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Educational Effectiveness Assessment Plan

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educational effectiveness Assessment Plan

Sara Lowe

Overview

- Evaluate the educational effectiveness of library services
 - Instruction
 - Reference/Research Appt.
 - Embedded Services
- NOT the Educational Services Unit

Impact on Library Staff

- Minimal
- In 99% of cases, data is already being recorded.
- If you see **criteria** you don't understand or **actions** you have never done in the past, then they probably DO NOT impact you

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

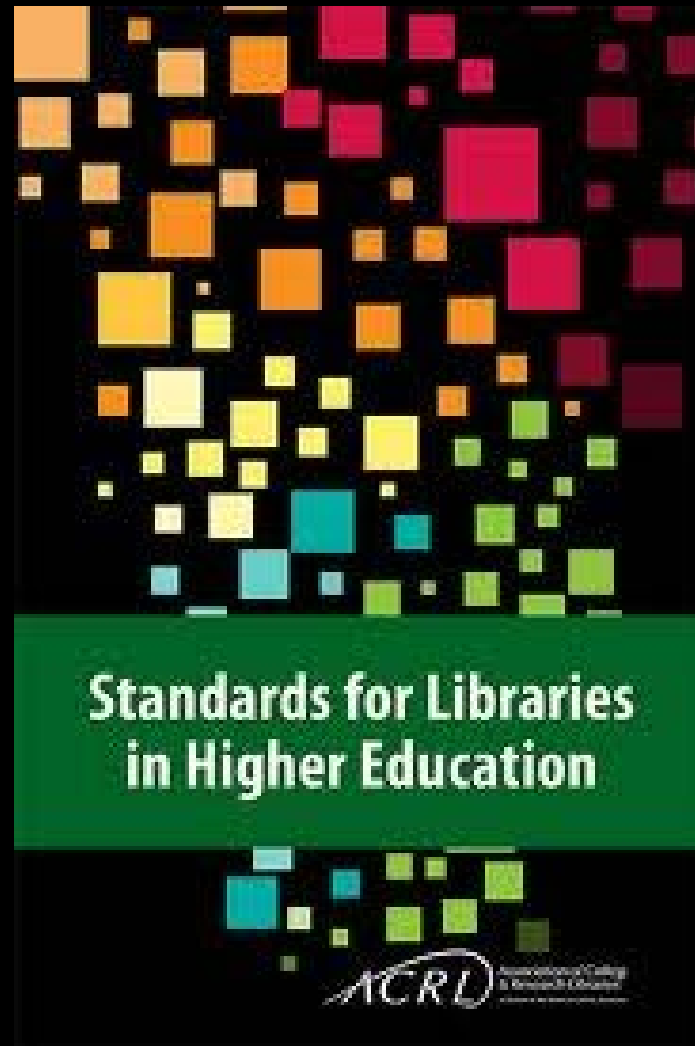
Criteria	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline
<p>X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning outcome met during the session.</p>	<p>Provide research assistance by appointment or drop-in; in person and via IM, phone, and email.</p> <p>Provide one-on-one subject specialist research appointments with students.</p> <p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))</p> <p>LibAnalytics</p> <p>DeskStats</p> <p>Library H3lp</p>	<p>Reference (Cindy) / Librarians who participate in reference services</p>	<p>Annual (summer)</p>

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Outcome

Criteria	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline
<p>X% of students with reference questions and research appointments state the interaction was helpful and that CCL-IL learning outcome met during the session.</p> <p>"The ways in which library users are changed as a result of their contact with the library's resources and programs."</p> <p>In other words, what will faculty/students/researchers do as a result of engaging with the academic library?</p>	<p>Provide research assistance by appointment or drop-in: in person and via IM, phone, and email.</p> <p>Provide one-on-one subject specialist research appointments with students.</p> <p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))</p> <p>LibAnalytics</p> <p>DeskStats</p> <p>Library H3lp</p>	<p>Reference (Cindy), Librarians who participate in reference services</p>	<p>Annual (summer)</p>

Outcomes based on *ACRL Standards for Libraries in Higher Education*



<http://www.ala.org/acrl/standards/standardslibraries>

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Criteria	Criteria		Responsible Area/ Staff Impacted	Timeline
<p>X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning outcome met during the session.</p>	<p>Provide research assistance by appointment on drop-in, in person and via IM, phone, and email.</p>	<p>Post-transaction survey to be done 2 full weeks before fall break ; 2 full weeks before spring break</p>	<p>Reference (Clincy) / Librarians who participate in reference services</p>	<p>Annual (summer)</p>
	<p>Provide one-on-one subject specialist research appointments with students.</p>	<p>full weeks before spring break (Monday-Sunday))</p>		
	<p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>LibAnalytics DeskStats Library H3lp</p>		

How will we know we have met the outcome? What level of success will be our achievement?

X%

NOTE: Number will not be substituted for X% until we collect baseline data from the first (pilot) year. After a baseline is established in year one, then X% will be baseline + a percentage TBD.

e.g., baseline = 25% + 2% (the amount we hope to improve) = year two = 27%

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Criteria	Actions	Actions <small>Responsible Area/ Staff Impacted</small> <small>Timeline</small>
<p>X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning outcome met during the session.</p>	<p>Provide research assistance by appointment or drop-in; in person and via IM, phone, and email.</p> <p>Provide one-on-one subject specialist research appointments with students.</p> <p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>Post-Transaction Survey (to be done 2 full weeks before spring break (Monday-Sunday))</p> <p>Reference (Cindy)</p> <p>Librarians who participate in reference services</p> <p>Annual (Summer)</p> <p>LibAnalytics</p> <p>DeskStats</p> <p>Library H3lp</p>

What do we do to make the outcome happen?

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Evidence	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline
<p>What data/information will be gathered to prove the criteria? How/when will it be gathered? How will it be recorded or documented?</p>	<p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))</p> <p>LibAnalytics</p> <p>DeskStats</p> <p>Library H3lp</p>	<p>Reference (Cindy) / Librarians who participate in reference services</p>	<p>Annual (summer)</p>

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Responsible Area

Evidence

Responsible Area/
Staff Impacted

Timeline

X% of students with reference questions and research appointments state the interaction was helpful and met CCL-IL learning outcome during the session.

Provide research assistance by appointment or drop-in: in person and via IM, phone, and email.

Provide one-on-one subject specialist research support for students.

Post-transaction survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))

Reference (Cindy) / Librarians who participate in reference services

Annual (summer)

Staff Impacted

Which library staff will be impacted by this criteria?

Ensure reference safety, availability and training best meet user needs.

LibAnalytics
DeskStats

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Timeline

	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline
<p>X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning outcome met during the session.</p>	<p>Provide research assistance by appointment or drop-in: in person and via IM, phone, and email.</p> <p>Provide one-on-one subject specialist research appointments with students.</p> <p>Ensure reference staffing/availability and training best meet user needs.</p>	<p>Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))</p> <p>LibAnalytics</p> <p>DeskStats</p> <p>Library H3lp</p>	<p>Reference (Cindy) / Librarians who participate in reference services</p>	<p>Annual (summer)</p>

When will the criteria be reviewed to determine success/failure?

New Data Collection Area 1

Librarians who participate in reference

Outcome: Users enhance their research skills through one-on-one consultation with librarians.

Criteria	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline
X% of students with reference questions and research appointments state the interaction was helpful and identify a CCL-IL learning outcome met during the session.	Provide research assistance by appointment or drop-in; in person and via IM, phone, and email.	Post-Transaction Survey (to be done 2 full weeks before fall break ; 2 full weeks before spring break (Monday-Sunday))	Reference (Cindy) / Librarians who participate in reference services	Annual (summer)
	Provide one-on-one subject specialist research appointments with students.			
	Ensure reference staffing/availability and training best meet user needs.		LibAnalytics DeskStats Library H3lp	

New Data Collection Area 2

Teaching Librarians

Outcome: Students demonstrate Information Literacy Habits of Mind.

Criteria	Actions	Evidence	Responsible Area/ Staff Impacted	Timeline for Review
X% of students in courses with an Information Literacy module demonstrate competency in at least one CCL-IL Habit of Mind.	Include one or more CCL-IL HOMS as learning outcomes in lesson plans.	End-of-Class Survey 1-minute reflection papers†	Instruction (Char) / Instruction Librarians	Annual (summer)

Evidence-Based Section

- This section is not based on Outcomes
- For those things that are important to us that can't really be tied to outcomes but that we still want to track
- Less important for WASC/colleges because it doesn't demonstrate our impact on users

Principle: Discovery

Performance Indicators	Evidence	Tracking
Educational Services develops resource guides and other resources to provide guidance and multiple points of entry to information.	Maintain educational services sections of library website. Create and maintain course and subject specific LibGuides.	bit.ly clickthrough stats Google Analytics LibGuides

Outcome v. Evidence Based

Outcomes-Based:

What does the library influence?

Evidence-Based:

What does the library do?

So, what does this mean to me?

- Review the assessment plan.
- Note the areas in which you work that data are being recorded (e.g., librarians that participate in reference, teaching librarians)
- Remember, in 99% of cases, data is already being recorded.
- Sara will hold training sessions this summer to go over details.

Next Steps

- **Summer 2013** - Training
- **Fall 2013** - Assessment plan implemented
- **Summer 2014** - Analysis (i.e., What can we learn from the evidence/data? Are our current actions getting us toward our outcome?)
- **Fall 2014** – Change (i.e., What changes are necessary as a result of the learning? What is working well that needs to be nurtured? What are our priorities and the plan for action?)

Questions?