



Library Assessment in the Real World

Megan Oakleaf, MLS, PhD

2011 ACL Conference

Cedarville University

Coin of the Realm



- What's most important to your institution? Your faculty? Your students?

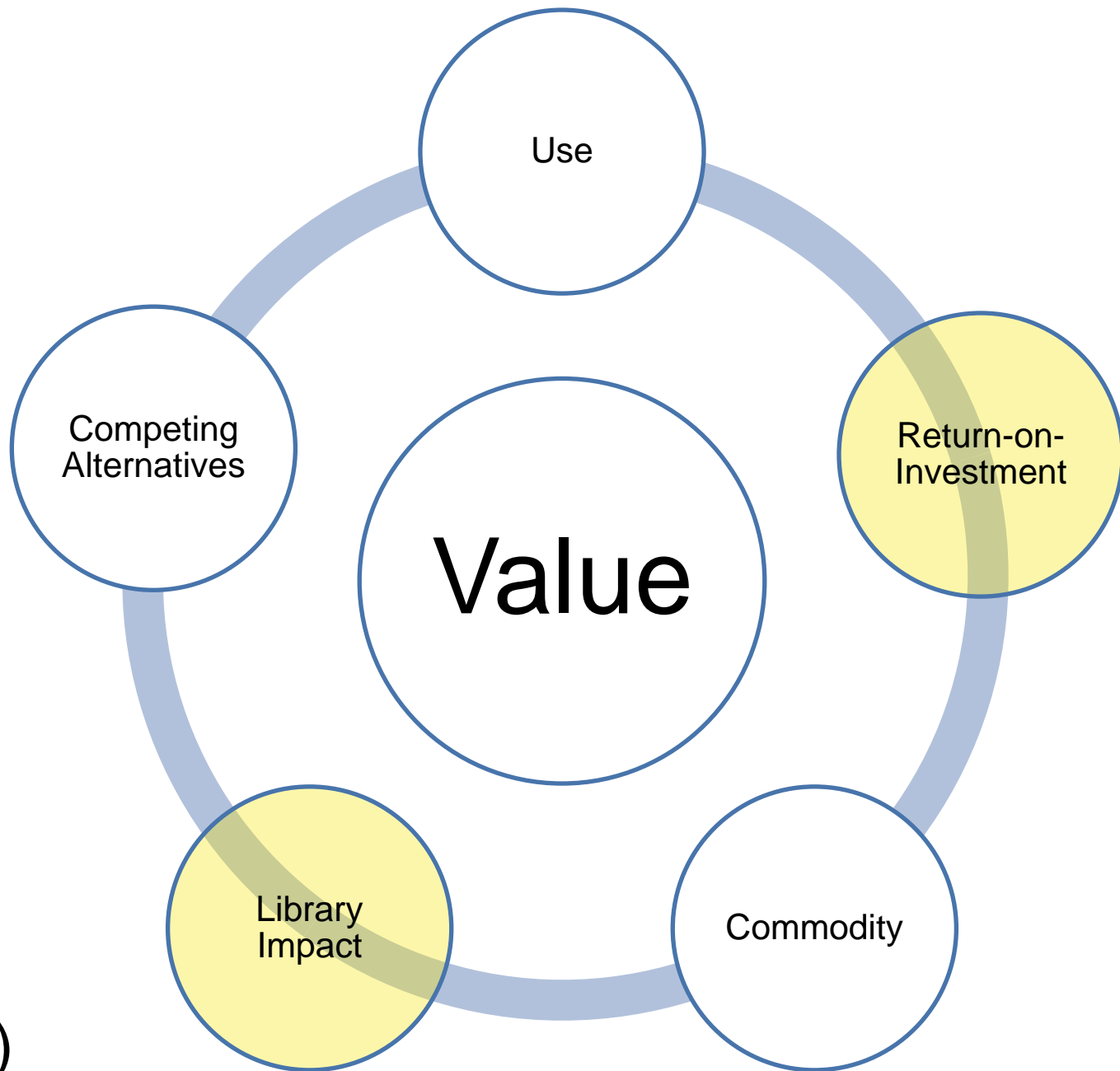
THE VALUE OF ACADEMIC LIBRARIES

A Comprehensive Research Review and Report



ACRL Association of College
& Research Libraries
A Division of the American Library Association

*Prepared by Dr. Megan Oakleaf, Syracuse University
for the Association of College and Research Libraries*



(p 20)

Products

Service

Collections

Experience

Mediation

Enabling

Resources

Educational Impact

Facility

People

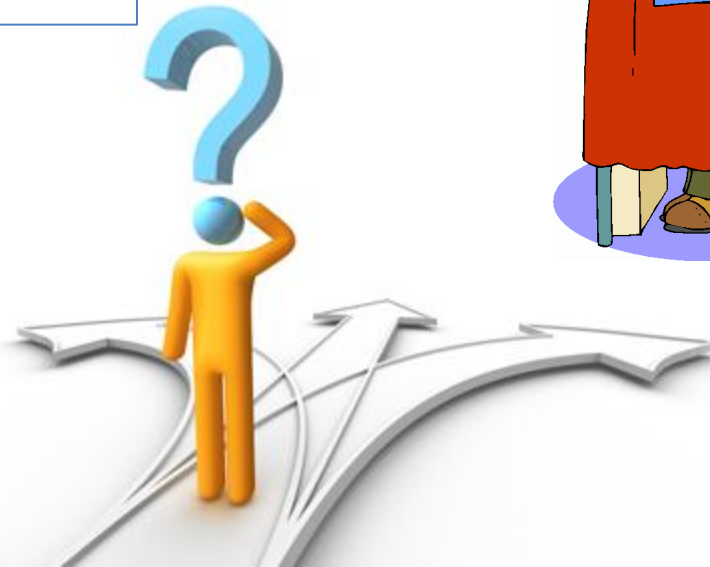
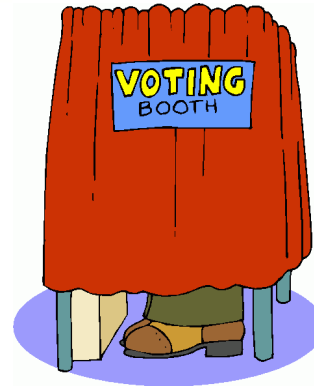
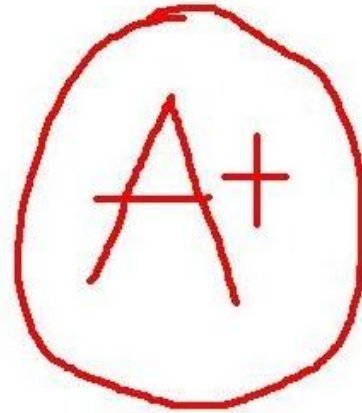
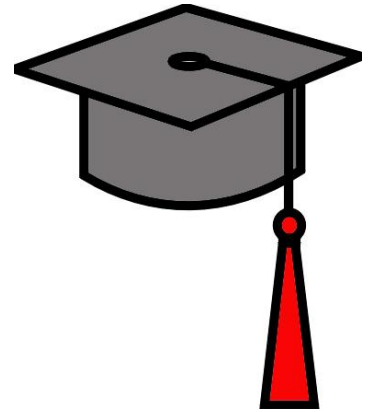
Access

Sense-Making



Selected Recommendations

Determine what libraries enable students, faculty, student affairs professionals, administrators, and staff to do.

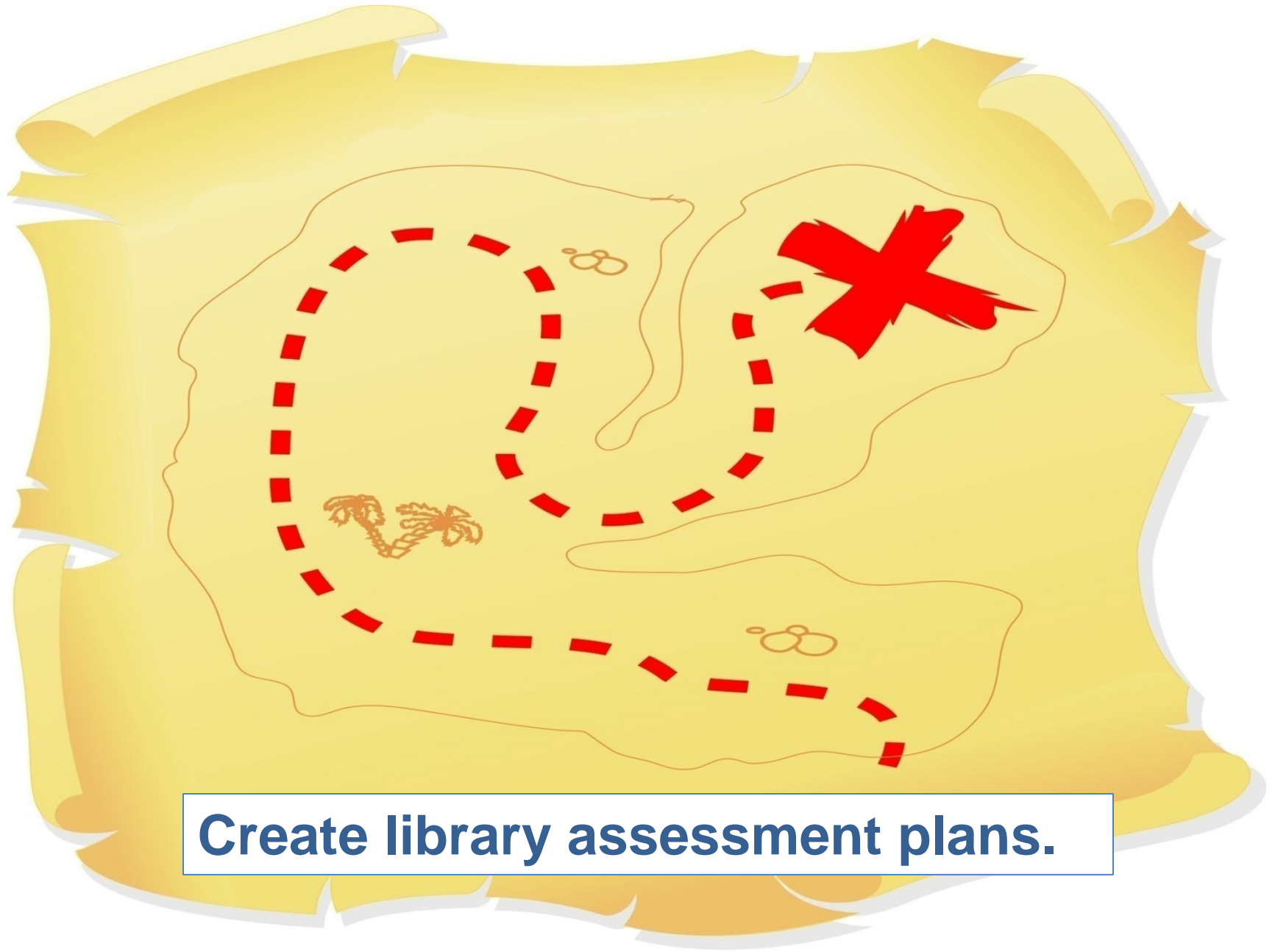


**Develop systems
to collect data on individual
library user behavior, while
maintaining privacy.**



Use existing data.





Create library assessment plans.



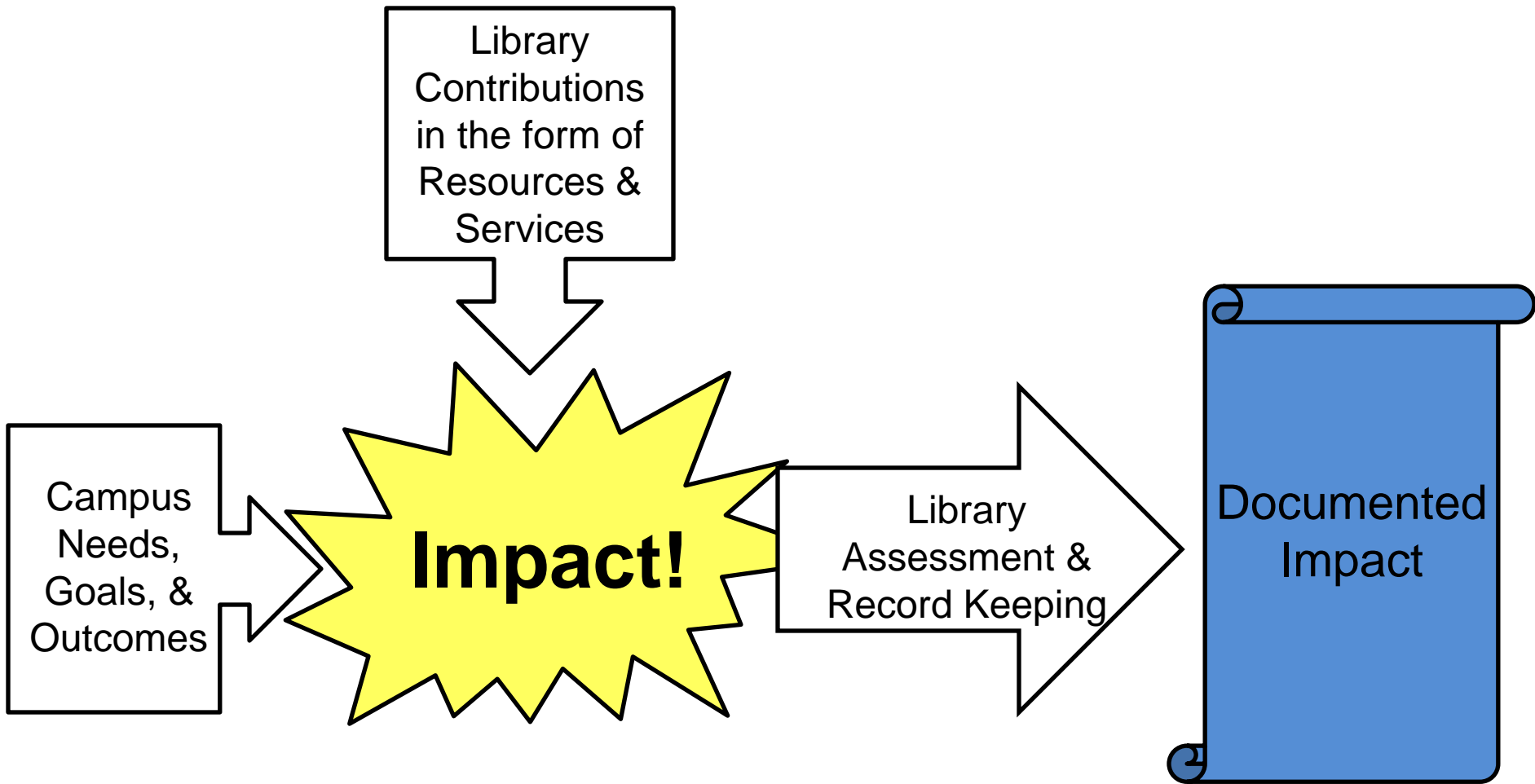
I can help!
I am a librarian
and an expert in
finding the
information you
need to make
decisions!



Appoint liaison librarians to support senior institutional leadership and/or offices of assessment or institutional research.

This is not business as usual.

This is a
national reframing
of academic library value.



Potential Institutional Impact Areas



- student enrollment
- student retention & graduation
- student career success
- student GPA/test achievement
- student learning/outcomes
- student experience/engagement
- faculty research productivity
- faculty grants
- faculty teaching
- institutional reputation & prestige

Coin of the Realm




- What's most important to your institution? Your faculty? Your students?
- What do you to contribute to it?

student enrollment
student retention & graduation
student career success
student GPA/test achievement
student learning
student experience
faculty research productivity
faculty grants
faculty teaching
institutional reputation



Impact!

Campus Needs, Goals, & Outcomes	Reference Service	Instructional Services	Circulation	Reserves	ILL	Acquisitions	Collections	Special Collections & Archives	Physical Space	Other:
Student Enrollment										
Student Retention										
Student Graduation Rates										
Student Success										
Student Achievement										
Student Learning										
Student Experience										
Faculty Teaching										

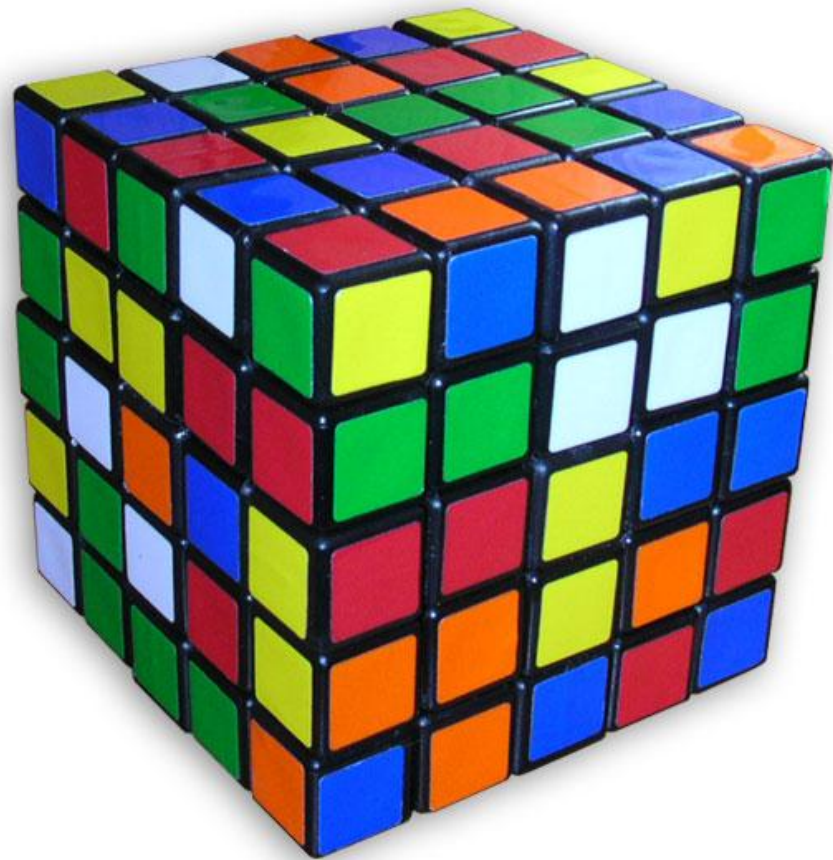
Y = Yes, there is impact.
N = No, there is no impact.
CB = There “could be”
 impact if we did something
 different or better. 



How do you
currently
assess
your
impact?




What
doesn't
work
about how
you currently
assess your
impact?



What's a Rubric?

Rubrics...

- describe library impact in 2 dimensions
 1. parts, indicators, or *criteria* and
 2. *levels of performance*
- formatted on a grid or table
- employed to judge quality
- used to translate difficult, unwieldy data into a form that can be used for decision-making



WHAT'S
THE
POINT?

The Point of a Rubric?

- To express your goals/outcomes clearly for yourself, your colleagues, your users, your learners, your stakeholders, etc.
- To describe those goals/outcomes in multiple dimensions (both the parts & how developed those parts need to be).
- To ensure agreement on all of the above.

Example Rubrics

Disclaimer: Some created by
students...not perfect!

Rubric for Defining Information Needs

	3	2	1
Define Research Question/Thesis	<ul style="list-style-type: none"> •Student: Defines the scope of a research question/thesis, and scope is interesting, creative, or original. 	<ul style="list-style-type: none"> •Student: Defines the scope of a research question/thesis, but scope is incomplete (parts are missing, remains too broad or too narrow, etc.). 	<ul style="list-style-type: none"> •Student: Does not define the scope of a research question/thesis.
Determine Key Concepts	<ul style="list-style-type: none"> •Student: Determines key concepts/terms that describe the research question/thesis fully including relevant variants. 	<ul style="list-style-type: none"> •Student: Determines key concepts/terms that describe the research question/thesis partially. 	<ul style="list-style-type: none"> •Student: Does not determine key concepts/terms that describe the research question/thesis.
Identify Relevant Types of Sources	<ul style="list-style-type: none"> •Student: Identifies types of information (sources) that relate to concepts or answer research question/thesis. 	<ul style="list-style-type: none"> •Student: Identifies types of information (sources) that partially relate to concepts or answer research question/thesis. 	<ul style="list-style-type: none"> •Student: Does not identify types of information (sources) that relate to concepts or answer research question/thesis.

Rubric for Citing Sources

Use Information Ethically and Legally	Advanced	Developing	Beginning
Style conventions	Follows style guide conventions with few errors	Follows style guide conventions with frequent errors	Does not follow style guide conventions
Correspondence of bibliography and in-text citations	Bibliography and in-text citations correspond	Bibliography and in-text citations do not correspond	Does not include a functional bibliography and/or in-text citations
Common knowledge and attribution of ideas	Consistently distinguishes between common knowledge and ideas requiring attribution	Inconsistently distinguishes between common knowledge and ideas requiring attribution	Does not distinguish between common knowledge and ideas requiring attribution
Paraphrasing, summarizing, quoting	Summarizes, paraphrases, or quotes in order to integrate the work of others into their own	Summarizes, paraphrases, or quotes, but does not always select appropriate method for integrating the work of others into their own	Does not summarize, paraphrase, or quote in order to integrate the work of others into their own

Rubric for a Virtual Reference Service

Indicators	Beginning	Developing	Exemplary	Data Source
Transactions	0 – 4 reference transactions per week.	5 – 7 reference transactions per week.	8 + reference transactions per week.	Transaction Logs
User Satisfaction	Students, faculty and staff report they are “dissatisfied” or “very dissatisfied” with reference transactions.	Students, faculty and staff report they are “neutral” about reference transactions.	Students, faculty and staff report they are “satisfied” or “very satisfied” with reference transactions.	User Surveys
Training	Librarians report they are “uncomfortable” or “very uncomfortable” with providing virtual reference service.	Librarians report they are “neutral” about providing virtual reference service.	Librarians report they are “comfortable” or “very comfortable” with providing virtual reference service.	Post-Training Surveys
Technology	Between 75 % and 100 % of transactions a week report dropped calls or technical difficulties.	Between 25 % and 74% of transactions a week report dropped calls or technical difficulties.	Between 0 % and 24% of transactions a week report dropped calls or technical difficulties.	System Transcripts
Electronic Resources	0 – 50 hits on electronic resources a week.	50 – 100 hits on electronic resources a week.	100 + hits on electronic resources a week.	Systems Analysis Logs

Rubric for a Library Coffee Bar Service

Indicators	Beginning	Developing	Exemplary	Data Source
Profit	The coffee bar loses money.	The coffee bar breaks even.	The coffee bar nets a profit.	Coffee bar budget
Attendance	Number of transactions at the coffee bar decrease.	Number of transactions at the coffee bar remain essentially unchanged.	Number of transactions at the coffee bar increase.	Coffee bar transaction counts
Tastiness	Students, faculty, and staff report that they are “dissatisfied” or “very dissatisfied” with the taste of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “neutral” about the taste of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “satisfied” or “very satisfied” with the taste of food and drinks offered by the coffee bar.	Survey of coffee bar users
Variety	Students, faculty, and staff report that they are “dissatisfied” or “very dissatisfied” with the variety of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “neutral” about the variety of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “satisfied” or “very satisfied” with the variety of food and drinks offered by the coffee bar.	Survey of coffee bar users
Materials safety	More than 10 incidents of damage to library materials are reported.	6-10 incidents of damage to library materials are reported.	0-5 incidents of damage to library materials are reported.	Library preservation department records

latest

Assessment Immersion Applications Now Accepted
RAILS institutional participants for the 2011-2012 academic year will be selected from the pool of participants in Assessment Immersion 2011. Applications for Assessment Immersion 2011 are now being accepted. See... [read more](#)

recent updates

> [Waypoint Outcomes](#)

The RAILS Project

helps librarians assess student information literacy skills exhibited in "artifacts of student learning" like research papers, presentations, worksheets, portfolios, or reflective journals. Using the AAC&U VALUE rubrics and the Information Literacy Competency Standards for Higher Education as starting points, RAILS assists librarians who seek to create campus-specific rubrics, "norm" them for use with multiple raters, and gather results data that inform instructional improvements.

assess

- [Waypoint Outcomes](#)
- [AAC&U VALUE Rubrics](#)

learn

- [ACRL Assessment Immersion](#)
- [Library Assessment Conference](#)

improve

- [Closing the Loop](#)

rails email list
sign up now!

Rubrics – Benefits, 1 of 2

- Articulate and communicate agreed upon service or user goals
- Provide direct feedback to service providers & users
- Facilitate self-evaluation
- Can focus on standards
- Are inexpensive (\$) to design and implement

Rubrics – Benefits, 2 of 2

With regard to data...

- Facilitate consistent, accurate, unbiased scoring
- Deliver data that is easy to understand, defend, and convey
- Offer detailed descriptions necessary for informed decision-making
- Can be used over time or across multiple services/venues/programs

Rubrics – Limitations

- May contain design flaws that impact data quality
- Require time for development

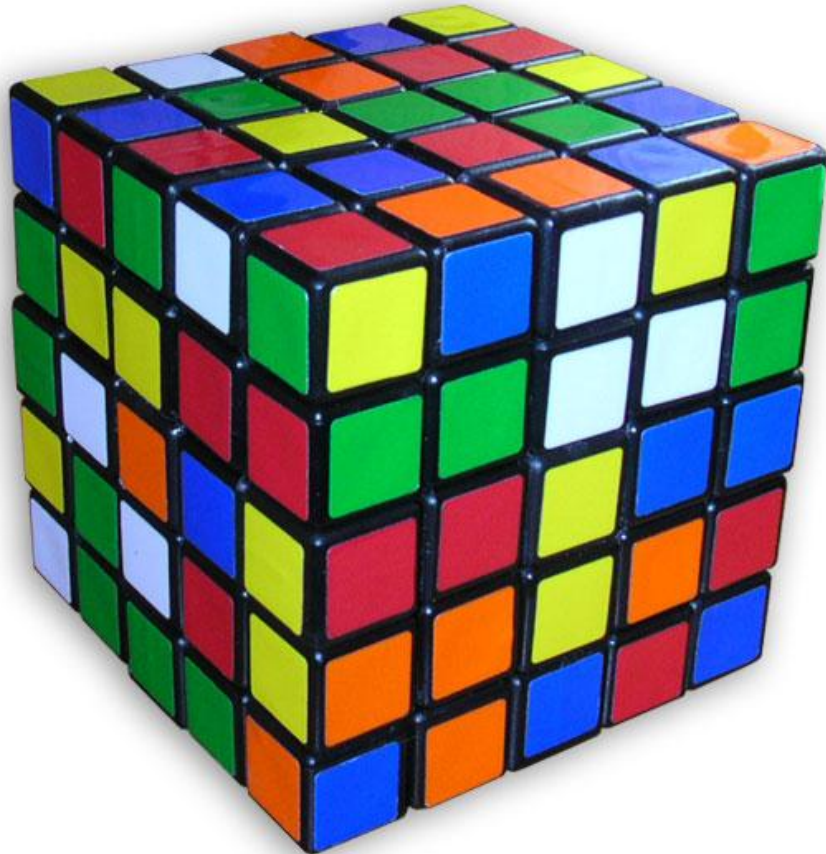
Questions?

www.meganoakleaf.info
moakleaf@syr.edu



Before We Start Again...



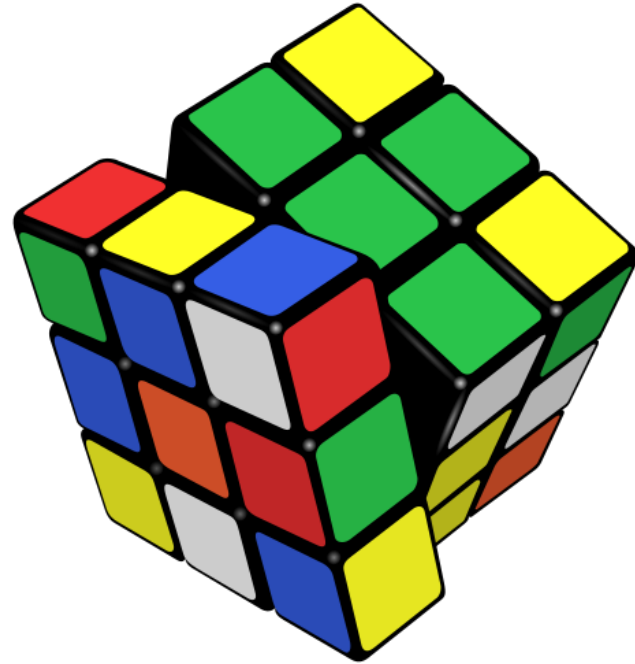


Library Assessment Rubrics

Megan Oakleaf, MLS, PhD
2011 ACL Conference
Cedarville University

Rubric Types

- Checklists
- Likert scales
- Full-model rubrics



Checklists

CHECKLIST

CRITERIA ONLY

	Observed	Not Observed
Eye Contact	√	
Gestures		√

Likert Scales

	0	1	2
Eye Contact	√		
Gestures		√	

	Novice	Proficient	Professional
Eye Contact	√		
Gestures		√	

LIKERT SCALE

CRITERIA

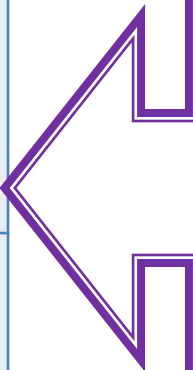
&

**PERFORMANCE
LEVELS**

*(numbers or
descriptive terms)*

Full-Model Rubrics

	Beginning	Developing	Exemplary
Eye Contact	Does not make eye contact with the audience.	Makes intermittent eye contact with the audience.	Maintains sustained eye contact with the audience.
Gestures	Gestures are not used.	Gestures are used, but do not emphasize talking points.	Gestures are used to emphasize talking points.



**FULL-MODEL
RUBRIC**
*CRITERIA,
PERFORMANCE
LEVELS,
&
PERFORMANCE
DESCRIPTIONS*

Fiction Writing (Analytic) Rubric

B, M, E

Details

Punctuation

Capitals

Spelling

Title



has beginning
has middle
has end

has lots of
details

All sentences
have punctuation.

have capitals:
- beg. of sentence
- I
- names

all the words
on the word wall
are spelled right

goes with
the story



has 1 or 2 parts,
but is missing
B, M, E

some details

some punctuation
marks

some capitals

some spelling
is right

has a title
that doesn't
go with story



no beginning
no middle
no end

no details

no
punctuation

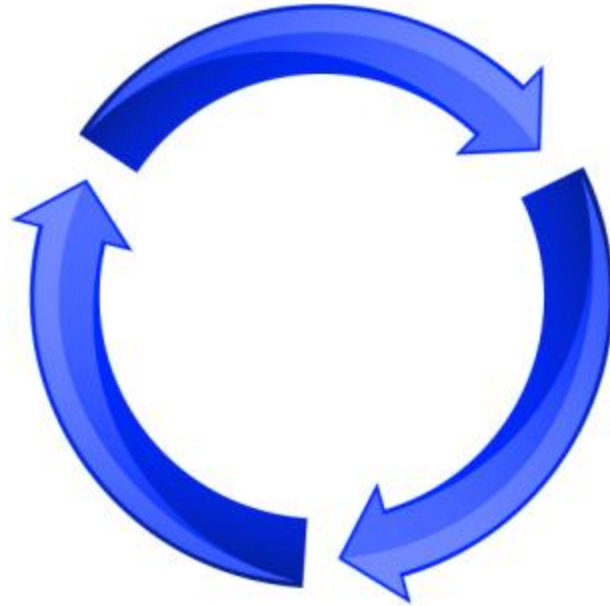
no capitals

nothing is
spelled right

no title

Rubric Creation Process

1. Reflecting
2. Listing
3. Grouping
4. Creating



At Your Table...



Choose a library service...

- Reference
- Coffee bar

Or a learning outcome...

- Cite sources ethically.
- Identify a research question.



Reflecting



Consider:

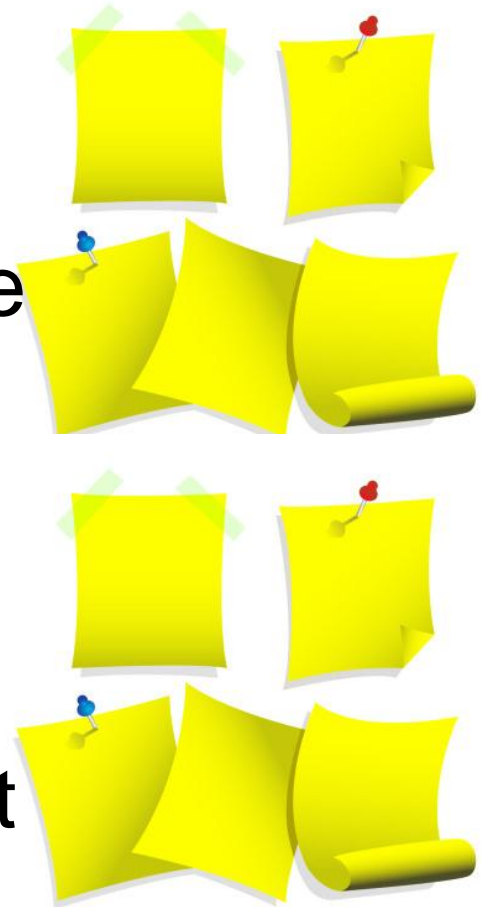
1. Why did we create this service or teach this outcome?
2. What happened when we or other libraries provided this service? What happened the last time we taught this outcome?



Listing



1. What are our expectations of the service or student?
2. What does a successful service or student look like?
3. What specific service or learning outcomes do we want to result?
4. What evidence can we find that will demonstrate service success or student learning?



Grouping & Labeling



1. Can we group our brainstormed ideas into categories?
2. How can we label them?

Criteria

- “the conditions a [service or user] must meet to be successful”
- “the set of indicators, markers, guides, or a list of measures or qualities that will help [a scorer] know when a [service or user] has met an outcome”
- what to look for in [service or user] performance
“to determine progress...or determine when mastery has occurred”

Labeled Groups = Criteria



Performance Levels

mastery, progressing, emerging,
satisfactory, marginal, proficient,
high, middle, beginning, advanced,
novice, intermediate, sophisticated,
competent, professional,
exemplary, needs work, adequate,
developing, accomplished,
distinguished

Performances = Performance Levels



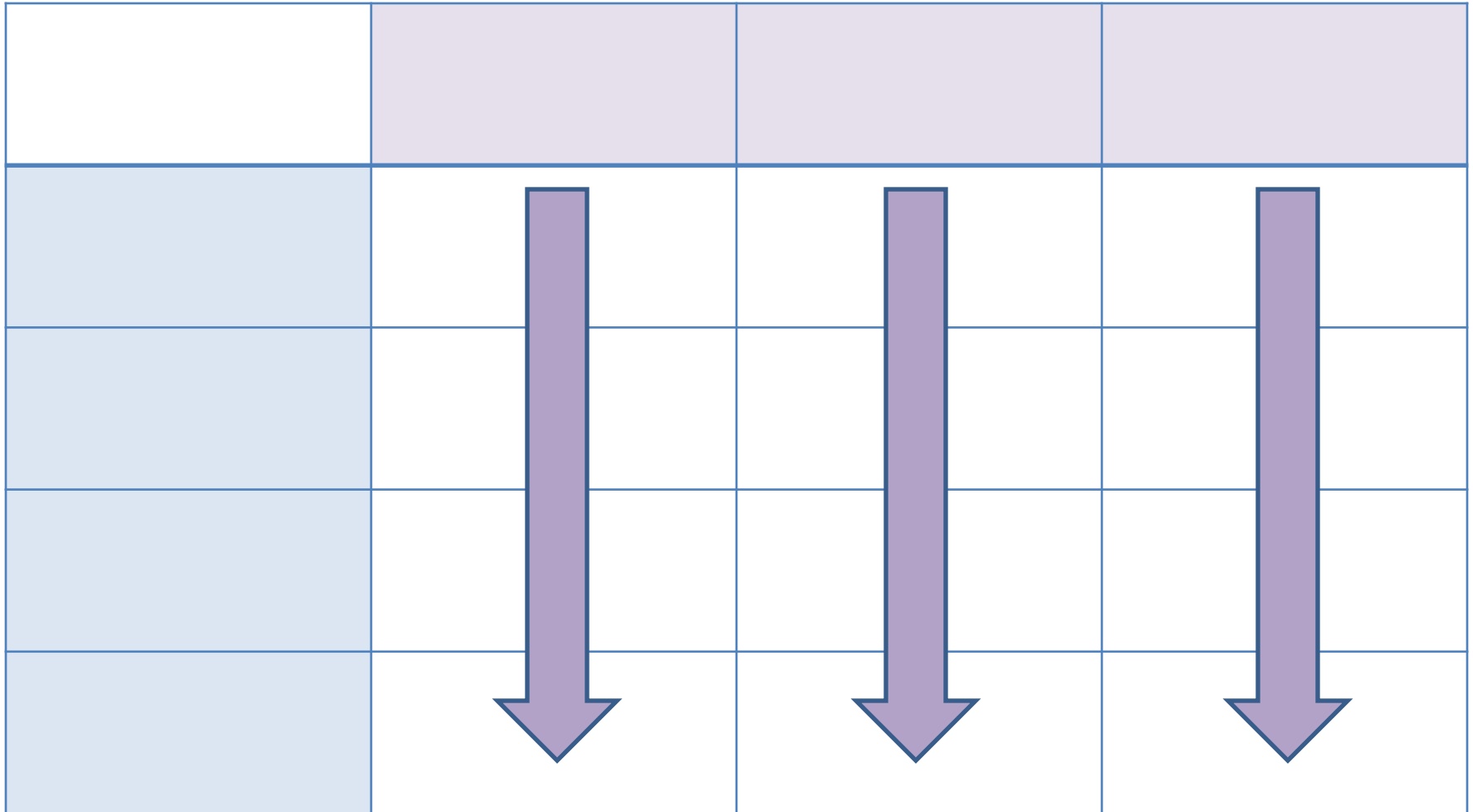
Best Possible Performance

1. For each group area (“criteria”), what are our highest expectations of the service or student? What is the best possible performance?

Other Possible Performances

1. For each group area (“criteria”), what are our highest expectations of the service or student? What is the best possible performance?
2. The worst?
3. The other expected levels?

Performances = Performance Descriptions



Common Design Flaws

- Too long
- Too “jargony”
- Too vague
- Inconsistent across performance levels
(using parallel language helps)
- Lack of differentiation across performance levels
- Too negative at lower levels

Rubric Norming Process

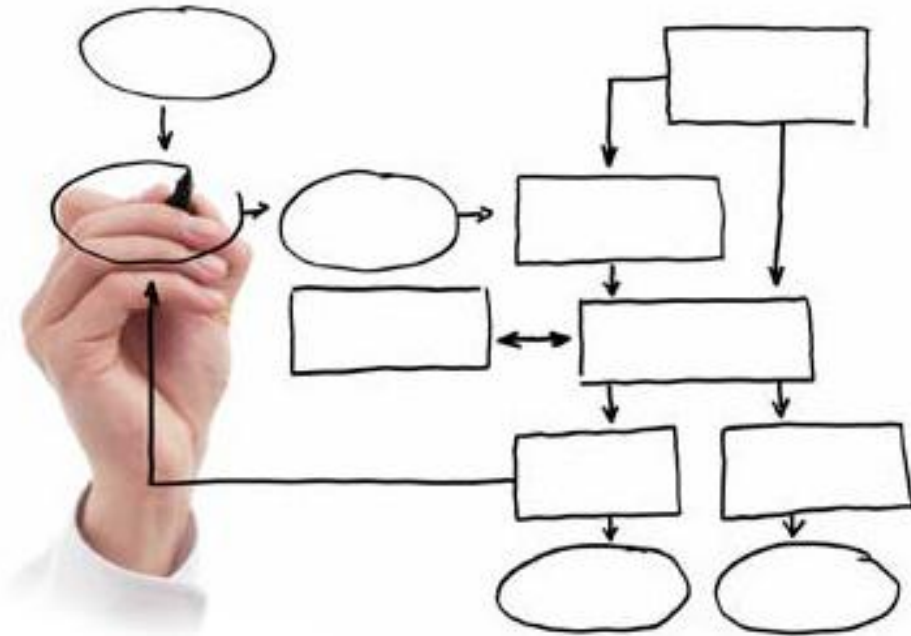


Questions?

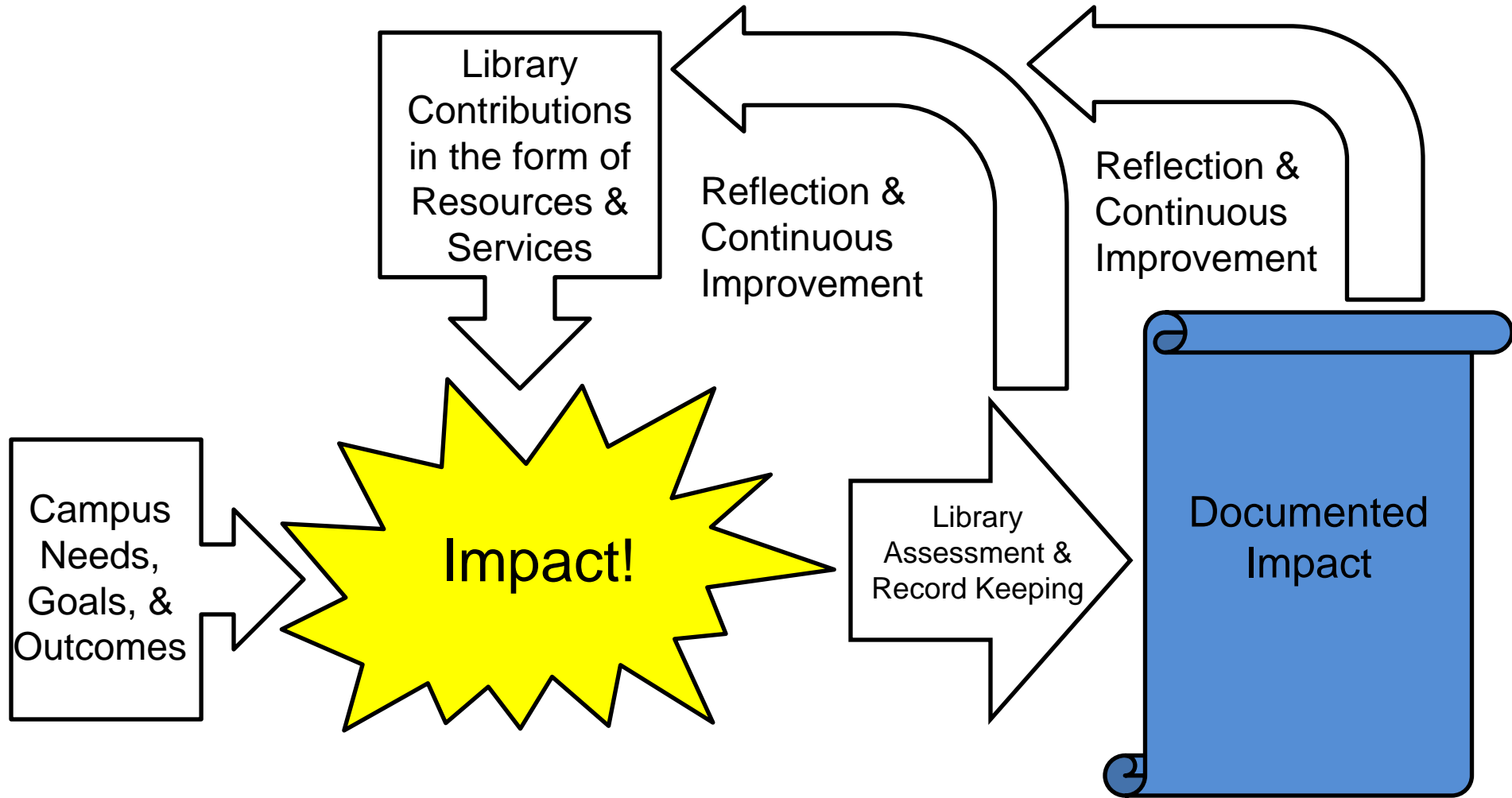
www.meganoakleaf.info
moakleaf@syr.edu



Strategies for Library Assessment



Megan Oakleaf, MLS, PhD
2011 ACL Conference
Cedarville University



Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

Coin of the Realm



- What's most important to your institution? Your faculty? Your students?
- What do you to contribute to it?

Barriers to Assessment For Librarians

- Too little time/resources
- Lack of knowledge or skills
- Lack of process coordination
- Lack of collaboration with faculty
- Difficulties managing expectations
- Difficulties finding assessment options that assess adequately and accurately

Educate

Train librarians about

- assessment in general,
- tools for assessing learning adequately (and in detail),
- tools for producing data, and
- tools for facilitating the use of assessment data

Inform library administration about

- the time and
- resources required to assess learning, as well as produce and use assessment results



Clarify



Clarify the role of librarians in assessment as well as producing & using assessment data.

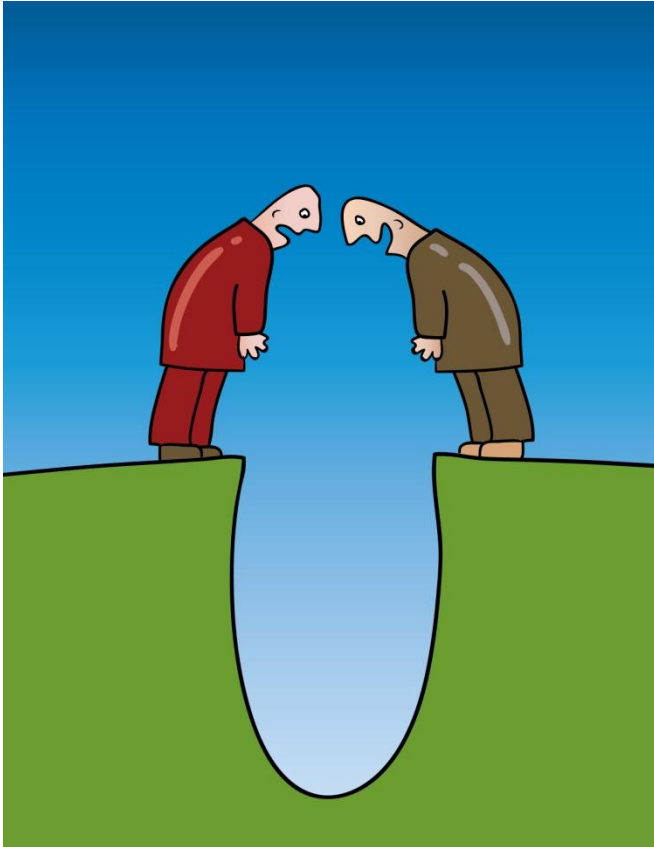
Collaborate



Collaborate with faculty, centralized campus assessment support processes and personnel.

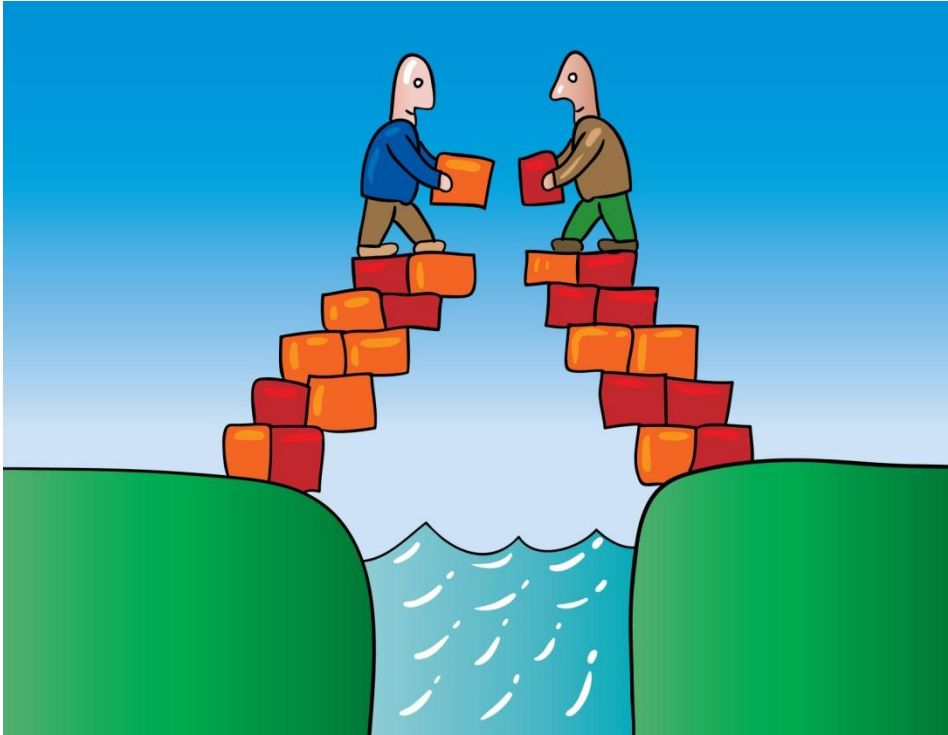
Participate in college-wide efforts to act on assessment results, accreditation, and national assessment initiatives.

Coordinate



Coordinate assessment efforts within the library by creating structures to support assessment.

Be Flexible



Re-allocate job responsibilities of those tasked with assessment duties.

Hire



Get the right
people.

Assessment Skills for All

- Define & refine outcomes
- Create an assessment plan
- Identify data needs
- Develop studies to respond to data needs
- Select appropriate assessment measures
- Analyze & interpret assessment results
- Communicate & report assessment results
- Demonstrate excellent skills in data analysis, presentation, & organization
- Prepare data for decision-making processes



Lead

- communicate assessment needs and results to library stakeholders
- use evidence-based decision making
- create confidence in library assessment efforts
- dedicate assessment personnel and training
- foster environments that encourage creativity and risk taking
- integrate library assessment within library planning, budget, and reward structures
- ensure that assessment efforts have requisite resources
- support professional development for capacity building
- hire people with the right skills

Coin of the Realm



- What's most important to your institution? Your faculty? Your students?
- What do you to contribute to it?
- ***What are you doing that is less important than contributing to it?***

When in doubt...

Do something good

Be of good heart

Fail forwards

Bounce back

Celebrate learning

and Learn MORE.



Adapted from Robert Chambers

Questions?

www.meganoakleaf.info
moakleaf@syr.edu

