

Going Beyond IR Usage: Assessing Scholarly Communication Programs at Public M1 Institutions

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Purpose and Goals

- Academic libraries have been investing more substantially in scholarly communication services over the past two decades.
- Assessment of outcomes and output measures, beyond repository downloads and workshop attendance, have not kept pace with increased emphasis.
- In August 2019 California State University, Sacramento and San Jose State University were awarded an IMLS National Forum Grant to identify standards and best practices in evaluating scholarly communication programs at M1 Carnegie-classified public universities.

Methodology

Phase 1: Focus Groups / Interviews

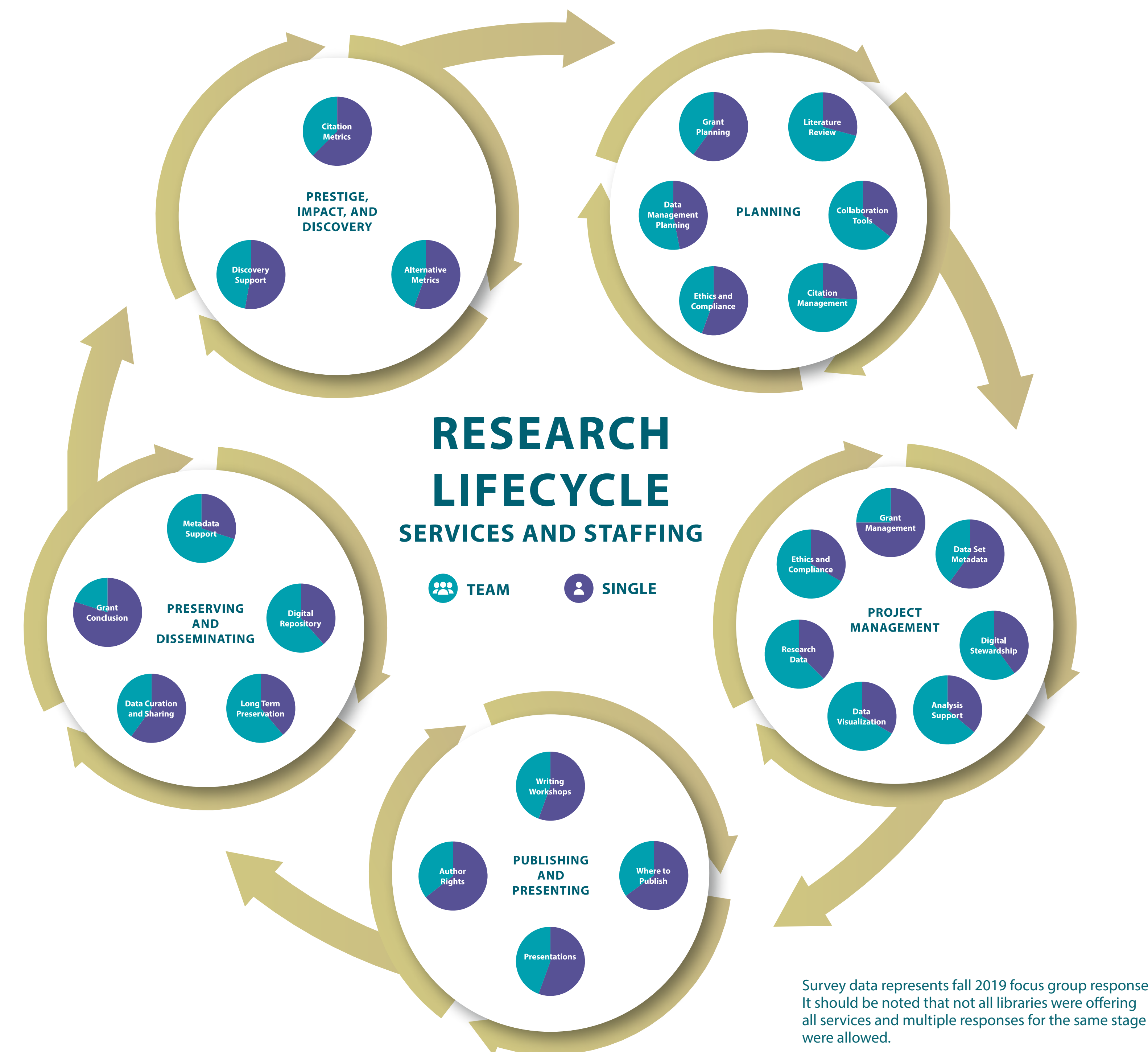
- Fall 2019, 3 focus groups were held (1 in-person and 2 virtual) consisting of 21 scholarly communication and assessment librarians.
- Facilitator employed scripted questions and survey to gather data on which scholarly communication services are most widely implemented at M1 public universities and how those services should be assessed.
- Survey prompted participants to list library services offered to support each of 5 stages in the research lifecycle, categorize level of development of service and whether service was supported by a single person or team.
- Conducted 13 one-on-one interviews with campus stakeholders in research and sponsored programs.

Phase 2: National Forum

- Online forum was held May 4 – 5, 2020.
- 36 attendees, including scholarly communication and assessment librarians and campus stakeholders.
- 5 presentations, 2 panels, and 5 breakout sessions.
- Session topics were selected from needs identified in focus groups and interviews.
- Project team is currently analyzing data from the forum.

Phase 3: Dissemination

- Draft white paper and rubric will be shared for peer review in May, 2021.
- Final white paper and rubric will be published in December, 2021.



Preliminary Findings

- Staffing of services may serve as an indicator of institutional resources and stage of development for the services. Team vs. single staff support as illustrated above is representative of the focus group responses.
- Campus stakeholders had awareness of library services in *Preserving and Disseminating* but not consistently across other stages of the research lifecycle.
- A culture of assessment has yet to fully develop, though there is a recognition of its importance.
- As M1 institutions attempt to better support the research lifecycle, there are opportunities for academic libraries to promote existing activities and address unmet needs. Greater alignment and discussion across campus units is needed.