Libraries and Outcomes Assessment in a 2.0 World

Today’s Agenda

- Provide an overview of the outcomes assessment process.
- Consider its application in the academic library.
- Examine 2.0 technologies that may enhance our impact on the community.
Outcomes / Impacts

*benefits or changes* for individuals or populations during or after participating in program activities, including new knowledge, increased skills, changed attitudes or values, modified behavior, improved condition, or altered status...
Outputs vs. Outcomes

[Graphic from: Poll, R. & Payne, P.]

Core Ideas

#1 Focus on goals and objectives

#2 Look for changes in:
- Affect
- Behavior
- Knowledge
- Competence

#3 Gather evidence of changes:
- Ask questions
- Observe
- Infer impact from what is produced
Impact Process Model

Choose area to evaluate

Select research methods

Articulate objectives

Develop success criteria

Create impact measures

Example: Leeds Metropolitan University (UK)

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Raise awareness of the importance of information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria</td>
<td>Academic staff aware of Information Literacy Framework</td>
</tr>
<tr>
<td>Evidence Method</td>
<td>Personal or telephone interviews</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Students become discerning users of information</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>More diverse range of sources cited in bibliographies</td>
</tr>
<tr>
<td>Evidence Method</td>
<td>Review and compare student bibliographies</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Integrate information literacy into curriculum</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>Evidence of increasing integration</td>
</tr>
<tr>
<td>Evidence Method</td>
<td>Information literacy teaching audit</td>
</tr>
</tbody>
</table>

[Markless, S. & Streatfield, D.]
Methods

• **Direct** measures – standardized tests, performance based tasks, portfolios.

• **Indirect** measures – surveys and interviews, syllabus review, observation.

Levels of Impact

-2 Hostility
-1 Dismissive
0 None
1 Awareness raised
2 Better informed
3 Improved knowledge
4 Changed perception or ability
5 Changed world view
6 Changed action

[Brophy, P.]
Concerns About:

- User differences
- Data availability
- Long-term effects
- Time-consuming methods
- Separating library impact from other influences

Why?

- New emphasis on accountability at the university level
- Colleges and departments required to submit reports on outcomes
- Accreditation requirement
Why Us?

“Like other communities at the University, the library must move from a content view (books, subject knowledge) to a competency view (what students will be able to do) . . . we need to measure the ways in which the library is contributing to the learning that the University values.”

[Smith, K.]

Survival

“Undergraduates entering universities in the United States use the library as a study space, a socializing space, but to a shocking and frightening extent, they do not use library services or library materials.”

[No, actually it was Peter Brantley]
Self-Study: Selected Goals

• Partnering with faculty and students in strengthening the learning process by integrating the libraries more effectively with curricular innovations at the University.

• Changing our library facilities to accommodate changing uses and users of libraries.

What Should We Measure?

1. Support for student learning outcomes in the university curriculum:
   – GEC courses
   – Major requirements
   – Graduate programs

2. Collaboration with faculty

3. Provision of appropriate spaces
Performance Indicators

1. Extent / effect of the integration of library resources within academic programs.

2. Information literacy program’s reach and effects.

3. Student, faculty perceptions on becoming information literate, academic performance.

GEC Syllabus Study Goals

- Identify information literacy related goals, assignments, relationships with the Libraries in selected GEC courses.
- Understand instructor perceptions of their role in information literacy instruction and the impact this instruction has on student projects.
Some Data

• Majority taught by GTAs or Lecturers.

• 75% require some sort of research.

• Most do not involve a librarian in their course / GTAs not aware of options.

• Instructor satisfaction with student research products evenly split.

Next Steps

1. Emphasize support for curricular goals.
2. Increase competency specific offerings.
3. Enhance communication with faculty and GTAs.
4. Continue to develop outcome measures.
The 2.0 World

Web 2.0

Library 2.0

Life 2.0?
Just for Kids?

Just a Fad?

Health Care information and resource discovery and sharing

Organize
Share and Discuss
Discover

What is PeerClip?

PeerClip combines the two preferred ways physicians gain knowledge—reading medical literature and interacting with peers—to a
2.0 Collaborative Tools

- Tagging
- Rating
- Recommending
- Networking

Tagging
Library Tagging Tools

Rating
Networking

How will we evolve?

“The primary recommendation . . . is that the OSU Libraries undertake a thorough review of access and discovery tools as they are presented on the library web site and take significant steps to improve them.”

[OSU Libraries: 2006 LibQUAL Survey]
Library Catalog

- **LibQUAL**: data indicates need for change.

- **Lorcan Dempsey**: the catalog interface is unconnected to popular user discovery environments or workflows.

- **Karen Coyle**: the catalog will become more interactive and participatory, and will implement David Lankes idea of the library as conversation.

Catalog as Conversation

[Graphic from: Lankes, Silverstein & Nicholson.]
New Tools

“Be Where They Are

“It is like a house. You put everything you like or want in the house and invite other people to the house.”

[OCLC, Sharing, Privacy and Trust in Our Networked World]
Blue Sky Ahead

References


References (continued)


