 19 librarian/library administrators). Participants were asked why they chose to attend and they reported:

Please select the factors that most influenced your desire to attend this summit:	Response Percent	Response Count
Because I was invited by ACRL or someone on campus	77%	26
Program topic	50%	17
Involvement of multiple higher education associations	35%	12
Grant funded (i.e., no direct cost to participate)	29%	10
Demonstrate my clear support for the library	29%	10
Influence national conversation about assessment of student learning	41%	14
Demonstrate institutional commitment to/investment in larger topic of accountability/assessment	44%	15

Participants were asked to self-assess their knowledge and understanding, prior to and after the summits, of several areas which are project grant goals. Participants scored themselves on a scale of 1-6 (where 6 is the highest). Every goal area saw an increase when comparing pre- and post summit self-assessment (with increases anywhere from 20 to 46 percentage points) as follows:

Statement of project goal:	Response Percent	Percent Change
"PRIOR to attending this summit, I would rate my awareness and understanding about how academic libraries contribute to the overall goals and missions of their institutions as:" a 5 or 6 (where 6 is the highest).	71%	20% increase
"AFTER attending this summit, I would rate my awareness and understanding about how academic libraries contribute to the overall goals and missions of their institutions as:" a 5 or 6 (where 6 is the highest).	91%	

"PRIOR to attending this summit, I would rate my awareness and understanding of the value of collaborative relationships with others on campus around the issue of library value and institutional success as:" a 5 or 6 (where 6 is the highest).	62%	26% increase
"AFTER attending this summit, I would rate my awareness and understanding of the value of collaborative relationships with others on campus around the issue of library value and institutional success as:" a 5 or 6 (where 6 is the highest).	88%	
"PRIOR to attending this summit, I would rate my knowledge of available data that my institution currently tracks with respect to library contributions to student learning as:" a 5 or 6 (where 6 is the highest).	32%	35% increase
"AFTER attending this summit, I would rate my knowledge of available data that my institution currently tracks with respect to library contributions to student learning as:" a 5 or 6 (where 6 is the highest).	67%	
"PRIOR to attending this summit, I would rate my knowledge of data about library performance that higher education administrators need to advance institutional mission and goals as:" a 5 or 6 (where 6 is the highest).	27%	46% increase
"AFTER attending this summit, I would rate my knowledge of data about library performance that higher education administrators need to advance institutional mission and goals as:" a 5 or 6 (where 6 is the highest).	73%	

Participants were asked "How was the experience of participating in the summit valuable to you?" Selected replies follow:

- I learned a great deal from other administrators and Library personnel attending. I think attending as a team from our campus was a great asset to the summit.
- Helping to develop ideas regarding collaboration between administration and library staff regarding institutional goals.
- Although my awareness was high before, it was very valuable to participate in conversations across multiple institutions of different types and to consider how practices can be implemented in institution-specific ways.
- Confirming that there are no golden rings out there which our institution has not found … it's an interesting time to explore this topic
- It helped to broaden my knowledge and expose me to perspectives I don't ordinarily get the chance to hear.
- It made me more aware of how important it is to help create an assessment plan for the library.
- Listening to the advice of IR people and some academic administrators about being judicious in deciding to collect new data and instead, reviewing the value of data that is already captured at our institutions. Recognizing that sometimes qualitative assessments are superior to quantitative measures.
- Always invaluable to spend time with one's dean. Having the IR people there was an unanticipated pleasure. Good to hear from the accreditation people too. Really good having my new dean hear about the good work that academic libraries do already in assessment.
- It got my Provost's juices flowing and will jumpstart conversations about the library being included in all forms of assessment activities on campus.
- Exchange of ideas; reinforced how central a role the library plays in student retention, achievement, and success

- A good chance to have some general conversations with our librarian and our academic officer. It also gave me some insight into some of the challenges libraries are facing. And it challenged me to figure out how to incorporate 'non-traditional' library measures (beyond # of books, circulation, etc.) into existing systems.
- I gained some insight as to how librarians look at what their mission and position is in the overall student learning outcomes of the university. Also leaving the notion of output volume and beginning to think about the process of measuring value added to the learning outcomes university-wide.
- The summit immediately helped me recognize that understanding library value is not about justifying the existence of a library in an institution of higher education, but how valuing libraries impacts on students, faculty, staff, and administration.
- First, it was very valuable to travel with and discuss with my colleagues from campus. While I have served on many committees with them, we never have had a chance to think specifically about the library in those settings. It also was very valuable to hear the perspective of accrediting agencies and to then look at what we are doing in light of their questions. Finally, it was helpful to have time to work with colleagues from other libraries to explore ways we might collaborate on this effort.

While the summits were designed to elicit advice and recommendations from attendees (and were not an educational event or aimed at program planning), many participants discussed plans for when they returned to their home campuses. Therefore, the evaluation included the question "What steps are you likely to take at your institution given what you learned at the summit?" Selected replies follow:

- I have scheduled a follow-up meeting involving both the team that attended with me and others on campus for whom this is relevant.
- We will engage the Library personnel in our discussions of retention.
- Share information with other deans. Organize conversation/discussion with library faculty. Identify first projects to begin a library impact data study.
- Institute more collaboration between administration and library staff regarding institutional goals, especially around effectiveness and assessment.
- More involvement of library in student success initiatives, Dev[elopement] ed., etc.
- Have conversations with library middle managers regarding documenting measures that show the library's impact and value. Learn to talk the same language as senior level campus administrators so that I can better convey the library's contributions to them (in their language).
- We will begin a more proactive and robust effort to quantify our contribution to the overall academic mission of our university, in consort with our IR person.
- Delve more deeply into how information literacy is incorporated into coursework based on the priority regional accrediting agencies have given to this topic
- Assessment and demonstrating value will be a topic of conversation with all librarians next semester. We will start by having our IR person give us an overview of assessment activities on campus and which instruments collect data that we might tap into. We will use the *Standards for Libraries in Higher Education* to set our next set of priorities.
- Include a library faculty member (discipline specialist) on each academic program review committee.
- Work to create actionable data that librarians and library administrators can use to make decisions. Work on ways to more effectively communicate the library's contribution to the intuition and ensure that all library staff are able to articulate this contribution.

- The first step is that I will confer with our librarians to figure out what data they have, how it is stored, and how I might gain access to it to link to other information we have in other databases. The answers to those questions will guide following steps.
- Meeting with Dean of Libraries and working on gathering information about what her objectives/outcomes she is working on to submit as part of the ongoing strategic planning process on campus.
- Joint meetings with IR and Libraries to achieve better understanding of data collection and availability from both parties. Follow-up meeting with Provost and IR person to debrief and determine next steps. Take a closer look at our draft HLC self-study for treatment of the library.
- Work with the library to make visible (through data collection and reporting strategies) their impact on university goals and priorities. For example, there are a number of ways we can track the library's impact on retention, including using data on the integration of the library into the curriculum and syllabi.
- Work with one of our departments to assess the impact of mentors and library instruction on student performance. Recognized the importance of focusing on a smaller number of areas on which the library has the most direct impact.
- Work more closely with IR to determine the type of data that we should be collecting. Identify collaborative opportunities outside of the libraries that demonstrate library value. Identify within the library the value it adds to the institution and develop a strategy for collecting information. Use the information that is collected to enhance what the library provides to college community.

Participants were asked "Is there anything else you'd like to share?" Selected replies follow:
- I thought the program was excellent and would hope the conversation will continue.
- Loved the list of possible ways that libraries can support institution's mission.
- The meeting itself was very well run and just the right size.
- Enjoyed the exchange of ideas and the well-organized agenda.
- This was of very high value to me to get my provost involved. He is already a library supporter, but I can't help but think that the provosts who really need to participate are those who don't give much thought to libraries. How can we get them involved in these kinds of discussions, particularly with other provosts who value academic libraries?
- I'd like to see dean of students-type person brought into the conversation. We plan to do that here.