

A toolkit for efficient reporting on the library's value to disparate stakeholders

Sarah Pickle, November 2016

CLAREMONT COLLEGES
LIBRARY • 

Introduction

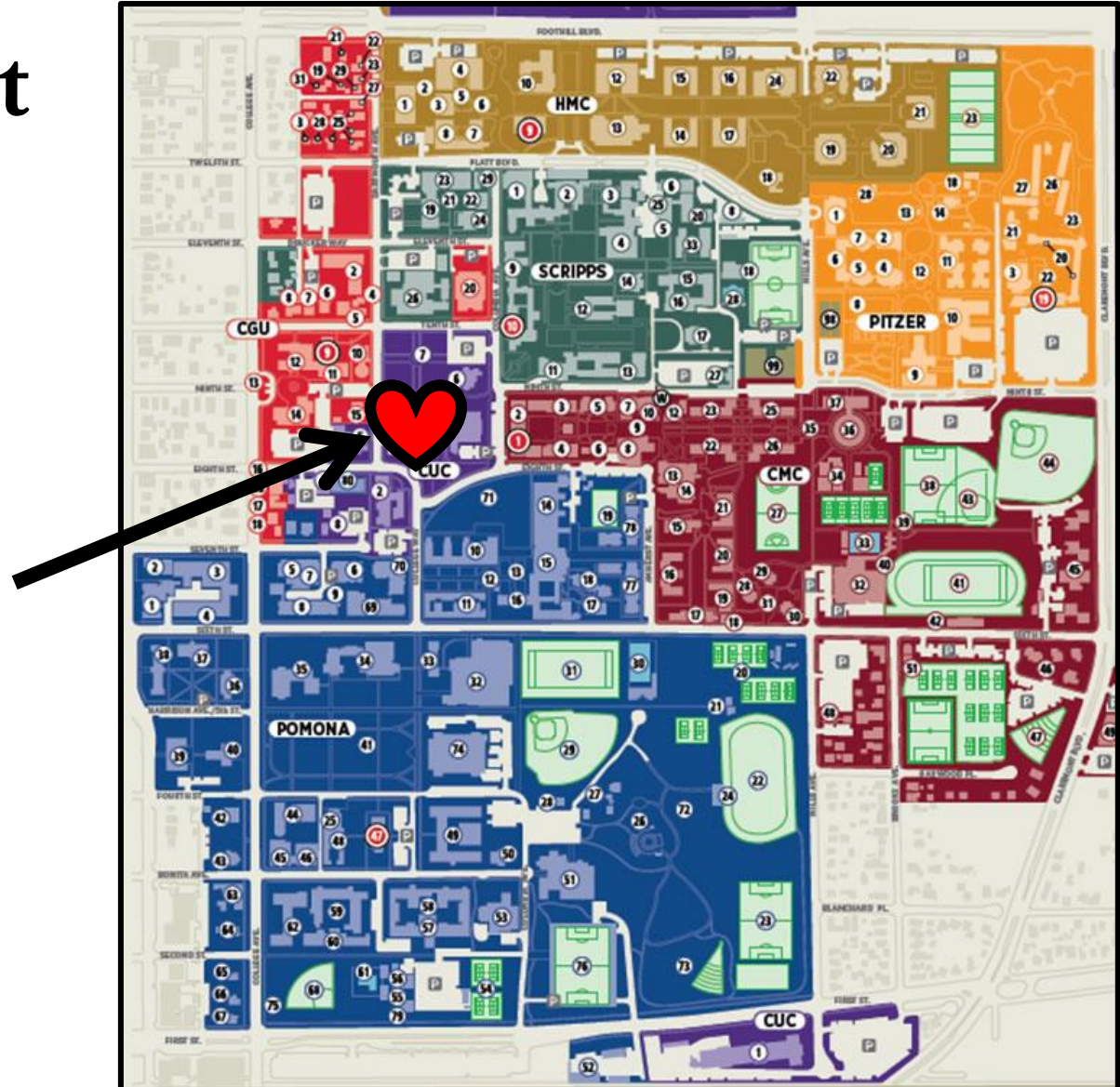
- What am I here to talk about?
- Why is it useful?
- Whom might this be useful for?



Context



Context



Elements

Focuses on financial and usage data

Elements:

- Table of readily available data

Table of readily available data

- Visits
- Usage of resources (print, electronic, special collections, resource sharing)
- Instruction sessions & research appointments (general and special collections)
- Institutional repository activity
- Student worker program

Table of readily available data

Data for Campuses

Below is a table describing the kinds of student data the Claremont Colleges Library (CCL) is able to share with our campuses. In general, CCL can only offer data that are aggregated, as we wish to protect the privacy of our patrons, but there are exceptions. One, related to senior theses, is noted below, and the others are anecdotes illustrating librarian engagements with students, which can be gathered from library colleagues.

Data description	Data source	Dates of most useful data	Data points	Notes	CCL Contact
General library: Visits	Wifi routers	November 2015-present	<ul style="list-style-type: none"> - status (student status) - device type - operating system - location (floor, Honnold/Mudd side) 		Kome
General library: Usage of physical resources	WMS	July 2015-present	<ul style="list-style-type: none"> - number of accounts - status (student, senior, faculty, staff) - number of checkouts - time of checkout - general subject areas of resource checked out 	have limited access to older data, but wouldn't be able to segment by patron type, just campus and subject area	Lebel
General library: Usage of electronic resources	ezProxy	December 2015-present	<ul style="list-style-type: none"> - status (student status) - names of resources visited by users - relative (not absolute) volume of traffic to these resources (e.g., more entries in log for X resource than Y resource) - when resource was accessed 		Kome

Elements

Focuses on financial and usage data

Elements:

- Table of readily available data
- Interview guide for stakeholders

Interview guide for stakeholders

Basic Interview Guide

1. What do you view as the greatest strengths of the students at [CAMPUS]?
2. What are your biggest concerns about your students' success? What are your biggest concerns about them after they graduate from [CAMPUS]?
3. What do you view as the greatest strengths of your faculty?
4. What are your biggest concerns about your faculty's success?
5. What are your top priorities for [CAMPUS] today?
6. What opportunities do you see for the library to support your students and faculty?
7. What concerns do you have about the library's support for your students and faculty?

Elements

Focuses on financial and usage data

Elements:

- Table of readily available data
- Interview guide for stakeholders
- Short survey questionnaire

Short survey questionnaire

Student and Faculty Survey Questionnaire

1. What kind of activities do your class assignments typically involve?

	Often	Sometimes	Rarely	Never
Doing primary research (e.g., conducting your own experiments or collecting original data)				
Doing secondary research (e.g., working with literature, data, or other materials from existing research)				

2. How do you [FACULTY: your students] typically do course work?

- Alone
- With others

3. Where do you [FACULTY: think students] typically do course work?

- In the lab
- Elsewhere in [CAMPUS] buildings
- At library
- At home
- Other _____

4. [STUDENTS ONLY] Approximately what percentage of your time doing course work do you spend in each of those locations?

- In the lab _____
- Elsewhere in [CAMPUS] buildings _____
- At library _____
- At home _____
- Other _____

Elements

Focuses on financial and usage data

Elements:

- Table of readily available data
- Interview guide for stakeholders
- Short survey questionnaire
- Report template

Report template

Reporting on Library Value to Single College (TEMPLATE)

1. Overview: Statement on ROI for aspects of library that are viewed as valuable by the campus
2. Discussion of each of those areas, which may include:
 - a. Information resources both held and borrowed by the library
 - i. Campus' contribution to the library (budget data)
 - ii. Campus' key resource needs (interview data, EZproxy logs)
 - iii. How the economy of scale at Claremont enables the campus to have access to vastly more than they could otherwise afford on their own, with examples (budget and acquisitions data)
 - b. Faculty and student support
 - i. Information literacy instruction and accreditation (instruction data, conversations with colleagues)
 - ii. Research support services (reference and consultation data, conversations with colleagues)
 - c. Library facilities: building visitors (wifi router logs)
3. Future directions: Current and upcoming projects of likely interest to the campus
4. Conclusion: Reiterated statement on ROI for the campus and summary of discussion above

Report for KGI

TO: Kevin Mulroy
FROM: Sarah Pickle
DATE: March 25, 2016
SUBJECT: Claremont Colleges Library ROI Analysis for the Keck Graduate Institute

Introduction

At your request, I have examined the value KGI receives from the Claremont Colleges Library (CCL). The evidence demonstrates that KGI is receiving a great return on its investment in the following ways:

- *Access to critical STEM information resources at 2.2% of their total cost to the Claremont Colleges;*
- *Dependable and fast retrieval of resources requested by researchers;*
- *Targeted support for learning and research in pharmacy and the applied life sciences;*
- *Use of library facilities that accommodate visitors in individualized and group study settings.*

Information Resources

In FY15, KGI contributed \$236,913 to (or 2.2% of) CCL's budget.ⁱ In return, the library has provided the institute with access to STEM and business journals, books, and other resources that are competitive with those of KGI's peer institutions.ⁱⁱ For the pharmaceutical sciences, in particular, the library continues to manage access to electronic materials originally purchased in 2013 to support the WASC accreditation of KGI's

Results so far

Upcoming report **Pitzer**: much faster, smoother

Completed report for **KGI**: not a peep since

Practical implications & conclusion

KGI: not having heard back is kind of a win

Pitzer: easy leap into supporting reaccreditation,
future assessment studies

Scripps: quick report for new president

Pomona: quick report for new lead college dean
(my boss's boss)?

Any college, anywhere?