

Assessment & Communication: Measuring Library Impact Aligned With Institutional Goals

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Workshop Outline

PART A: Institutional Metrics & Benchmarking
(15:30 – 16:00)

PART B: Program Assessment Overview;
Constructing Outcomes; Assessment
Methods/Tools; Communicating Results; Culture
of Assessment (16:00 – 17:00)

PART C: LAU Assessment Toolkit (17:00 – 17:30)

What Happened in Kuwait?



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The Pilot Survey

- Based on ACRL's survey
- Highlights: Staffing, Collections, Services, Enrollment
- Format: Excel Sheet
- Administration: IR & Assessment Committee

Summary Data and Ratios:

- Enrolled Students per Staff FTE
- Circulation per Student
- Average circulation per gate count
- Information services per student/librarian
- Attendance at presentations per enrolled student FTE

Preview of the tool

- Sample group

[Link](#)

Discussion

- How likely are you to participate in the survey?
- If not, what would hinder your participation?
- Any other data points we should include?
- Comments/Suggestions

Program Assessment: Six Question Design

OUTCOME – How are students/faculty/researchers/others changed as a result of our efforts?

Example: At risk freshmen who meet with a librarian advisor during their first semester re-enroll in classes in the next semester.

CRITERIA – How will we know we have met the outcomes? What are our standards of success?

Example: X% of students who meet with a librarian advisor during their first semester re-enroll in classes in the next semester.

ACTION – What actions do we take to make the outcome happen?

Example: Establish a librarian advisor program. Work with external departments.

Adapted from: Zaid, A.E., Gilchrist, D. (2008). Instruction and program design through assessment. In Christopher N. Cox; Elizabeth Blakesley Lindsay, *Information Literacy Instruction Handbook*.

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Program Assessment: Six Question Design

EVIDENCE – What evidence will demonstrate and document success? What information/data do we need to gather? What process(es) will be used? When and how will we gather it?

Example: Before and after, analysis of data from the enrolment management department.

ANALYSIS – What can we learn from the evidence? Are our current actions getting us toward our outcome(s)?

Example: Perhaps the program needs to be changed in some way.

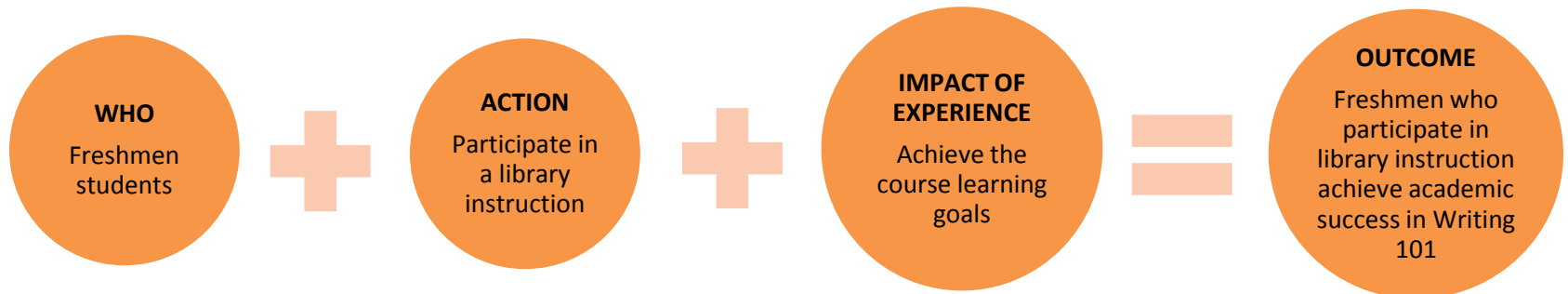
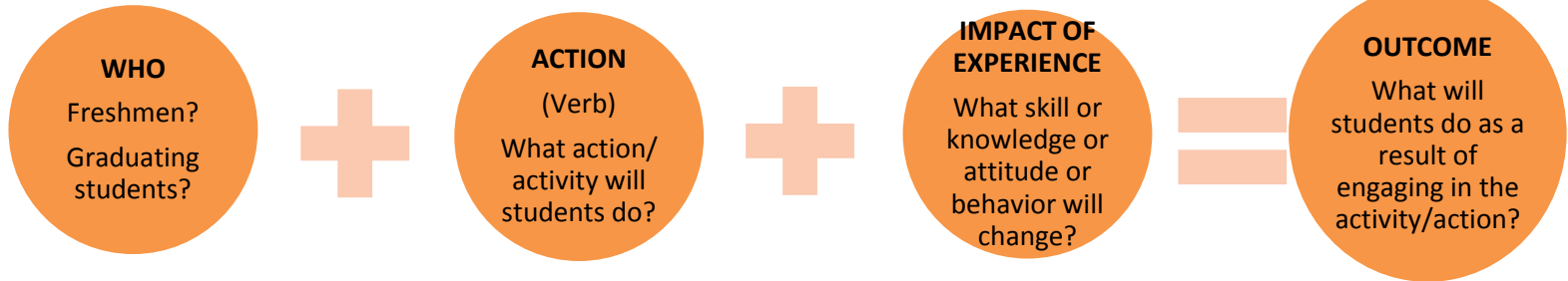
PLANNING/CHANGE – What changes are necessary? What is working well that should be leveraged?

Example: Perhaps the librarian intervention needs to happen at a different time in the semester.

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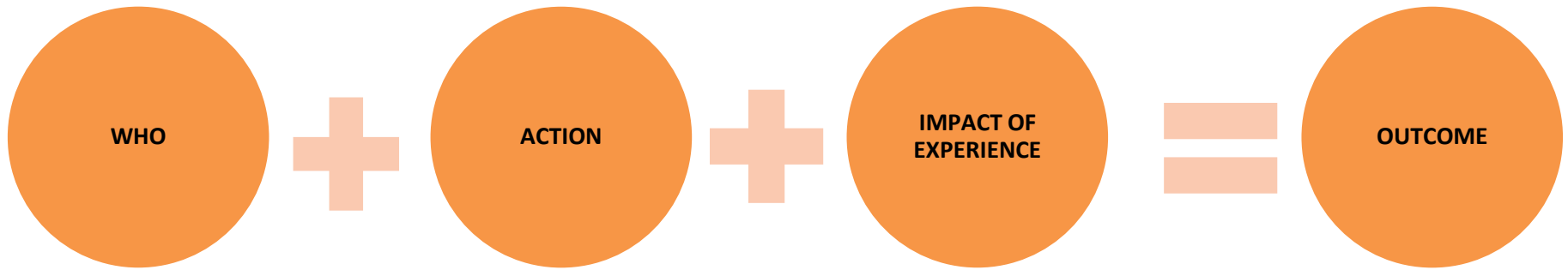
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Constructing an Outcome



Exercise!

1. Find a mentor to work with (Asma, Cendrella, Elisabetta, Evi, Jorgé and Jyldyz)
2. Construct two outcomes that align with YOUR institution's priorities
3. Write in the blank tables provided in the handout
4. You have 20 minutes!!



Who is the target population?

What action/activity will the target population do?
(Use a verb to describe the action/activity.)

What skill or knowledge or attitude or behavior will change?

What will students do as a result of engaging in the activity/action?

Assessment Methods & Tools

Survey

Rubric

Pre Post

Observation

Interview

Focus Group

Content Analysis

Compelling Evidence for Library Impact

Students benefit from library instruction.

Library use increases student success (GPA, retention).

Collaborative academic programs & services involving the library enhance student learning.

IL instruction strengthens general education outcomes.

Library research consultation services boost student learning.

FIND EVIDENCE AT <http://www.ala.org/acrl/AiA>.

Outcomes Criteria

Is the criteria you're using ready?

Defines success for the project

Establishes degree of change required to achieve the outcome

Are good indicators of the change/outcome

Are practical to measure or observe

Exercise!

Communicating Results

1. Find a mentor to work with
2. Use the PINK handout to determine how and with whom you will communicate the results.
3. You have 5 minutes.

Who will you inform?

What information will be valuable for this group?

What form will the information take, i.e. newsletter, presentation,....?

What mechanism will you use? (email, website, etc.)

Exercise!

Culture of Assessment

1. Find a mentor to work with.
2. Use the GREEN handout to identify the characteristics present or not present in your library.
3. You have 5 minutes.

Thank you

More information available at:

<http://www.ala.org/acrl/AiA>