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Today's Presenter

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Take Action:

Using and Presenting Research Findings to Make Your Case

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What story does your
assessment data tell?



Which library services or resources are likely to be impacted by the information you've gathered?

- Instruction or program
- Reference
- Educational role
- Space, physical
- Discovery: institutional web, resource guides
- Collections
- Personnel
- Scholarly communications
- Other (post to chat)

Translate Findings



to Action



Who are the stakeholders?



Stakeholder identification -- academic library

Internal			
Students	Faculty	Library	Administration
External			
Parents	Accreditors	Local community	Funders

Stakeholder identification -- public library

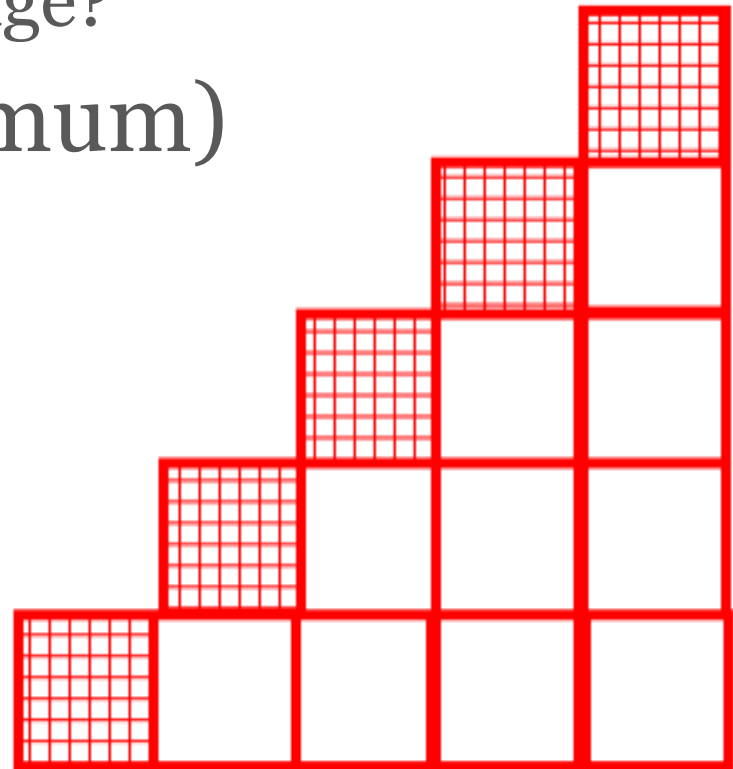
Local Government <ul style="list-style-type: none">• Board of commissioners• Public works• Economic development• Planning & zoning	Library Staff & Board <ul style="list-style-type: none">• Board of trustees• Library administration• Full-time/part-time staff• Volunteers• Friends of the library	Local Non-profits <ul style="list-style-type: none">• Homeless associations• American Red Cross• United Way• Local church groups
Public Schools <ul style="list-style-type: none">• Staff & faculty• Students & parents• Homeschool community	Community & commuting users <ul style="list-style-type: none">• Local residents• Commuters• Nearby communities	Employers <ul style="list-style-type: none">• Federal, state, local employers• Private businesses• Military bases• Small businesses



Developing key messages for stakeholder groups

What stakeholder group are you speaking to?

- What are their priorities?
- What is their preferred communication method?
- What is your key message?
 - 3 points (maximum)
 - 9 seconds
 - 27 words



Example: Improving outreach at a public library

- **Library Staff:** Improving outreach
- **Public Relations:** Creating a social media campaign
- **Patrons:** Providing bookmobile services, address accessibility
- **Director/Assistant Director:** Marketing and communication increase outreach



Example: Eliminating fines at a public library

- **Programmers:** Remain true to our strategic plan and bring non-users, not afraid of fines
- **Circulation staff:** Patrons still held responsible lost/damaged items, expected to return materials in a timely manner
- **Library users:** Okay to check out 50 books, you won't incur fines!
- **Former library users:** Welcome back! We value you and want you to experience the full range of services that your library has to offer



Example: Embedding library resources in online courses at a university

- **Students:** Library embedded within all course pages
- **Faculty:** Collaborative relationship with library staff improves curriculum
- **Library staff:** Universal access will increase library traffic, both digital and physical and increase awareness of library services, importance to all stakeholders



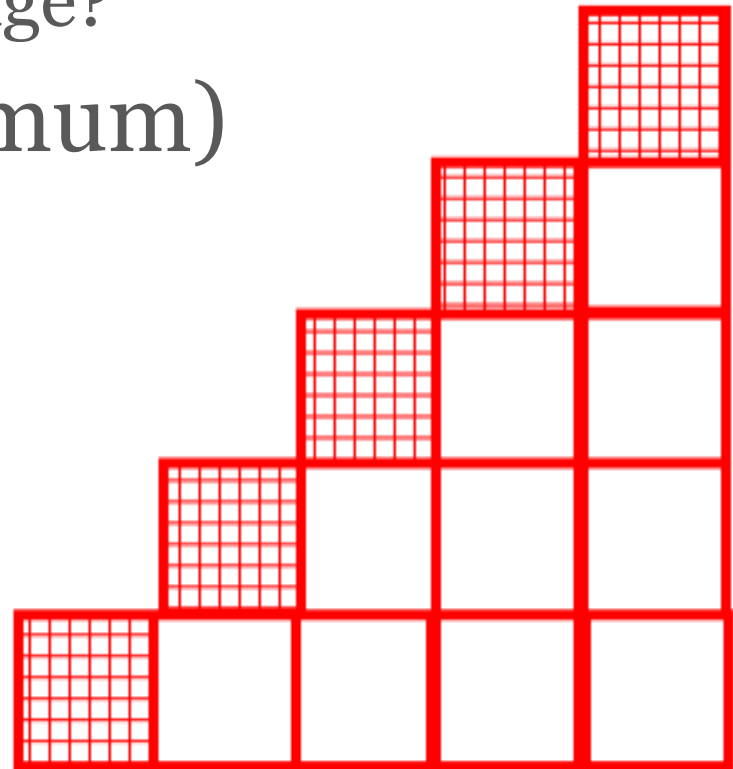
Example: Adding outreach events at an academic library to reach diverse student groups

- **Library staff:** Outreach programming will deliver service to more patrons
- **Student groups:** Library understands the impact groups have on the students, eager to aid your members
- **First-year students:** Library assists in transition from high school to college
- **Office of the Vice Provost for Educational Equity:** Library committed to helping University meet strategic goals



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Where are the Gaps?



Questions? Follow-ups?
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Thank you!

Questions and Discussion

#libdata4impact

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Webinar Series: Evaluating and Sharing Your Library's Impact

Part 1:
April 24



Kara Reuter

*User-centered
Assessment:
Leveraging What
You Know and
Filling in the Gaps*

Part 2:
August 14



Linda
Hofschire

*Digging into
Assessment Data:
Tips, Tricks, and
Tools of the Trade*

Part 3:
October 3



Melissa
Bowles-Terry

*Take Action: Using
and Presenting
Research Findings
to Make Your Case*

For more information: <https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html>



Series Learner Guide

Webinar Series: Evaluating and Sharing Your Library's Impact Learner Guide

<https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html>

Series Description: Ensure your library is exceeding expectations by using evidence-based research. This webinar series on user-centered assessment and supported proof.

Bringing together research and practical application of creating assessments that provide need for an effective assessment to teach you to evaluate your program evolving needs of your patrons and community.

What are your goals for participation?

Personal Goals	
Team Goals	

Part 1: User-centered Assessment

Whether you're trying to decide how much space, formal assessment tools can be used. Assessments are more effective than informal ones. Learn how to use what you already know to learn how to use what you already have to still need, and how to formulate a plan.

Reflections on Informal Assessments

Consider or discuss examples of research or collections or programs that were observed. Did you feel there was a need for changes with library users and potential users available to support your decision?

Part 2: Digging into Assessment Data: Tips, Tricks, and Tools of the Trade

You know what you want to know and how to ask the right questions. Now what? This session will delve into assessment tools and data collection methods that are best for your questions. You also will learn how to analyze data your library can use. Don't worry if using qualitative and quantitative data. Insight you need to use both with confidence.

Assessment tools/data collection methods

Has your library used any of the following methods for assessment? List the benefits or drawbacks of each. Each method is linked to a [Collection Method Resources](#) at the end of this learner guide.

- [Surveys](#)
- [Individual Interviews](#)
- [Focus Group Interviews](#)
- [Structured Observations](#)
- [Ethnographic Research](#) (e.g. [mappings](#), [diaries](#), [journaling](#))
- [Analytics](#)
- [Experimental Design](#) (with control groups)
- [Usability Testing](#)
- Other

Part 3: Take Action: Using and Presenting Research Findings to Make Your Case

You've formulated the hard question/s. You've collected your data. What stories do your findings tell, and what do they suggest? This final session explores how to present findings to your library's key stakeholders and decision-makers in a compelling way, and how to turn those findings into action that benefits your patrons.

Developing Strategic Initiatives

Now that you have user-centered data to inform your decisions, develop strategic initiatives and action plans to meet your users' needs. Check the boxes below for all the areas that could be impacted by changes made, using your meaningful research findings. Circle the areas to prioritize for your planning.

- instruction or program
- reference
- educational role
- space, physical
- discovery: institutional web, resource guides
- collections
- personnel
- scholarly communications
- other:

Stakeholder Priorities

List three of your library's stakeholders and identify some of their needs. What are their priorities, what measures do you think would be most meaningful to them? (e.g. patrons, students, users, potential users, staff, the public, a board member, management, etc.)

Stakeholder 1:

Priority:

Meaningful data:

Resources Section

Existing Data Sources

Public Libraries

[Options and Support of Public Libraries in 2018](#)

[Residents: Facets of Online Engagement](#)

[The State of Digitization in US Public and State](#)

[Digital Visitors and Residents: Facets of Online](#)

[ACRL Literature Analysis Dashboard](#)

[and blog](#)

[5 Essential Areas to Research \(ACRL\)](#)

[Student Success \(ACRL\)](#)

[Library Survey \(ALS\) data](#)

Use alone or with others to apply what you're learning between sessions. 13 pages of questions, activities, and resources. Customizable to meet your team's needs!