Making Connections to Learning: *The Library in the Academy*

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SOCHE 2010 Conference

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Library Assessment & Learning Outcomes: Foundations, Premises & Principles

Topics

- What are we doing here?
  - Why am I here?
  - What's in it for you?
- What is your library's role in student learning?
- What is your role in student learning?
- How does that translate into value to the academy?

What are you doing here?

What are you doing with student learning?

Why are you doing it?

What are your goals?

Mission & Vision

- What is your library's mission? Vision?

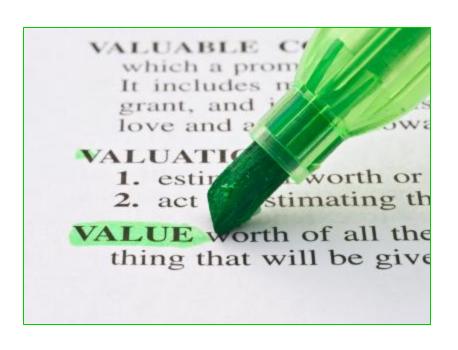- What is your university's mission? Vision?

Coin of the Realm

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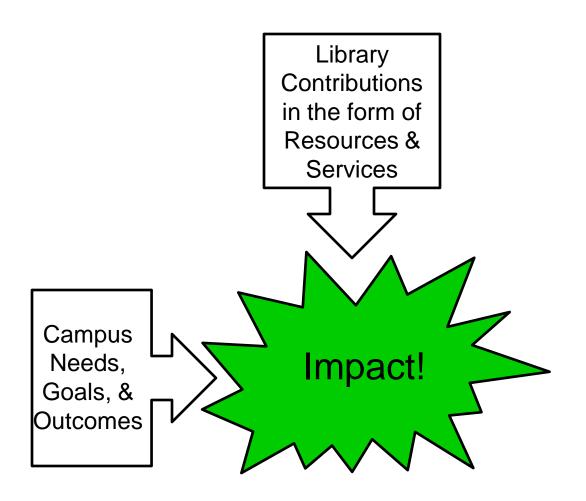
- What do you to contribute to it?

What is the Libraries' Value?

- Effectiveness?
- Efficiency?
- Utility?
- Benefits ÷ Price or Sacrifices (time, effort)?

…Are you viewing this through perception of the user or the Libraries?

Library Impact — from a Campus Perspective
(or, what do they need & want?)

Library Contributions in the form of Resources & Services

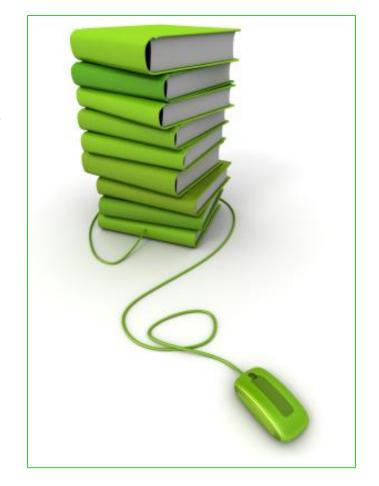Campus Needs, Goals, & Outcomes

Impact!

Changing Perspectives

How does the library contribute to campus needs including student…

– Enrollment?

– Learning?

– Experience?

– Achievement?

– Retention?

– Graduation rates?

– Success?

Changing Perspectives

How does the library contribute to campus needs including faculty teaching?

Library Impact Map

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

How do you currently assess your impact?

Barriers to Assessment For Faculty

From the literature: (Bresciani 2009)

- Too little time/resources
- Lack of knowledge or skills
- Lack of process coordination
- Lack of conceptual framework for assessment
- Lack of collaboration with faculty
- Lack of trust
- Difficulties managing expectations

Barriers to Assessment
For Librarians

From the survey: (Oakleaf & Hinchliffe 2008)
- Too little time/resources
- Lack of knowledge or skills
- Lack of process coordination
- Lack of conceptual framework for assessment
- Lack of collaboration with faculty
- Difficulties managing expectations
  - Difficult finding assessment options that adequately and accurately assess information literacy

So, what can be done to encourage academic librarians to assess learning & their contribution to the academy?

Educate

Train librarians about

- learning 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 assessing student learning as well as producing & using assessment data
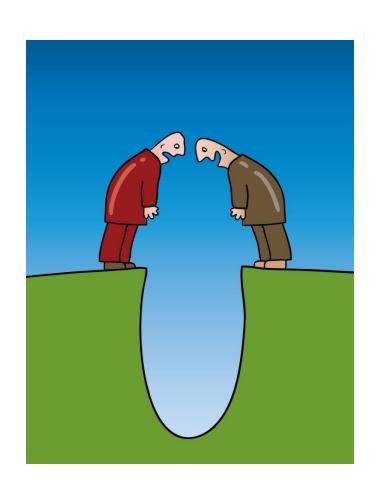
Collaborate

Collaborate with faculty, centralized campus assessment support processes and personnel.
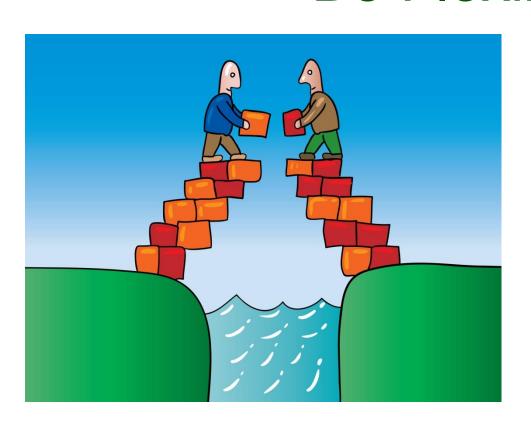
Participate in college-wide efforts to act on assessment results.

Coordinate

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

Be Flexible

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

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?

If you are repeating what you did 2 years ago, is something wrong?

When in doubt…

Do something good

Be of good heart

Fail forwards

Bounce back

Celebrate learning

and Learn MORE.

Strategies for Library Assessment in the Real World

Before We Begin…

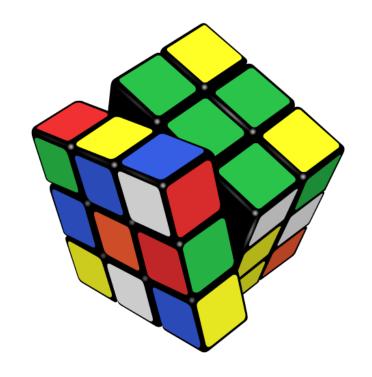# What's a Rubric?

Rubrics…

- describe library service 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

Rubric Types

- Checklists
- Likert scales
- Scoring guides
- 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)

Scoring Guides

	Exemplary	Comments
Eye Contact	Maintains sustained eye contact with the audience.	
Gestures	Gestures are used to emphasize talking points.	

SCORING GUIDE

CRITERIA,

TOP PERFORMANCE LEVEL,

&

TOP PERFORMANCE DESCRIPTION

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Full-Model Rubrics

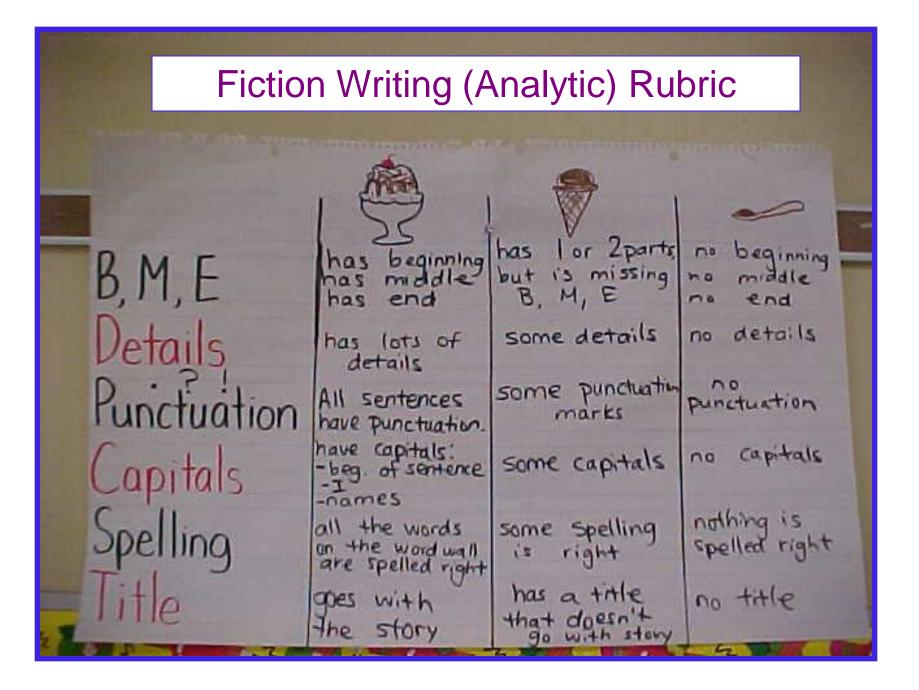|	Beginning	Developing	Exemplary
Eye Contact	Does not make eye contact with the audience.	Makes intermittent eye contact with the audience.	Maintains sustained eye contact with the audience.
Gestures	Gestures are not used.	Gestures are used, but do not emphasize talking points.	Gestures are used to emphasize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

FULL-MODEL RUBRIC

CRITERIA,

PERFORMANCE LEVELS,

&

PERFORMANCE DESCRIPTIONS

Fiction Writing (Analytic) Rubric

	(sundae)	(cone)	(spoon)
B, M, E	has beginning, has middle, has end	has 1 or 2 parts, but is missing B, M, E	no beginning, no middle, no end
Details	has lots of details	some details	no details
Punctuation ? !	All sentences have punctuation.	some punctuation marks	no punctuation
Capitals	have capitals: -beg. of sentence -I -names	some capitals	no capitals
Spelling	all the words on the word wall are spelled right	some spelling is right	nothing is spelled right
Title	goes with the story	has a title that doesn't go with story	no title

Criteria

1. "the conditions a [service] must meet to be successful" (Wiggins)
2. "the set of indicators, markers, guides, or a list of measures or qualities that will help [a scorer] know when a [service] has met an outcome" (Bresciani, Zelna and Anderson)
3. what to look for in [service] performance "to determine progress…or determine when mastery has occurred" (Arter)

Performance Levels

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

Performance Levels

If you want to force evaluative decisions, choose an even number of levels (usually 4).

If you want to have a middle ground, choose an odd number of levels (usually 3 or 5).

Choose a number that you can justify based on developmental service stages.

Rubrics – Benefits, 1 of 2

Service
- Articulate and communicate agreed upon service goals
- Provide direct feedback to service providers
- Facilitate self-evaluation
- Can focus on service standards

Rubrics – Benefits, 2 of 2

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 programs

Other

- Are inexpensive ($) to design and implement

Rubrics – Limitations

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

Example Service Rubrics

Disclaimer: Created by former students…not necessarily perfect!

Rubric for a Library Open House Event for First Year Students

Indicators	Beginning	Developing	Exemplary	Data Source
Attendance	Attendance rates are similar to the 2006 Open House	Attendance rates increase by 20% from 2006 Open House	Attendance rates will increase by 50% from 2006 Open House	Staff [Committee and Volunteers] records
Staff Participation	Staff participation is similar to 2006 Open House, no volunteers	Increase in participation by library staff [librarians and paraprofessionals] and student volunteers	Increase in participation with library staff [librarians and paraprofessionals], student volunteers, student workers, and academic faculty	Staff [Committee and Volunteers] records
Budget	Budget same as 2006 Open House, $200	Budget increases by $100 from 2006 Open House	Budget increases by $300 from 2006 Open House	Budget, Financial Statements
Reference Statistics	Reference statistics similar to 2006	Reference statistics increase by 20% from 2006	Reference statistics increase by 50% from 2006	Library Reference Department Statistics
Student Attitudes	Students are pleased with Open House	Students enjoy the Open House, are satisfied with information	Students are excited about the Open House, volunteer to participate with the next year's event	Survey

Rubric for a Virtual Reference Service

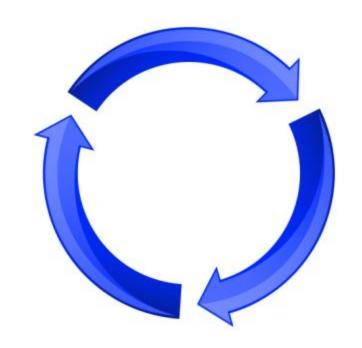| Indicators	Beginning	Developing	Exemplary	Data Source
Transactions	0 – 4 reference transactions per week.	5 – 7 reference transactions per week.	8 + reference transactions per week.	Transaction Logs
User Satisfaction	Students, faculty and staff report they are "dissatisfied" or "very dissatisfied" 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

Rubric Creation Process

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

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At Your Table…
Choose a Service!

- Reference
- Virtual Reference
- First Year Orientation
- Online Tutorial
- Special Collections
- Coffee Bar
- Gaming Program

Reflecting

Consider:

1. Why did we create this service?

2. What happened when other libraries provided the service?

3. What is the relationship between this service and the rest of the library services?

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Listing

1. What are our expectations of the service? What does a successful service of this type look like?

2. What specific service outcomes do we want to see in the completed service?

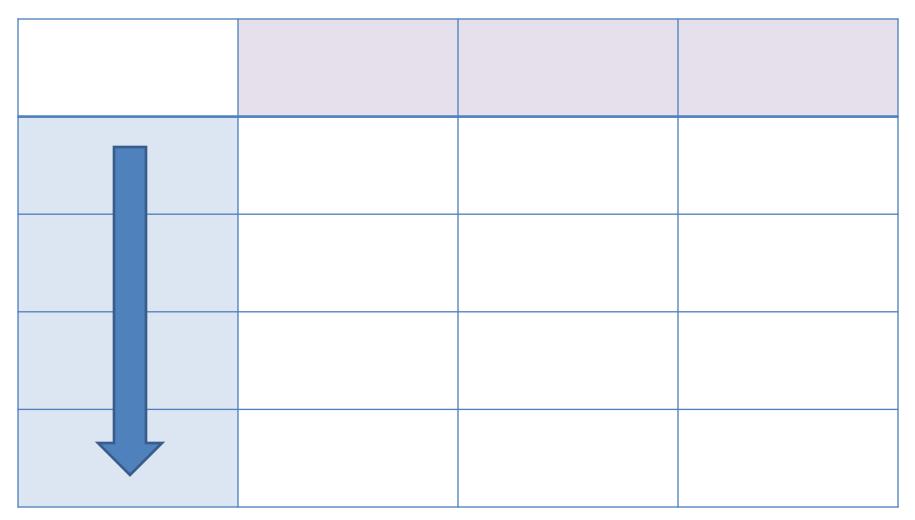3. What evidence can we find that will demonstrate service success?

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Grouping & Labeling

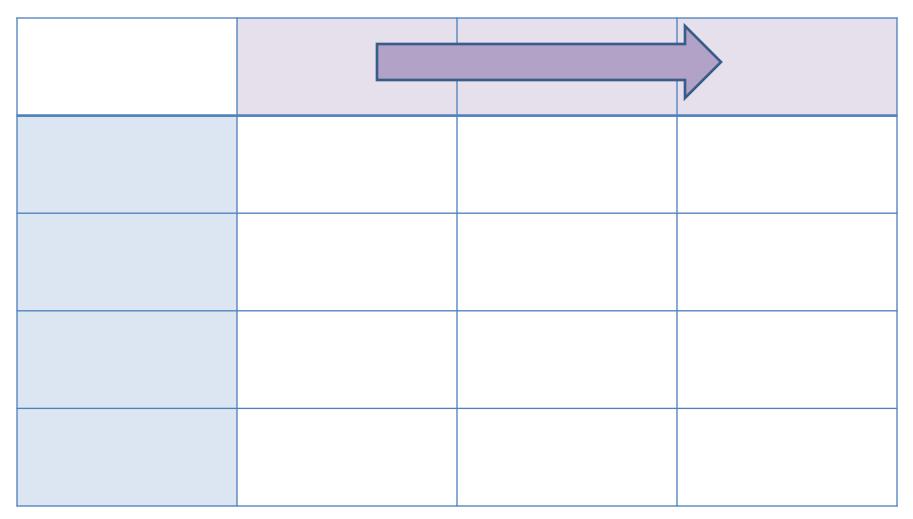1. Can we group our brainstorms into categories?
2. How can we label them?

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

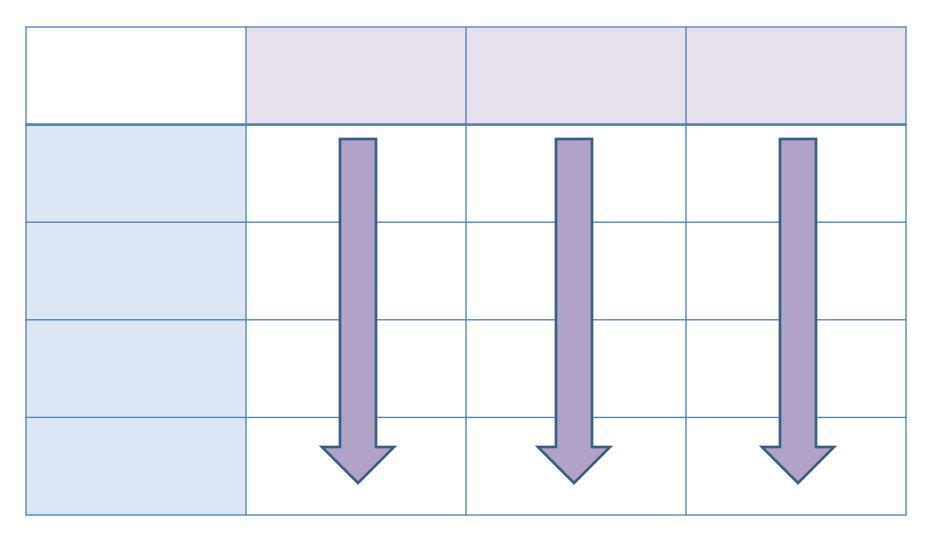# Performances = Performance Levels

Best Possible Performance

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

Other Possible Performances

1. For each group area ("criteria"), what are our highest expectations of the service? 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

1. Think aloud through scoring several examples.

2. Ask raters to independently score a set of examples that reflects the range of services libraries produce.

3. Bring raters together to review their scores to identify patterns of consistent and inconsistent scores.

4. Discuss and then reconcile inconsistent scores.

5. Repeat the process of independent scoring on a new set of examples.

6. Again, bring all raters together to review their scores to identify patterns of consistent and inconsistent scores.

7. Discuss and then reconcile inconsistent scores. This process is repeated until raters reach consensus about applying the scoring rubric. Ordinarily, two to three of these sessions calibrate raters' responses.

Thinking Aloud

What are appropriate scores for these examples?

Independent Scoring

What scores would you assign to these examples?

Reconciling Differences

Where do we disagree?
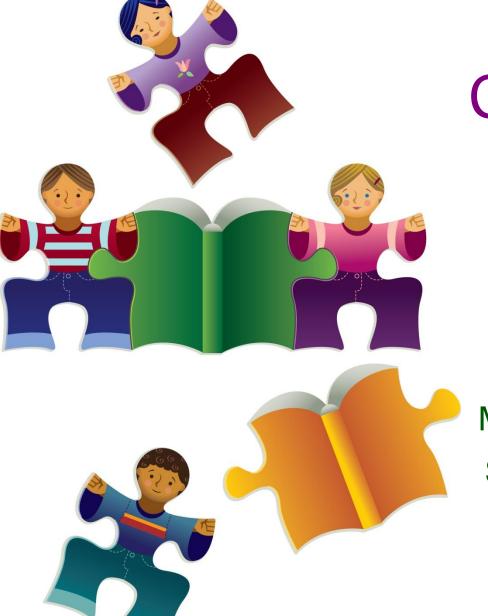
Can we come to consensus?

Identifying Anchors

*Are there great examples
of specific levels
on each criterion?*

Using Rubrics to Tell Your Story

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Reflecting on this Session

- What did you find most useful?
- What did you learn?
- What challenged your thinking?
- What will you do in follow up?
  - What do you want to learn more about?
  - What do need to do to move forward?
  - Who do you need to talk to move forward?
  - Are there implications for policy changes?