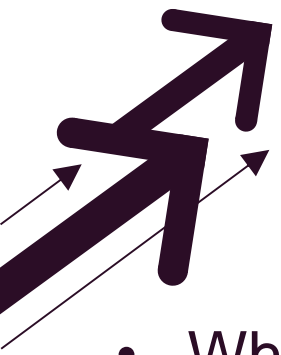




**Library Assessment:
Challenges and Opportunities**

Connecticut Library Consortium
March 2012



Stakeholders & Standards

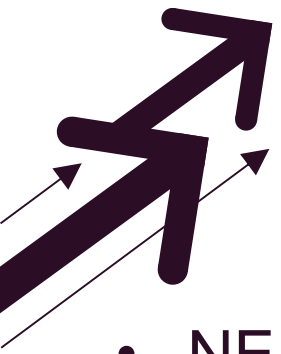
- Who is concerned with libraries?
 - Accreditation boards
 - Government- federal, state, local
 - Faculty
 - Students
 - Parents





Stakeholders & Standards

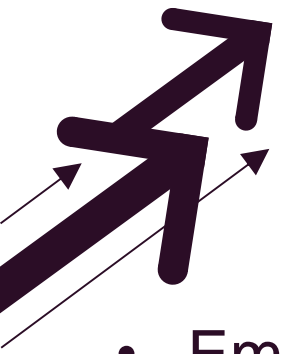
- What are the major concerns
 - Learning outcomes
 - Other outcomes
 - Graduation
 - College/grad school acceptance
 - Employment & salary
 - Persistence and retention
 - Tuition- return on investment
 - Accountability & transparency



Relevant Standards

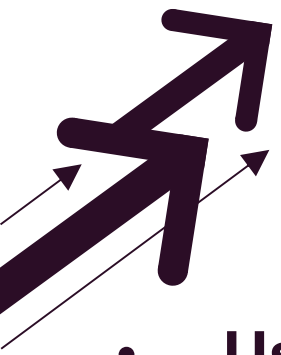
- NEASC
- 21st Century Learning Framework
- Degree Qualifications Profile
- ACRL





NEASC

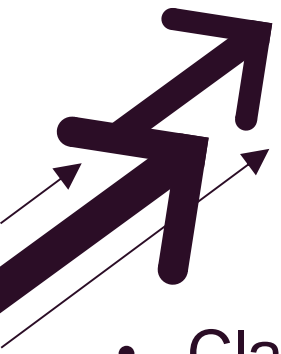
- Emphasizes integration of library resources into the curriculum
- Supports library instruction in the location, access, evaluation and use of information
- Expects libraries to support teaching and learning
- Expect competence in information literacy of all college graduates



21st Century Learning Skills

- Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.

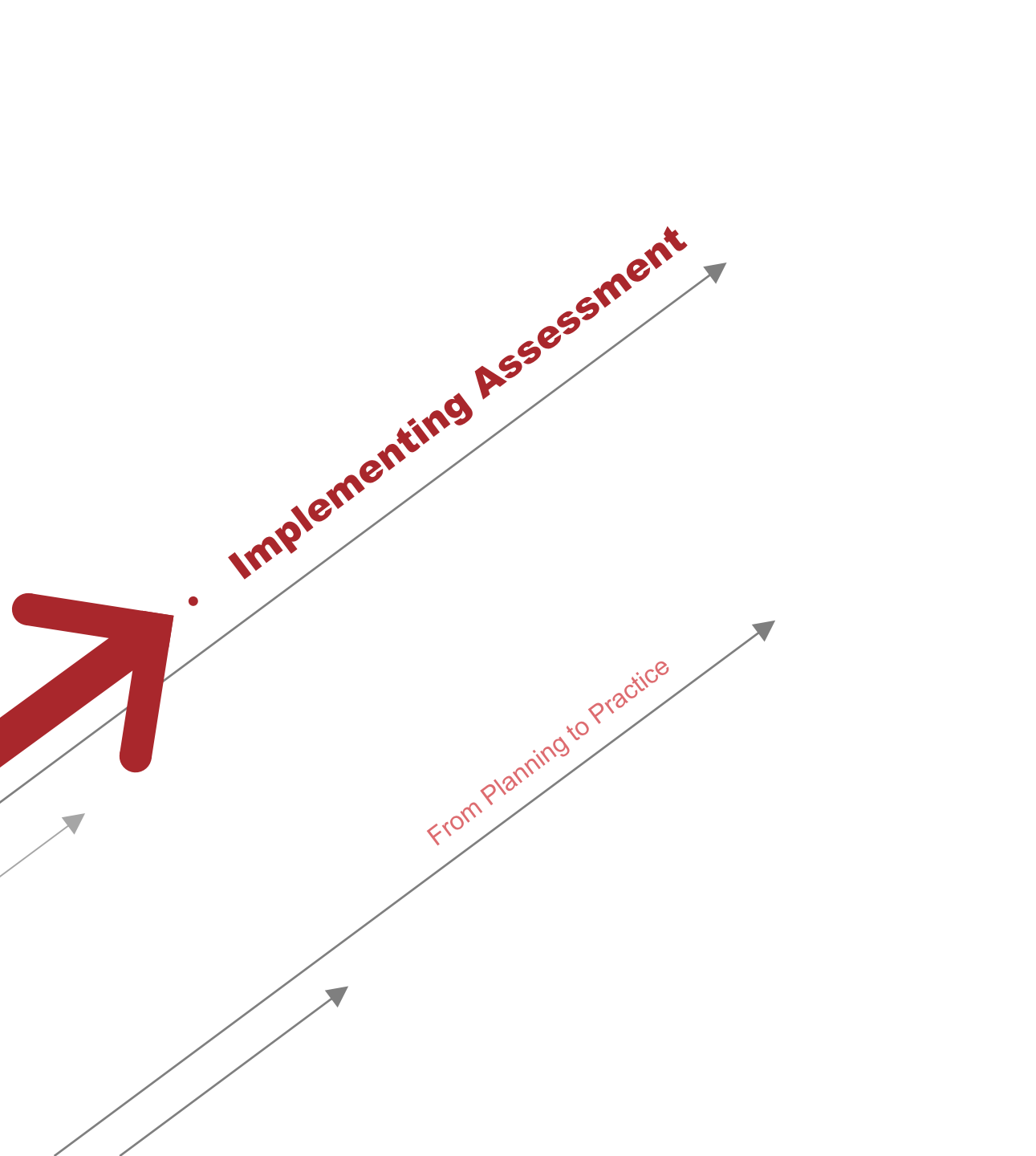




Also from NEASC

- Classroom instruction is *based on current research* and embodies the school's stated beliefs about teaching and learning.
- A wide range of materials and information resources is available to students and faculty in a variety of formats, to meet the learning needs of the middle level child and *to improve teaching and learning*.

Opportunity: Evidence Based Teaching



Implementing Assessment

From Planning to Practice



What is Assessment?

- Process-oriented measures of progress toward learning outcomes
- Changes in knowledge, behavior
- Several approaches:
 - Direct or indirect
 - Quantitative or qualitative
 - Formative or summative





Traditional Focus

- Inputs and outputs
- Indirect measures

- Problem?
 - Not measuring learning or quality
 - Not aligning library goals with institutional goals





Approaching Assessment: How To





Develop Outcomes: Backwards Design

- What do you want to measure?
 - Define your topic
- What about the topic is measurable?
 - Standards, benchmarks, goals, objectives
- How can it be measured?
 - Define your metrics
- What tools are available?
 - Define your methods





Examples

- **Elementary Curr. 5:** The curriculum incorporates classroom and school-wide technological and library/media resources.
 - Goal: 60% of courses will involve use of library resources in research/fact-finding
 - Number of classes/projects/assignments incorporating library instruction or research
 - Curriculum-mapping, faculty surveys
- **High School 6.6:** Library/media services are actively engaged in the implementation of the school's curriculum
 - Goal: Library will have representation on all curricular committees. Librarians will support instruction (through assignment design, in-class instruction, reference support, etc.) for 50% of courses
 - Collaboration
 - Syllabus reviews, audits, surveys



Examples

- Higher Education 7.10: The institution ensures that throughout their program of study students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program.
 - Goal: 75% of graduating seniors will demonstrate proficiency in evaluation of information
 - Student artifacts or evidence of skills
 - Portfolios, capstone projects, bibliography reviews, exit exams/surveys

ACTIVITY



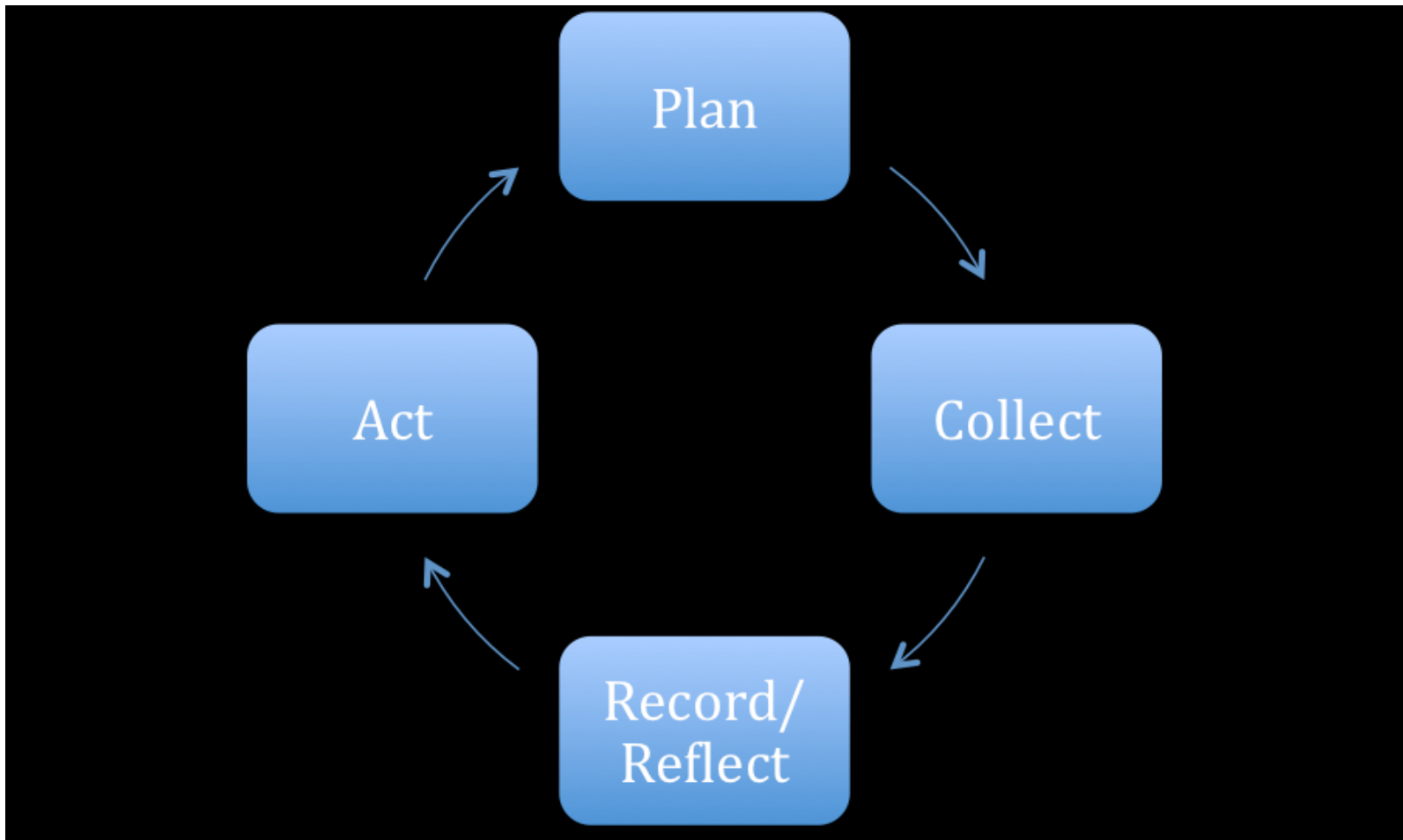
Methods & Tools

- Surveys/Course Evaluations
- Tests
- Reflections/Minute papers
- Bibliography Reviews

Rubric Scoring

- Ethnographic Methods

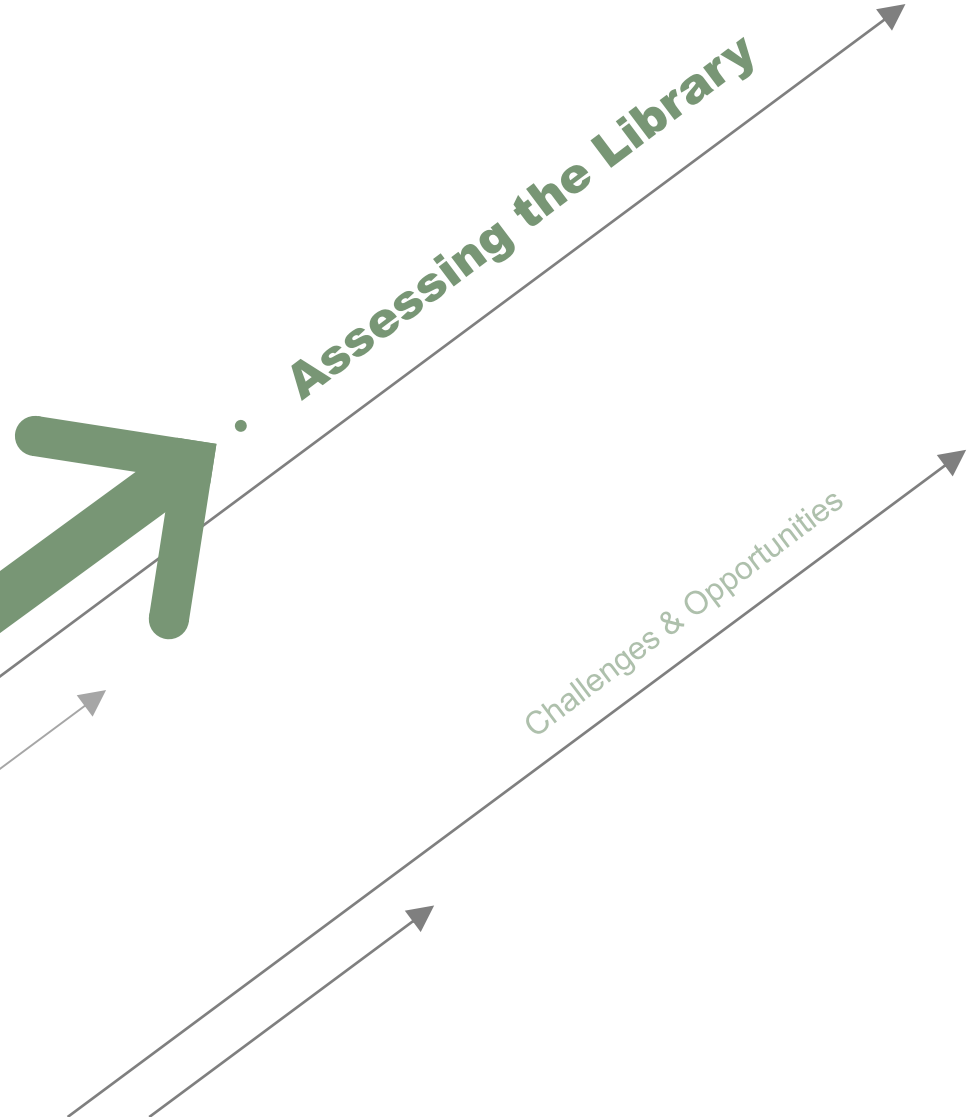
The Feedback Loop





Assessing the Library

Challenges & Opportunities

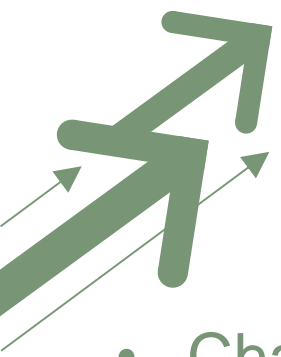




Why Focus on Assessment?

- Opportunities
 - Align with larger mission
 - Make an impact
 - Demonstrate value





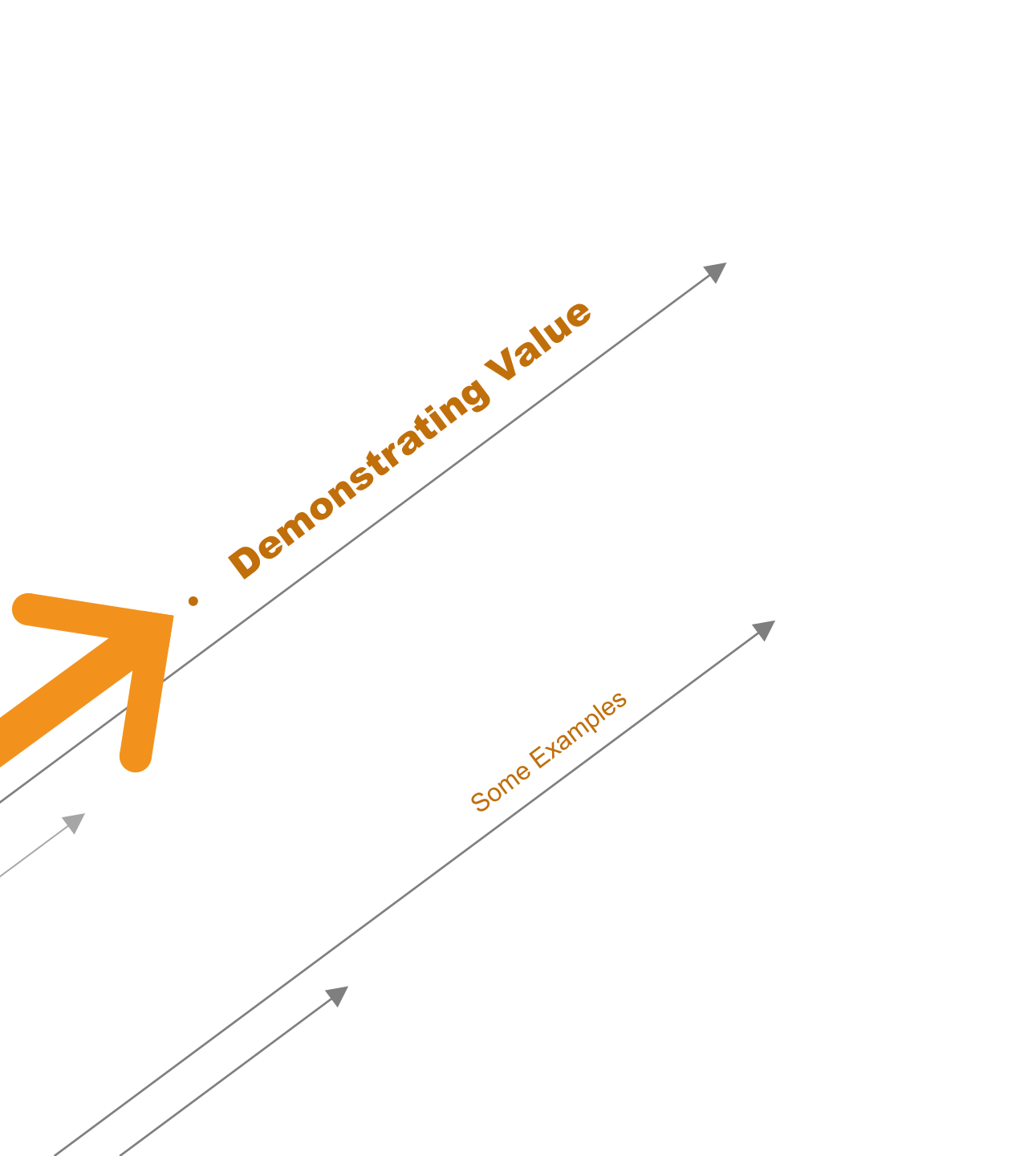
The Barriers

- Challenges
 - Collaboration
 - Understanding assessment
 - Time/staff resources
 - Buy-in



Activity

- How can we overcome these obstacles?



Demonstrating Value

Some Examples



Evidence & Examples

- Greater Midwest
 - Increased awareness & access
 - Almost 75% of libraries rated outreach services as having moderate to high impact
- Dublin Institute of Technology
 - Improved performance on IL assessment
 - Increase in correlation between IL and marketing assessments
 - Increased student confidence
- University of Guelph
 - Librarian became member of teaching team: partnered in instruction & assignment design



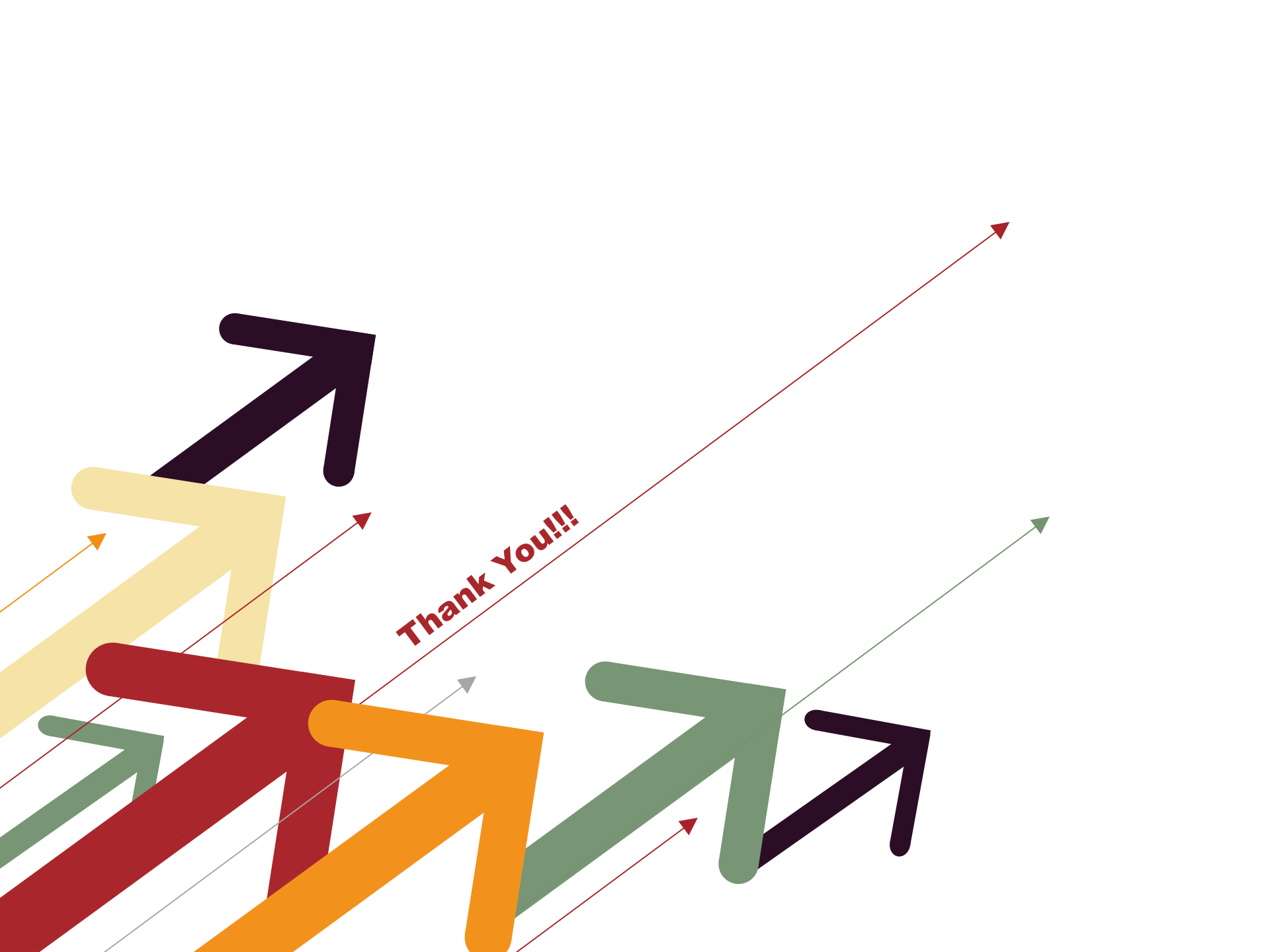
Evidence & Examples

- Capella University
 - 400% increase in reference transactions
 - Statistically significant relationship- number of embedded interactions and increased number of general reference transactions
- University of Florida Gainesville
 - Student-reported increased confidence & abilities
 - Instructor reported less time redirecting students to library and helping them find resources.
 - Wants to make library tutorials mandatory instead of optional & is reusing librarian-generated content.



Results

- Curtin University, Australia
 - Student use of the library correlates with persistence/retention
 - Library use in early weeks of first year students especially important
- Emmons & Wilkinson found
 - Correlation between library inputs/outputs of staff, collections, & circulations, and library instruction (but not reference) with student persistence and graduation rates.
 - Professional staffing is one of the largest impact (librarian student ratio)



Thank You!!!