

Evaluation of Learning  
in the Academic  
Library:  
Past Compulsory  
& Straight On to  
Compelling

*Image blocked out of an  
abundance of caution!*

*(or Finding the “Second and  
Third Right Answers”)*

Megan Oakleaf, MLS, PhD  
SCONUL Conference  
2012

# Apologies in Advance



# Evaluating learning in the academic library feels a bit like...

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The resulting data has never “grown up.”



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# What's the (an) Underlying Problem?

The problem is that we don't know what students learn from their interactions with the library.



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What do we mean by learning,  
when it comes to academic libraries?

What is it that we're trying  
to evaluate (show the value of)?

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# **INFORMATION LITERACY**

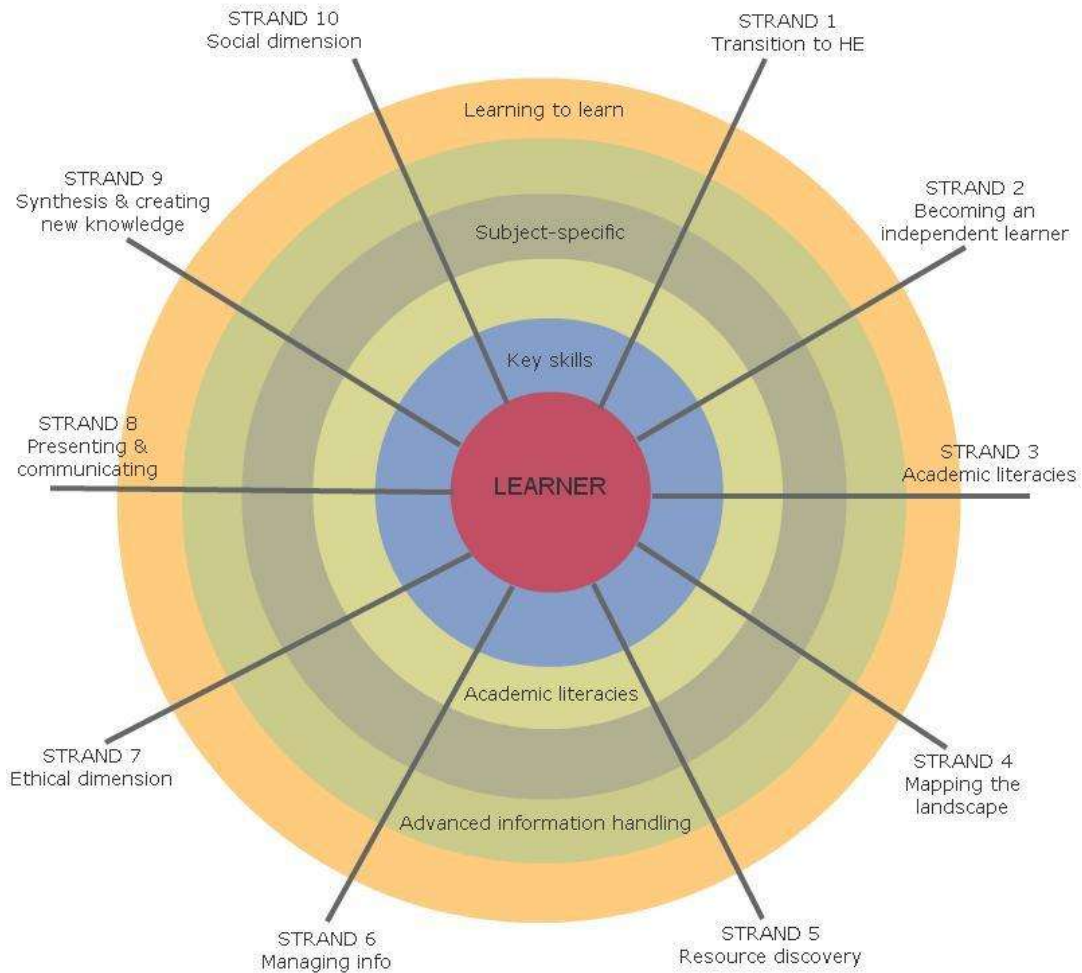
# ACRL Information Literacy Competency Standards for Higher Education

The information literate student...

- **Determines** the nature and extent of **information needed**.
- **Accesses** needed information effectively and efficiently.
- **Evaluates** information and its sources critically.
- **Uses** information effectively to accomplish a specific purpose.
- Accesses and uses information **ethically and legally**.



# A New Curriculum for Information Literacy (ANCIL)



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

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Meditation Standards

Instructional Co-Curricular Standards

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



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# Information literacy by other names...

<http://meganoakleaf.info/sharedlearningstandards.docx>

ACRL Information Literacy Competency Standards for Higher Education	AAC&U Essential Learning Outcomes	AAC&U VALUE Rubrics	ISTE National Educational Technology Standards for Students	NCTE 21 <sup>st</sup> Century Literacies and Curriculum Framework	Partnership for 21 <sup>st</sup> Century Skills	AASL Standards for the 21 <sup>st</sup> Century Learner	Common Core State "College and Career Readiness" Standards
Standard 1. The information literate student determines the nature and extent of the information needed.	Inquiry and Analysis, Problem Solving	Inquiry and Analysis - Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. Critical Thinking - Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Problem Solving - Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Students plan strategies to guide inquiry; students identify and define authentic problems and significant questions for investigation; students plan and manage activities to develop a solution or complete a project.	Students use inquiry to ask questions and solve problems.	Identify and ask significant questions that clarify various points of view and lead to better solutions (Learning and Innovation Skills).	1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	Writing Standard 7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
Standard 2. The information literate student accesses needed information effectively and efficiently.	Inquiry and Analysis, Problem Solving	Creative Thinking - Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Students collect and analyze data to identify solutions and/or make informed decisions; students understand and use technology systems; students select and use applications effectively and productively.	Twenty-first century readers and writers need to manage, analyze, and synthesize multiple streams of simultaneous information; students find relevant and reliable sources that meet their needs; students locate information from a variety of sources.	Access information efficiently (time) and effectively (sources); manage the flow of information from a wide variety of sources (Information, Media, and Technology Skills).	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.2.6 Dislavy emotional	Writing Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.

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

# Graduate Attributes & Information Literacy

Created at Glasgow Caledonian University, Maps information literacy skills and the Confederation of British Industry (CBI) employability skills. Presentation: Marion Kelt at LILAC Conference.

- Understanding the nature of a literature search and why one is needed
- Recognise that information is available in different formats
- Know how to use the library catalogue to locate reading list materials, both hardcopy and digital
- Demonstrate an understanding of what plagiarism is, and the different types that occur and how to avoid plagiarism
- Understand how to cite and reference information sources
- Recognise the key words within an assignment question.  
Demonstrate an ability to identify the different components of assignments, recognise key words and interpret all instructions and as such make a judgement about what their examiner/audience expects from them  
Create a basic search strategy
- An ability to apply information to the problem at hand
- Have an awareness of the 'pitfalls' of the using the internet and know where to look for reliable information
- Recognise the need to evaluate information critically

# Refocus: What's the Problem?

The problem is that we don't know what students learn from their interactions with the library.



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RIGHT!

The First Right Answer

# “Compulsory” Data as a Right Answer

- Instruction sessions taught
- Books, etc circulated
- E-resources downloaded
- Gate counts
- Etc.
- Etc.
- Etc.
- More stuff that may be helpful for managing services, but *alone* tells us nothing about student learning...





RIGHT!

The Second Right Answer

# The “Second Right Answer”

(Roger von Oech)

We stifle our **creativity and innovation** if we stop at the first right answer.

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abundance of  
caution!*

How to find the second right answer?

- Identify the problem. Don't assume you already know it. 😊
- Rephrase your problem positively.
- Shift the lens. Bring other perspectives to bear.

This process keeps us open and generates space for innovation.

# Finding a Second Right Answer

- Identify the problem. Don't assume you already know!
  - The problem is that we don't know what students learn from their interactions with the library.
  - The problem is that we haven't collected data/evidence of student learning.
- Rephrase your problem positively.
  - How can we collect data/evidence of student learning?
- Shift the lens. Bring other perspectives to bear.
  - How can we collect data/evidence of student learning that is completely integrated into the student and faculty experience?



# Assessment Tools

or, How We try to Collect Data about Learning

# Tools

- Self report
  - Focus groups, interviews, surveys
- Tests
  - SAILS, ILT, Bay Area Community Colleges, etc.
- Performance assessments
  - Paper citation analysis, portfolios, sketch maps, etc.
- Rubrics
  - Used to measure performances or products that demonstrate student learning, AAC&U VALUE rubrics, RAILS, etc.



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# Self Report

# Self Report

- Defined
  - Ask students to estimate their learning
  - Typical methods: survey, interview, focus group
- Benefits
  - Capture students' assessment of their learning
  - Conveyed in student language
- Limitations
  - Do not assess actual learning
  - Skilled students underestimate learning
  - Unskilled students overestimate learning

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# Tests



# Tests Defined

- Are primarily **multiple choice** in format
- Strive for **objectivity**
- Grounded in early behaviorist educational theory

# Tests – Benefits

## Learning

- Measure acquisition of **facts**

## Data

- Are **easy** and inexpensive to score
- Provide **data in numerical form**
- Collect a lot of data quickly
- Tend to have **high predictive validity** with GPA or standardized tests scores
- Can be made **highly reliable** (by making them longer)
- Can be easily used to make **pre/post comparisons**
- Can be easily used to **compare groups** of students

# Tests – Limitations, 1 of 2

## Learning

- Measure **recognition** rather than recall
- Reward **guessing**
- Include **oversimplifications**
- Do not test higher-level thinking skills
- Do not measure complex behavior or “authentic” performances
- Do not facilitate learning through assessment

# Tests – Limitations, 2 of 2

## Data

- May be designed to create “score spread”
- May be used as “high stakes” tests

If locally developed...

- May be difficult to construct and analyze
- Require leadership and expertise in measurement
- May not be useful for external comparisons



# Performance Assessments

# Performance Assessments Defined

- Focus on **students' tasks or products/artifacts** of those tasks
- Simulate **real life** application of skills, not drills
- Strive for contextualization & authenticity
- Grounded in constructivist, motivational, and “assessment for learning” theory

# Performance Assessments – Benefits

## Learning

- Align with learning goals
- Integrate **learning and assessment**
- Capture **higher-order thinking** skills
- Support learning in authentic (real life) contexts
- Facilitate transfer of knowledge

## Data

- Supply **valid data**

## Other

- Offer **equitable approach** to assessment

# Performance Assessments – Limitations

## Data

- May have **limited generalizability** to other settings and populations

## Other

- Require time to create, administer, and score






# What are good artifacts of student learning for assessment?

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● research journals</li><li>● reflective writing</li><li>● “think alouds”</li><li>● self or peer evaluations</li><li>● research drafts or papers</li><li>● open-ended question responses</li><li>● works cited pages</li><li>● annotated bibliographies</li><li>● speeches</li><li>● multimedia presentations</li><li>● posters</li><li>● exhibits</li></ul> | <ul style="list-style-type: none"><li>● group projects</li><li>● performances</li><li>● portfolios</li><li>● library assignments</li><li>● worksheets</li><li>● concept maps</li><li>● citation maps</li><li>● tutorial responses</li><li>● role plays</li><li>● lab reports</li><li>● blogs</li><li>● wikis</li></ul> |
|--|--|

Oakleaf, Megan. "Writing Information Literacy Assessment Plans: A Guide to Best Practice." *Communications in Information Literacy*. 3(2). 2010.

# Product vs. Process



			
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

## Rubrics

# Rubrics Defined

## Rubrics...

- describe student learning 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

# 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*

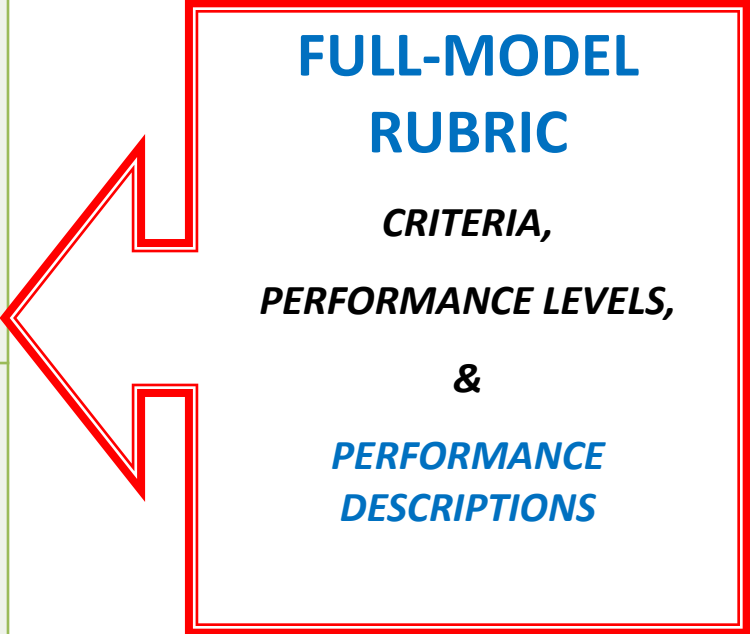
*&*

*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***

# Rubrics – Benefits, 1 of 2

## Learning

- Articulate and **communicate agreed upon learning goals**
- Focus on deep learning and higher-order thinking skills
- Provide **direct feedback** to students
- Facilitate **peer- and self-evaluation**
- Make scores and grades meaningful
- Can focus on 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

## Other

- May contain design flaws that impact data quality
- Require **time** for development
- Require time for training multiple rubric users

### 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](#)

### assess

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

### learn

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

### improve

- [Closing the Loop](#)

### 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:

**rails email list**  
sign up now!

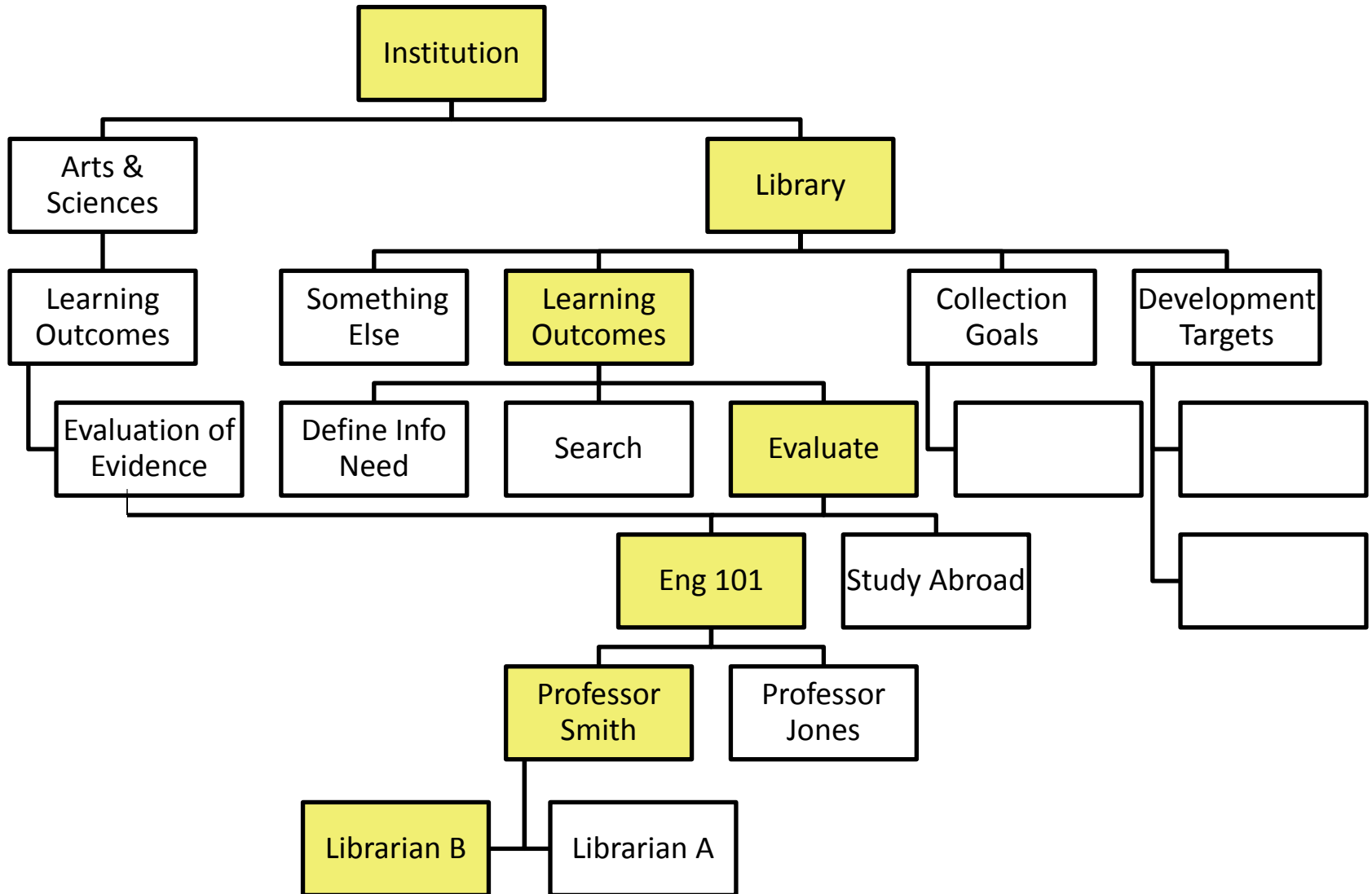
# Data Tracking



**Harness the capabilities of assessment management systems.**



# Making Connections





# Choosing the “Right” Assessment Tool

purpose, stakeholder needs, what you  
want to know, cost, etc.

Oakleaf, Megan and Neal Kaske. "Guiding Questions for Assessing Information Literacy in Higher Education." *portal: Libraries and the Academy*. 9(2). 2009.

# Now, what do I do with this assessment data?

## 3 choices

- Improve instruction
- Improve the assessment
- Celebrate your successes!

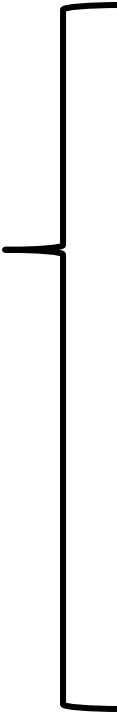


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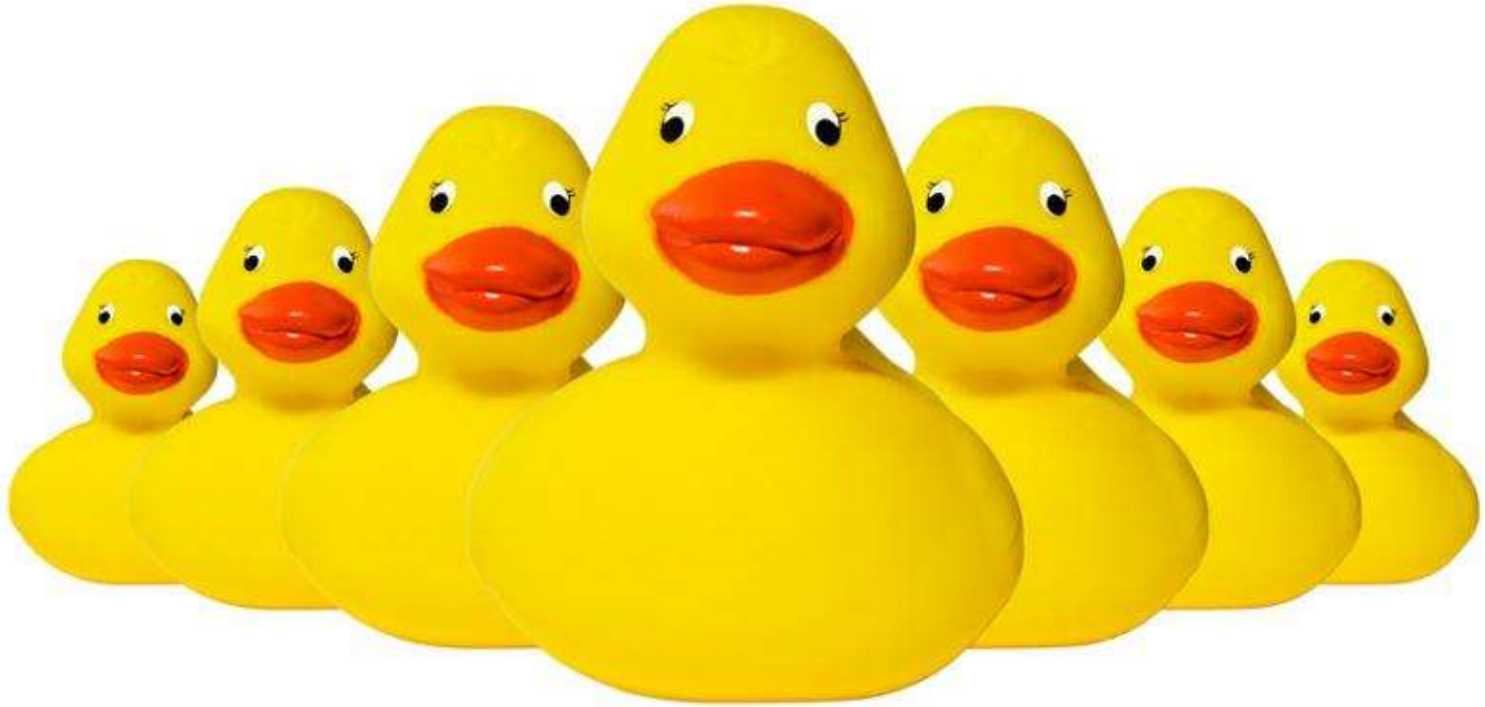


# What We're Still Not Doing Well

*Clarity*  
*Integration*

- 
- ✓ Linked Outcomes
  - ✓ Assessment within Pedagogy
  - ✓ Collaboration with Colleagues
  - ✓ Data Tracking
  - ✓ Changed Actions
  - ✓ Communications

# Linked Outcomes



# Assessment within Pedagogy



# Instructional Design

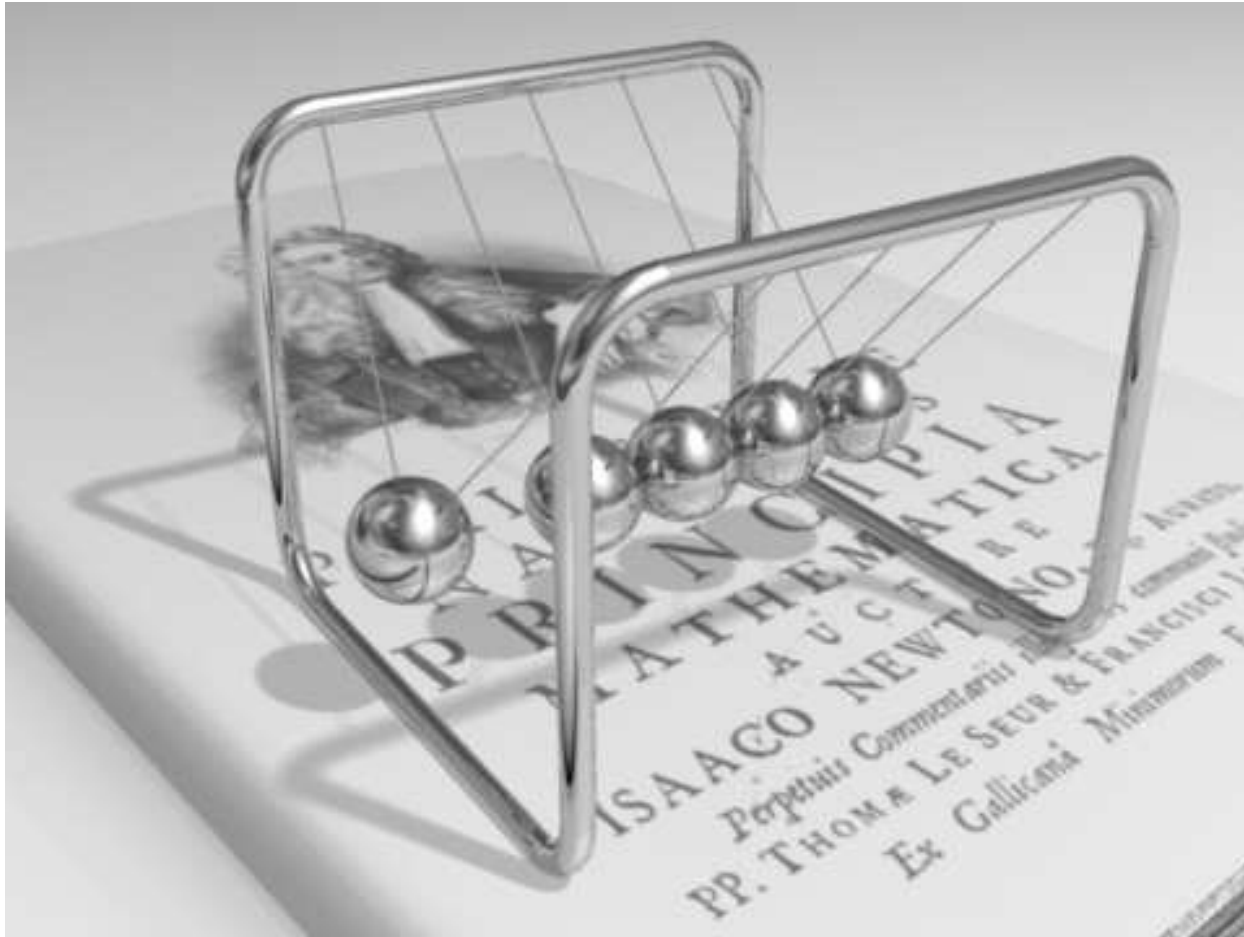
## “ADDIE”

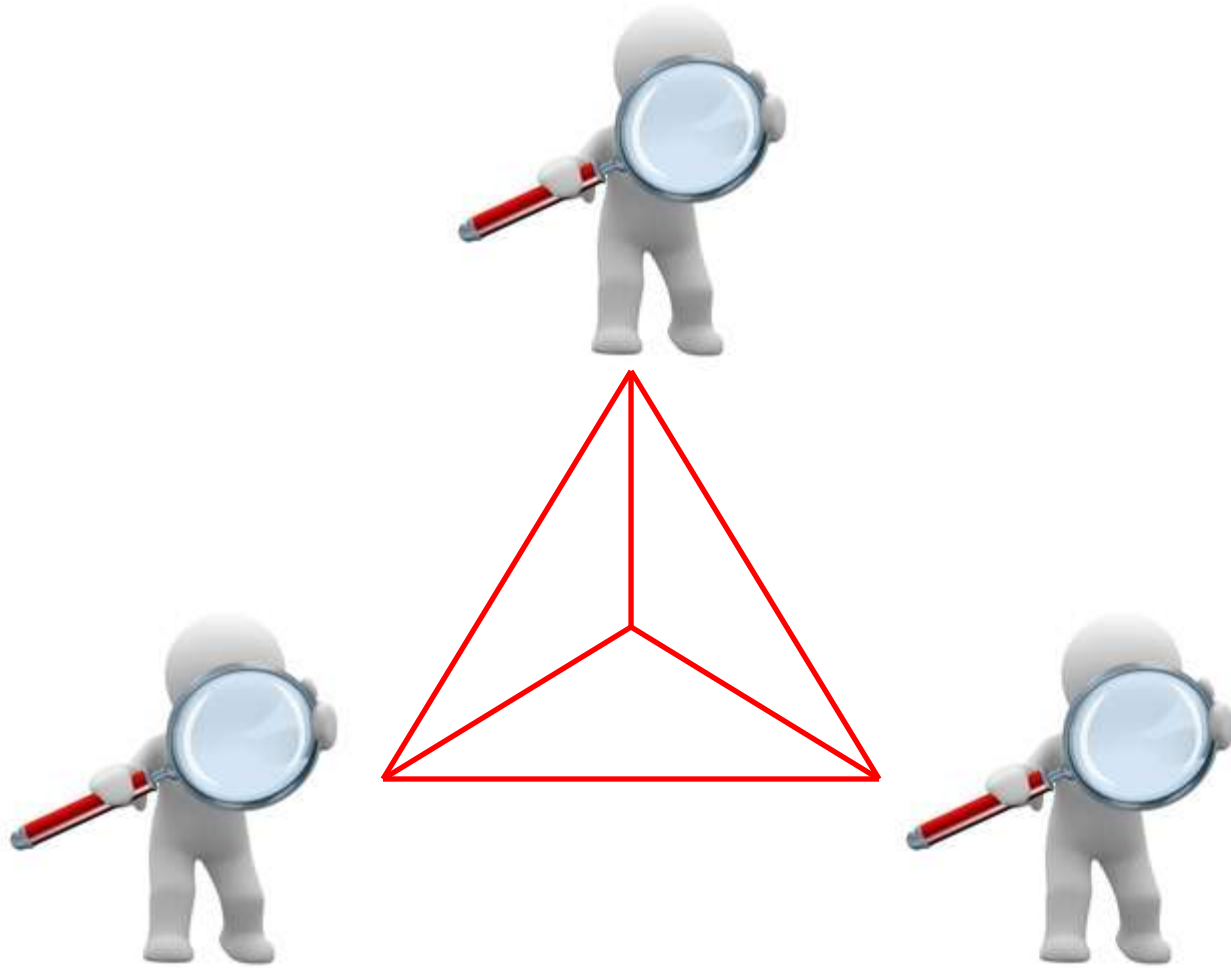
1. Analysis
2. Design
3. Development
4. Implement
5. Evaluate

## “Understanding by Design”

1. What do you want students to learn? (outcome)
2. How will you know if they've learned it? (assessment)
3. What activities will help them learn and, *at the same time*, provide assessment data? (teaching method)

# Collaboration with Colleagues





**Multiple Methods & Triangulation**

# Changed Actions & Transferability



# Communications





RIGHT!

The Third Right Answer

Still not quite good enough.  
No one appears impressed with our data.  
What now?

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# Finding a Third Right Answer

- Identify the problem. Don't assume you already know!
  - The problem is that we haven't collected data/evidence of student learning.
  - The problem is that we haven't collected data/evidence that aligns student learning in the library with institutional interests and values?
- Rephrase your problem positively.
  - How can we collect data/evidence that aligns student learning in the library with institutional interests and values?
  - How can we align libraries services and resources with institutional interests and values?
- Shift the lens. Bring other perspectives to bear.
  - What are our stakeholders' interests and values?
  - How might they or should they connect libraries to those interests and values?

# Context for Value?

Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?

(S. Pritchard 1996)

## On your paper:

1. Pick a stakeholder group.
2. Consider that group's interests and values.  
What do they care about?

# *Stakeholders...*

## Students

- High school
- Prospective
- First-year
- Majors
- International
- Co-curricular groups
- First generation
- Honors
- At-risk
- Graduate
- Special populations

## Parents

- Of first-year students
- Of first-generation students

## Employers

## Local Community

## Faculty

- Tenured/tenure track faculty
- Non-tenure track faculty
- Research faculty
- Part-time faculty
- Adjunct faculty
- Instructors/lecturers
- Teaching assistants

## Administration

- Presidents/chancellors/provosts
- Deans
- Faculty senate
- Department/unit heads
- Committee chairs

## Accreditors

- Regional
- Professional

## Graduate Schools

## On your paper:

1. Pick a stakeholder group.
2. Consider that group's interests and values. What do they care about?
3. What aspects of the library might align with those interests and values? Consider library services, expertise, and resources.

# More Complicated Than It May Seem

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# Heart of the University

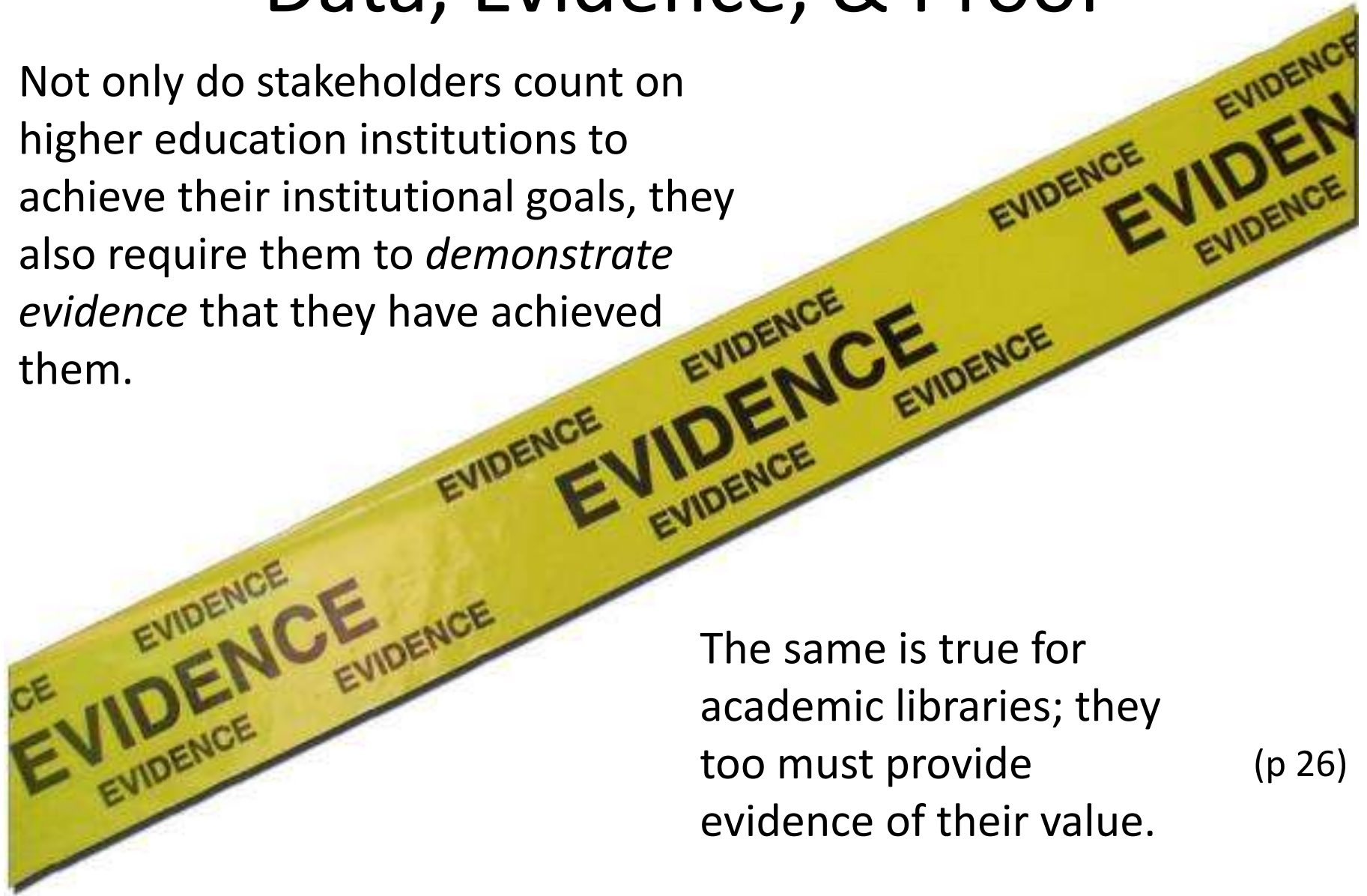


# That Was Then, This Is Now



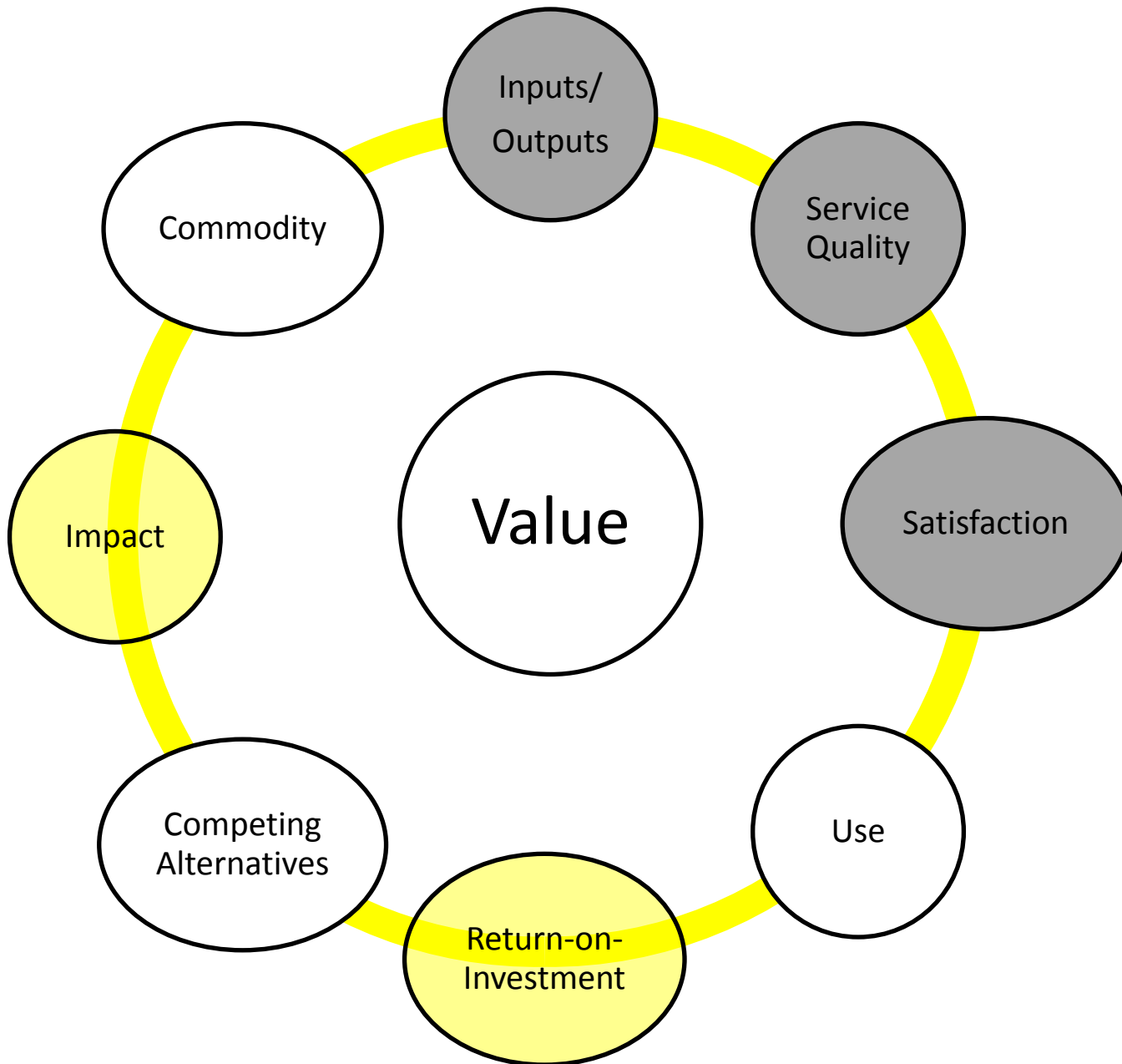
# Data, Evidence, & Proof

Not only do stakeholders count on higher education institutions to achieve their institutional goals, they also require them to *demonstrate evidence* that they have achieved them.



The same is true for academic libraries; they too must provide evidence of their value.

(p 26)



Products

**Service**

Collections

**Experience**

Mediation

**Enabling**

Resources

**Educational Impact**

Facility

**People**

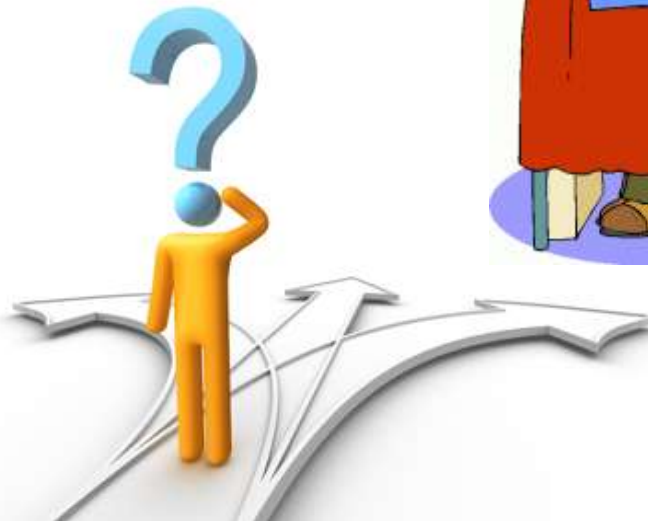
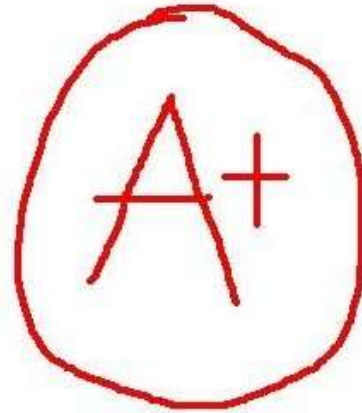
Access

**Sense-Making**

**Define and assess  
outcomes in an  
institutional context.**

*A B C*

Determine  
what  
libraries  
enable  
students to  
do.



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





“Until libraries know that Student #5 with major A has downloaded B number of articles from database C, checked out D number of books, participated in E workshops and online tutorials, and completed courses F, G, and H, libraries cannot correlate any of those student information behaviors with attainment of other outcomes.”

(Oakleaf, VAL Report, pg. 96)

**Use existing data.**



# Student Enrollment



We know...

*(as in at least one study indicates...)*

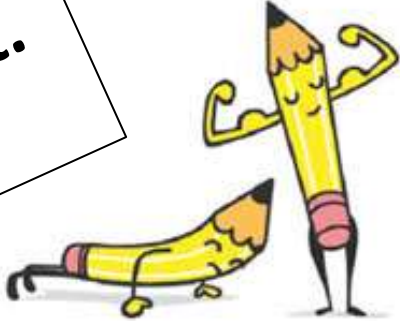
- Libraries are 2<sup>nd</sup> most impactful facilities for student admission decisions.

We don't know...

- Why?
- What about libraries is most impactful?



Track library influences on increased student achievement.



Higher score guaranteed or your money back



Your School Name Here  
Your School Address

Name: Your Name ID# : Your Student ID#  
DOB: Your Date of Birth

\*\*\* ACADEMIC TRANSCRIPT \*\*\*

Dept.	Course No.	Title	Units Attempted	Units Earned	Grade	Quality Points
FALL 1968						
COM	101	Introduction to Speech Communication				
CIS	101	Introduction to Business Computers				
ENG	121	English Composition				
FRN	101	Beginning French I				
MTH	111	Analytical Geometry & Calculus				
PHY	113	Classical Physics				
SEMESTER TOTALS						
SPRING 1969						
ENG	122	Critical Writing and Reading				
FRN	102	Beginning French II				
MTH	112	Analytical Geometry & Calculus				
PHY	114	Classical Physics II				
PSY	101	Introduction to Psychology				
SEMESTER TOTALS						
CUMULATIVE TOTALS						
FALL 1969						117.0
ART	123	Art Appreciation			B-	9.0
BIO	121	General Biology I	3.0	3.0	B	9.0
ECO	201	Intro to Microeconomics	3.0	3.0	A-	12.0
FIN	101	Personal Finance Decision	3.0	3.0	A	12.0
HIS	122	World History 1877 to Present	3.0	3.0	A	12.0
SEMESTER TOTALS						
SPRING 1970			15.0	15.0	3.60	54.0
ACC	201	Moniers Accounting I	3.0	3.0	A	12.0
ART	131	Intro to Music Appreciation	3.0	3.0	B	9.0
BIO	127	General Biology II	3.0	3.0	A	12.0
ECO	202	Intro to Macroeconomics	3.0	3.0	A-	12.0
FIN	266	Principles of Finance	3.0	3.0	A	12.0
ENG	206	Written Business Communications	3.0	3.0	A-	12.0
SEMESTER TOTALS						
CUMULATIVE TOTALS			66.0	66.0	3.64	240.0

Memoranda & Footnotes:  
CG Change of grade  
IR Incomplete removed  
IC Incomplete charged  
RC Repeated class  
S Substitution  
BP By petition  
TC Transfer credit  
AO Audit only, no credit received  
Student is in good standing unless otherwise indicated.

Transcripts Issued: 06/09/1991

Degree or Credential Certification: BBA 06/09/1991

TRANSCRIPT IS ONLY VALID WITH THIS SIGNATURE

Thomas Alan Carothers

OFFICE OF THE REGISTRAR

# Grades/Marks & Testing



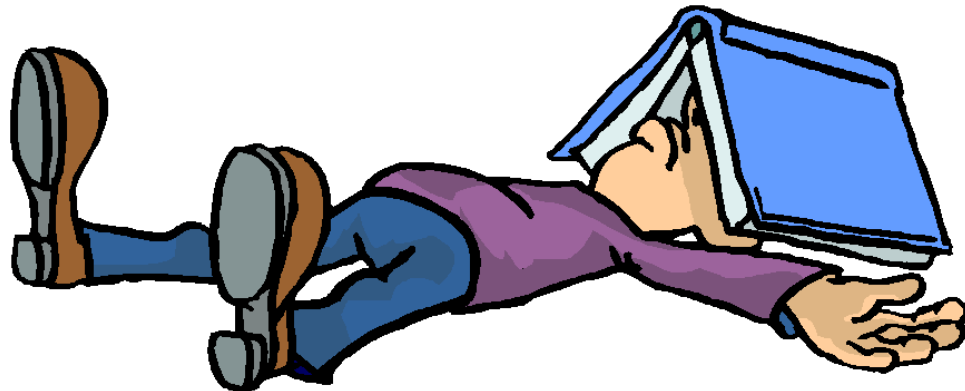
We know...

- Student grades/marks and professional/educational test scores are used to make high-stakes decisions.
- Library “check outs” appear to impact students grades positively. (Huddersfield, Wollongong)
- Library “visits” do not appear to impact student grades. (Huddersfield)
- Library “instruction” may impact student grades, or at least not make them worse. (Hong Kong Baptist)
- Library instruction after the first-year appears to impact GPA at graduation. (Wyoming)
- Library use (downloads, loans, reference) increases GPA and retention. Library instruction may decrease GPA, but increase retention. (Minnesota)

# Student Learning Outcomes

We know...

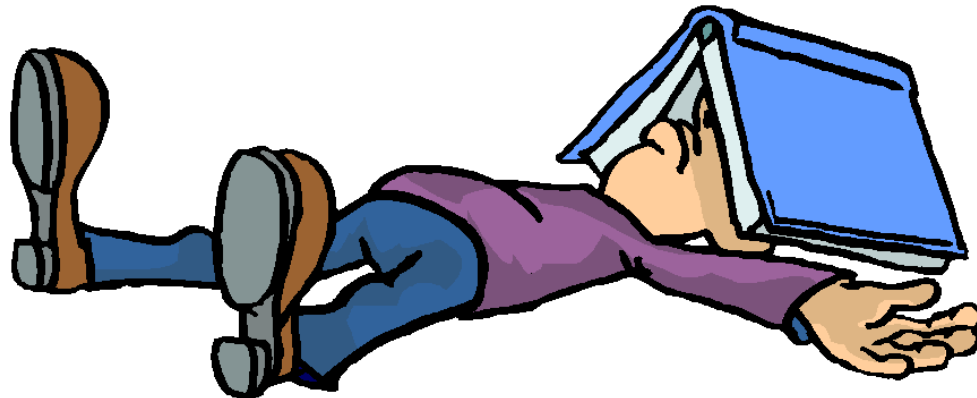
- Libraries provide instruction, including face-to-face “one-shots”, credit courses, online learning objects.
- Students appear to acquire “information literacy” skills as a consequence of library instruction, but assessments are scattered and episodic, not coherent and longitudinal.



# Student Learning Outcomes

We don't know...

- How much or how well do students learn information skills over time, across programs, before graduation?
- Do they transfer these skills to other contexts?
- What library interactions besides overt instruction make a difference in student learning?
- What might use of Assessment Management Systems reveal about student learning?



# Student Experience/Engagement

We know...

- Student engagement surveys include many items that may capture library-related information, but almost none are directly linked to libraries.

*Examples: National Survey of Student Engagement, National Student Survey*

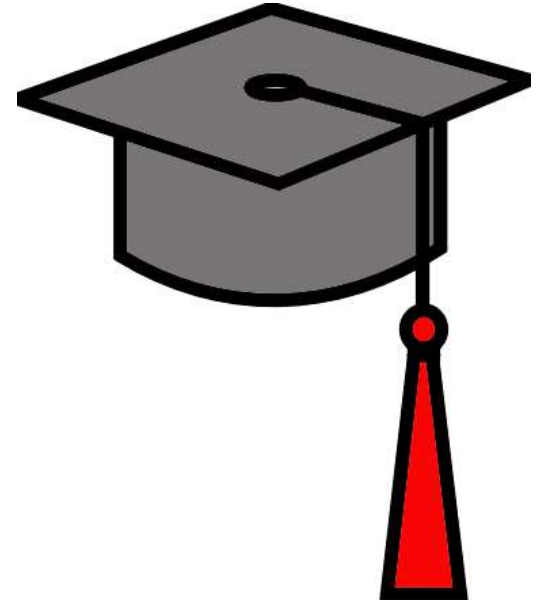




# Retention/Graduation

We know...

- Most libraries support several high-impact practices.
- Some libraries support early warning/intervention practices.
- Some libraries proactively assign “research advisors” to support certain student groups.
- Library use, expenditures, and professional staff are correlated with retention, but no causative links.
- *Possible sources for future analysis?*  
*Destination of Leavers from Higher Education survey & Longitudinal Destination of Leavers from Higher Education survey*



Enhance library contribution to student job success.

[ULS Home](#) » [LibGuides Home](#) » [Career Resources the Library Has To Offer](#)

**Career Resources the Library Has To Offer** Tags: [career](#) [development](#) [careers](#)

The University Library System has various resources that can assist you in your job search.

Last update: Jul 19th, 2010 | URL: <http://pitt.libguides.com/careers> | [Print/Mobile Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#)

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**Career Tips from Career Development at Pitt**

Here are tips and guides for getting

**Introduction to Career Resources at the University of Pittsburgh**

[Introduction to Career Resources at the University of Pittsburgh University Library System](#)

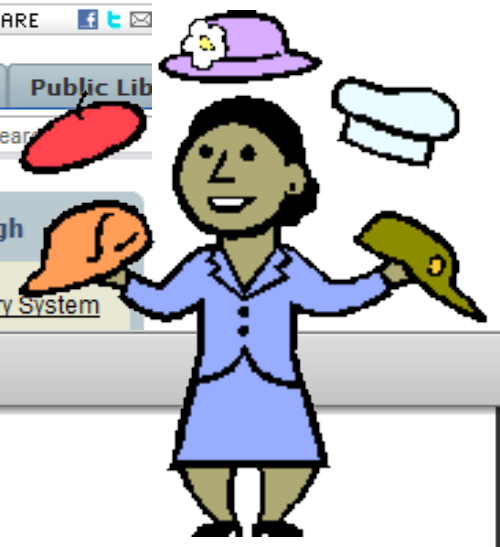
20 / 55 Collaborate Sign Find

- Bookmarks
- Company Overview
- Key Facts
- Business Description
- History
- Key Employees
- Key Employee Biographies
- Major Products and Services
- Revenue Analysis
- SWOT Analysis
- Top Competitors
- Company View

## SWOT ANALYSIS

JPMorgan Chase (JPMC) has strong franchises across business divisions – investment bank, commercial banking, retail financial services, treasury and security services, asset management, and card services. The franchises strength was further strengthened with the acquisition of Bear Stearns and Washington Mutual. However, increased regulatory spending and economic uncertainties in Europe could hurt JPMC's revenue and profitability.

Strengths	Weaknesses
Strong franchises across business divisions Strong liquidity and capital position The acquisition of Bear Stearns and Washington Mutual add significant scale at low price	Steep climb in credit losses impacting profitability Over dependence on the US market makes it vulnerable to domestic economic situation
Opportunities	Threats
Buoyant asset management market	Increased governmental and regulatory



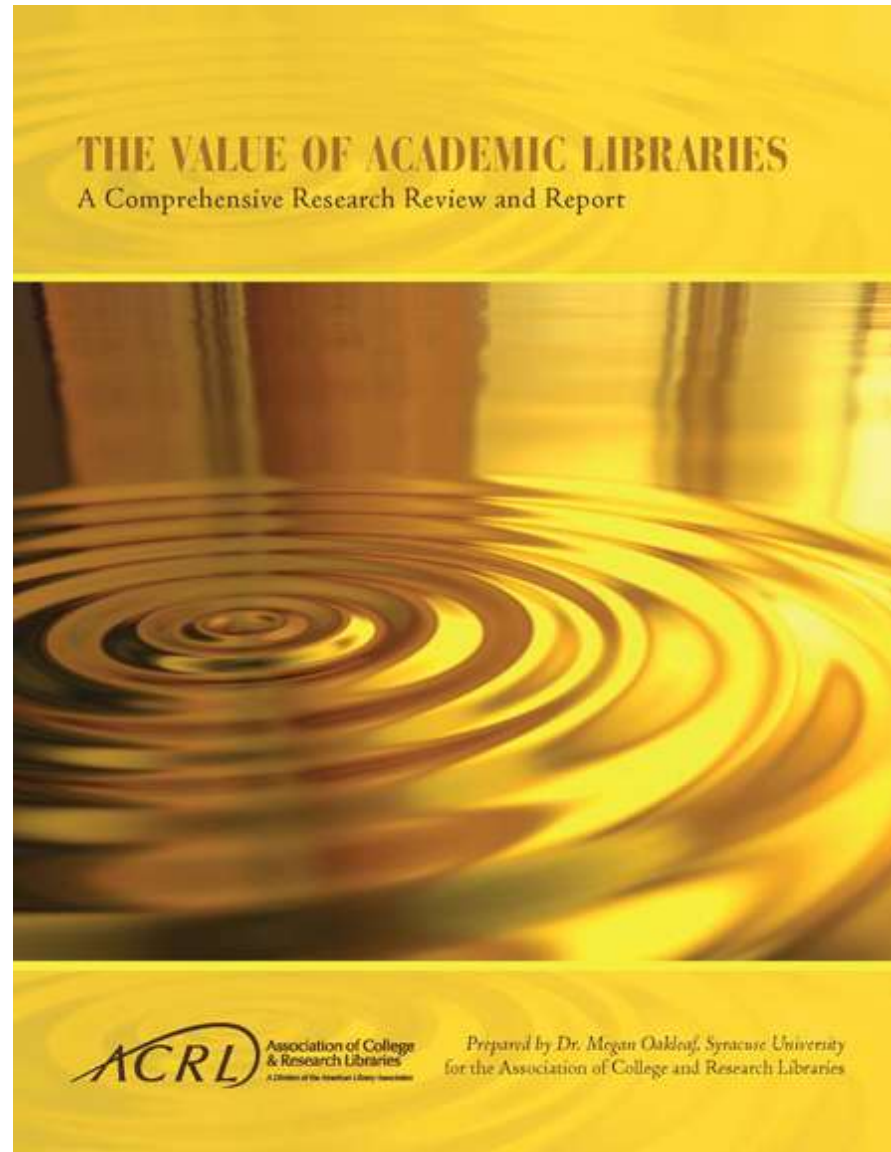
# Career Success

We know...

- Employers care about student information skills (critical thinking, problem solving, locating/evaluating/using information).
- Libraries provide resources students can use during their internship work.
- Libraries provide detailed company profiles students can use to prepare for interviews.



[www.acrl.org/value](http://www.acrl.org/value)



**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*

# Coin of the Realm

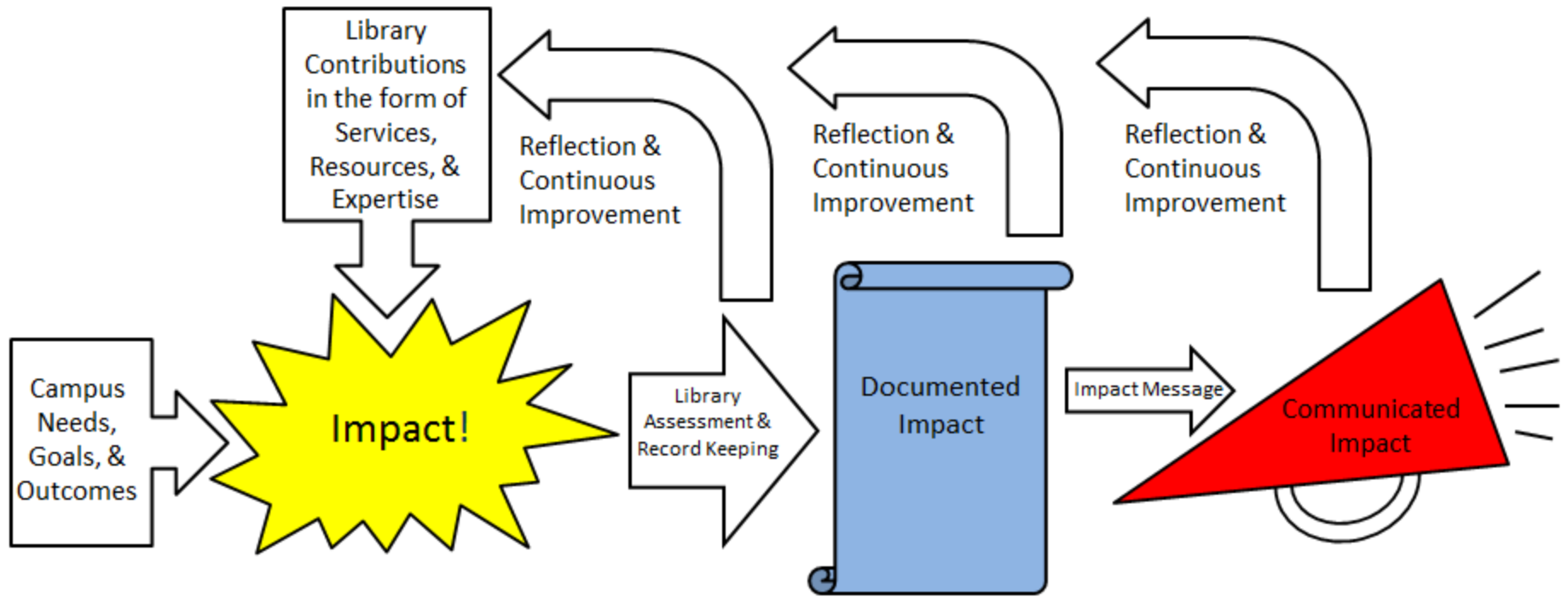


- What's most important to your students?  
Other stakeholders?

# Coin of the Realm



- What's most important to your students?  
Other stakeholders?
- What do you to contribute to it?
- What do your librarians contribute to it?



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

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



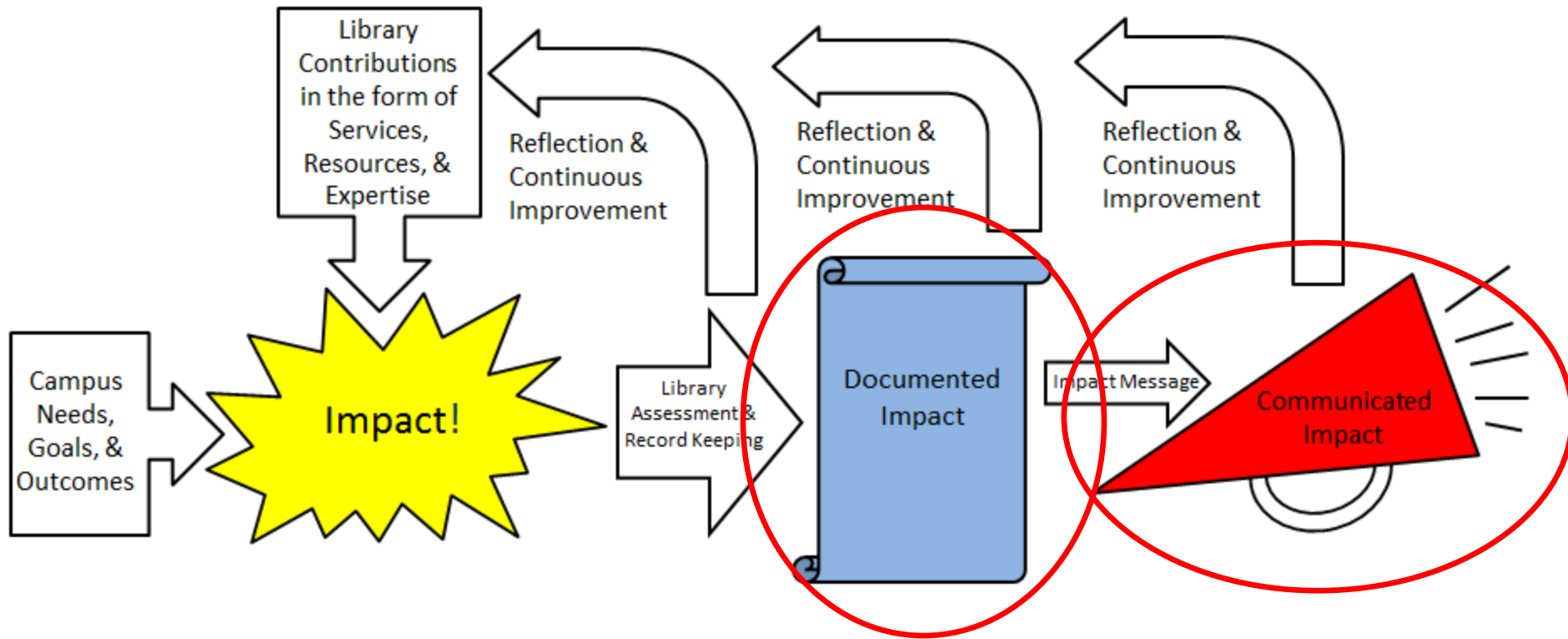
**Impact!**



- Accreditation
- Affordability
- Efficiencies
- Academic Rapport
- Community Contribution
  - Educated Populace
  - Community Engagement
  - Economic Growth
  - Workforce Outcomes
  - Societal Outcomes
- Data Curation, eScience & Data Literacy
- TechTransfer, Patents, etc.



**Impact!**



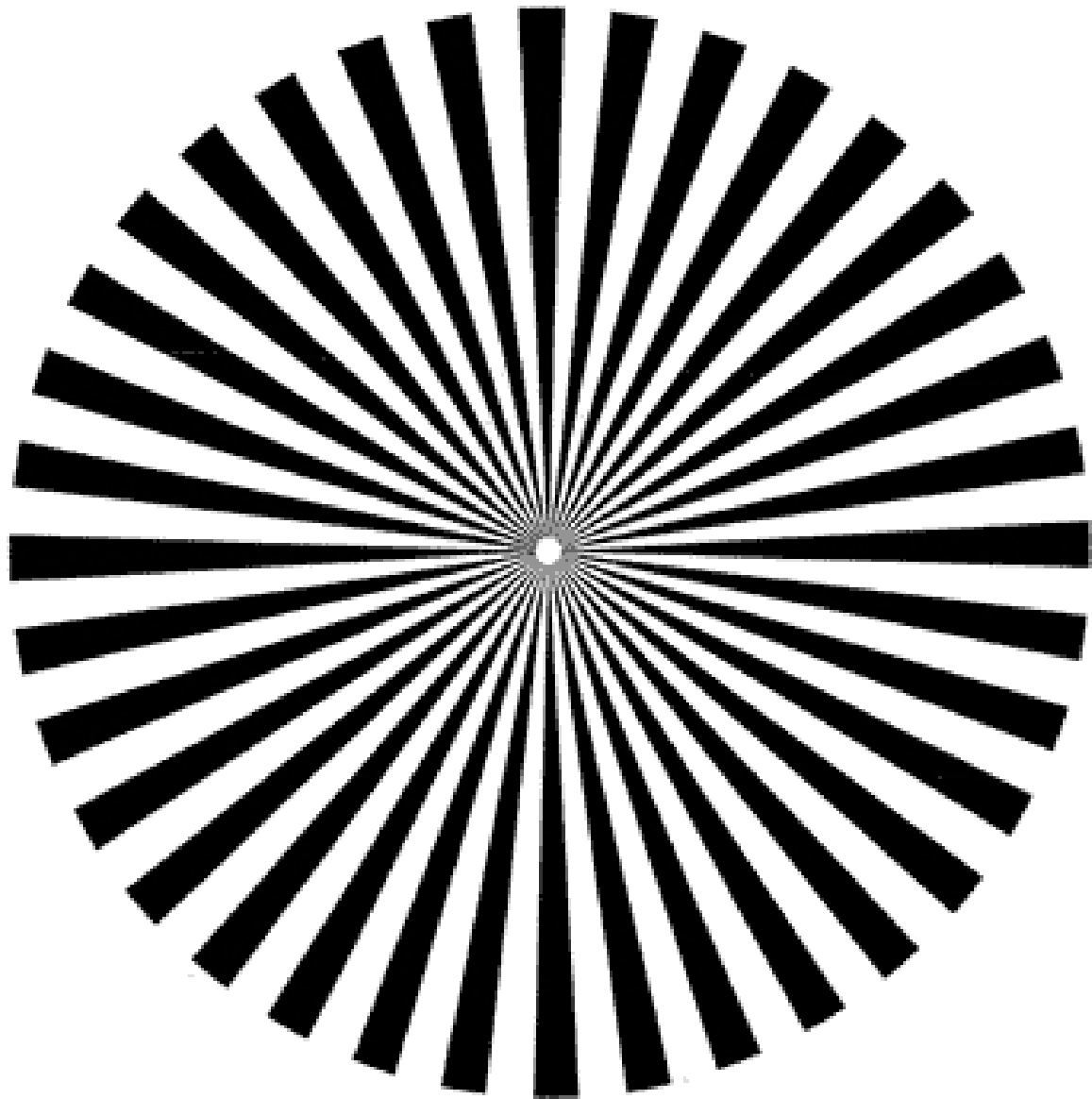
**Tell your story.**

A decorative gold frame with intricate scrollwork surrounds a solid green square. Inside the green square, the text "Image blocked out of an abundance of caution!" is written in a green, cursive font.

*Image blocked out of an  
abundance of caution!*

**Tell your library's value story.**







*Image blocked out of an  
abundance of caution!*

What “to do” items  
come to mind?

Who do you need to  
involve?

What conversations  
need to occur?

What resources do  
you need?

# Coin of the Realm

- What's most important to your students?



# Coin of the Realm




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



*Image blocked out of an  
abundance of caution!*

To engage the  
challenge of  
evaluating  
learning with  
“grown up” data  
will be an  
awfully big  
adventure!



# Evaluation of Learning in the Academic Library: Past Compulsory & Straight On to Compelling

*Image blocked out of an  
abundance of caution!*

*(or Finding the “Second and  
Third Right Answers”)*

Megan Oakleaf, MLS, PhD  
SCONUL Conference  
2012

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