

# Academic Libraries *and the* Academy

STRATEGIES AND APPROACHES

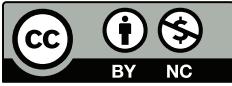
TO DEMONSTRATE YOUR

VALUE, IMPACT, AND

RETURN ON INVESTMENT

**VOLUME TWO**

*Edited by*  
*Marwin Britto*  
*and Kirsten Kinsley*



Chapter 30

# Value Assessment Strategies and Return On Investment of the Twenty First Century Libraries Covenant University in View

Section 3

*Mercy A. Iroaganachi, Michael O. Fagbohun, and Nwanne M. Nwokeoma*

## Context

With the information explosion that characterizes the emergence of twenty-first century society, the library is almost losing its place as the repository of information, whether in print or electronic format. This is consequent on the ease of publishing, access, and usage of information being experienced presently. Nevertheless, there are

## Title: Value Assessment Strategies and Return on Investment of the Twenty-First Century Libraries: Covenant University in View

**Abstract:** Academics expect the libraries to support and promote leading-edge learning, teaching, and research, just as parents and students expect enhancement of students' collegiate experience among others while stakeholders count on academic libraries to achieve goals of the institution. As a result of the cost of running and sustaining an academic library, there is need for justification of return on investment, which can be determined only by its relevance and value. Thus, libraries are required to demonstrate evidence that they can and are achieving set goals. This chapter presents how Centre for Learning Resources (academic library) Covenant University, Ota, Nigeria, has successfully demonstrated its return on investment, worth, and value to its host community, users and stakeholders.

**Keywords:** value assessment strategies, return on investments, 21st-century university libraries, Covenant University, library value, university library services, university library impacts assessment

**Project focus:** assessment methodologies, techniques, or practices; organizational practices (i.e., strategic planning); collections; services (i.e., customer service at reference desk); user behaviors and needs; data use and technology; assessment concepts and/or management

**Results made or will make case for:** more funding, improvements in services, improvements in collections, changes in library policy, proof of library impact and value, a strategic plan or process, how money or resources may be directed

### Data needed:

- library usage statistics
- institutional enrollment of students
- research output
- citation—Google Scholar, Scopus
- institutional repository: webometric ranking
- research grants
- awards
- annual number of publications
- user perception of library value

**Methodology:** quantitative, evaluation or survey

**Project duration:** between 6 months and a year

**Tool(s) utilized:** Statistical Package for the Social Sciences (SPSS), research assistant

**Cost estimate:** \$5,000–\$10,000

**Type of institution:** university—private

**Institution enrollment:** 5,000–15,000

**Highest level of education:** doctoral

great expectations from institutions of higher learning by the society as a whole, which invariably means the same for academic libraries. Government, students, employees, parents, faculty, and so on expect the higher institutions to serve as a dependable national resource, produce quality graduates through quality student learning, promote and support world-class research, provide enhanced collegiate experiences, and achieve student career placement and good earning potential. Also, the cost of running and sustaining an academic library is very high, and there is need for justification of the expense.<sup>1</sup> Hence, a huge necessity is laid on academic libraries to show their worth and relevance. The ability to achieve these goals, therefore, implies that academic libraries are providing evidence of their value to the parent institution and globally.

Consequently, academic libraries must rise up to the challenge of the twenty-first century by engaging in internal and external assessment of their operations. These include input and output measures such as quality of resources, service delivery, infrastructure, environment, and other facilities that culminate in user satisfaction as well as library outcomes. Library outcomes are directly tied to the parent institutions' outcomes (goals attainment), which can be referred to as return on investment on libraries; examples are student enrollment, student retention and graduation rates, student success, student achievement, student learning, student engagement, faculty research productivity, faculty teaching, service, and overarching institutional quality.<sup>2</sup>

To ascertain the foregoing, institutions of higher learning and their libraries are required to have a solid quality assurance mechanism and evaluation management system in place. These instruments will consistently assess and analyze operations and outcomes, make recommendations, and document progress toward the realization of institutional goals.

In view of the above, Covenant University has an assessment management system in place, as well as a quality assurance committee that is responsible for evaluating, maintaining, and recording outcomes for the library to relate and link the results of its operations to determining its value and relevance over time. The strategies employed by the university in this regard will be discussed in a subsequent section of the chapter.

### ***The Statement of the Problem***

In an information society, there is an avalanche of information everywhere, especially on the internet, which can be accessed through phones, laptops, iPads, desktops, and so on by clicking a few buttons. Yahoo, Google, and other aggregators make information on any subject easily accessible. Thus, academic libraries are consistently requiring extra effort to prove their worth and remain relevant.<sup>3</sup> In their quest for worth and relevance, they face the challenge of satisfying the numerous expectations on them from various stakeholders toward the attainment of the institutional goals. Even more, building and maintaining a library is highly capital-resource-intensive. Therefore, institutions' management bodies, proprietors, and governments are constantly demanding that libraries demonstrate both their value and their return on investment.<sup>4</sup> However, these cannot be known except by employing some strategies targeted at effective and efficient

operations in the information system. It is based on these facts that we sought to study value assessment strategies and return on investment of the twenty-first century libraries with Covenant University in view.

The specific objectives of the Covenant University Library (CUL) study are to

- ascertain the value of CUL
- determine the return on investment
- highlight the adopted assessment strategies

## **Library Value**

Library value refers to the worth of the library in relation to its ability to satisfy patrons' information needs and contribution to the attainment of its parent institutional goals. Literature reviewed for this chapter view library value from the business value perspective.<sup>5</sup> The authors of the literature are of the opinion that the library should be viewed as a place where products—for instance, books, computers, internet, and database access—and services—such as reference services, liaison librarian assistance, and reprographic services—are consumed by the library patrons and so libraries should calculate the return on investment of their products and services. The authors of the reviewed literature recommend conducting a cost-benefit assessment of how the expenditures made by the library contribute to the overall objectives of the institution. Guillaume Van Moorsel also discussed value based on perceived usefulness, stating that librarians must retain their usefulness based not just on what they can do but on what they actually do.<sup>6</sup> Library products and services do not translate directly into monetary figures, but libraries round the world have found themselves trying to justify the huge amount of funding spent on them to their stakeholders as library budgets have been affected by price increases, inflation, the development of information technology, and the digitization of library resources; the ubiquity of Google online resources, as noted by Jaeger and colleagues, does not eliminate the overall impact of the library despite the similarities that may exist between the library and Google as an information-oriented company.<sup>7</sup> The library still provides physical space, renders assistance to patrons with little knowledge on their information needs, and bridges the gap that exist between haves and have-nots. In addition, information provided is available to all, unlike Google, which presupposes a certain level of information and technology literacy and the availability of the technology infrastructure itself.

The above facts have caused libraries and librarians to seek ways to prove their worth to their communities using metrics to demonstrate that their contributions to their immediate community can be quantified. Return on investment is one approach of measure used to ascertain this value. Academic libraries provide a range of services directed at the parent institution that it serves: supporting teaching and learning of its immediate community, research, reference services to its host community, and a place of study. However, these services may not give a satisfactory account of the library value. Baez and colleagues noted that one challenge in demonstrating library value is that the users of library services have to understand that the results of their library work

are partly due to the information resources used in the library, and not just their own ideas.<sup>8</sup> Thus, academic libraries' value is not basically financial, but the contribution of its services to making positive changes and improvements to the users. Phase 3 of the study conducted by the University of Illinois at Urbana-Champaign with Elsevier in eight countries found that for every monetary unit invested in an academic library, its university receives a ROI of 15.54:1 and 0.64:1 in research grants.<sup>9</sup>

## ***Value Assessment Strategies of Academic Libraries***

In the financial parlance, valuation is determining the current value of an asset or investment and is needed for investment analysis, budgeting, and financial reports, among other purposes. It is used by economists to establish the price they are willing to pay for a business. The methods used to value nonmarket goods are: revealed preference (RP) and stated preference (SP) techniques. These complementary techniques enable researchers to estimate how individuals value such goods. Consequently, the nonmarket value of academic libraries can be monetized and the benefits balanced against the costs.

### **Section 3**

#### ***Revealed Preference***

The RP or indirect preference method assumes that observed behavior follows from an inherent value maximization process. Thus, observed actions are supposed to be relevant for welfare analysis. It is used basically for standard market goods valuation as well as nonmarket good valuation techniques such as the hedonic price and travel cost methods. With revealed preference approaches, the value of consumptive uses is measured; this technique relies on observations of behaviors in markets, and value is inferred through economic models, thus explaining the relationship between the behaviors and the value of the nonmarket goods.

#### ***Stated Preference***

SP approaches, also known as direct methods, elude values of service directly from the individual through survey instruments. This approach generally allows the measuring of the value of nonconsumptive uses (option values). SP approaches include expert decisions panels (EDP), choice methods (CM), and contingent valuation (CV), but CV is the most commonly used. SP approaches employ hypothetical methods for direct valuation. Quantity and price dimensions and compensated demands can be investigated directly, without the need to rely on consumption of complements or substitutes or indirect pricing. SP methods are inherently able, in principle, to capture the total value of a public good—that is, both its use and nonuse values—whereas RP approaches capture only the use values. SP methods are important for valuation of libraries because they show that an essential part of the value placed on libraries is related to nonuse. In cost-benefit analyses of libraries, nonuse values must be included to avoid an underestimation of their overall value to society. Thus, the contingent valuation (CV) method of the SP techniques is adopted in this chapter to measure

the value and return on investment of the Centre for Learning Resources, Covenant University, Ota, Nigeria. This method is adopted because literature reviewed showed that it is more appropriate for assessing library value and ROI of libraries.<sup>10</sup>

### **The Contingent Valuation Method**

Contingent valuation is a survey-based economic technique for determining the value of nonmarket resources, for instance, a library service. This is a direct and explicit method that presents a survey to respondents (in this case, the library users) with a hypothetical market, and they bid for or buy a good (the library services), eliciting the library patrons' willingness to pay (WTP) for the services provided by the library and enjoyed by the users. This method is based on the individual's assessment of the good to be valued. It is popular at valuing nonstop private goods and services like transportation, public goods provided by the government, such as the provision of street light, national security. The goods to be valued and the estimated monetary terms are presented in the survey, and respondents are asked to state their maximum WTP of the good were to be priced. This is then calculated, and the worth in monetary terms achieved.<sup>11</sup>

The Association of College and Research Libraries report *The Value of Academic Libraries*, researched by Megan Oakleaf, stated that the contingent valuation method has become popular in the evaluation of public goods and services and, by extension, libraries.<sup>12</sup> Oakleaf studied the Network of Public Libraries in Chile and found out that library patrons were willing to pay for services to enable the libraries be run continually, which shows worth, and their results are consistent with other studies and economic theories. It suggested that it would be beneficial to combine the CV technique with others so as to achieve a more comprehensive measurement of the economic, cultural, and social impact of libraries. A further advantage of this strategy is that faculty themselves can connect how the use of the library benefits their teaching, research, and funding for research and how the library products and services are enabling them to succeed. If using the library helps them succeed at their work, positively influences their students, and creates viable research. Faculty can tell the story that by funding the library, university administrators are getting a good return on their investment.

### **Return on Investment in Academic Libraries**

Academic libraries are set up in institutions of higher learning to support their parent institutions in achieving their major goals (all academic activities). Apart from these, the main reason for the existence of an academic library is the information resources it holds, which comprises a variety of different formats. Acquiring and maintaining the information resources are more capital-intensive than any other resource in the library composition.<sup>13</sup> In view of the above-mentioned, academic libraries must have defined expectations that are based on their mission and vision statements as well as tied to institutional goals and consciously driven. These expectations must be evaluated consistently to ascertain the degree to which the libraries have attained or are attaining them (return on investment).

Return on investment is the total of benefits derived from the investment in a library compared with the cost of running and maintaining it as well as satisfying its purpose (institutional goals). Kelly, Hamasu, and Jones opined that ROI is the total value returned by a product or service as compared with the total cost to produce that product or provide the service.<sup>14</sup> ROI is significant not only for measuring the value of the library to the institution, but also for helping librarians to guide change and priorities in the future, as well as serving as a concrete means of demonstrating to institutional administrators and public audiences the vital role academic libraries play within both their respective communities and on a global scale. For example, academic librarians can evaluate the return on investment of libraries by ensuring and assessing the relevance of their collection to university courses, measuring the level of access to and utilization of the resources, and determining the value placed on the library by the user community. The outcome can then be linked to the institutional outcomes in the following areas: student enrollment, learning, engagement, achievement, and student success, which includes student retention and graduation rates. Faculty outcomes can be linked to teaching, research productivity, service, and the general institutional quality.<sup>15</sup>

To successfully ascertain the return on investment of academic libraries, librarians should engage in creation or adoption of systems for assessment management.<sup>16</sup> Assessment management systems enable different librarians to enter assessment data, focus on different student groups or the same groups over time, and use different assessment methods. This is due to the fact that assessment management systems aggregate data by outcomes and generate reports that show how well the library is achieving its goals while contributing to the overall goals of the institution.

## Covenant University Reputation

Covenant University is a part of the Liberation Commission that God gave to the Presiding Bishop of the Living Faith Church Bishop David Oyedepo, (PhD) some thirty-five years ago. On February 12, 2002, the federal government officially presented the certificate that granted Covenant University the license to operate as a private university in Nigeria. The university is ICT-compliant with a twenty-first-century library that has all routine activities automated and subscribes to a variety of electronic information resources. Presently, Covenant University is driving a mandate of becoming one of the best ten universities of the world by the year 2022. Covenant University has a reputation of class and excellence with proof of being the best private university in Nigeria, which also was recognized by the United States-based US Transparency International Standards (USTIS) and Centre for Democratic Governance in Africa. The university has consistently been the overall best university in Nigeria and West Africa, and number fifteen in Africa in the webometrics ranking.

Covenant University ranked number one in web of repositories in Nigeria and West Africa in the year 2014. In recognition of the excellent reputation of the university, the Europe Business Assembly gave Covenant University its Best Enterprise Award in 2015. The university is in the forefront of making waves in research activities as it

has drastically increased its research output, and today it ranks fourth in Nigeria in terms of articles published per year.<sup>17</sup> In addition, the university is known for excellent student retention and graduation rates, student success, and achievement. Presently, a Lagos-based startup and online platform that carries out studies on employment in Nigeria and Nigerian universities has in the 2016 edition of its *Nigerian Graduate Report* publication ranked Covenant University number one in the list of Nigerian universities (both private and public) with the most employable graduates.<sup>18</sup> According to the report, Covenant University, with 90 percent employability rating, emerged first among institutions in this category. Only two private institutions made it to the top ten on the list, while others were federal and state universities.

## Covenant University Vision 2022 and Library Contribution

In 2012, Covenant University introduced a new building block to its mission, which is to become one of the top ten universities in the world by the year 2022. To achieve this goal, the university introduced a number of important changes. Consequently, the university had to monitor closely the parameters used by ranking bodies such as Times Higher Education, which focuses on research, teaching, and citations. Thus, researchers are now working around the clock as they are strongly encouraged to publish in relevant outlets and attend international conferences indexed by databases that feed these rankings.<sup>19</sup> Also, postgraduate students are required to have a minimum of two publications in journals that are indexed by Scopus before graduation.

In addition, the university made financial investments to ensure its researchers' work can be included in the highest quality journals. To effectively drive this mandate, the faculty and board needed in-depth data on where they stood and where they could excel. As a result, the university subscribed to SciVal in addition to Scopus and other databases. SciVal is used to analyze and visualize the university's performance in the global research landscape, while drawing data from Scopus, the largest abstract and citation database of peer-reviewed literature in the world. Suffice it to note that the library is the hub of all these intellectual activities in the university. Hence the library is constantly seeing to the provision of excellent library resources and research facilities for faculty and students to utilize. By this responsibility, the library specifically contributes to the vision through the following:

- Develops a robust world-class learning and research collection that is most adequate (relevant and up-to-date) for intellectual activities in the university.
- Sustains student retention through orientations that enable students to get acquainted with the use of the library, thereby enhancing their academic success.
- Provides value for teaching faculty by making available relevant instructional content and methods as well as partnering with them in teaching the use of library and study skills and related courses, which includes helping to improve course quality and developing innovative curricula.

- Increases faculty research productivity by serving as research consultants, project managers, and technical support professionals; collaborating with them; and researching and publishing in quality outlets, as well as providing required resources for writing grant proposals, thereby impacting the institutional quality reputation.
- Provides adequate information resources and excellent service delivery, including development and maintenance of the university repository that is used for institutional ranking. This influences students' application and matriculation decisions, and may also have influence on faculty recruitment and retention.
- Contributes to program accreditation by constantly improving on the library resource collection to align with and impact on what is being learned and taught in the programs.
- Creates and maintains a comfortable and conducive learning environment that encourages learning and research, such as study carrels, group discussion rooms, and the creative commons.
- Offers specialized services in the form of selective Dissemination of information (SDI) and efforts of liaison librarians. This entails the attachment of subject specialists to departments and colleges. The liaison librarians work closely with faculty and students to give to them awareness, orientation, and desired support on library resources. In practice, they take the library to the faculty when they are too busy and are not able to visit the library. They attend departmental meetings, ask question about the information needs of the staff, and collect and collate their reading lists as well as their research interest areas in order to serve them adequately.
- Provides extension and outreach services that are organized to meet the information needs of the less privileged and rural populations with the main objectives of creating awareness of library and information resources, encouraging the development of good reading habits, and projecting valuable information to those in the university's host community and environs.

## Assessment Strategies Adopted by Covenant University Library

The Covenant University Library is a leading academic library that has created a niche for itself as a foremost reference center for other libraries in Nigeria to follow. The library is automated, and all routine activities are computerized. The Centre for Learning Resources (CLR) has a functional virtual library service, which provides access to the Web-Based Public Access Catalogue (WebPAC) and other electronic resources from anywhere in the globe and at any time using Internet Browsers. The library's automation is based on Millennium library management software, which provides robust metadata and other interfaces for effective knowledge management.

The main goals of CLR are

- pioneering excellence in library and information services delivery
- achieving cutting-edge practices
- producing quality students and prolific researchers
- achieving staff engagement in the vision implementation
- having community impact
- acquiring, organizing, and disseminating first-rate library materials
- preserving and conserving the collection for future generations.
- developing highly motivated, knowledgeable, and skilled professionals
- ensuring cost-effective management of library resources

### **Daily User Statistics**

Daily user statistics are taken in all the service units and analyzed at the end of each week to ascertain user flow into the library and patronage. This is further broken down to ascertain the number of clients that patronized each unit. On the long run, it becomes possible to know which units are less patronized and to find out the reasons. One very great importance of this activity, in addition to some other indicators, is that it shows the patronage of the library, which invariably confirms the relevance of the library. The electronic collections are measured via usage logs and vendors' reports.

### **Occasional Random Interview**

The management staff of the library engages in occasional random chat with clients about the service delivery of the library and their needs satisfaction. This exercise brings to fore the expectations of users because it happens at their unguarded hour. Information gathered from such interactions is noted and treated with every sense of responsibility because it is straight from the heart and makes for effectiveness. A structured guide to the interview is shown in table 30.1.

**Table 30.1**

Occasional Random Interview Guide

Is the library environment conducive enough for your learning?
Are you satisfied with our services compared to what is obtainable elsewhere?
Were you able to meet your information needs all the times you came to use the library's information resources?
Was our library catalogue always accessible each time you came to library?
Would you say it was easy for you to pull out a book from the shelf?
What aspect of our services are you not satisfied with?
What do expect to have in this library that is not available presently?
Have you ever used the library resource for grant proposal writing?
Were you successful in attracting the grant?
If asked to pay, are you willing to make financial payment for the library services?
How much money are you willing to pay for the library services?

## ***End-of-Session Survey on User Satisfaction and Expectations***

Another way of determining the relevance of the library to its immediate and extended community is by conducting an end-of-session user satisfaction and expectation survey. A well-structured questionnaire is administered to clients randomly toward the end of a session, copies are collated, data gathered is analyzed, and conclusions are reached leading to decisions that are integrated into operations with a view to achieving the goals of the subsequent session. This helps the library to consolidate on its strength, improve upon its weaknesses, and introduce innovations.

## ***Administration of Performance Checklist***

In order to maintain a world-class standard, an in-house-designed checklist is administered occasionally to faculty who have been to libraries outside the continent of Africa, visiting faculty on sabbatical, international staff, and contact staff from outside the country with the aim of eliciting information on how our library competes with other libraries elsewhere. The exercise helps to ascertain the standard and appraise the library especially in the area of its service delivery, information resources, and prioritization of any innovation into the existing standards based on the analyzed recommendations of users. A sample of the performance checklist is shown below as reported by Kelly, Hamasu, and Jones:

- Which library have you been to outside Nigeria?
- Does the Library (CLR) infrastructure compare favourably with the one you patronised?
- Does the Library (CLR) learning environment compare favourably with the one you patronised?
- Do the information resources in CLR adequately support learning, teaching and research compared to what is obtainable in the one you patronised?
- Does the Library (CLR) services environment compare favourably with the one you patronised?
- Does the reading space in CLR compare favourably with what is obtainable in the one you patronised?
- Do the Library (CLR) seating facilities compare favourably with the one you patronised?
- Does the Library (CLR) work environment compare favourably with that of the library you patronised?
- Do the electronic facilities in CLR compare favourably with what is obtainable in the one you patronised?
- Does the deployment of the library software in CLR compare favourably with what is obtainable in the one you patronised?

- Can you say CLR has attained a world class status?
- Give suggestions<sup>20</sup>

### **Quality Assurance Committee**

The library management team established a Quality Assurance Committee that is responsible for ensuring quality in all areas of operations and systems through a library self-audit initiative. This is with the aim of engaging in constant assessment of the library to ascertain its status, identify areas of need, and make informed recommendations to the library management team. The terms of reference of the committee are

- Alignment of the library with the university's vision, mission and strategic direction
- Integration with the University's structure, financial planning and systems
- Adequacy of physical infrastructure to support learning teaching and research
- Provision of information resources and services to support learning, teaching and research
- Management of human resources
- Ensure cordial relationship with other institutions.<sup>21</sup>

## **Assessment of Contingent Valuation Method for Return on Investment in Covenant University Method**

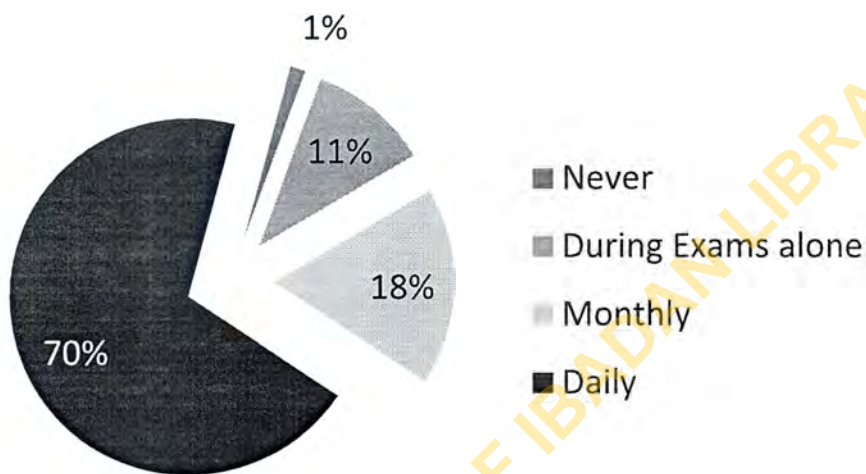
Contingent valuation method (CVM) was adopted. This method was considered to be appropriate because is a nonmarket valuation method that makes it feasible to realize estimates of how the library users value nonmarket goods such as library services. Adopting these methods, the nonmarket benefits of academic libraries can be monetized so that the benefits can be balanced against the costs of providing library services.<sup>22</sup> The population comprised 7,000 students and 1,000 non-teaching staff and faculty of Covenant University. In order to assess the worth of Covenant University Library, a sampling fraction of 12 percent was used to randomly select 560 students and 400 faculty and non-teaching staff, totaling 960. The data collection instrument, a short and adapted questionnaire from Kingma and McClure,<sup>23</sup> was distributed face-to-face in April and May 2017 within the library and at the various departments and offices to students, non-academic staff, and faculty. The level of satisfaction was tested among the students; their level of willingness to pay for library services was also tested; faculty and non-teaching staff were asked about their willingness to pay for library services as well as their value for the library services. Data was analyzed using frequencies and percentages.

## Communicating Results and Impact

### Undergraduates

Research Question 1: How Often Do You Visit the Library?

The researchers sought to find out the frequency of undergraduate respondents' visits to the library at Covenant University. A large number, 391 (70%), indicated that they visit library daily (figure 30.1). This finding implies that Covenant University Library services are heavily used by the students daily. This corroborates the findings of Yusuf and Iwu, who studied students' use of Covenant University Library and found that over 53.3 percent students visit the library two to three times a week.<sup>24</sup>

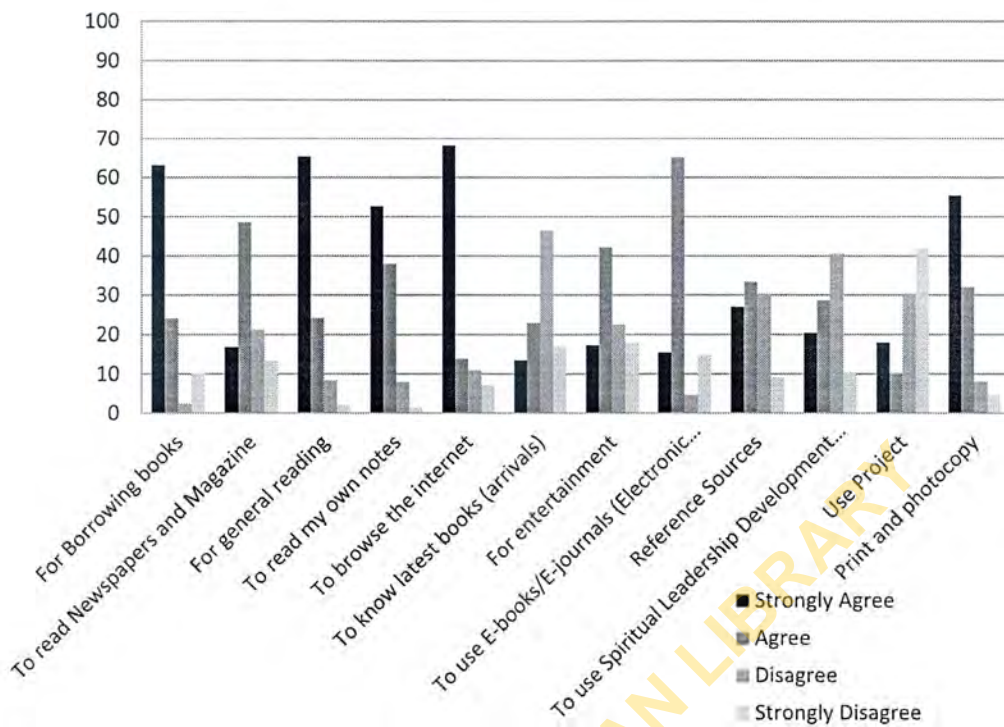


**Figure 30.1**

Undergraduates' responses to the question "How often do you visit the library?"

Research Question 2: What Is the Students' Purpose for Visiting the Library?

Students were asked their purpose for visiting Covenant University Library (figure 30.2). A majority (382; 68.2%) strongly agree that they visit the library to browse the internet, followed by 366 (65.4%) respondents who visit for general reading. In addition, 63.2 percent visit to borrow books, 65.2 percent use e-books or e-journals (electronic databases), 55.4 percent visit to print and make photocopies (reprography), 295 (52.7%) to read their personal notes, and 283 (50.5%) visit the library to use online journals. The finding of this study revealed that at Covenant University Library, both electronic and print information resources are most consulted and treasured by students. This is in line with the study by Yusuf and Iwu, who confirmed that it is obvious that the library users value both the electronic and print journals provided by the library.<sup>25</sup>



**Figure 30.2**  
Purposes for visiting the library.

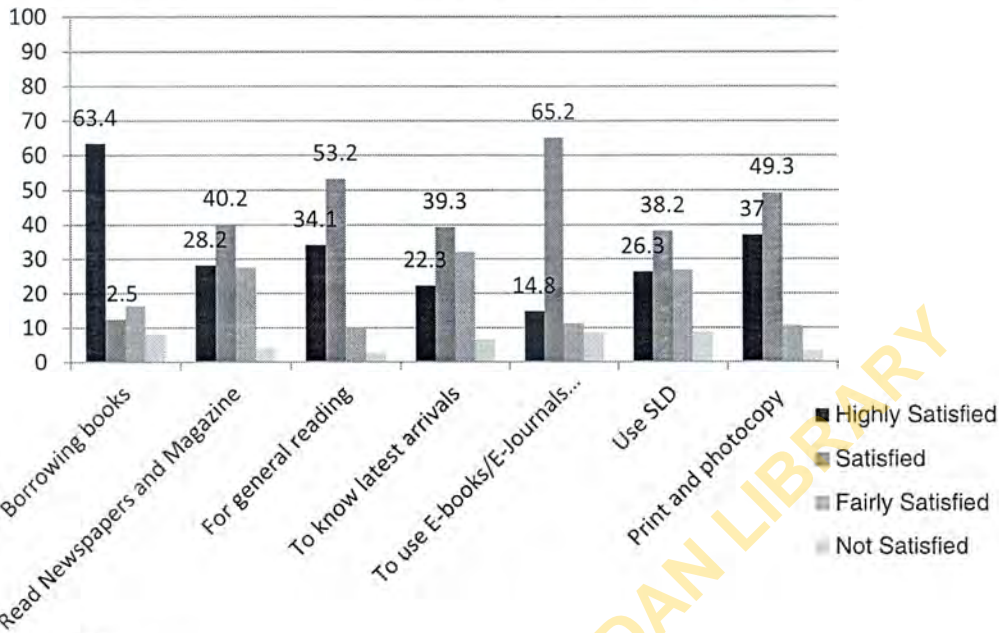
Research Question 3: What Is the Students' Level of Satisfaction with Library Resources?

Figure 30.3 showed that for satisfaction with library resources, the top three percentages were in the following areas: 65.2 percent of the respondents indicated satisfaction with the use e-books or e-journals (electronic databases); 63.4 percent of the respondents indicated that they were highly satisfied with borrowing of books; 53.2 percent of the respondents indicated satisfaction with general reading. This was confirmed by the study carried out by on expectations of users in Covenant University and the University of Lagos that revealed that over 80 percent of respondents from Covenant University use electronic and print journals for their personal research.<sup>26</sup>

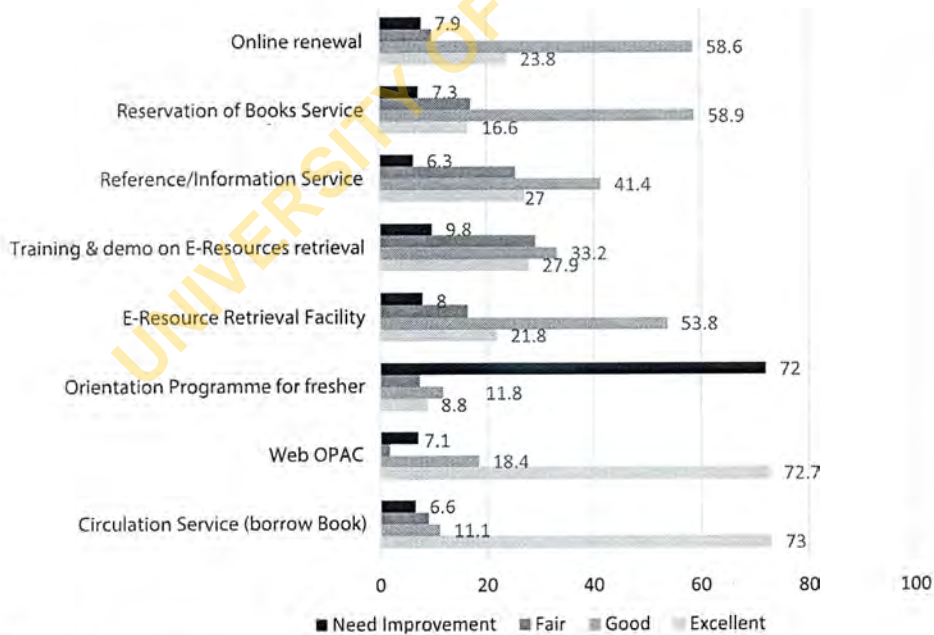
Research Question 4: What Is Students' Level of Satisfaction with Library Services in Covenant University Library?

Results from figure 30.4 revealed the level of satisfaction with library services in Covenant University Library: 73.0 percent of the respondents indicated excellent satisfaction with circulation services (borrow book), and 72.7 percent indicated excellent satisfaction with Web OPAC. For reservation of books service and online renewal 58.9 percent and 58.6 percent indicated good satisfaction respectively, while only 53.8 percent indicated good satisfaction with their e-resource retrieval facility. This finding supported the

findings of Iroaganachi and Nkiko, that services rendered by the Covenant University library were rated higher than in University of Lagos.<sup>27</sup> The implication here is that there has been consistency in the quality of services rendered by the library.



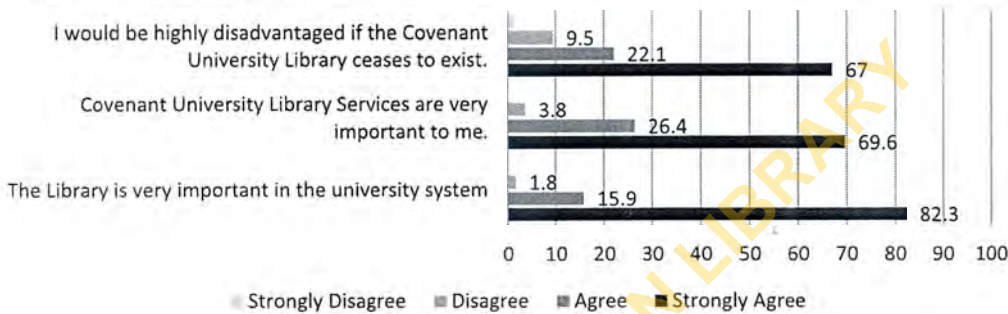
**Figure 30.3**  
Satisfaction with library resources.



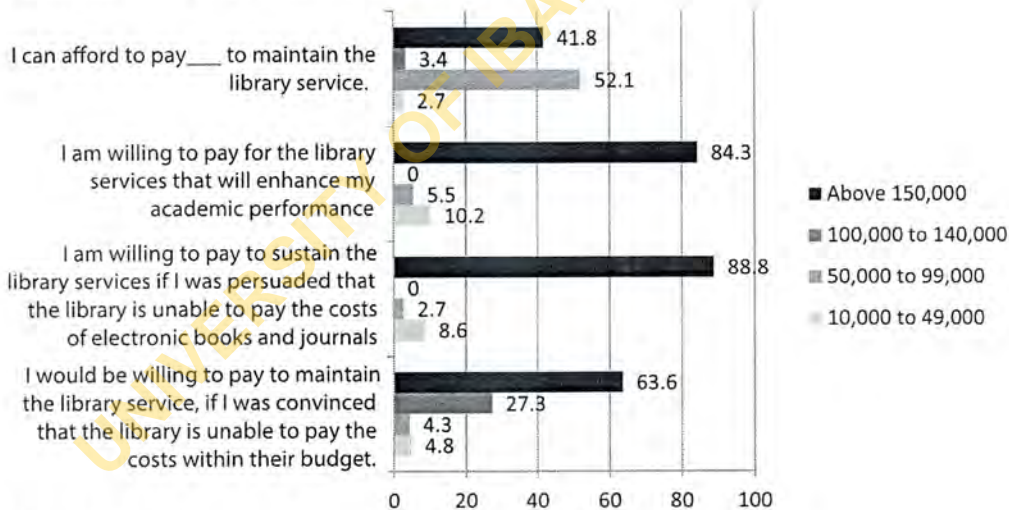
**Figure 30.4**  
Level of satisfaction with library services in Covenant University Library.

Research Question 5: What Is Students' Perceived Value of Covenant University Library?

Figure 30.5 revealed 82.3 percent of students strongly agreed that libraries are very important in the university system, while 17.7 percent strongly disagreed with the statement; 69.6 percent strongly agreed that libraries are very important to them, while 30.4 percent strongly disagreed with the statement. Sixty-seven percent indicated that they would be highly disadvantaged if the Covenant University Library ceased to exist, while 23 percent strongly disagreed with the statement. This indicated that majority of respondents value the library, knowing that the holdings of the library impact their academic activities greatly.



**Figure 30.5**  
Perceived value of Covenant University Library.



**Figure 30.6**  
Covenant University students' willingness to pay for the services.

Research Question 6: Are Students Willing to Pay for the Library Services?

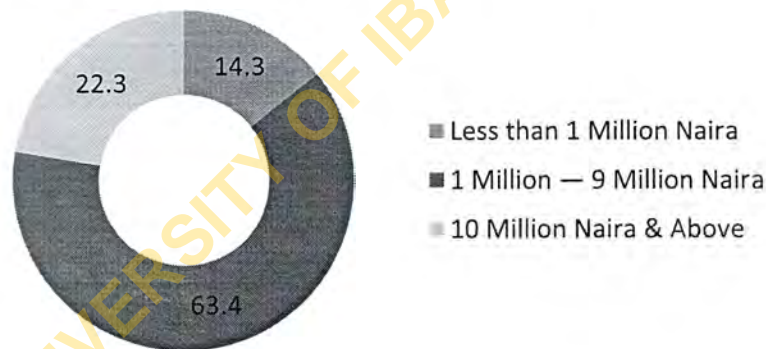
Figure 30.6 revealed the estimated amount respondents from Covenant University are willing to pay for the library services. A majority of the respondents, 356 (63.6%), were

willing to pay above ₦150,000 to maintain the library services if they were convinced that the library was unable to fund itself within its budget. Also, a large proportion 497 (88.8%) of the respondents indicated that were willing to pay above ₦150,000 to sustain the library services if they were persuaded that the library was unable to pay the costs of subscription for electronic resources (e-books and e-journals). A majority of the respondents, 472 (84.3%), indicated that they were willing to pay above ₦150,000 for the library services that will enhance their academic performance, while 292 (52.1%) indicated that they can afford to pay between ₦50,000 and ₦99,000 to maintain the library service.

Figure 30.7 revealed respondents' perception of the worth and cost of developing and running Covenant University Library; 63.4 percent indicated that if there was uncertainty about the costs of running the Covenant University Library services, they would be willing to pay between ₦1 million and ₦9 million to develop and run the library. This showed that majority of respondents placed high premium on the university library. If at this level as students they are willing to give this much, the indication then is that the library is meeting their needs in supporting their learning and other intellectual activities.

### Section 3

Assume there is uncertainty about the costs of running the Covenant University Library. Suggest how much you are willing to pay to support the running of the library.

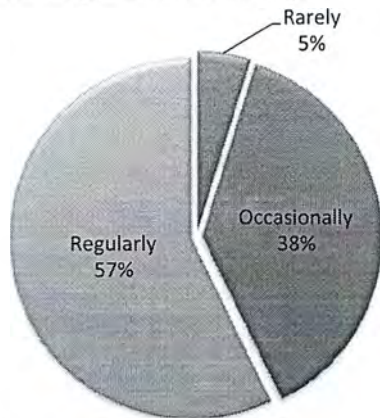


**Figure 30.7** Students willingness to pay for developing and running the library.

### Faculty and Staff Responses

Figure 30.8 revealed that 57 percent of faculty and staff visit the library regularly, while 38 percent visit occasionally. The implication of this finding is that a number of faculty and staff still visit the library irrespective of the fact that they can access the library's e-resources remotely and that beyond e-resources, the library holds other resources that are useful for their intellectual endeavors.

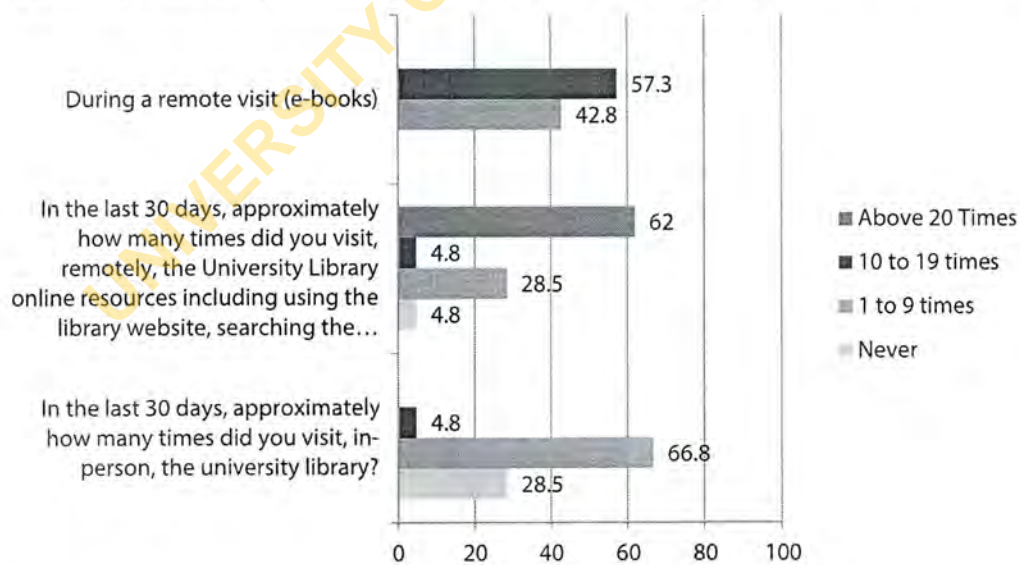
How often do you visit the library?



**Figure 30.8**  
Frequency of faculty and staff visits to the university library.

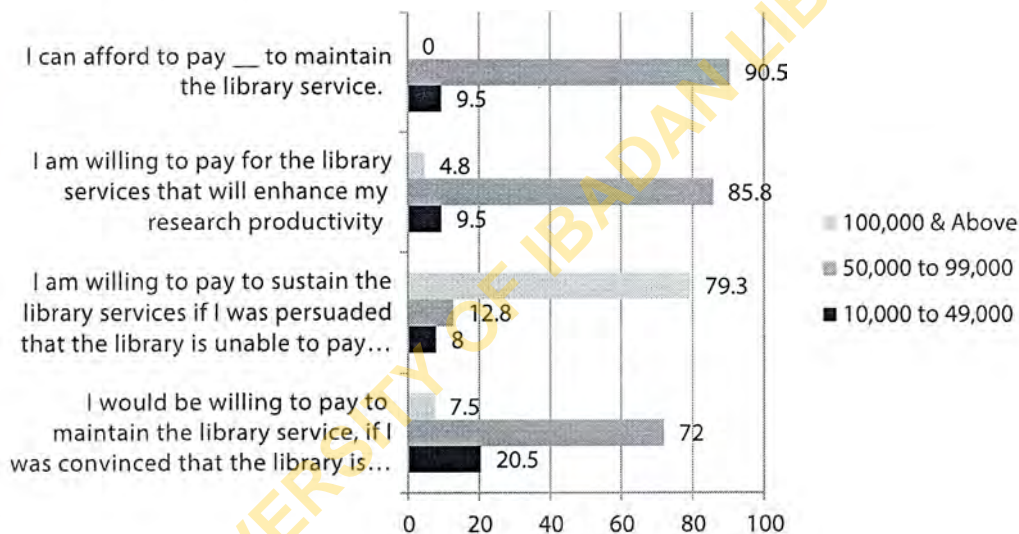
Figure 30.9 revealed that in the last thirty days before responding this questionnaire, 267 (66.8%) visited the university library in person between one to nine times, while 248 (62.0%) of the respondents visited the university library remotely approximately twenty times or more in the last thirty days, through the library online resources, including using its website; searching online databases; using online journals, e-books, or electronic reserves; or by emailing an inquiry. Only 57.3 percent of the respondents remotely visited the library for e-books between ten and nineteen times. The finding of this study revealed that majority of faculty were using library information resources and services frequently, and this was supported by findings that faculty of Covenant University make use of the library's material and services heavily.<sup>28</sup>

Section 3



**Figure 30.9**  
Faculty's and staff's purpose for visiting the university library.

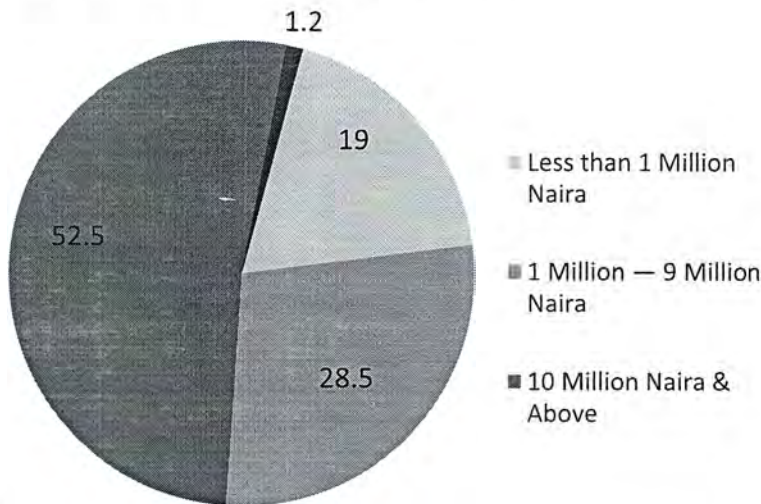
Figure 30.10 revealed that a total of 362 (90.5 percent) indicated that they can afford to pay between ₦50,000 and ₦90,000 to maintain the library service. Over 85 percent of the respondents indicated that they were willing to pay ₦100,000 and above for the library services that will enhance their research productivity. And not less than 317 (79.3%) of the respondents were willing to pay ₦100,000 and above to sustain the library services if they were persuaded that the library was unable to pay the costs of electronic books and journals. In addition, 288 (72.0%) of the respondents were willing to pay between ₦50,000 and ₦90,000 to maintain library services if they were convinced that the library was unable to pay the costs within the budget. This finding implies that faculty and staff of Covenant University recognize the worth and importance of the library in the university. This shows that the library has its place and plays a unique role in academics. This is what is meant by claiming that the ubiquity of Google online resources cannot rule out the overall impact of the library despite the similarities that may exist between the library and Google as an information-oriented company.<sup>29</sup>



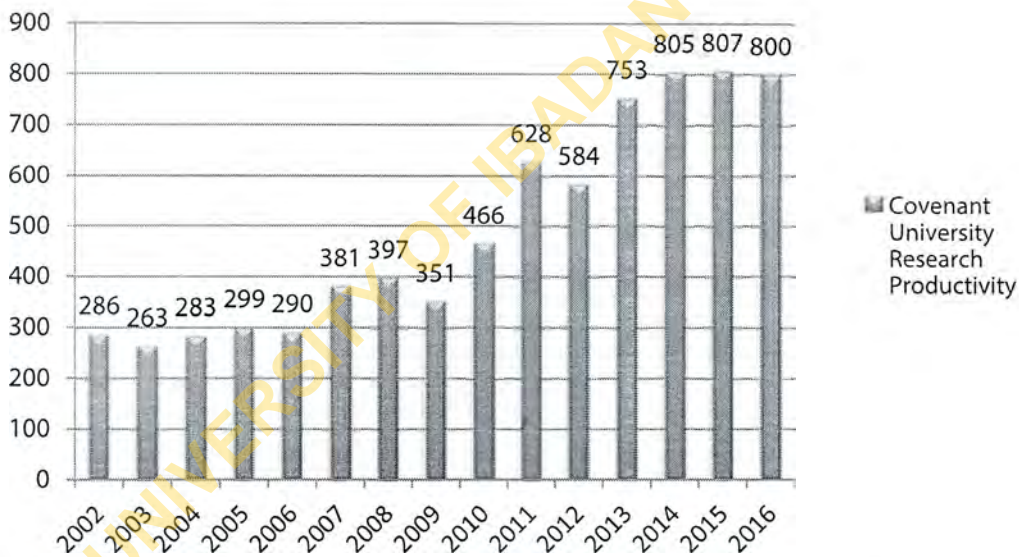
**Figure 30.10** Faculty and staff willingness to pay for the services of the library.

Figure 30.11 revealed that for the valuation of library, no less than 210 (52.5%) of the respondents suggested that it is worth paying ₦10 million and above to maintain the library services in the CLR (Covenant University Library), while 28.5 percent indicated they would pay between ₦1 million and ₦9 million, and just 19.0% indicated that they would pay less than ₦1 million.

Suggested Costs of developing and running Covenant Library



**Figure 30.11**  
Faculty and staff willingness to pay for developing and running the library.



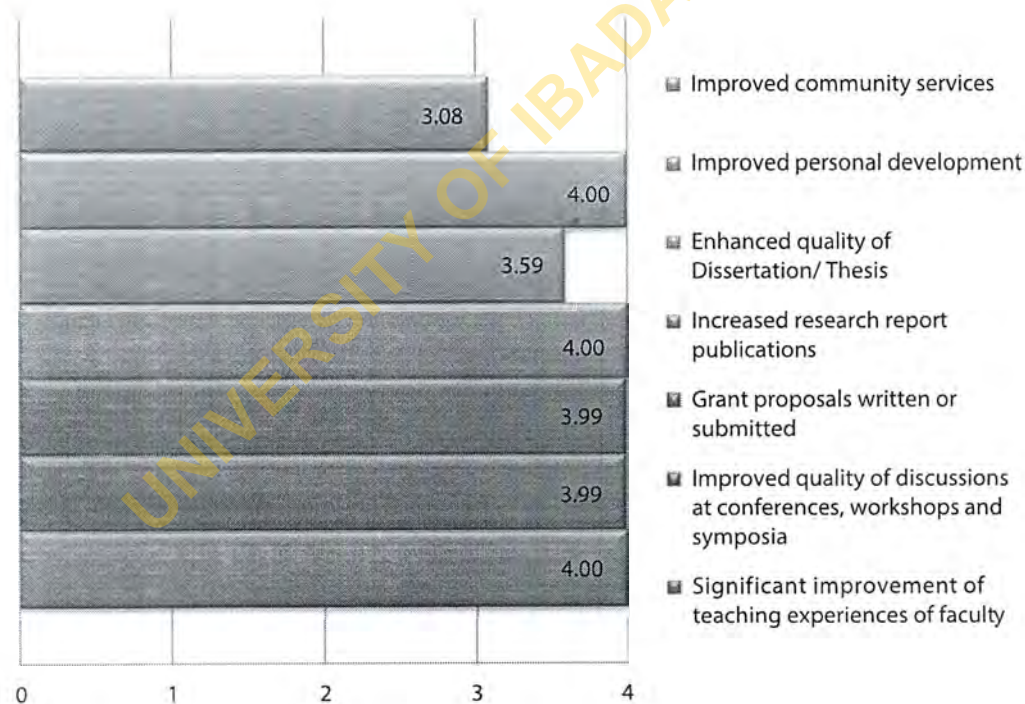
**Figure 30.12**  
Covenant University faculty research productivity from the University Repository. (Source: "Covenant University Repository," accessed June 6, 2017, <http://eprints.covenantuniversity.edu.ng/>.)

Figure 30.12 revealed the magnitude of faculty research productivity. In Covenant University all faculty are required to deposit their research articles in the institutional repository. Covenant University was established in 2002, and figure 30.12 revealed that in the periods 2002–2003, 2003–2004, 2004–2005, and 2005–2006, there were small

changes in research outputs, with a decrease of 23, followed by an increase of 20, an increase of 16, and a decrease of 9. Between 2006 and 2007, there was sharp increase of 91 research outputs. Between 2007 and 2008 research output showed a smaller increase of 16 research outputs, whereas between 2008 and 2009, there was a decrease of 46 research outputs. The periods 2009–2010 and 2010–2011 both had increases of 115 and 162 respectively. There was another decrease of 44 research outputs between 2011 and 2012, while between 2012 and 2013 there was large increase of 169 in research output. The periods 2013–2014 and 2014–2015 both had small increases of 52 and 2 respectively, followed by a small decrease of 7 between 2015 and 2016.

In order to determine the impact of library services on faculty research productivity, the respondents were asked to rate some statements on a four-point Likert scale to reveal how library use enhanced faculty productivity. Figure 30.13 revealed that the outcome of the utilization of resources and services significantly improved of teaching experiences of faculty, increased their research report publications, and improved their personal development with a mean of 4.0 respectively. Also, it was found that the use of the library resources and services improved the quality of faculty discussions at conferences, workshops, and symposia, as well as aided grant proposals written or submitted with a mean of 3.99. This is an indication to a great extent of some return on the investment in the Covenant University Library.

## Section 3



**Figure 30.13**  
Perceived faculty library impact on research.

## Reflection

Based on the contingency valuation survey, it can be concluded that faculty, staff, and students know the worth of the university library and as result placed high value on it. Also a majority of the respondents visited the library regularly to use the information resources for academic purposes and they were highly satisfied with both the resources and services made available to them by the library. This was reflected in the productivity of faculty; it is little wonder they were not only willing to pay for the services of the library but ready to take on financial obligations to develop and run the library. Therefore it is recommended that academic libraries set yearly goals and defined standards. Also they should employ different strategies for ensuring that the set standards are upheld as well as consistently measure the value of the library to the patrons and institution, thereby helping academic librarians to guide changes and prioritize in the future as well as demonstrating to institutional administrators and public audiences the vital role of the libraries.

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