

DePaul University

From the Selected Works of Scott Walter

2018

Communicating Value Across the University: Library Assessment Across Academic, Student, and Administrative Affairs

Scott Walter



This work is licensed under a [Creative Commons CC BY-NC International License](https://creativecommons.org/licenses/by-nc/4.0/).



Available at: https://works.bepress.com/scott_walter/23/

Communicating Value Across the University

Library Assessment Across Academic, Student, and Administrative Affairs

Scott Walter, MLS, PhD
DePaul University
Chicago, Illinois, USA
e-mail: swalte11@depaul.edu

Abstract

A recent survey of U.S. library directors has identified concerns in regard to their ability to communicate library contributions to student success to senior leadership and other institutional stakeholders, and to communicate the ways in which academic libraries contribute to strategic initiatives at the institutional level. This paper presents a case study of an academic library in which alignment with the university mission and strategic plan, and alignment of library assessment efforts with the broader culture of assessment at the university, have resulted in improved communication of library value to senior leadership, new investment in library facilities, and enhanced opportunities for collaboration across the university on strategic initiatives including student success, innovation in teaching and scholarship, and community engagement.

Introduction

Since the publication of the *Value of Academic Libraries* report (Oakleaf, 2010), academic libraries across the United States have sought new ways to demonstrate the contributions they make to institutional goals and strategic initiatives related to student learning, faculty productivity, innovation in teaching and scholarship, community engagement, and more. As part of this “value agenda,” librarians have pursued new approaches to engagement with students, faculty, and other stakeholders in order to identify new opportunities for collaboration and to demonstrate impact on institutional priorities. As Oakleaf (2010, pp. 29-30) wrote: “Academic librarians must understand institutional missions and how they contribute to them; they must also share that information with others by clearly aligning library services and resources to institutional missions. Communicating that alignment is crucial for communicating library value in institutional terms.” To this, one might add that the ability to communicate library value in institutional terms is critical to senior leadership support for investment in library staff and services during a period of seismic change in higher education finance models in the United States (Fiscal Federalism Initiative, 2015; Seltzer, 2017; “What Trump’s Budget Outline Would Mean for Higher Ed,” 2017).

Despite an unprecedented effort to support “value” studies in U.S. academic libraries since 2010, chiefly as part of the Association of College and Research Libraries (ACRL) “Value of Academic Libraries” (VAL) initiative (ACRL, 2014-2017), questions remain regarding the best way to communicate library contributions to student learning, student success, and other strategic initiatives pursued at the institutional level. A recent survey of U.S. library directors (Wolff-Eisenberg, 2017) highlighted this continuing concern, finding that directors: 1) have difficulty articulating the library contributions to student success; and, 2) “feel increasingly less valued by, involved with, and aligned strategically with their supervisors and other senior leadership” (p. 4). In order to provide continued support in this area, ACRL has partnered with OCLC Research to establish an “Action-Oriented Research Agenda on Library Contributions to Student Learning and Success” (OCLC Research, 2017). A participant in the first cohort of ACRL’s “Assessment in Action” (AiA) program (ACRL, 2012-2017), DePaul University presents a case study in how a commitment to mission and strategic alignment between the library and the university may serve to address concerns that campus colleagues and senior leadership do not fully appreciate the value of the academic library within the context of institutional goals.

In an earlier essay, Walter (2014) described how AiA guidelines dovetailed with existing commitments at DePaul University to collaboration in support of student success and to promoting a culture of assessment across the university. Conducted in 2013-2014, DePaul’s AiA project, a revision of information literacy instruction in the “Common Hour” provided to all students enrolled in its first-year-experience program, revealed ways in which students developed the “habits of mind”

associated with academic inquiry (Dempsey and Jagman, 2016). This was also the first year of implementation for a new library strategic plan, and the first year following a major renovation of library space designed to promote greater collaboration among learner support services at the university. Since 2013, the library has conducted assessments of student learning, user experience, and library contributions to the strategic goals of the university, often in partnership with campus colleagues. One notable outcome of this approach has been the invitation for librarians to join university leadership groups such as the Assessment Advisory Board, Studio X Advisory Committee, and Cross-College Collaboration Task Force (C3TF). Strategic alignment between the library, campus colleagues, and community partners has resulted in a higher profile for library efforts and continued investment by senior leadership in the library, including the commitment of \$4.3M (U.S.) to another library renovation in 2016 (Marciano, 2016; Walter, 2017). Taken as a whole, the DePaul University Library experience over the past 5 years presents a compelling counter to the concerns about senior leadership perception of library value raised by Wolff-Eisenberg (2017).

DePaul University and the DePaul University Library

Founded in 1898 by the Congregation of the Mission (also known as the Vincentians), DePaul University is the largest Catholic university in the United States, enrolling more than 23,000 students in 10 schools and colleges offering 300 undergraduate and graduate programs. One of the largest private, not-for-profit universities in the U.S., more than 1,800 faculty members teach across multiple campuses in Chicago and its suburbs and in cohort programs sponsored by corporate partners. DePaul has been recognized for its diversity, service-learning programs, and sustainability efforts, and is home to nationally recognized programs in the College of Business, College of Computing and Digital Media, and Theatre School. In 2016, DePaul was recognized by *U.S. News & World Report* as one of the nation's "25 most innovative schools" (DePaul University, 2017b).

DePaul has long been distinguished by a strong sense of shared mission among its faculty, staff, and students (Filkins and Ferrari, 2004; Ferrari and Velcoff, 2006). Catholic in sponsorship, but pluralistic in composition, DePaul maintains a historic commitment to meeting the needs of underserved communities for access to higher education, engaging with its urban community, conducting research relevant to issues of contemporary concern to the community, and preparing students for futures committed to service (Office of Mission and Values, 2016). "It is a maxim of ours," the university's sponsor, St. Vincent de Paul, wrote, "to work in the service of the people" (de Paul and Coste, 1988), and this maxim continues to guide work at the university where his remains "the name above the door" (Office of Mission and Values, 2014).

Commitment to its distinctive mission is evident in DePaul's student body and emphasis on student success. With 36% of its students coming from communities of color and 32% of its most recent freshman class representing first-generation students (Enrollment Management & Marketing, 2017a), DePaul's student body is highly diverse for a national, four-year, private university. Recognized as a leader in strategic enrollment management, DePaul is notable for its success in supporting students across this diverse community, with first-year retention rates, 4-year graduation rates, and 6-year graduation rates considerably higher than those reported at the national level by peer institutions (Enrollment Management & Marketing, 2017b). Walter (2014) has described university-level leadership groups dedicated to coordinating efforts in support of student recruitment, retention, and success, library involvement with those groups, and the role this involvement has played in the successful launch of shared initiatives such as the Learning Commons (Najmabadi, 2017).

The DePaul University Library is comprised of the John T. Richardson Library, Loop Library, and library services delivered to DePaul's suburban campuses and cohort programs (DePaul University Library, 2017). With an annual budget of almost \$10M (US) in FY16, 34 professional librarians, and a total staff complement of 70+ FTE, the library contributes to a number of campus programs, including first-year experience, Teaching Commons, and the new digital scholarship center, Studio X. In recent years, the library has initiated partnerships in new areas of the university, including Enrollment Management and Marketing, which has supported library initiatives related to K-12 community engagement and educational affordability. In 2013, a major renovation of the Richardson Library included the launch of the Information Commons, a technology-enhanced space including individual and collaborative workspaces, Learning Commons (<https://library.depaul.edu/get-help/Pages/learning-commons.aspx>), and Scholar's Lab (<https://library.depaul.edu/services/Pages/Scholars-Lab.aspx>). A similar renovation in 2017 will see the launch of the Collaborative Research Environment (CoRE), Maker Hub, a suite of

digital media studios, and space for campus partners including Studio X, C3TF, and Faculty Instructional Technology Services (Walter, 2017).

Teaching, Learning, and Assessment at DePaul University

Another distinctive aspect of the institutional culture at DePaul is the commitment to teaching and learning across the university. As one of the largest, private universities in the U.S. where “faculty members’ priority is teaching” (DePaul University, 2017a), DePaul champions the role of the “teacher-scholar” in higher education. Evidence of this commitment can be found in the instructional improvement programs offered to faculty and staff through the university’s Teaching Commons (2017), including certificate programs in teaching and learning, online instruction, cultural competencies, and assessment of student learning. This commitment extends beyond the traditional areas of Academic Affairs, as seen in the Division of Student Affairs, which has established student learning outcomes in areas such as “Persistence and Academic Achievement,” “Socially Responsible Leadership,” and more (Division of Student Affairs, 2017a). Student Affairs staff provide student programs designed to meet these outcomes, seeing themselves as “[full partners] in the university’s efforts to promote student learning and success [recognizing] that learning happens always and everywhere throughout the student experience” (Division of Student Affairs, 2017b). Walter and Eodice (2007) and Hinchliffe and Wong (2012) have noted the potential for developing “powerful partnerships” between libraries and student affairs programs, and, while there are factors that may make this difficult (Long, 2016), the core commitment to teaching and learning as part of the character of the institution has opened the door to many such partnerships at DePaul.

Collaboration between Academic and Student Affairs is also shaped by a shared commitment to assessment of student learning. The Office of Teaching, Learning, and Assessment (2017a) coordinates an annual assessment of student learning across the curriculum and has begun work with co-curricular units, including Student Affairs, Academic Advising, University Center for Writing-based Learning, and University Library to explore learning outside the classroom (Office of Teaching, Learning, and Assessment, 2017b). The Career Center is notable for its leadership of a university-wide effort to identify “transferable skills” inherent in academic programs, co-curricular programs, and student employment programs, and is now working with the library to more clearly define information literacy as a set of measurable skills transferable to the workplace (Coloma, 2016; Head, 2016; Walter, 2017). Library engagement with these programs has been coordinated since 2015 by the Library Assessment and Research Committee (LARC), whose members provide support for micro- and macro-assessments of library services, including, most recently, assessments of current models of reference service, user experience, and faculty engagement with digital scholarship services. A focus for LARC is the completion of the library’s annual assessment of student learning (discussed below).

DePaul’s commitment to having a “teaching library” (Walter, 2007) ensures that librarian contributions to teaching and learning inside and outside the classroom are recognized. Librarian involvement in programs such as the Assessment Advisory Board, Teaching and Learning Certificate Program Advisory Board, and Co-Curricular Learning Assessment Task Force ensures that reports of library contributions are widely shared. The library’s unique place at the crossroads of curricular and co-curricular teaching and learning is reflected in the library’s vision statement: “The DePaul University Library is a center for intellectual inquiry and academic engagement beyond the classroom, building and inspiring the campus and community partnerships distinctive of a DePaul education” (DePaul University Library, 2013).

Vision 2018

The DePaul University Library began work on its current strategic plan in late 2012, following the launch of the university plan, *Vision 2018* (Office of the President, 2017). *Vision 2018* established five goals for the university:

1. Enhance Academic Quality and Support Educational Innovation
2. Deepen the University’s Distinctive Connection to the Global City of Chicago
3. Strengthen Our Catholic and Vincentian Identity
4. Foster Diversity and Inclusion
5. Ensure a Business Model that Builds the University’s Continued Strength and Educational Excellence

While the library has adopted each of these as the goals for its own strategic plan (“To Work in the Service of the People: The DePaul University Library’s Strategic Plan, 2012-2018”), and has been recognized by senior leadership for contributions to a number of these goals [e.g., its leadership in the Chicago Collections consortium (<http://chicagocollections.org/>), a feature of the library’s contribution to Goal 2 (Mattson, 2016)], the remainder of this essay will focus on the library’s contribution to the initiatives related to teaching and learning, and associated with the goal of “[enhancing] academic quality and [supporting] educational innovation.”

Foundations for Success

A focus on Goal 1 is especially important for understanding collaboration and the communication of library value at DePaul because a fundamental concern for every office, unit, or program at the university in recent years has been its contribution to Goal 1 as part of the university’s bid for re-accreditation.

In 2017, DePaul was visited by an external review committee as part of its decennial re-accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, one of six regional accrediting bodies for U.S. schools and institutions of higher education. As part of that review, DePaul was required to complete a “Major Quality Initiative” designed “to suit its present concerns or aspirations” (Higher Learning Commission, 2017). The DePaul MQI was the “Foundations for Success” initiative, which was designed to meet one of the sub-goals identified in the university’s strategic plan: to focus the entire university community on student learning and success (Office of Academic Affairs, 2016). The projects pursued across the university as part of “Foundations for Success” included: The Learning Commons, Support for Transfer Students, Improved Communication Across Student Support Offices, and more. Strategic alignment between library initiatives and the university strategic plan, together with a focus on the library’s contributions to efforts associated with “Foundations for Success,” have proven essential to communicating the value of the library to student success and to other strategic initiatives pursued by the university.

Communicating Value Across Academic Affairs

The library’s efforts to promote greater awareness of its contributions to student success grew from a strong foundation of support among its traditional partners in Academic Affairs. Library involvement in instructional improvement programs for faculty has been noted above, and a 2013 implementation of the Ithaka S+R Local Faculty Survey provided evidence that faculty recognize the library’s role in teaching and learning. Designed to provide local perspectives on issues highlighted in Ithaka’s triennial faculty survey (Ithaka S+R, 2004-2017), the DePaul survey was notable for the degree to which participants agreed that the library was “important” or “extremely important” to supporting their teaching activities and to developing undergraduate critical thinking and information literacy skills (Walter, 2013; Walter and Yu, 2013). Since 2013, the library has built on that foundation by establishing undergraduate learning goals for information literacy, learning goals related to the use of primary source materials, and annual assessments of student learning as part of university-wide assessment programs. The most recent of these, an assessment of student learning in a research seminar offered by DePaul’s School for New Learning, was recognized with the Office of Teaching, Learning, and Assessment’s annual Assessment Award (Schultz, 2017). Alongside these formal assessments of student learning, librarians have reviewed the way in which traditional assessment data related to reference services are captured, and the way in which the library contribution to innovation in teaching and learning is explored and communicated to faculty colleagues and senior leadership.

Undergraduate Learning Outcomes

Over the past several years, the Office of Teaching, Learning, and Assessment has worked with colleagues in Academic Affairs to establish student learning outcomes that may be assessed, both on an annual basis and as part of periodic Academic Program Review. While a complete review of the process by which DePaul’s Undergraduate Learning Outcomes for Information Literacy were established is beyond the scope of this paper, they may be summarized as follows (see Figure 1) (below)

<p>Strategize – Identify gaps in one’s current knowledge in order to determine the data, evidence, and diverse viewpoints needed to support one’s research and learning goals</p>	<p>Analyze and Evaluate – Articulate essential attributes of different information sources and apply critical thinking in order to determine the reliability, applicability, and responsible use of the resource</p>
<p>Search and Explore – Demonstrate flexibility and persistence in developing and revising strategies for finding and using a range of resources</p>	<p>Engage and Extend – Contribute to scholarly conversation at an appropriate level and credit the contributing work of others in their own information production</p>

Figure 1: DePaul University Information Literacy Learning Outcomes (2016) (developed by DePaul University Library staff in collaboration with the Office of Teaching, Learning, and Assessment)

Discussions of the use of these outcomes in undergraduate information literacy instruction may be found in Dempsey and Jagman (2016) and Alverson and Schwartz (2017).

These learning outcomes have also been associated with issues specifically related to the use of primary source materials in special collections, also known as “artifactual literacy” (Carini, 2016), and an initial assessment of student learning in this area has been completed in collaboration with faculty teaching a research methods sequence in History (Nelson, 2015).

In addition to sharing this work with faculty through Teaching Commons programs and the annual assessment process, librarians have collaborated with colleagues in the First-Year-Writing program to establish a “Library Research Prize for First-Year Writing.” Awarded for the first time in Spring 2017, nominees for this award were required to submit a writing sample along with a reflective “research statement” focused on “how they went about the process of information exploration and discovery and what they learned from it” (Parker, 2017). The criteria for the prize are aligned with information literacy instruction provided in first-year writing courses following its revision to reflect the undergraduate learning outcomes described above (Alverson and Schwartz, 2017).

Innovation in Instruction

While efforts associated with establishing, assessing, and communicating the impact on student learning derived from the implementation of new learning outcomes demonstrate the library’s contribution to enhancing academic quality, the library has also pursued initiatives designed to demonstrate contribution to educational innovation. Chief among these have been efforts associated with teaching and learning in emergent areas of digital scholarship.

Since the launch of the Scholar’s Lab in 2013, librarians have collaborated with faculty across the university in a swiftly-growing digital scholarship program, providing the space, technology, and expertise needed to support faculty moving into new areas, including digital humanities, data-intensive social sciences, and data science. From the first, award-winning English capstone course taught in the Scholar’s Lab by a faculty-librarian team (2013), to the establishment of the Graduate Certificate in the Digital Humanities and the C3TF (both 2014), to the launch of Studio X (2017), and, most recently, the establishment of a university-wide group of faculty and staff interested in using maker spaces in their teaching, librarians have provided leadership for efforts designed to promote educational innovation. In 2016, the library made a strategic investment in new staff members to reinforce this role, with the hiring of its first Digital Scholarship Librarian, its first Data Services Librarian, and an Information Technology Librarian with prior experience managing maker spaces in public libraries. Innovation in using information resources across the curriculum has also been supported by the library’s recruitment of a “Wikipedian-in-Residence,” who has engaged faculty interested in including Wikipedia-based assignments in their classes (Nelson, 2017). With the upcoming launch of the Maker Hub, Studio X, and C3TF programs in the library, there will be new opportunities to explore how to assess and communicate the library’s contribution to educational innovation at DePaul.

Communicating Value Across Student Affairs

The institutional characteristics supporting collaboration between the library and Student Affairs have been noted above. This environment made DePaul an ideal participant for the Assessment in Action program, as colleagues from Academic and Student Affairs (First-Year Programs, Writing Center, Academic Advising, Center for Students with Disabilities) were already working with the library to design and deliver the “Common Hour” instruction as part of the first-year experience. This collaborative culture has informed the development of other programs, as well, e.g., Banned Books Week, which has included partners from the University Center for Writing-based Learning, Office of Multicultural Student Success, and Center for Identity, Inclusion, and Social Change. Chief among these, in terms of the library’s ability to help senior leadership to appreciate its value to student success, has been the Learning Commons.

The Learning Commons

Launched in 2013 as one of the initiatives associated with “Foundations for Success,” the Learning Commons brings together peer-based learner support programs from around the university, including the University Center for Writing-based Learning, STEM Tutoring Center, Career Center, Coleman Entrepreneurship Center, Office of Multicultural Student Services, college-based programs, Supplemental Instruction, and more. Providing a “one-stop shop” for student success efforts, the Learning Commons has proven successful in promoting use of learner support programs and facilitating collaboration across programs in terms of shared approaches to recruiting and training peer tutors, collecting use data, and developing joint programs. Figure 2 (below) documents the growing use of Learning Commons programs by students since 2013:

	Learning Commons Appointments (All Programs)
AY2013-14	1,254
AY2014-15	1,528
AY2016-17	3,209

Figure 2: Use of Richardson Library Learning Commons Services

In addition to this overall growth in use of learner support services provided through the Learning Commons, certain programs have seen especially significant growth in use since joining, including the Office of Multicultural Student Services (+18%) and Supplemental Instruction (+81%).

The relationships built among staff and students associated with the Learning Commons have also had the effect of promoting collaboration among peer leadership programs, an outcome highlighted in the final report on the Learning Commons as part of “Foundations for Success.” Participation in the Learning Commons has also had an impact on the library’s peer leadership programs, including the EDGE Student Employment Team and the Peer Research Assistant program, which was featured as part of the university’s 2016 Peer Tutor and Mentor Summit (<https://resources.depaul.edu/student-success/tutoring/Pages/peer-tutoring-mentoring-summit.aspx>).

While the Learning Commons has provided the library with opportunities to promote its expertise in research assistance as a component of student success, its physical location in the library also reflects a new area of assessment being explored at DePaul around the impact of co-curricular services and spaces on student learning, and this is an area that will be explored further in the future.

Communicating Value Across Administrative Affairs

The foundation for communicating library value to senior leadership has been noted above in regard to alignment with the university’s mission, strategic plan, and re-accreditation effort. The library’s success in establishing new partnerships with administrative areas not traditionally associated with the library, e.g., Enrollment Management and Marketing, has also been

noted. To conclude this discussion of engagement with administrative areas of the university, the author will briefly introduce library engagement with learning analytics and institutional affiliation programs.

Learning Analytics

Learning analytics is “the measurement, collection, analysis, and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs” (Conole, *et al.*, 2011). The establishment of a learning analytics system (“BlueStar”) was a component of “Foundations for Success” (Teaching Commons, 2017). Oakleaf (2016) has described the emergent engagement between libraries and campus learning analytics programs, and this was also the subject of a series of ACRL webinars (ACRL, 2016). The DePaul University Library was established as a learner resource in BlueStar in late 2016, and was established near the same time in Student Affairs’ complementary “campus community engagement system” (“OrgSync”) (Oakleaf, *et al.*, 2017). While space does not allow for a detailed discussion of library contributions to learning analytics programs in both Academic Affairs and Student Affairs, library initiative in pursuing these partnerships reflects several of the approaches noted above.

Institutional Affinity

One of the sub-goals of *Vision 2018* is to “strengthen the sense of community, affinity and institutional pride among all DePaul constituencies,” and this is an area where library initiatives such developing the DePaul Heritage Digital Collection (<http://libservices.org/contentdm/heritage.php>), the “Into the Archives” feature for *DePaul Newsline* (<http://www.depaulnewsline.com/departments/into-the-archives>), and an innovative approach to the American Library Association’s “Libraries Transform” marketing campaign (Libraries Transform, 2017) have made notable contributions. Each of these initiatives has allowed the library to establish new partnerships with key “communicators” at the university, including the Office of Public Relations and Communications, and the Office of Advancement and Alumni Affairs.

Conclusion

Wolff-Eisenberg (2017) identified a critical concern for academic library leaders when she argued that they felt increasingly unsure of their ability to communicate to senior university leaders in a compelling way the contributions made by libraries to student success and other strategic initiatives. The importance of library leaders having the ability to do this was noted by Oakleaf (2010) at the beginning of the current drive to establish assessment, research, and communication initiatives focused on “value,” but it appears there is work yet to be done. DePaul University provides a case study in the ways that mission alignment, strategic alignment, and a proactive approach to campus engagement, assessment, and strategic communication may inform and extend the library’s efforts to communicate its value to institutional stakeholders, both among traditional partners in Academic Affairs, as well as new partners in Student Affairs and administrative programs.

References

- Alverson, J., & Schwartz, J. (2017), "Successfully collaborating to revamp first-year instruction: The case of DePaul University", *C&RL News*, Vol. 78 No. 2, available at:
<http://crln.acrl.org/index.php/crlnews/article/view/9618/11024> (accessed 19 July 2017).
- Association of College & Research Libraries. (2014-2017), *ACRL Value of Academic Libraries*, available at:
<http://www.acrl.ala.org/value/> (accessed 18 July 2017).
- Association of College & Research Libraries. (2012-2017), *Assessment in Action: Academic Libraries and Student Success*, available at: <http://www.ala.org/acrl/AiA> (accessed 18 July 2017).
- Association of College and Research Libraries. (2016b), *Learning Analytics: Strategies for Optimizing Student Data on Your Campus*, available at: <http://www.ala.org/acrl/learninganalytics> (accessed 23 July 2017).
- Carini, P. (2016), "Information literacy for archives and special collections: Defining outcomes", *portal: Libraries and the Academy*, Vol. 16 No. 1, 191-206.
- Coloma, N. A. (2016, October 31), "Transferable Skills Initiative helps affirm the value of a degree" [Blog post], available at: <https://offices.depaul.edu/enrollment-management-marketing/enrollment-matters/Pages/transferable-skills-initiative.aspx> (accessed 21 July 2017).
- Conole, G., Gasevic, D., Long, P., & Siemens, G. (2011, October), "Message from the LAK 2011 general & program chairs", *Proceedings of the 1st International Conference on Learning Analytics and Knowledge, LAK 2011, Banff, AB, Canada*.
- Dempsey, P. R., & Jagman, H. (2016), "'I felt like such a freshman': First-year students crossing the library threshold", *portal: Libraries and the Academy*, Vol. 16 No. 1, 89-107.
- de Paul, V., & Coste, P. C. M. (1988), *Correspondence, conferences, documents, volume II. Correspondence volume 2 (January 1640 – July 1646)* [Vincentian Digital Books, no. 27], available at:
http://via.library.depaul.edu/vincentian_ebooks/27/ (accessed 22 July 2017).
- DePaul University. (2017a), *About*, available at: <https://www.depaul.edu/about/Pages/default.aspx> (accessed 20 July 2017).
- DePaul University. (2017b), *Key Facts and Rankings*, available at: <https://www.depaul.edu/about/Pages/rankings.aspx> (accessed 21 July 2017).
- DePaul University Library. (2017), *About the Library*, available at: <https://library.depaul.edu/about/about-the-library/Pages/default.aspx> (accessed 21 July 2017).
- DePaul University Library. (2013), *Mission, Vision, and Values*, available at: <https://library.depaul.edu/about/about-the-library/Pages/Our-Mission.aspx> (accessed 21 July 2017).
- Division of Student Affairs. DePaul University. (2017a), *Learning Outcomes*, available at:
<https://offices.depaul.edu/student-affairs/about/assessment/Pages/learning-outcomes.aspx> (accessed 22 July 2017).
- Division of Student Affairs. DePaul University. (2017b), *Mission and Vision*, available at:
<https://offices.depaul.edu/student-affairs/about/Pages/mission-vision.aspx> (accessed 22 July 2017).

- Enrollment Management and Marketing. DePaul University. (2017a), *Enrollment summary 2016*, available at: https://offices.depaul.edu/enrollment-management-marketing/enrollment-summary/Documents/EMM%20Enrollment%20Summary2016_FINAL.pdf (accessed 22 July 2017).
- Enrollment Management and Marketing. DePaul University. (2017b), *Retention and Graduation Rates*, available at: <https://offices.depaul.edu/enrollment-management-marketing/enrollment-summary/Pages/retention-and-graduation-rates.aspx> (accessed 22 July 2017).
- Ferrari, J. R., & Velcoff, J. (2006), Measuring staff perceptions of university identity and activities: The Mission and Values Inventory. *Christian Higher Education*, 5, 243-261.
- Filkins, J. W., & Ferrari, J. R. (2004), "The DePaul Values Project: An ongoing assessment of students' perceptions of a private university's core mission and values", *New Directions for Institutional Research*, no. 122, 81-91.
- Fiscal Federalism Initiative. Pew Charitable Trusts. (2015, June 11), *Federal and state funding of higher education: A changing landscape*, available at: <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2015/06/federal-and-state-funding-of-higher-education> (accessed 20 July 2017).
- Head, A. J. (2016), *Staying smart: How today's graduates continue to learn once they complete college*, available at: http://www.projectinfolit.org/uploads/2/7/5/4/27541717/staying_smart_pil_1_5_2016b_fullreport.pdf (accessed 21 July 2017).
- Higher Learning Commission. North Central Association of Colleges and Schools. (2017), *Quality Initiative*, available at: <https://www.hlcommission.org/Accreditation/quality-initiative.html> (accessed 22 July 2017).
- Hinchliffe, L. J., & Wong, M. A. (Eds.). (2012), *Environments for student growth and development: Libraries and student affairs in collaboration*. Chicago: Association of College & Research Libraries.
- Ithaka S+R. (2004-2017), *Surveys*, available from: <http://www.sr.ithaka.org/services/surveys/> (accessed 21 July 2017).
- Libraries Transform. American Library Association. (2017), *Because college is just the beginning*, available at: <http://www.ilovelibraries.org/librariestransform/article/because-college-just-beginning> (accessed 23 July 2017).
- Long, D. (2016), *Librarians and student affairs professionals as collaborators for student learning and success* (Doctoral dissertation). Illinois State University, Normal, Illinois, USA, available at: <http://ir.library.illinoisstate.edu/etd/519/> (accessed 22 July 2017).
- Marciano, R. (2016, November 3), "Phase three approved for Richardson Library renovation", *DePaul Newslines*, available at: <http://www.depaulnewsline.com/features/phase-three-approved-richardson-library-renovation> (accessed 22 July 2017).
- Mattson, D. (2016, October 6). "New one stop search for data on Chicago history topics", *DePaul Newslines*, available at: <http://www.depaulnewsline.com/vision-2018/new-one-stop-search-data-chicago-history-topics> (accessed 22 July 2017).
- Najmabadi, S. (2017, July 2), "What the 21st-century library looks like", *Chronicle of Higher Education*, available at: <http://www.chronicle.com/article/What-the-21st-Century-Library/240494> (accessed 22 July 2017).

- Nelson, J. (2015, March 3), "Do you see what I see: Document analysis using special collections sources" [Blog post], available at: <https://news.library.depaul.press/faculty/2015/03/03/do-you-see-what-i-see-document-analysis-using-special-collections-sources/> (accessed 23 July 2017).
- Nelson, J. (2017, May 12), "Wikipedia in review" [Blog post], available at: <https://news.library.depaul.press/full-text/2017/05/12/wikipedia-in-review/> (accessed 23 July 2017).
- Oakleaf, M. (2016), "Getting ready and getting started: Academic librarian involvement in institutional learning analytics Initiatives", *Journal of Academic Librarianship*, Vol. 42 No. 4, 472-475.
- Oakleaf, M. (2010), *The value of academic libraries: A comprehensive research review and report*. Chicago: Association of College & Research Libraries, available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf (accessed 20 July 2017).
- Oakleaf, M., et al. (2017, March), "Closing the 'data gap' between libraries and learning: The future of academic library value creation, demonstration, and communication." Panel presented at the National Conference of the Association of College & Research Libraries, Baltimore, Maryland.
- OCLC Research. (2017), *How far have we come and what do we do next?: An agenda for action-based research on student learning and success*, available at: <http://www.oclc.org/research/themes/user-studies/acrl-agenda.html> (accessed 22 July 2017).
- Office of Academic Affairs. DePaul University. (2016), *Higher Learning Commission Initiative: Foundations for Success, 2013-2016*, available at: from <https://offices.depaul.edu/oa/key-initiatives/Pages/foundations-for-success.aspx> (accessed 22 July 2017).
- Office of Mission and Values. DePaul University. (2016). *Mission statement*, available at: <https://offices.depaul.edu/mission-and-values/about/Pages/MissionStatement.aspx> (accessed 22 July 2017).
- Office of Mission and Values. DePaul University. (2014, December 1), *The name above the door* [Video file], available at: <https://www.youtube.com/watch?v=Tj1Iqyv4EtA> (accessed 22 July 2017).
- Office of Teaching, Learning, and Assessment. DePaul University. (2017a), *Assessing Learning*, available at: <https://offices.depaul.edu/teaching-learning-and-assessment/assessment/assessing-learning/Pages/default.aspx> (accessed 23 July 2017).
- Office of Teaching, Learning, and Assessment. DePaul University. (2017b), *Learning Outcomes*, available at: <https://offices.depaul.edu/teaching-learning-and-assessment/learning-outcomes/Pages/default.aspx> (accessed 23 July 2017).
- Office of the President. DePaul University. (2017), *Vision 2018: Dedication to excellence, commitment to community*, available at: <https://offices.depaul.edu/president/strategic-directions/vision-2018/Pages/default.aspx> (accessed 22 July 2017).
- Parker, C. (2017, May 25), "Winning at research: New prize awarded to first-year writers" [Blog post], available at: <https://news.library.depaul.press/full-text/2017/05/25/winning-at-research-new-prize-awarded-to-first-year->

- writers/ (accessed 23 July 2017).
- Schultz, S. (2017, May 11), “‘Flexibility and persistence’: Critical information skills in SNL (and beyond)” [Blog post], available at: <https://news.library.depaul.press/faculty/2017/05/11/flexibility-and-persistence-critical-information-skills-in-snl-and-beyond/> (accessed 22 July 2017).
- Seltzer, R. (2017, April 20), “Illinois and everyone else”, *Inside Higher Ed*, available at: <https://www.insidehighered.com/news/2017/04/20/state-support-higher-education-increased-2016-not-counting-illinois> (accessed 21 July 2017).
- Teaching Commons. DePaul University. (2017a), *BlueStar*, available at: <https://resources.depaul.edu/teaching-commons/teaching/Pages/bluestar.aspx> (accessed 23 July 2017).
- Teaching Commons. DePaul University. (2017b), *Programs*, available at: <https://resources.depaul.edu/teaching-commons/programs/Pages/default.aspx> (accessed 23 July 2017).
- Walter, S. (2014), “Assessment is everywhere: Sharing assessment information and initiatives at DePaul University”, *C&RL News*, Vol. 75 No. 9, available at: <http://crln.acrl.org/index.php/crlnews/article/view/9195/10178> (accessed 21 July 2017).
- Walter, S. (2017, January 17). “Information literacy as a transferable skill” [Blog post], available at: <https://news.library.depaul.press/faculty/2017/01/17/information-literacy-as-a-transferable-skill/> (accessed 22 July 2017).
- Walter, S. (2007). “Introduction: Telling the story of the teaching library”, *Public Services Quarterly*, Vol. 3 Nos. 1/2, 1-7.
- Walter, S. (2017, May 8), “JTR 3.0: Library renovation continues to phase 3” [Blog post], available at: <https://news.library.depaul.press/faculty/2017/05/08/jtr-3-0-library-renovation-continues-to-phase-3/> (accessed 21 July 2017).
- Walter, S. (2013, October 17), “More than just a ‘gateway’: DePaul faculty on the library role in teaching, learning, and Research” [Blog post], available at: <https://news.library.depaul.press/faculty/2013/10/17/more-than-just-a-gateway-depaul-faculty-on-the-library-role-in-teaching-learning-and-research/> (accessed 22 July 2017).
- Walter, S., & Eodice, M. (Eds.). (2007), “Meeting the student learning imperative: Supporting and sustaining collaboration between academic libraries and student services programs” [Special issue], *Research Strategies*, Vol 20 No. 4, 219-321.
- Walter, S., & Yu, J-C. (2013), “What do faculty favor?: Local implementations of the Ithaka Faculty Survey in Illinois”, paper presented at the Annual Meeting of the Consortium of Academic and Research Libraries in Illinois, Champaign, Illinois, November 1, 2013.
- “What Trump’s budget outline would mean for higher ed.” (2017, March 16), *Chronicle of Higher Education*, available at: <http://www.chronicle.com/article/What-Trump-s-Budget-Outline/239511> (accessed 21 July 2017).
- Wolff-Eisenberg, C. (2017), *Ithaka S+R US library survey 2016*, available at: http://www.sr.ithaka.org/wp-content/uploads/2017/03/SR_Report_Library_Survey_2016_04032017.pdf (accessed 20 July 2017).