

Overview



This project is made possible by a grant from the U.S. Institute of Museum and Library Services.

Overview

Intent & Purpose

Definitions

Assessment Cycle

Five Stages

Intent & Purpose

To share a set of training materials that:

1. Reviews the principles and practices of library assessment
2. Enables library workers to develop skills to assess a program or service
3. Is modular and easy to follow
4. Can be self-paced or used as a training guide for collaborative efforts
5. Supports a community of learning

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Evaluation—the process of:

- Determining the quality of a library's services, resources, or spaces
- Gauging user satisfaction with the library's services, resources, or spaces
- Focusing on managerial decision-making

Assessment—the process of:

- Measuring or judging progress toward a goal or outcome
- Focusing on the impact of a library's services, collections, or facilities
- Having a goal of continuous improvement

Definitions

- **Reflective practice:** the commitment to continuous learning to enact improvement and alignment with user needs
- **Evidence-based librarianship:** the use of research data and evidence in professional practice to make informed decisions
- **Accountability:** the process of providing stakeholders with evidence of quality, improvement, and progress toward mission and goals

Goals of Assessment

To **include others** as co-creators of change, **pursue continuous improvement**, **make decisions**, **take action**, and share the results with others in an effort to achieve equity, engagement, and excellence.

To better understand the library's users and community as well as its services, resources, and spaces and to make informed decisions for continuous improvement.

To systematically ask for and collect feedback to be sure the wants and needs of the library user community are understood, as well as the library's impact on the community.

To produce the data needed to guide library decisions (e.g., resource allocations, staffing, innovation); continue to improve services, resources, and spaces; and provide evidence of library value.

All decisions made should be **evaluated in the next cycle**.

Overview

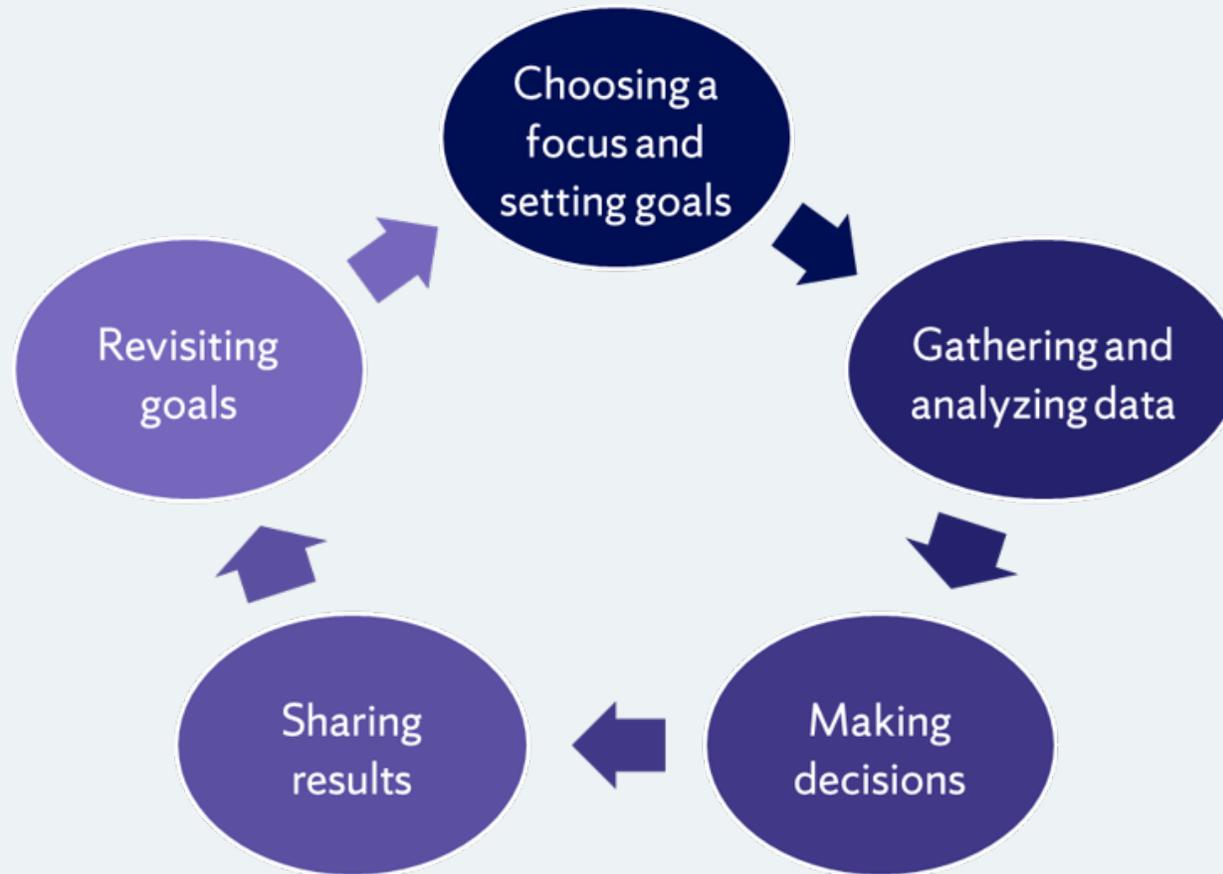
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Assessment Cycle



Choosing a Focus and Setting Goals

- Determine what **questions** need to be answered.
- Determine what the **goals** are.
- Define **aspects** of services, resources, or spaces to study.
- Knowing the goals helps determine the assessment data and methods.



Gathering and Analyzing Data

- Collect the **data**.
- Use appropriate **methods**.
 - What method will yield the type and extent of data needed?
- **Review** the data.
- **Analyze** the data.
- **Determine the meaning** of the data.

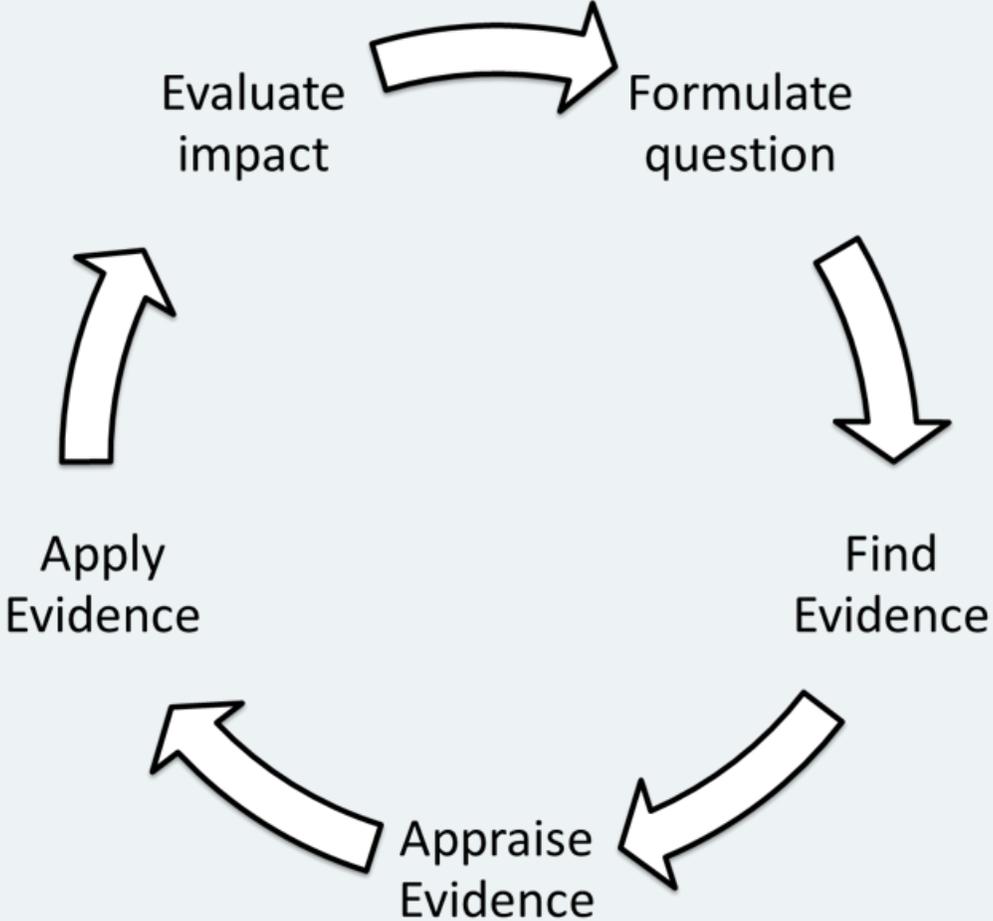


Making Decisions, Sharing Results, and Revisiting Goals

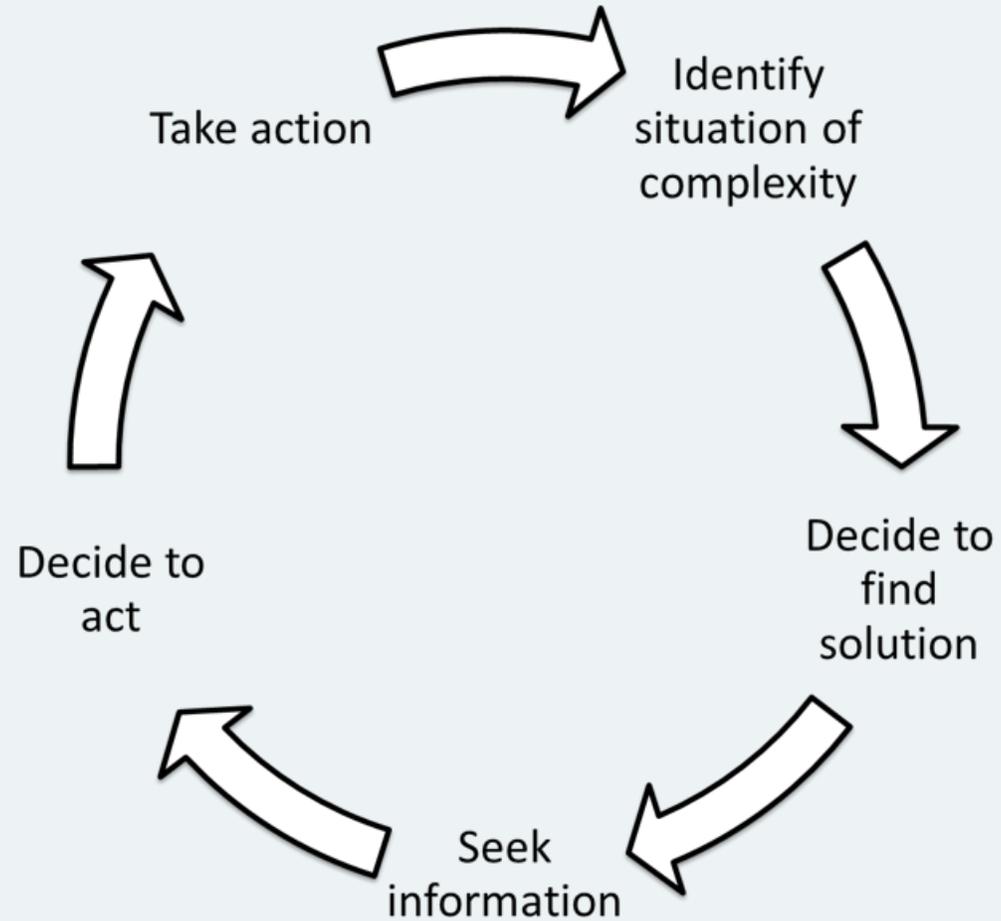
- Make **decisions** and take **actions** (or decide not to act).
- **Communicate** to user and stakeholder groups.
- Restart the cycle.



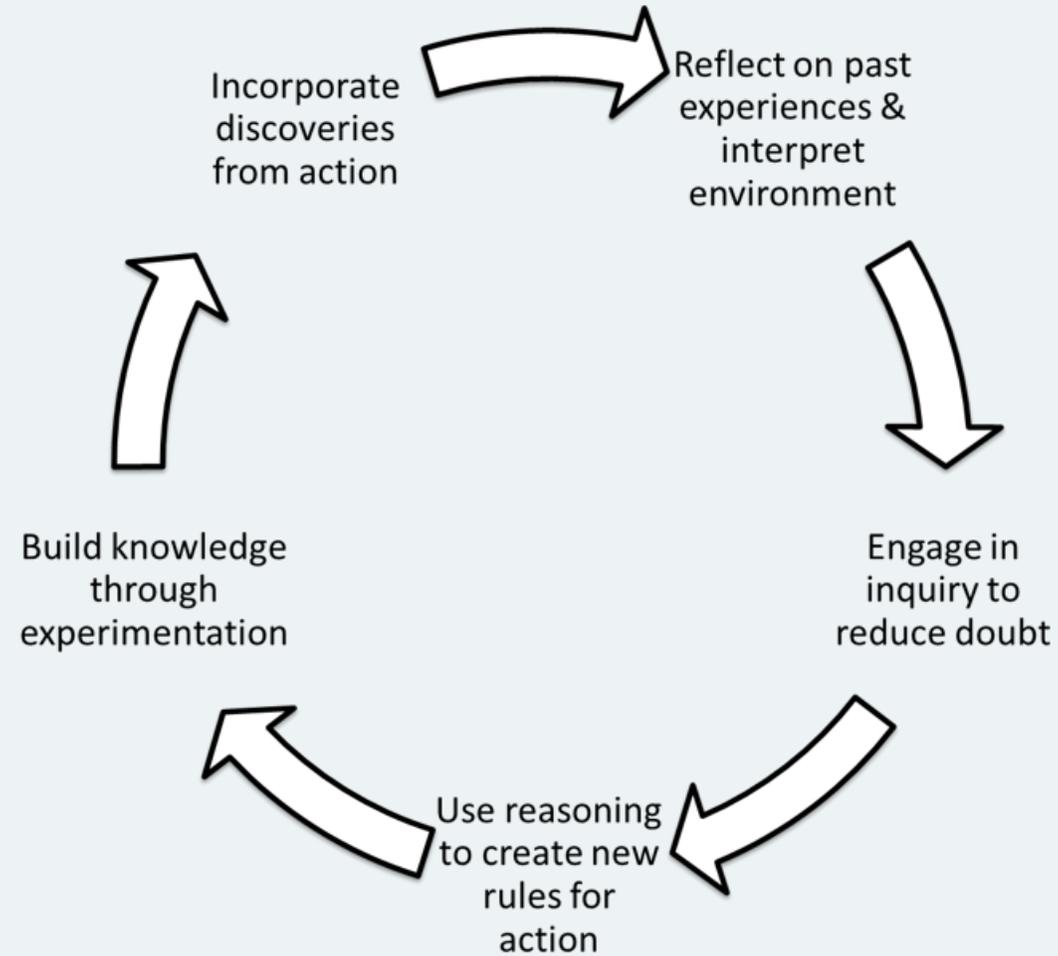
Evidence-Based Practice



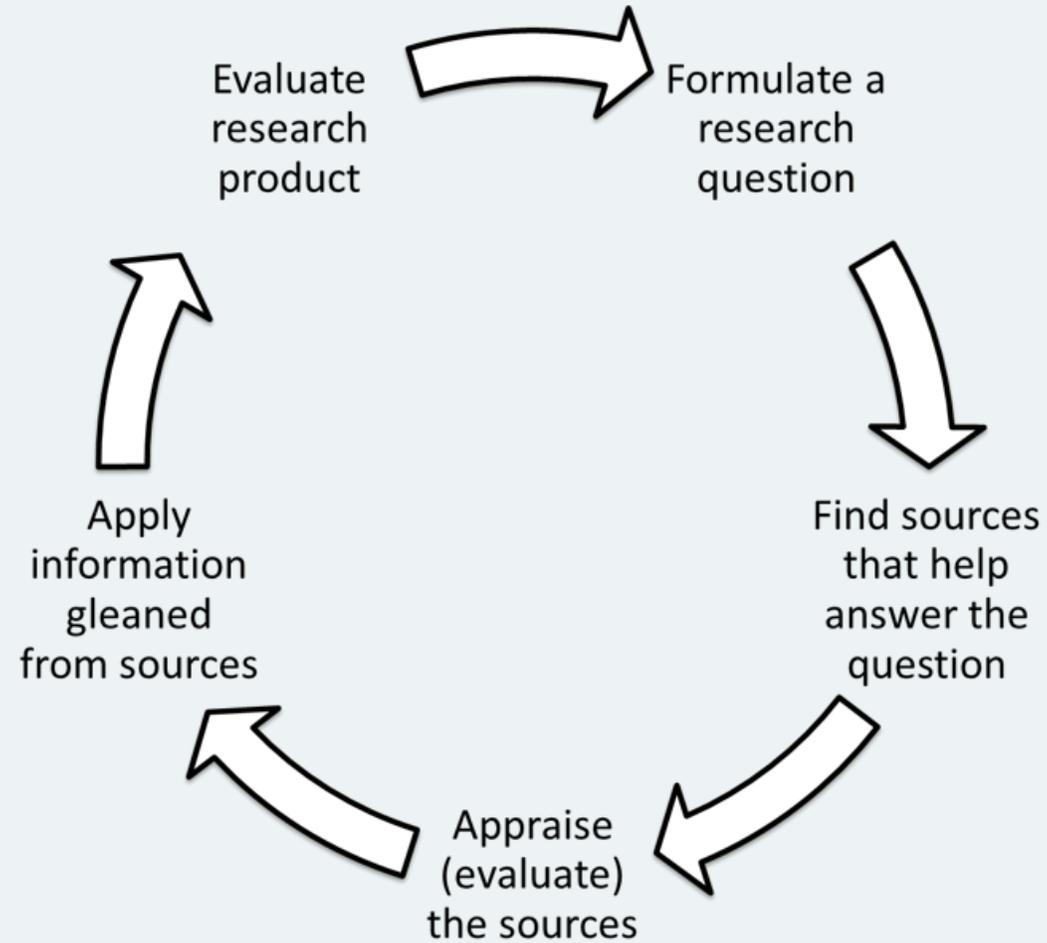
Reflective Practice



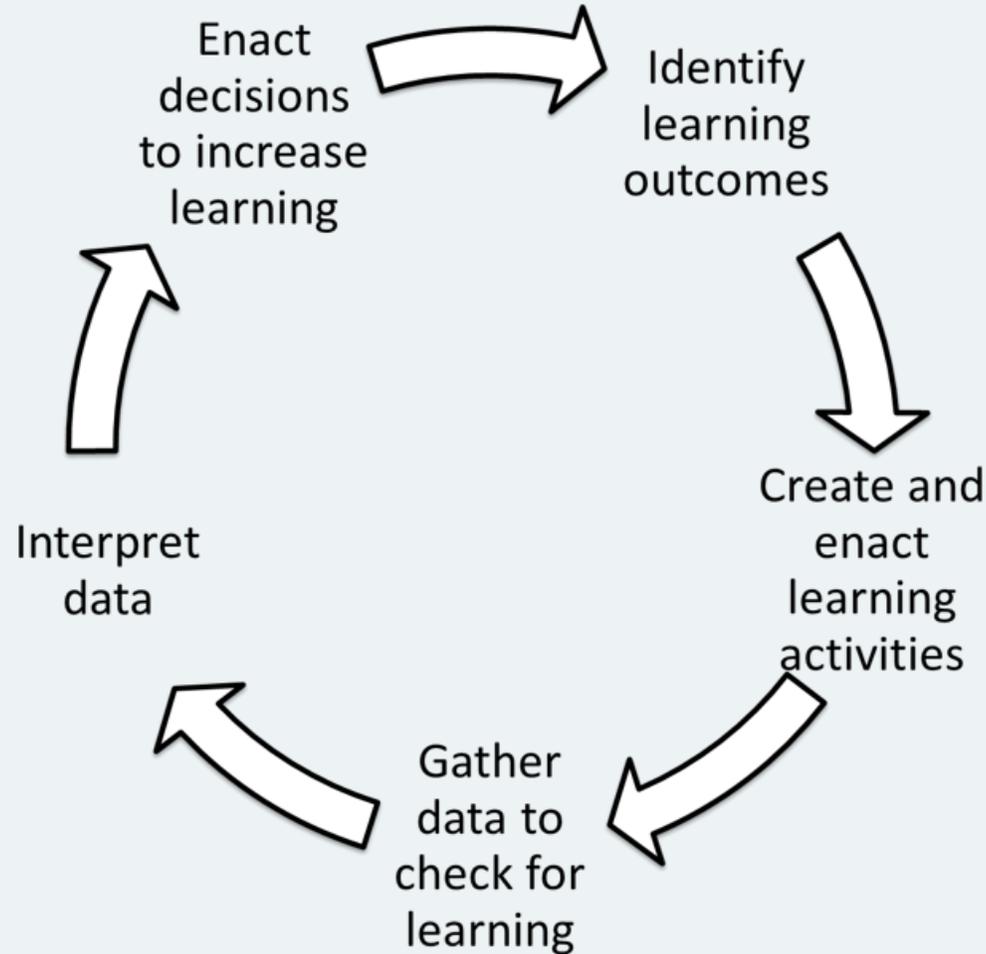
Pragmatism



Information Literacy (broadly construed)



Information Literacy Instruction Assessment Cycle



Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009.

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General Process for Library Assessment

- Begin with a question to answer or need to fulfill.
- Consider the problem area that the question/need represents.
- Attempt to locate the problem in a larger theoretical framework, if one exists.
- Develop a plan for attempting to learn more about and resolve the problem (i.e., select a method and overall design for data collection).
- Gather data needed to solve or better understand the problem, organize it, and analyze it. Determine whether results are sufficiently meaningful, accurate, unbiased, and valid to merit action.
- If information is sufficient, act on improved understanding to make decisions toward solving the problem.
- If information is insufficient, develop new questions or refine the process to address insufficiency in future cycles.

Powell, R. R. and Connaway, L. S. (2004). *Basic research methods for librarians*. Westport: Libraries Unlimited.

Five Modules of the Research and Assessment Cycle Toolkit

- Identify
- Articulate
- Collect
- Organize & Analyze
- Act



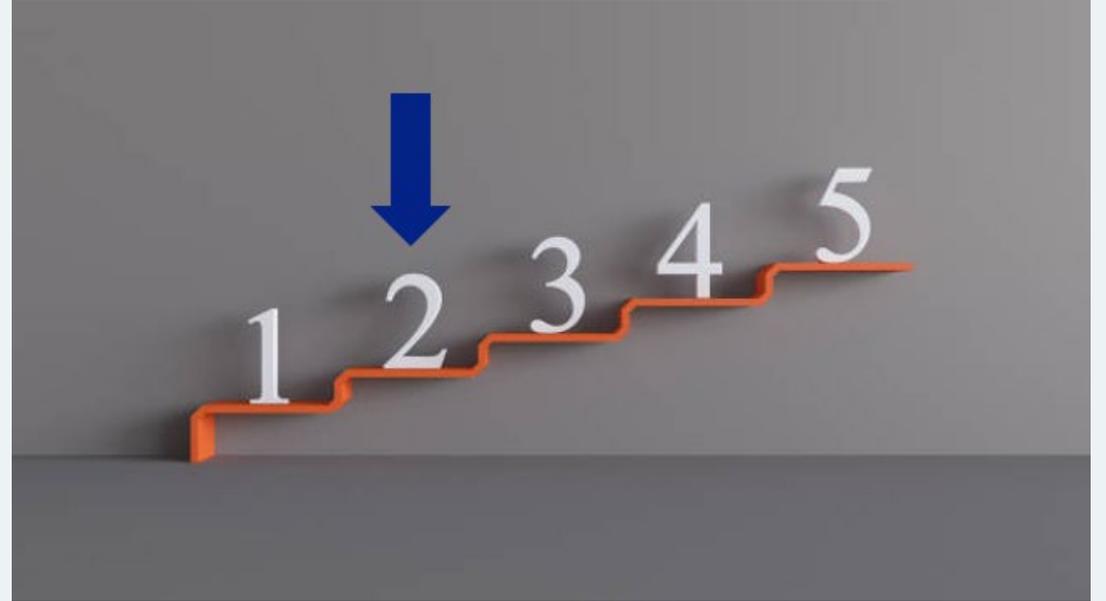
Identify

- Discovering what you need to know
- Articulating why you need to know it
- Anticipating how knowing will lead to action



Articulate

- Identifying research questions
- Constructing user stories
- Composing hypotheses

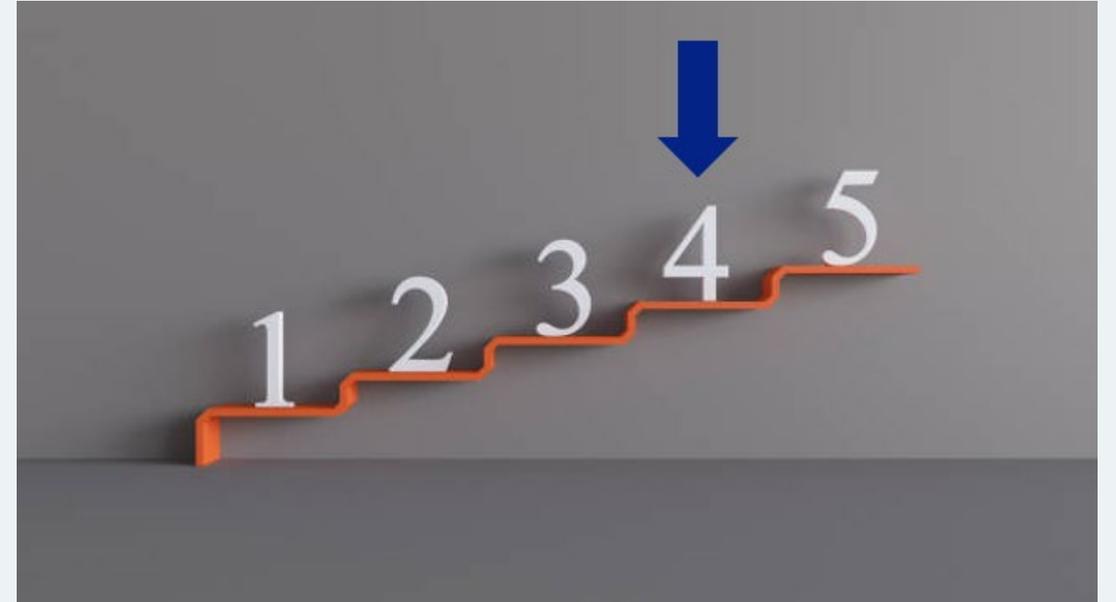


Collect

- Identifying potential data, evidence, and input
- Considering methods
- Considering your sample
- Conducting interviews
- Conducting focus groups
- Conducting participatory research
- Conducting observational research
- Conducting surveys

Organize and Analyze

- Cleaning and organizing quantitative data
- Analyzing quantitative data
- Using Excel and Google Sheets to visualize data
- Using Tableau to visualize data



Act

- Reflecting on results
- Communicating results
 - Identifying audiences and messages
 - Sharing results with stakeholders
- Realizing outcomes



Materials

- Videos
- Handouts
- External links
- Feedback forms



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