

# Lib-Value: *Multiple* academic institutions using *multiple* methods to measure *multiple* values of *multiple* services for *multiple* stakeholders



LibValue

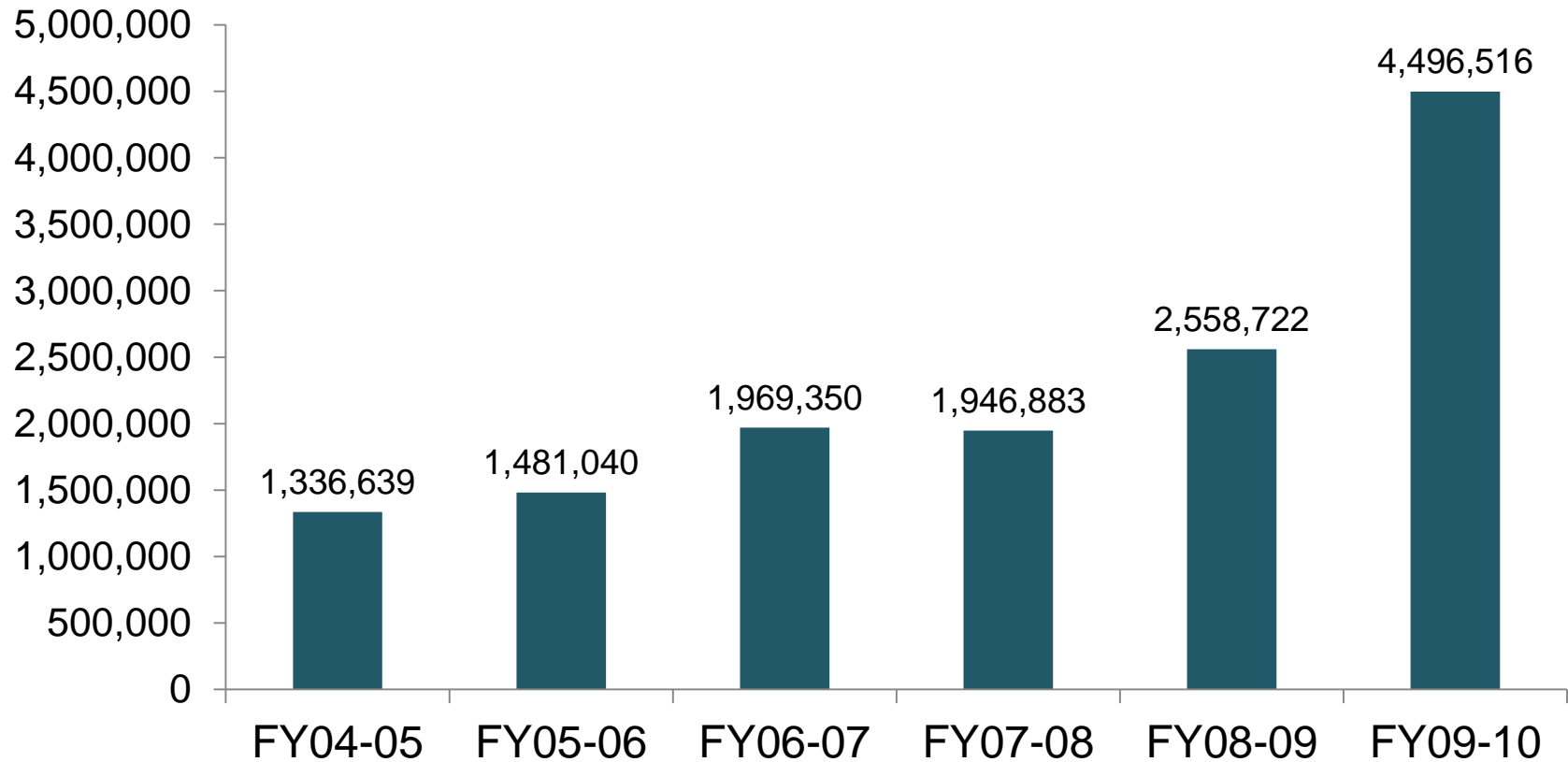
Value, Outcomes, and Return on  
Investment of Academic Libraries





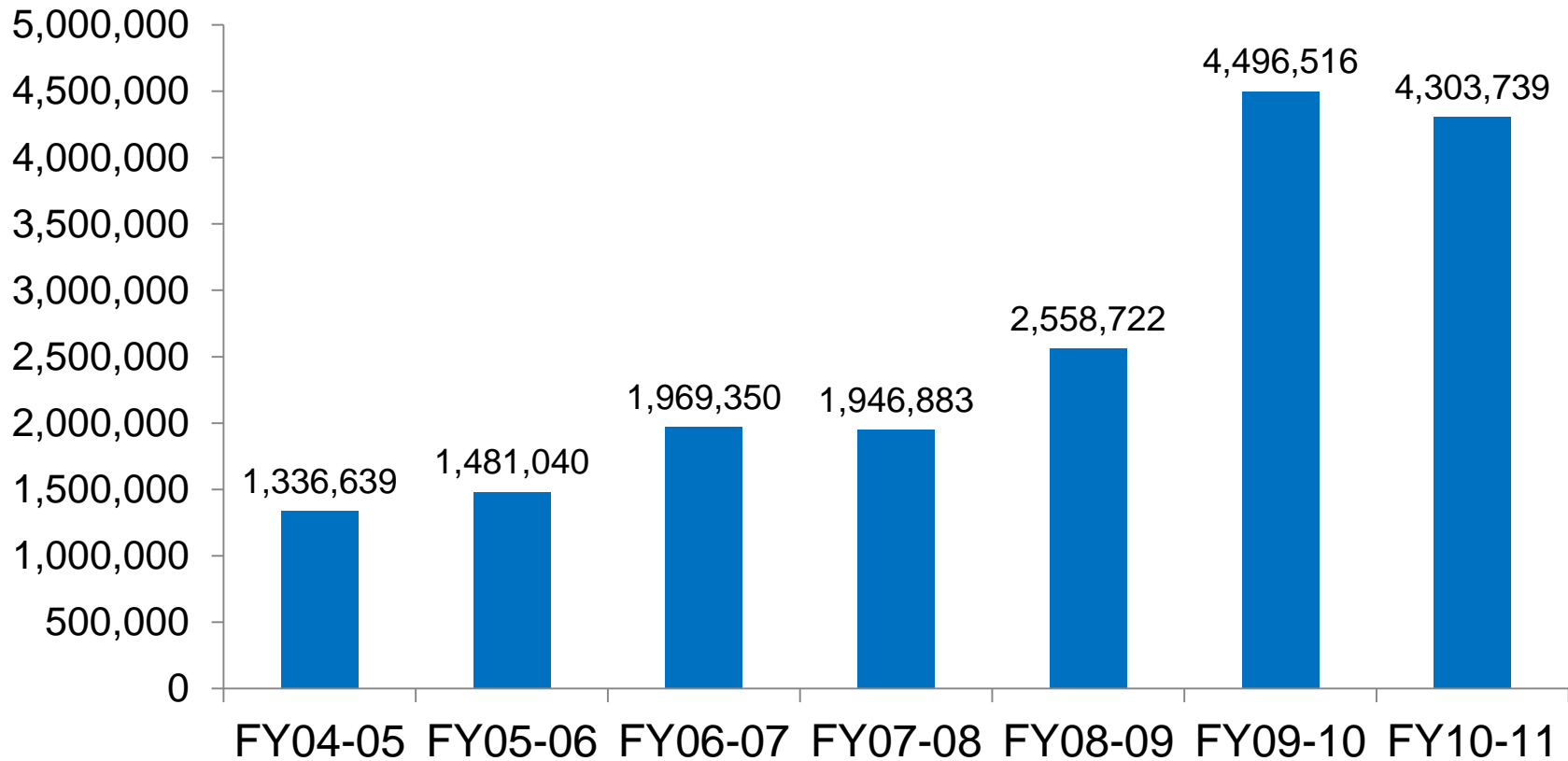
# Implied Value: downloads

## UTK Article Downloads



# Implied Value: Downloads

## UTK Article Downloads



# Going beyond implied value to show...

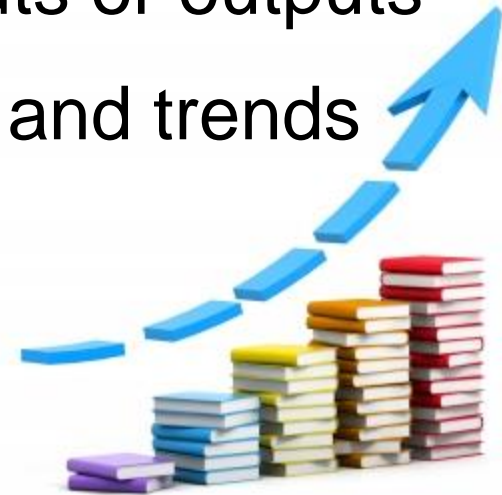
➤ Purpose

➤ Outcomes

➤ Return on Investment  
(ROI)

# Measuring Value

- Tie what you measure to the mission of the university
- Value to the institution and the stakeholders
- Measure outcomes, not just inputs or outputs
- Quantitative data can show ROI and trends
- Qualitative data tell a story
- No one method stands alone



# Project Teams

**Ebooks**

**Special  
Collections**

**Information  
Commons**

**Collections  
and Reading**

**Value and ROI**

**Teaching and  
Learning**

**Comprehensive**

**Tools**

**Website and  
Value  
Bibliography**



| <b>Presentation Title</b>   | <b>Lead Presenter</b>  |
|---|--|
| <b>Scholarly Reading of Undergraduate and Graduate Students</b>   | <b>Dr. Carol Tenopir, University of Tennessee</b>            |
| <b>Faculty E-book Reading Patterns</b>  | <b>Lisa Christian, University of Tennessee</b>               |
| <b>Three E-Book Outlooks: What Humanists, Social Scientists and Scientists Want and Predict</b>                             | <b>Tina Chrazastowski, Santa Clara University</b>            |
| <b>How Library Learning Spaces Contribute to Student Success</b>  | <b>Teresa Walker, University of Tennessee</b>                |
| <b>Academic Libraries' Support for Teaching</b>   | <b>Dr. Rachel Fleming-May, University of Tennessee</b>       |
| <b>The Value, Outcomes, and Return on Investment of Academic Libraries Bibliographic Database and Controlled Vocabulary</b> | <b>Dr. Rachel Fleming-May, University of Tennessee</b>       |
| <b>The LibValue Toolkit</b>   | <b>Martha Kyrrillidou, Association of Research Libraries</b> |



# Scholarly Reading Patterns of US Graduate and Undergraduate Students

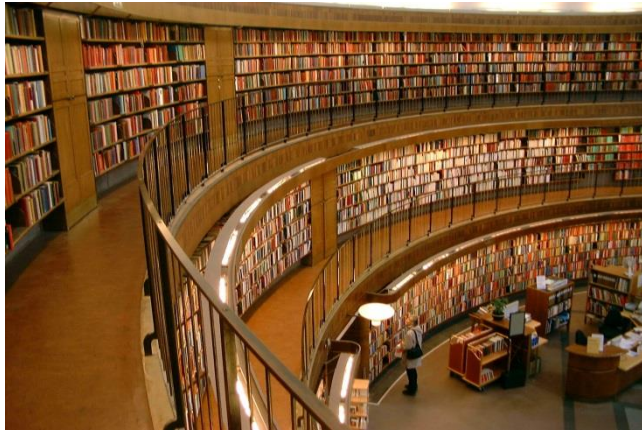
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# How important is the academic library in the scholarly reading lives of students?

Does this value differ based on:

- Academic Status
- Discipline
- Type of Material

# Where do students get article readings and in what form?



**From the Library**  
60% of Graduates  
36% of Undergraduates

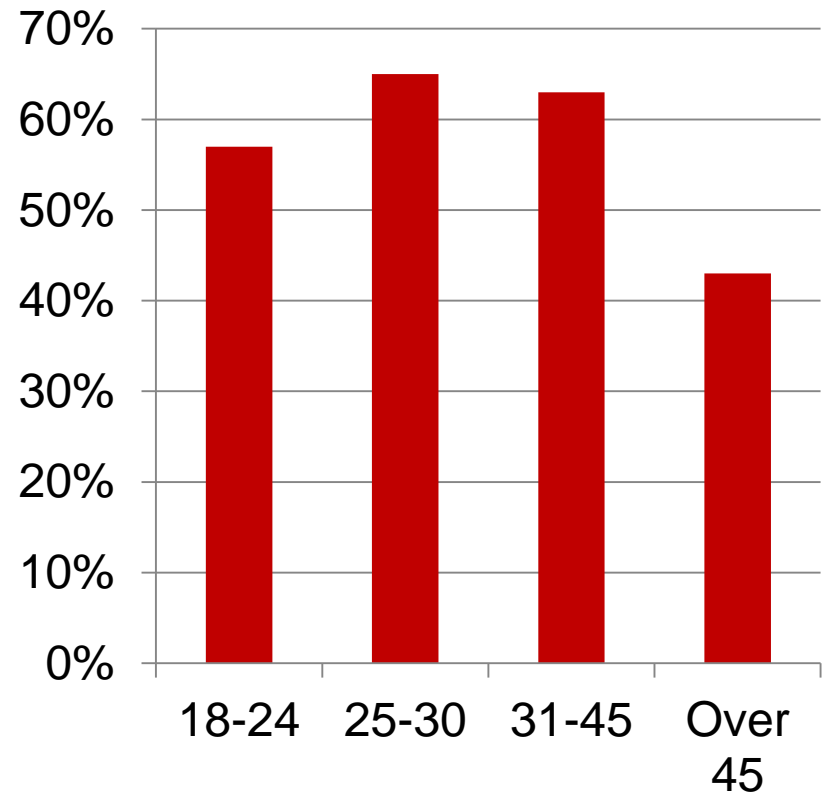
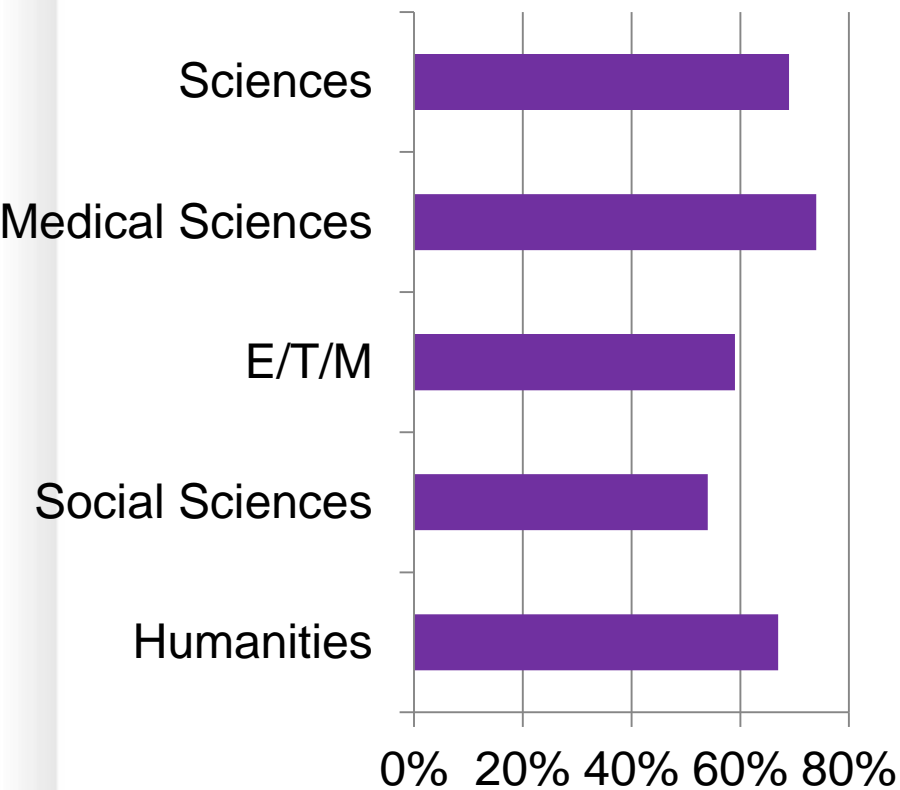
## Electronic Source

|             | Overall: | Library: |
|-------------|----------|----------|
| Grads:      | 89.5%    | 95%      |
| Undergrads: | 82%      | 89%      |

# Article Readings From the Library: Graduates

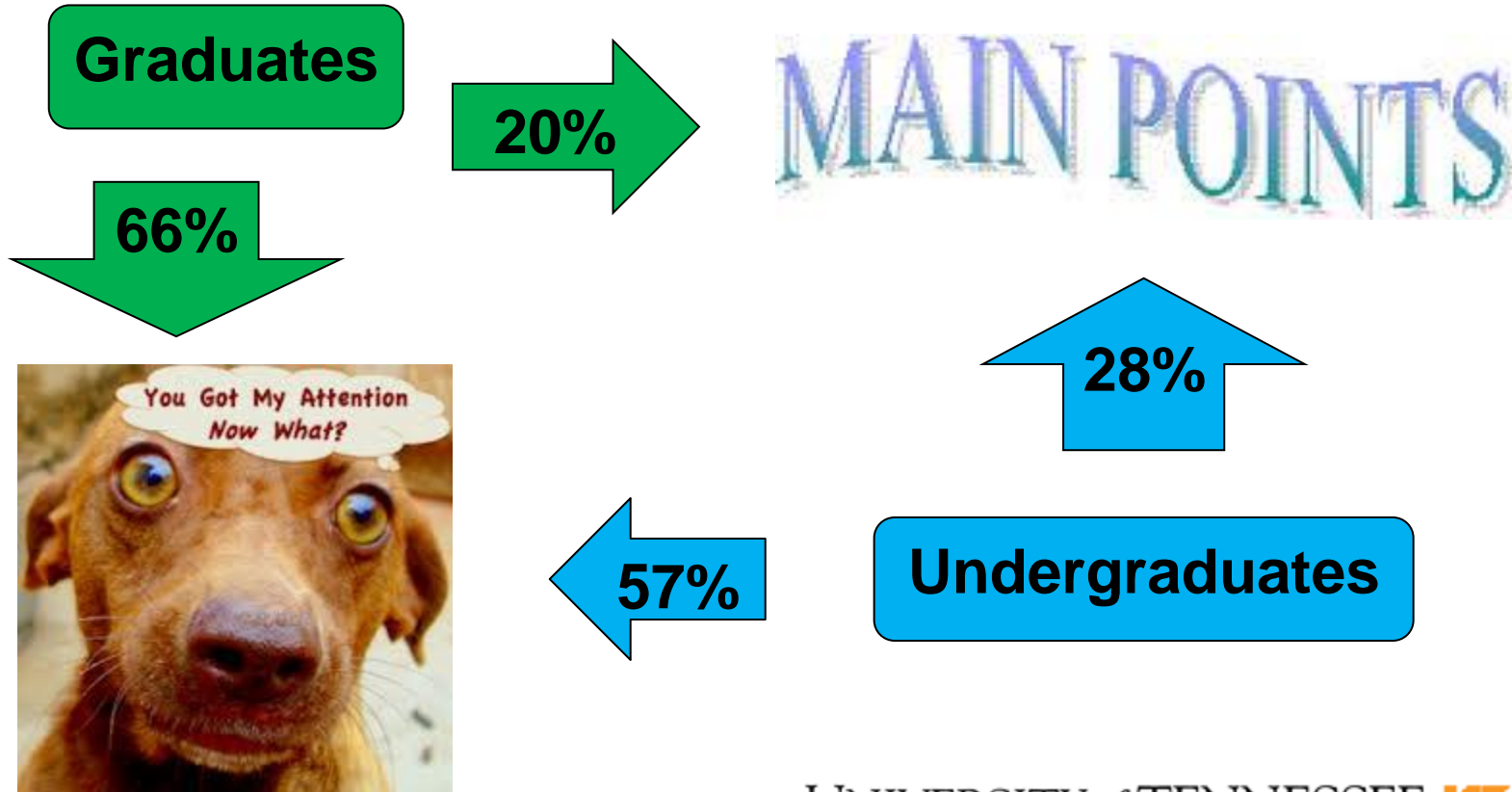
Discipline

Age





# Thoroughness of Reading – Articles Obtained through Library



*Great Care to All or  
Parts of the Article*

# Becoming Aware of Library Articles

Graduates

Undergraduates

39%

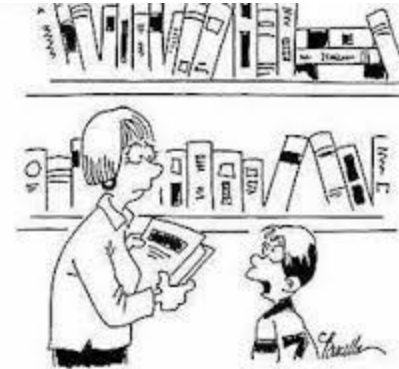
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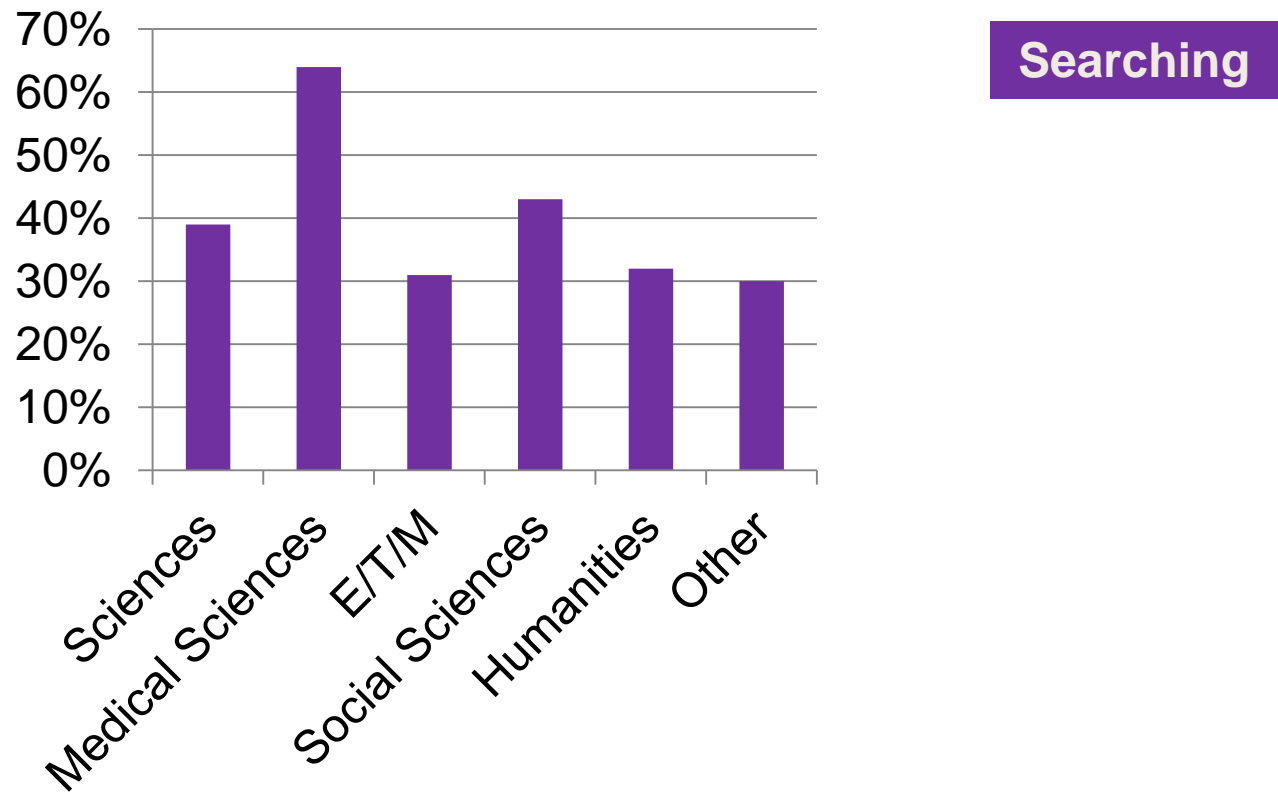
29%



"Just browsing? You can do that without a computer?"



# Medical Sciences Graduate Students Find More Articles by Searching



# Where students get book readings

Graduates

47%

32%

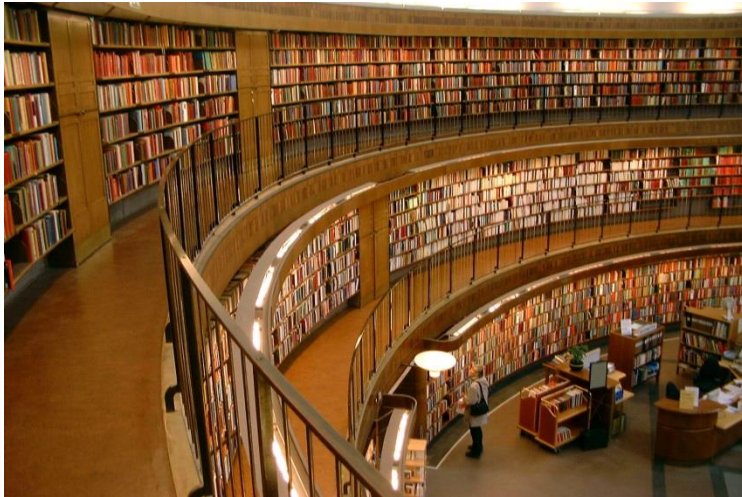


Purchase

66%

Undergraduates

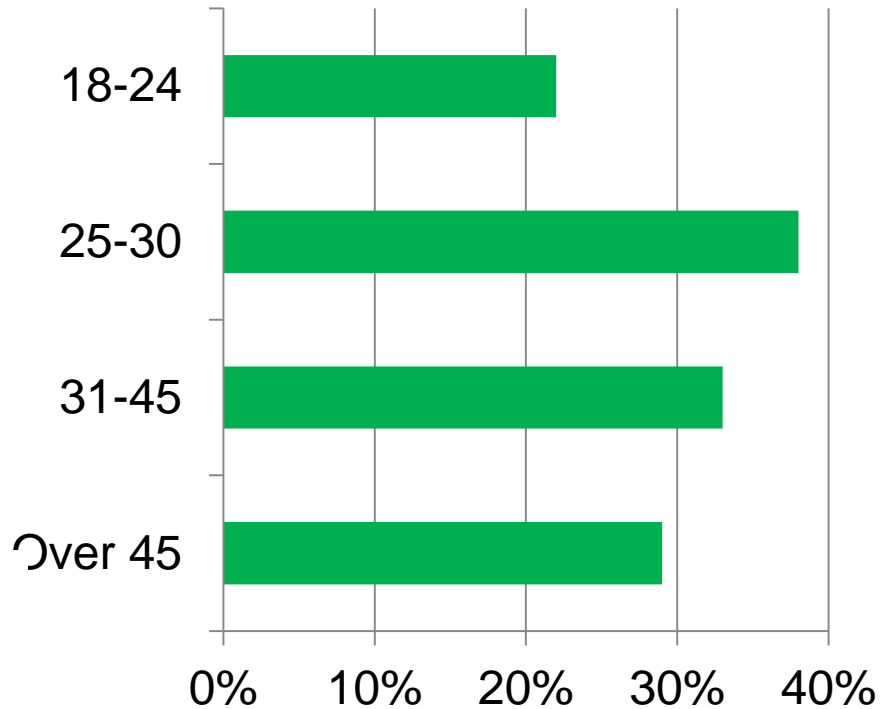
22%



Library



# Book Readings From the Library: Graduates



← 38%

→ 26%



# Becoming Aware of Library Books

Graduates

Undergraduates

27%



34%

25%



32%

20%





# Library Books: Top Method for Becoming Aware by Discipline

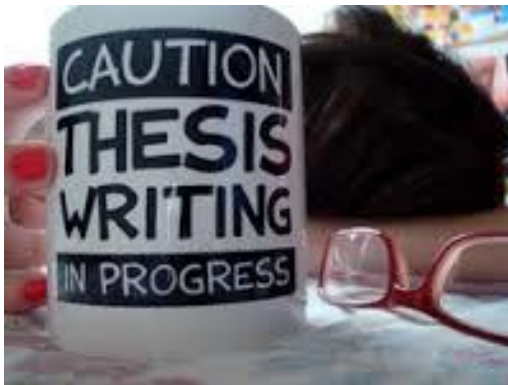
|                 | Graduates                               | Undergraduates            |
|-----------------|---|---------------------------|
| Science         | <b>Citation</b> (24%)                   | <b>Searching</b> (45%)    |
| Medical Science | <b>Browsing/Searching</b><br>(27% each) | <b>Reading List</b> (70%) |
| E/T/M           | <b>Another Person</b><br>(48%)          | <b>Browsing</b> (50%)     |
| Social Sciences | <b>Searching/Citation</b><br>(30% each) | <b>Reading List</b> (40%) |
| Humanities      | <b>Searching</b> (33%)                  | <b>Searching</b> (75%)    |
| Other           | <b>Searching</b> (33%)                  | <b>Searching</b> (33%)    |

# Principle Purpose of Readings Obtained from Library

Articles: 32%  
Books: 43%

Articles: 25%  
Books: 14%

Articles: 11%  
Books: 13%



Complete Assignment

Articles: 8%  
Books: 7%

Articles: 67%  
Books: 45%

Articles: 13%  
Books: 36%

# Principle Purpose of Articles: Discipline of Graduates

|                  | Top Purpose - Articles    | Top Purpose - Books                           |
|------------------|---------------------------|---|
| Sciences         | Thesis/Dissertation (38%) | Thesis/Dissertation (53%)                     |
| Medical Sciences | Complete Assignment (38%) | Complete Assignment/ Keep Informed (27% each) |
| E/T/M            | Thesis/Dissertation (34%) | Thesis/Dissertation (48%)                     |
| Social Sciences  | Complete Assignment (37%) | Thesis/Dissertation (37%)                     |
| Humanities       | Thesis/Dissertation (37%) | Thesis/Dissertation (47%)                     |
| Other            | Thesis/Dissertation (39%) | Thesis/Dissertation (50%)                     |



**LibValue**

Value, Outcomes, and Return on  
Investment of Academic Libraries



INSTITUTE of  
**Museum and Library**  
SERVICES

# Thanks!

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