

Are They Learning? *Are We?* Learning Outcomes & the Academic Library

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October 2010

UNIVERSITY
of VIRGINIA
LIBRARY



UNIVERSITY OF
WASHINGTON
Libraries

2010 LIBRARY ASSESSMENT CONFERENCE

**What do we know about
libraries and learning?**



*"You can never
learn less,
you can only
learn **more.**"*

- R. Buckminster Fuller

Are students learning?



What do they learn?

INFORMATION LITERACY

- AAC&U Essential Learning Outcomes & VALUE Rubrics
- ISTE National Educational Technology Standards for Students
- NCTE 21st Century Literacies and Curriculum Framework
- Partnership for 21st Century Skills
- AASL Standards for the 21st Century Learner
- Common Core State “College and Career Readiness” Standards
- CAS Professional Standards for Higher Education
- Accreditation Standards
- Institutional Co-Curricular Standards

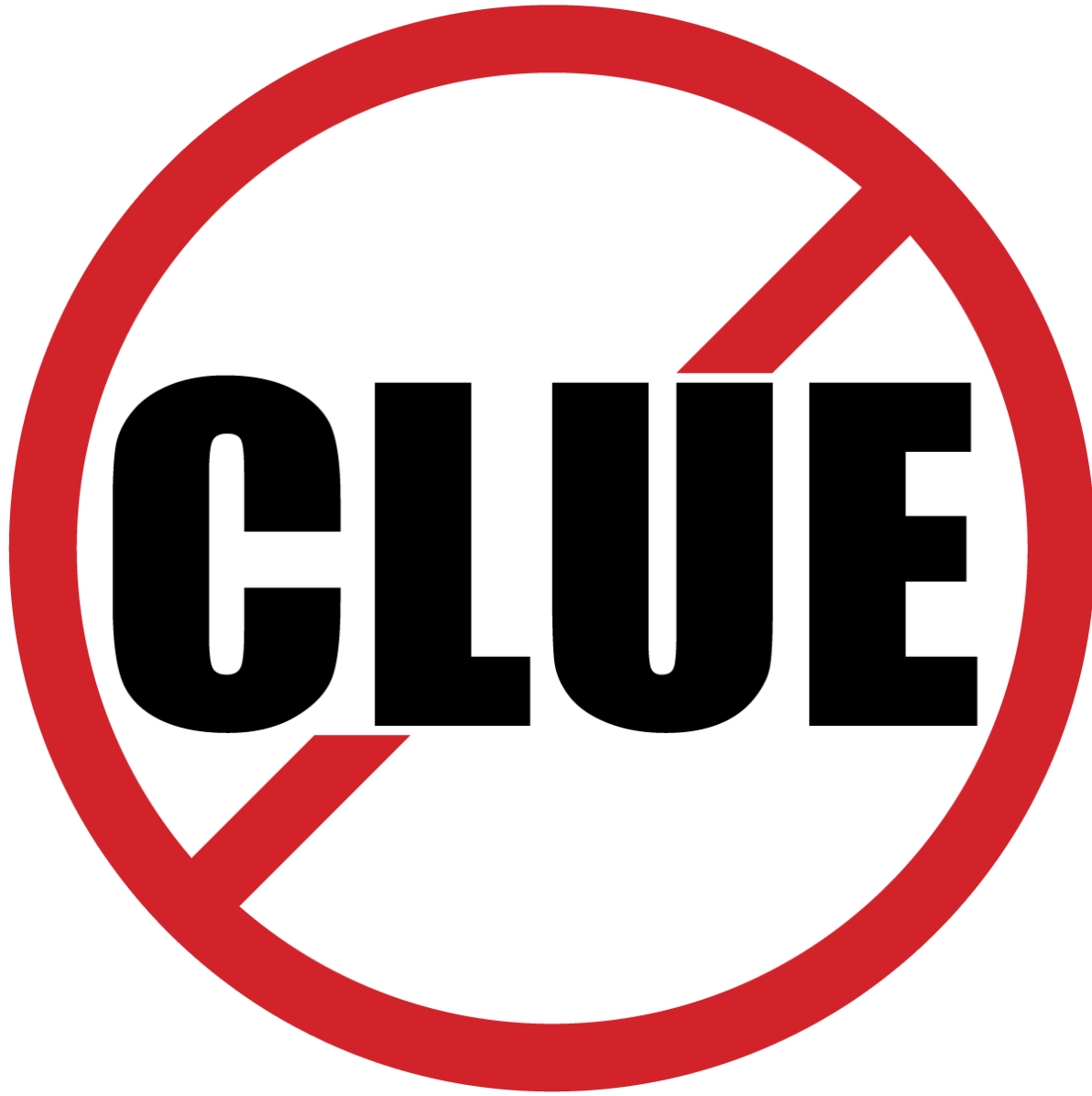
Oh my god! Today's comic
is about breathing oxygen!
THAT'S WHAT I BREATHE!



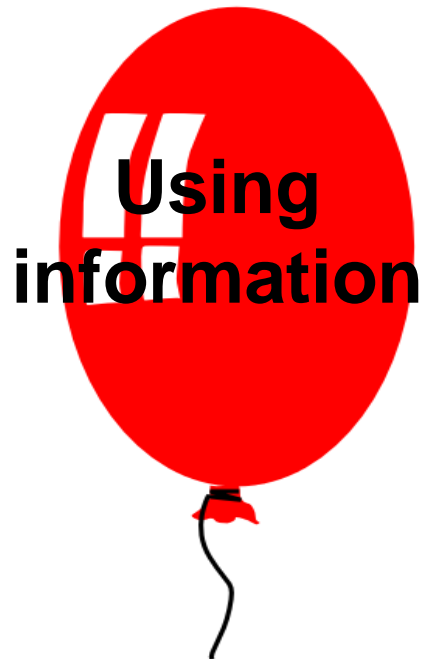
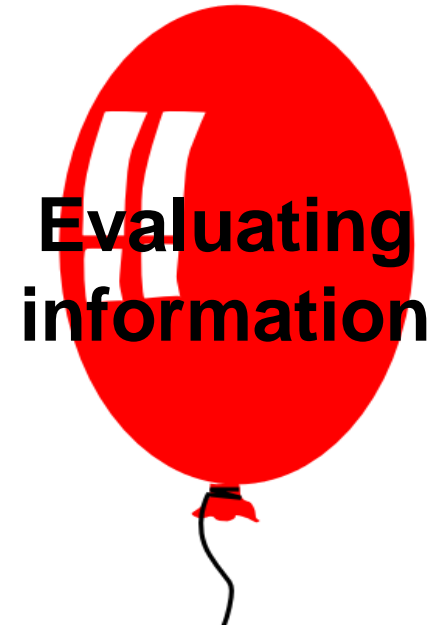
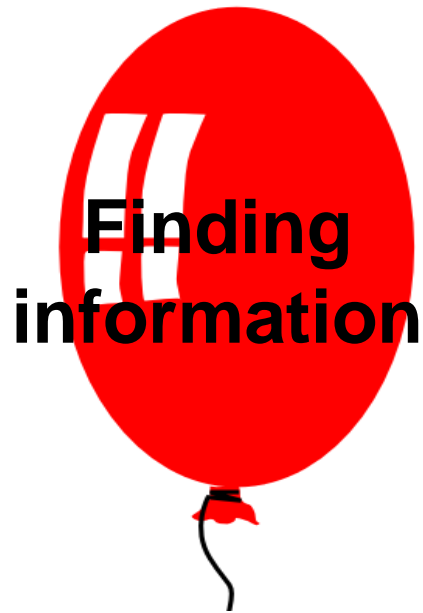
ROMEO & JULIET
WHAT'S IN A NAME?
THAT WHICH WE
CALL A ROSE BY
ANY OTHER NAME
WOULD SMELL
AS SWEET

WILLIAM SHAKESPEARE
shakespeare4000

How much do they learn?



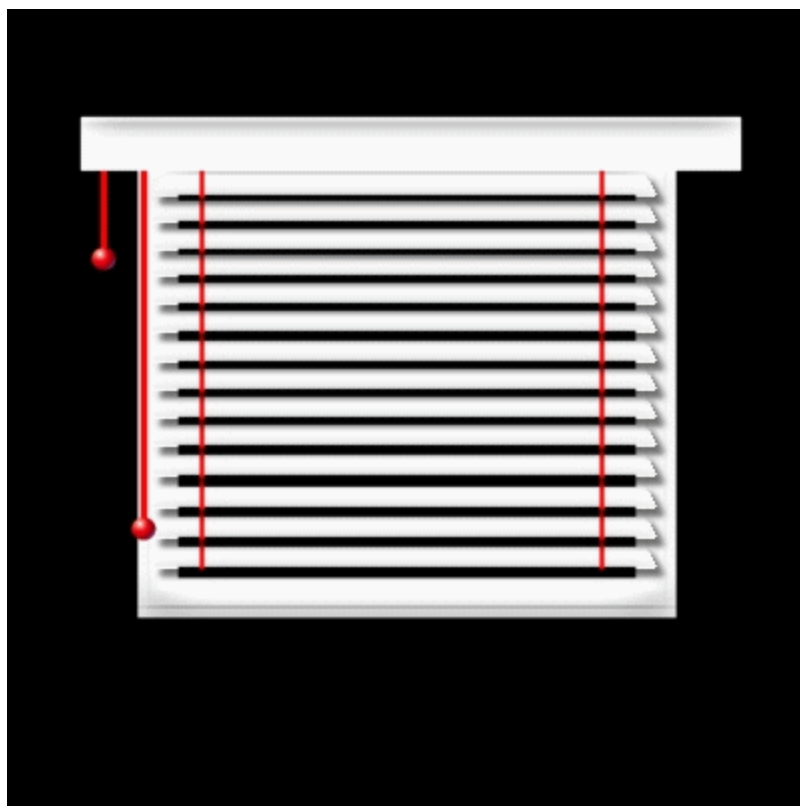
CLUE



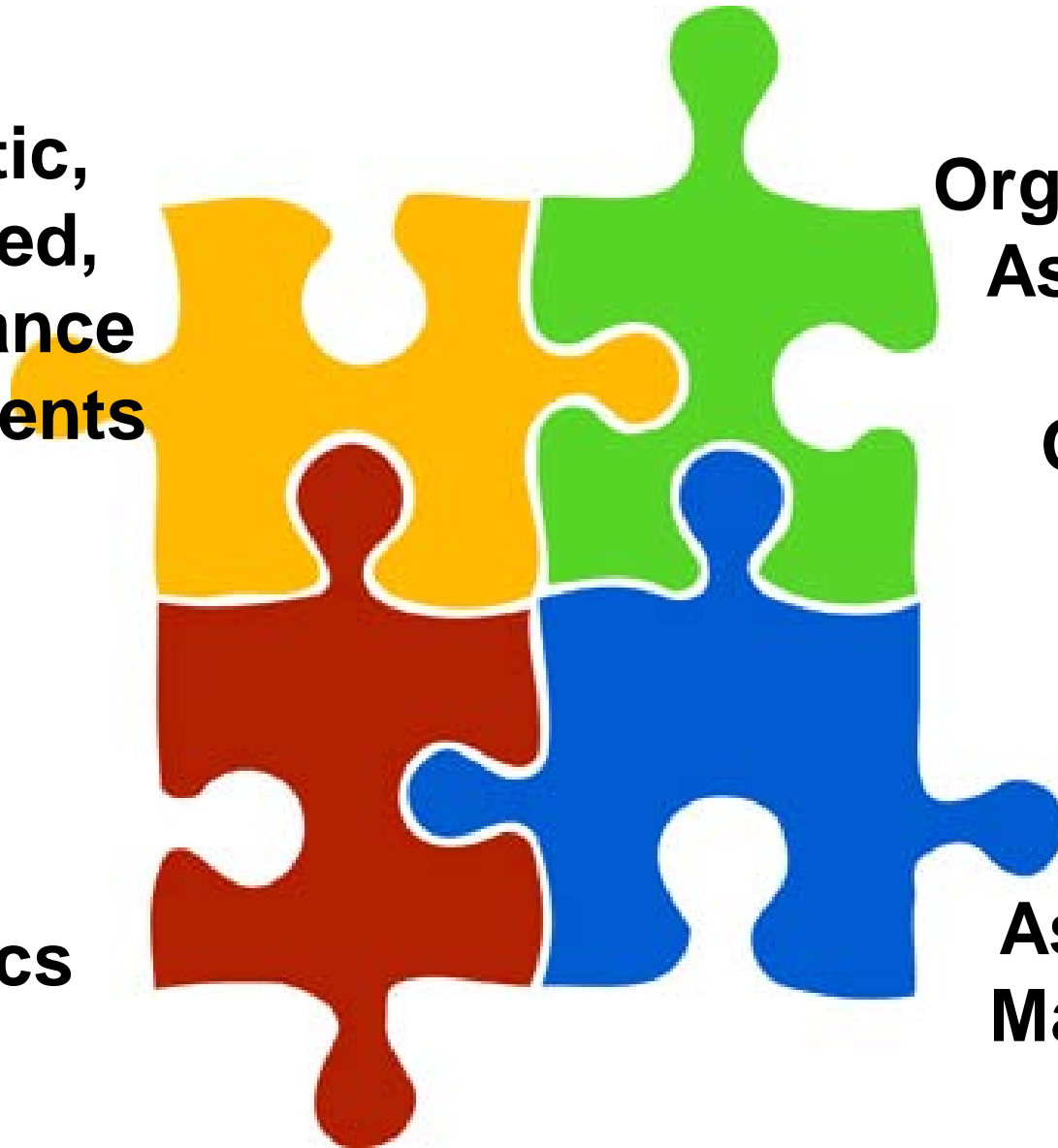








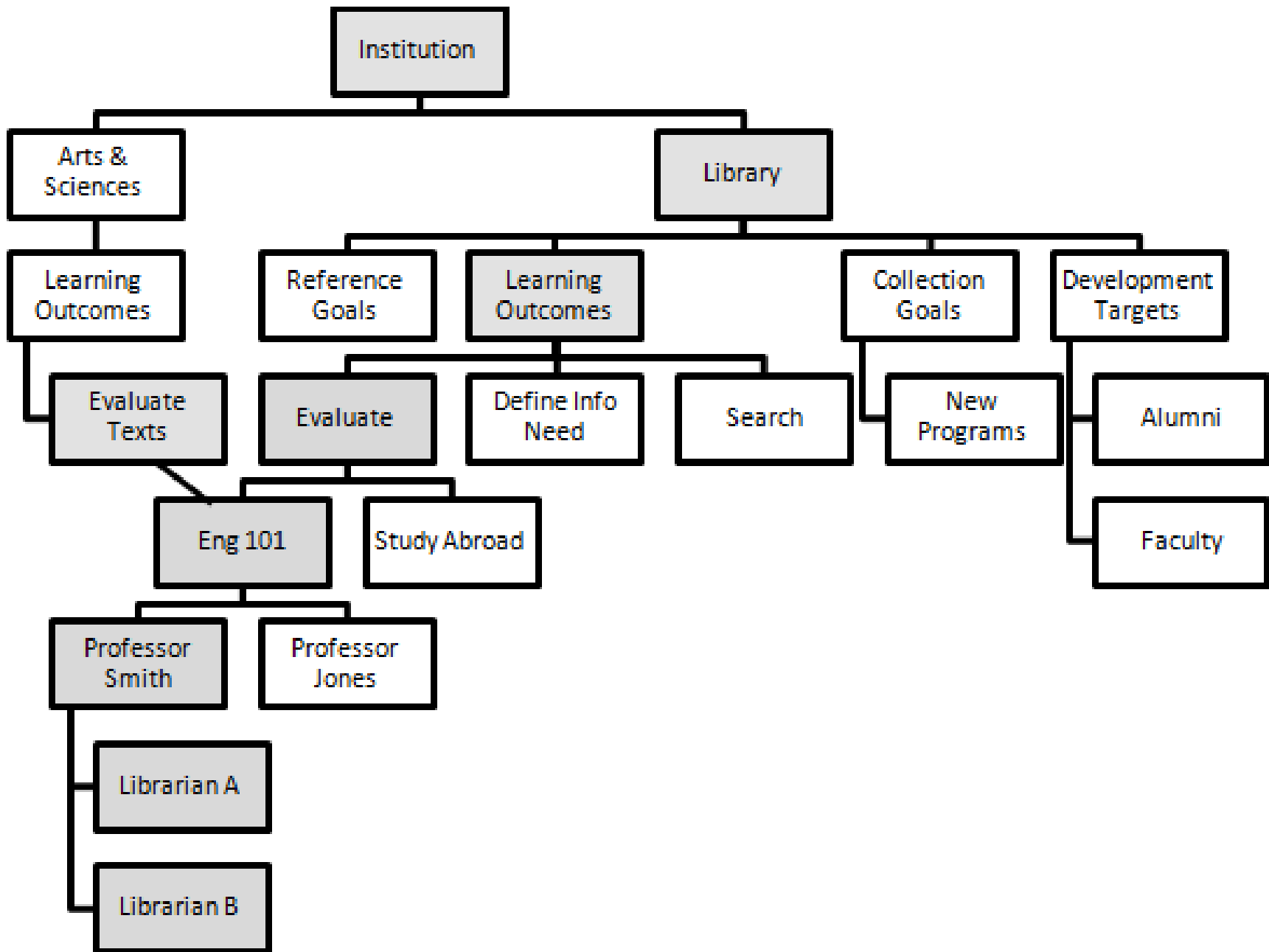
**Authentic,
Integrated,
Performance
Assessments**



**Organization of
Assessment
Data by
Outcome**

Rubrics

**Assessment
Management
Systems**



Is what (we hope)
they're learning
important?

Ave marie du hant royaume
de France par son noble sire Charles le premier
par son conseil et par son assentement
par son conseil et par son assentement
par son conseil et par son assentement
par son conseil et par son assentement

Handwritten marginal notes in a cursive script, likely a later addition or commentary.

Et par son conseil et par son assentement
par son conseil et par son assentement
par son conseil et par son assentement
par son conseil et par son assentement

god moe oc vnde
le mu er lense ti
ez gop oc gle oc lu
me ameh

Small handwritten notes at the bottom of the page.

Societas et magis and tuo
magis et tuo societas et tuo
magis et tuo societas et tuo
magis et tuo societas et tuo

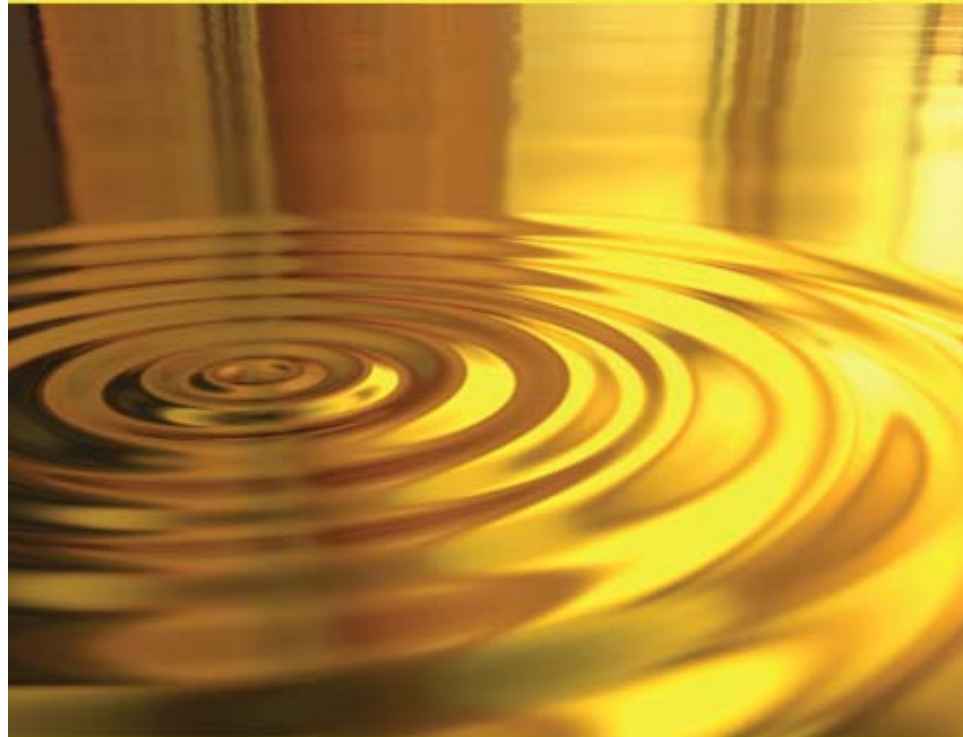


magis et tuo societas et tuo
magis et tuo societas et tuo
magis et tuo societas et tuo
magis et tuo societas et tuo



THE VALUE OF ACADEMIC LIBRARIES

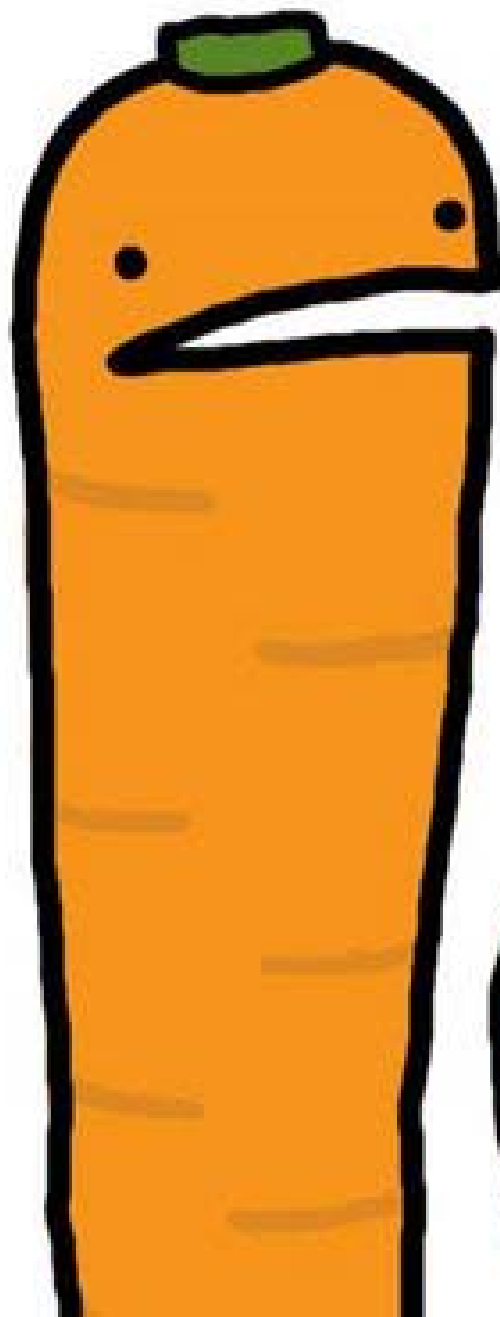
A Comprehensive Research Review and Report



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*

**Does what they're learning
change students' lives?**



you should eat some
vegetables. They are
probably pretty good
for you.

Probably

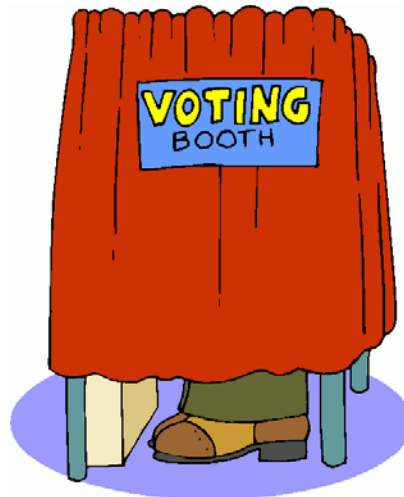
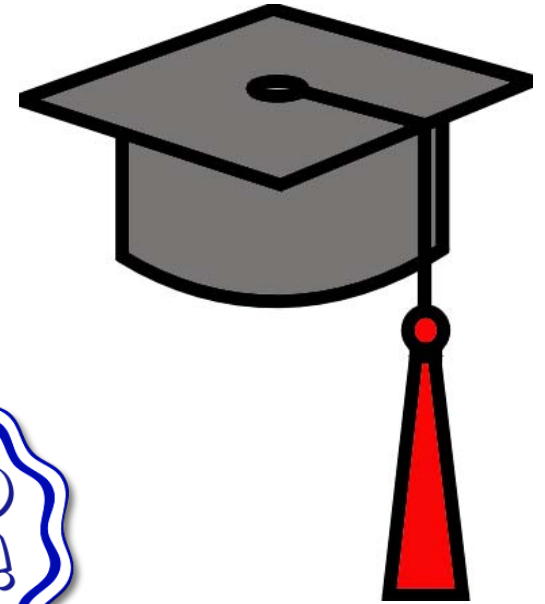


**How can it
change their lives?**

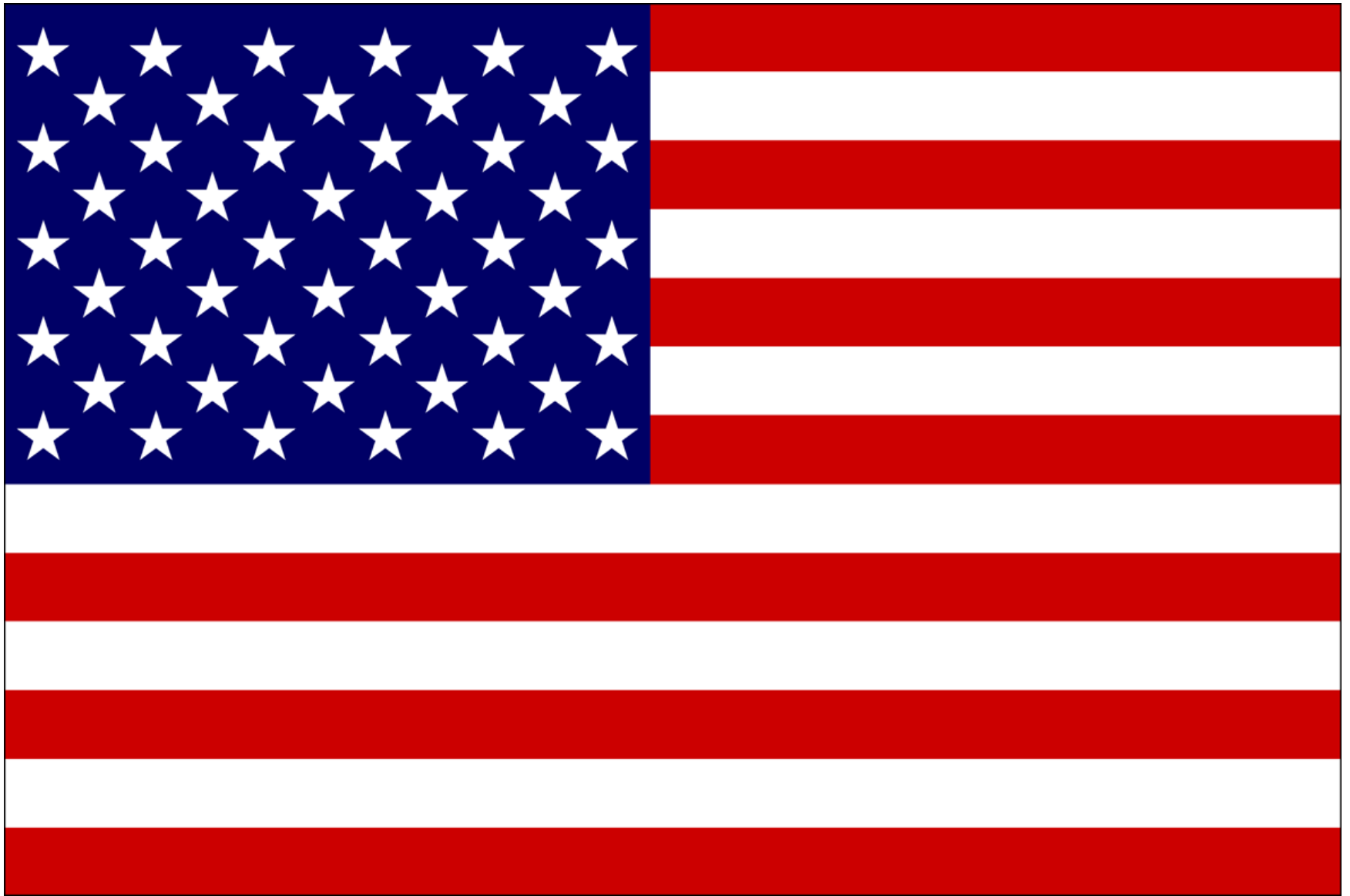
ETS

GRE

A+









**So what parts of
academic libraries
help change lives?**

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!

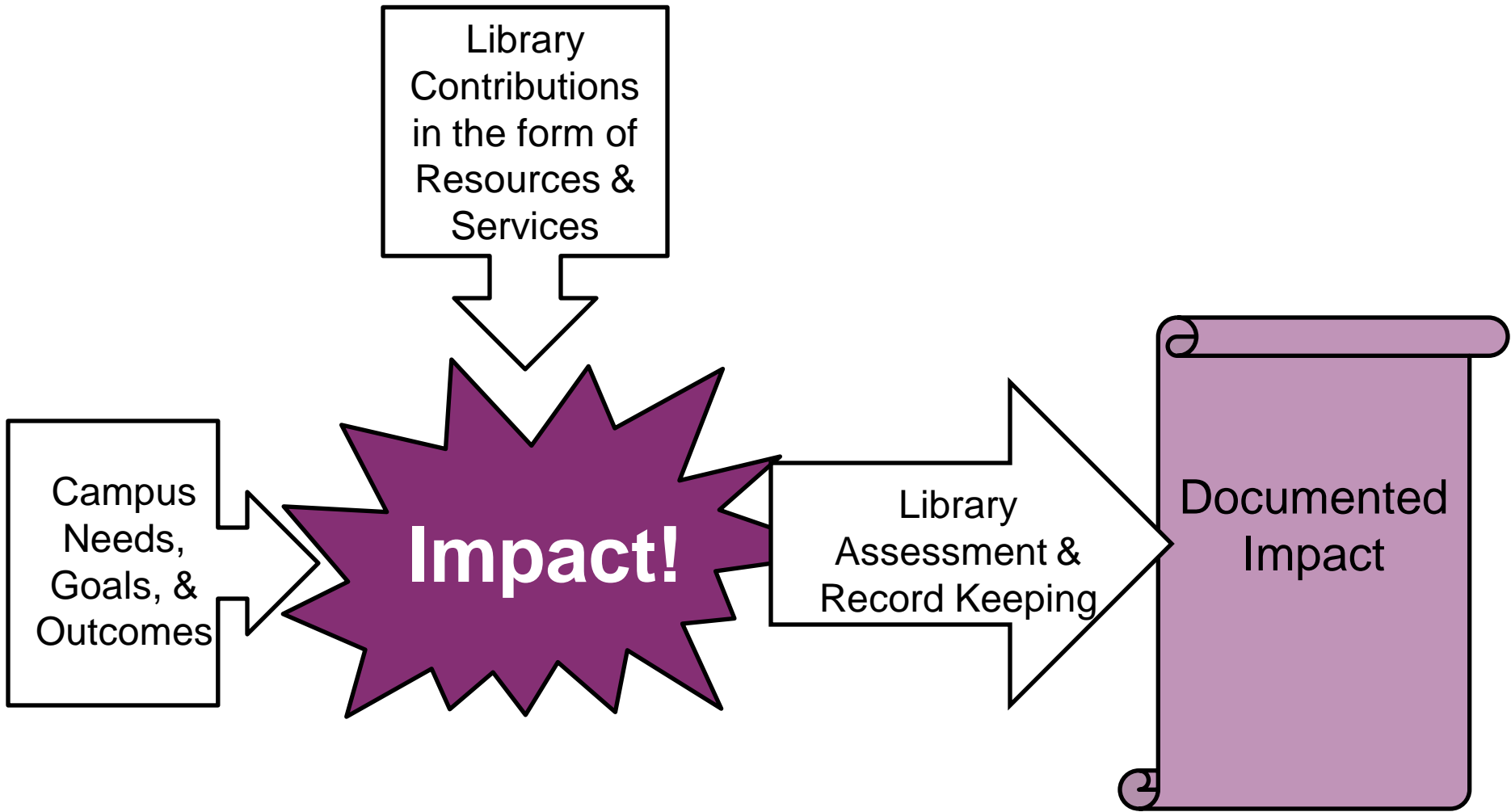
Library
Contributions in
the form of
Resources &
Services

Campus
Needs,
Goals, &
Outcomes



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										

Which of these library services/resources impact student enrollment? retention? etc.



Impact!

Documented Impact

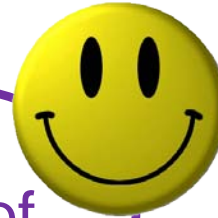
Now
What?

Stakeholders
need and
deserve
evidence of
impact.

We have
evidence of
impact.

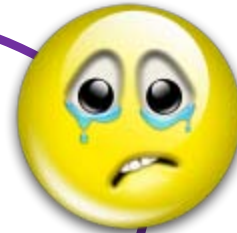
Hurray! Report
impact then think
of ways to be
even better.

**We improve.
We learn.**



Stakeholders
need and
deserve
evidence of
impact.

We have no
evidence of
impact. We
have to get it.



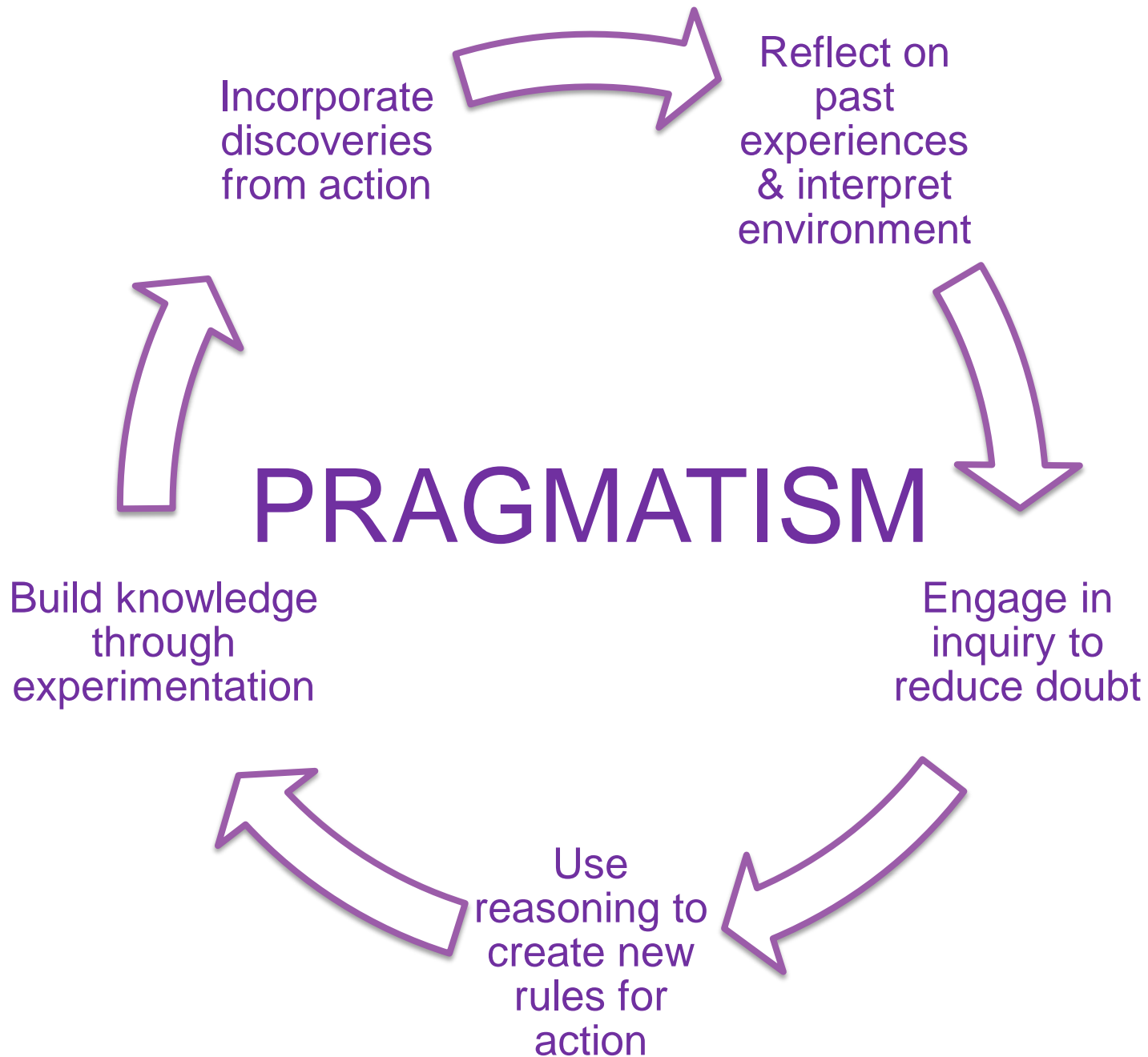
We have
evidence we're
not currently
making a
discernable
impact.

Think of ways to
change and
experiment to get
better.

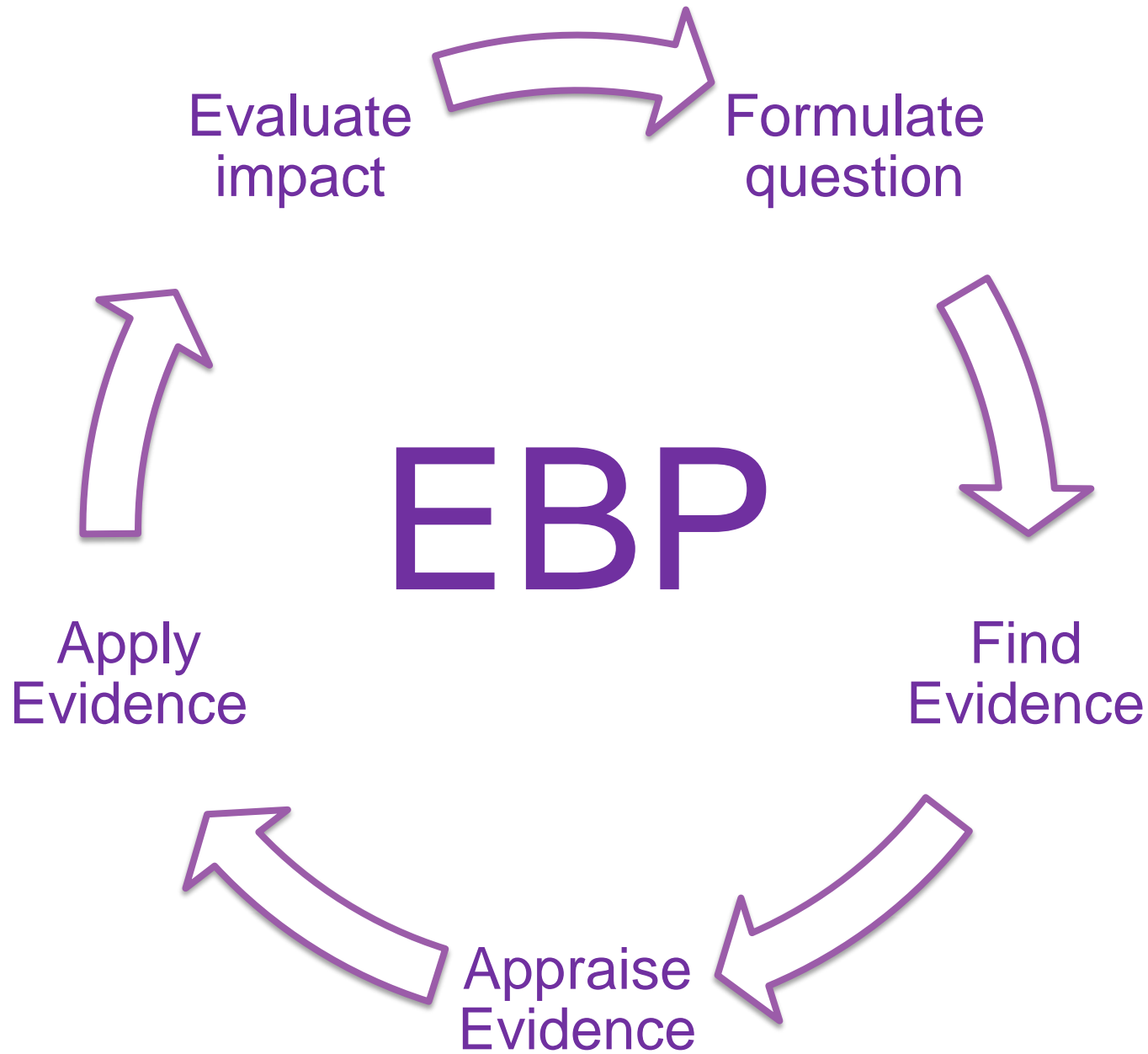
We improve.
We learn.

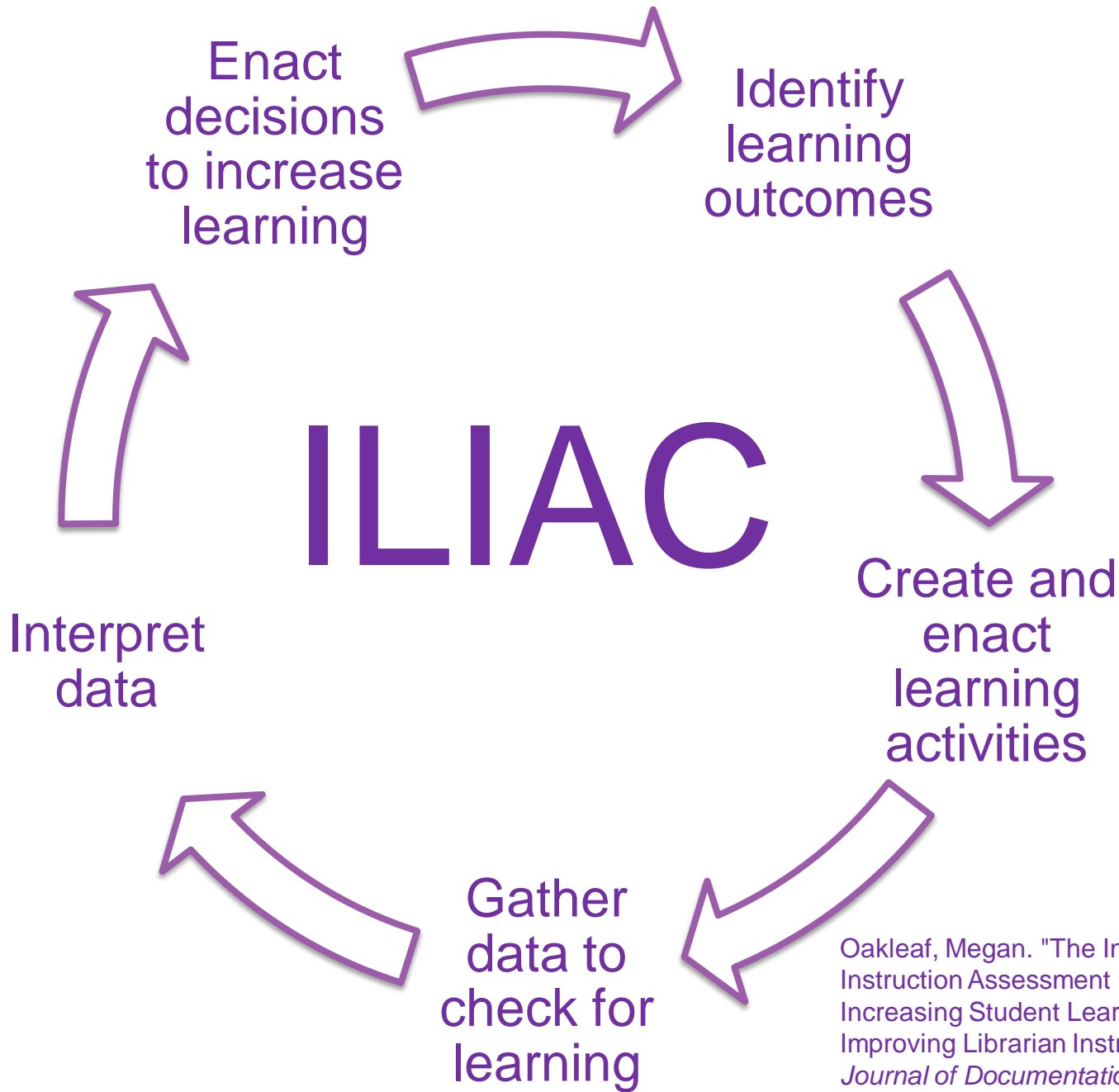


What do
you mean
we have
to *learn*?

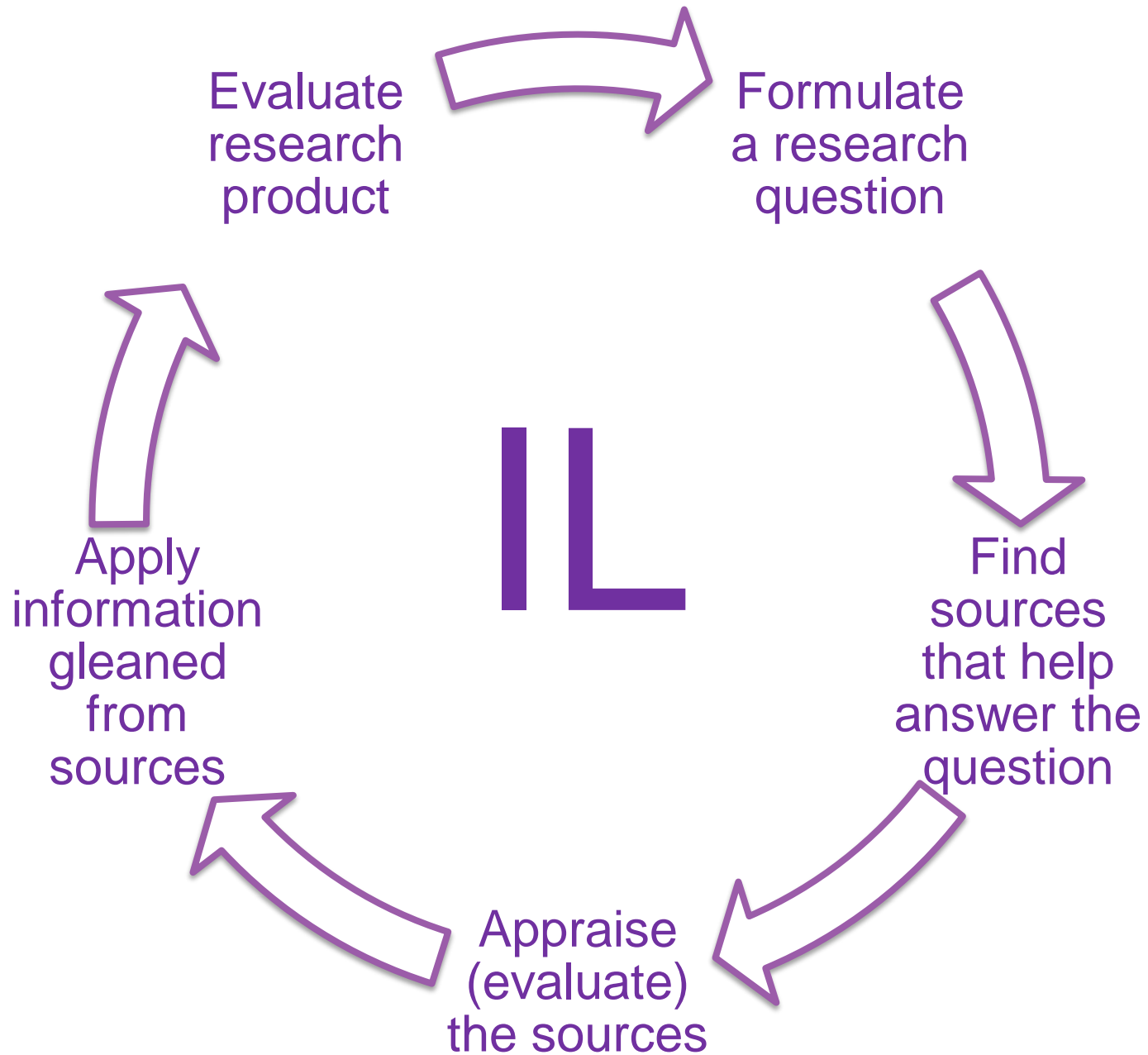








Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009.



Whose
job
is it to
embrace
the
learning?

Mine.
Yours.
Ours.

Learning: The “TO DO” List

- ✓ Articulate outcomes for assessment.
- ✓ Consider non-library centric perspectives.
- ✓ Articulate the ability of libraries to change lives, and get excited about it!
- ✓ Increase facility with learning assessment tools, explore existing data, or decide to collect new data.
- ✓ Roll up assessments into definable, defensible, interesting evidence of library impact on learning.
- ✓ Develop assessment action plans.
- ✓ Network and seek assistance from experts as needed.
- ✓ Embrace the learning.

**Are They
Learning?**

Are We?

When in doubt...

Do something good

Be of good heart

Fail forwards

Bounce back

Celebrate learning
and *learn more.*



Adapted from Robert Chambers

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