(Formerly known as the Georgia Conference on Information Literacy)

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Assessing the Evaluation of Library Instruction Using a Business Model

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A Business Model for Library Instruction Assessment

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Traditional assessment is multi-dimensional.

Limited by:

- individual, course, department, institution level
- services, resources
- immediate learning or other outcomes

[certainly libraries attempt assessment in gathering data, much of which has nothing to do with learning]

This discussion

- library instruction or information literacy programs
- learning outcomes
- individual level

[Not outputs, inputs, etc.]

Donald Kirkpatrick

- Published series of articles on techniques to evaluate training programs in business

- 4 steps became 4 levels (Kirkpatrick's 4 levels of evaluation)

- *Evaluating Training Programs*, with case studies, last version published 1998

Kirkpatrick
4 Levels of Evaluation

- **Reaction:** how did the participants *feel* about the instruction
- **Learning:** what knowledge or skills were acquired
- **Behavior:** did participants change their behavior
- **Results:** overall impact / effect on the individual /organization

Question:

If we used the 4 Levels as a rubric to sort how library instruction programs are evaluated, what percentage of programs would use Level 1, Level 2, etc.?

Approach / method

- Literature search 2002 to May 2009
- 130 case studies, etc. identified
- Screened for details on their methods, data collected
- 35 studies had necessary detail to analyze

Approach / method

ID	Title	Authors	Method-Quant=QT Qual=QL	Brief Description	Data Gathered / Sample size if available	K-level 1, 2, 3, 4	Justification for K level
1	Learning outcomes, portfolios, and rubrics, Oh my! Authentic assessment of an information literacy program. portal: Libraries and the Academy vol8 no 1(2008), pp. 75-78.	Diller and Phelps	QT / QL some judgment by assessor	Students develop portfolios with final projects in "learning goal" courses. Assessment by a campus committee	Portfolios with rubrics / (sample size=25)	2	Learning goal matrix (rubric). Rubric based on "evidence" artifacts in the portfolio based on learning outcomes
2	Information literacy in the university curriculum: challenges for outcomes assessment. portal: Libraries and the academy, vol 7, no 2 (2007),pp. 169-189.	O'Hanlon	QT	Instructors invited to complete survey and submit syllabi for review	Syllabus analysis and surveys of instructors	1	Review of academic courses and programs for frequency of IL components. Indirect method ; syllabus analysis
3	Usability testing and design of a library website: an iterative approach. OCLC Systems & Services, vol 21, no 3 (2005), pp. 167-180.	George, C.	QT survey reporting from 367 respondents Testing of prototype	User survey of needs usability testing	Survey responses, question responses, observational data	1-2 like it and learn from it (appeal and function) n=367	User survey, usability testing of prototype
4	Online searching skills: development of an inventory to assess self-efficacy. Journal of Academic Librarianship, vol 31, no 2 (March,2005), pp. 98-105.	Monoi, S. O'Hanlon, N. and Diaz, K.	QT 12 item self-rating scales	Measuring changes in self-reported self-efficacy in students completing an online searching skills class	An instrument measuring online search self-efficacy	1	Self-perceptions; self inventory

Types of Assessment by Level

LEVEL	1	2	3	4
Description	Reaction or "did they like it?"	Learning or "did they learn from it?" **(short term: associated with as single session)**	Behavior - changes the behavior **(longer term: associated with a course)**	Results - Long-term changes
Assessment type	•User surveys •Faculty surveys •Self-reports about confidence and comprehension •Review of written assignments for student attitudes	•Objective testing •Pre and post tests, criterion •Citation use •Usability studies, after instruction	•Observed behaviors in using website •Essay review (rubric) •Citation analysis •Assessing annotated bibliographies •Research paper analysis	•Review of essays and critical writing ; quality of student research •Portfolios of research assignments over time

Library Assessment by Level

LEVEL	1	2	3	4
Description	Reaction	Learning	Behavior	Results - Long-term changes
Percentage	51%	60%	25%	8.5%
Number	18	21	9	3

Compared to Business

LEVEL	1	2	3	4
Description	Reaction	Learning	Behavior	Results - Long-term changes
IL / Library Instruction	51%	60%	25%	8.5%
Training Evaluation Practices (Twitchell, 2000)	86-100%	71-90%	43-83%	21-49%
Training Evaluation Practices (McMurrer, 2000)	95%	37%	13%	3%

Using the Model (generally)

- has been adapted in a variety of settings, including other types of higher-education settings
- considered classic
- considered archaic

Using the Model (libraries)

- one way to ORGANIZE how we think about
  evaluation of instruction
- shows value of evaluation at
  all four levels
- suggests the value of building
  evaluation from Level 1 to
  Level 4

Level 4

Level 3

Level 2

Level 1
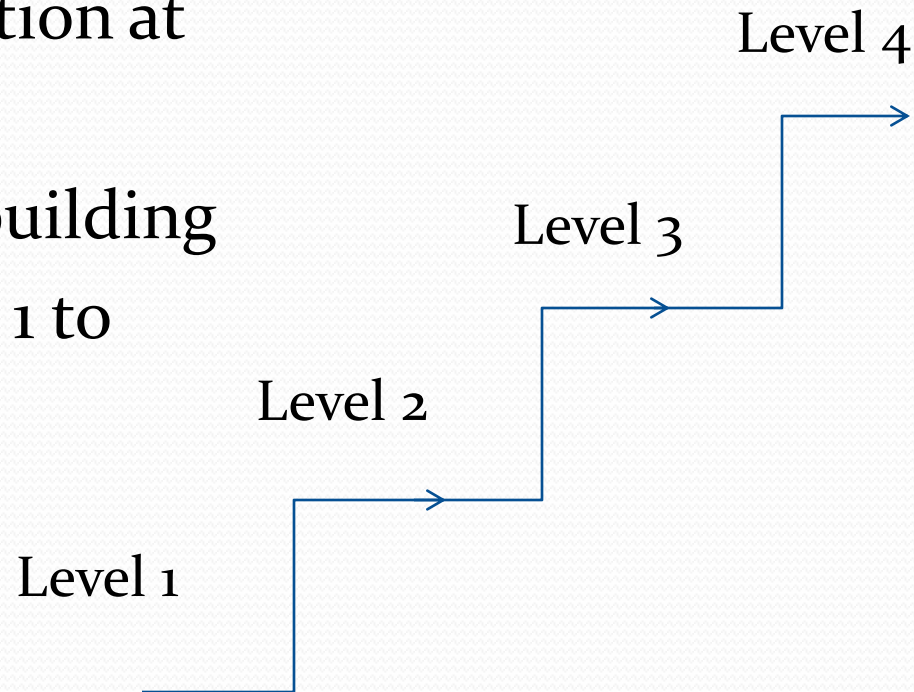
Thank you!

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