

Are They Learning? *Are We?* Learning Outcomes & the Academic Library

Megan Oakleaf, MLS, PhD

October 2010

UNIVERSITY
of VIRGINIA
LIBRARY



UNIVERSITY OF
WASHINGTON
Libraries

2010 LIBRARY ASSESSMENT CONFERENCE

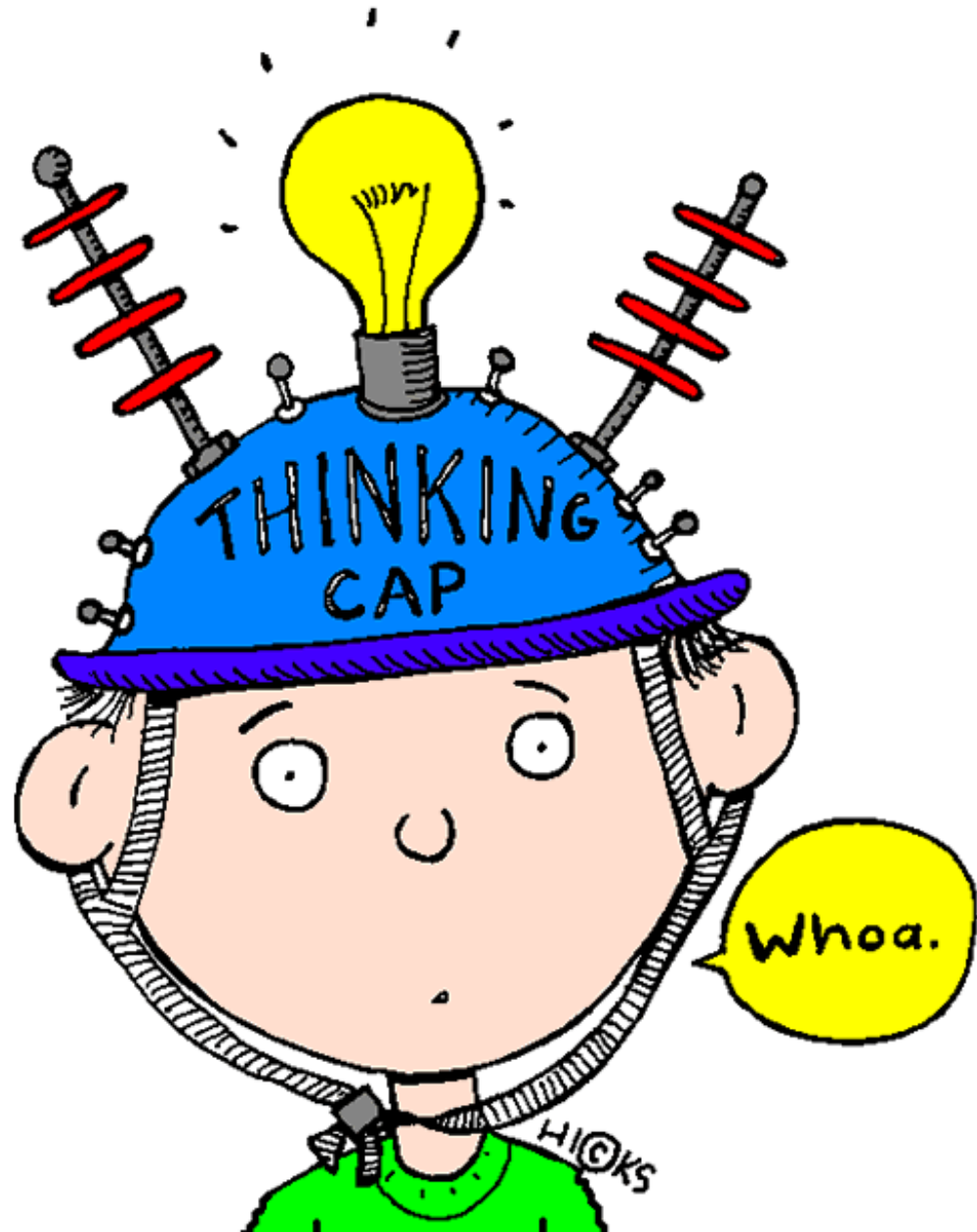
**What do we know about
libraries and learning?**



*"You can never
learn less,
you can only
learn **more.**"*

- R. Buckminster Fuller

Are students learning?



What do they learn?

INFORMATION LITERACY

- AAC&U Essential Learning Outcomes & VALUE Rubrics
- ISTE National Educational Technology Standards for Students
- NCTE 21st Century Literacies and Curriculum Framework
- Partnership for 21st Century Skills
- AASL Standards for the 21st Century Learner
- Common Core State “College and Career Readiness” Standards
- CAS Professional Standards for Higher Education
- Accreditation Standards
- Institutional Co-Curricular Standards

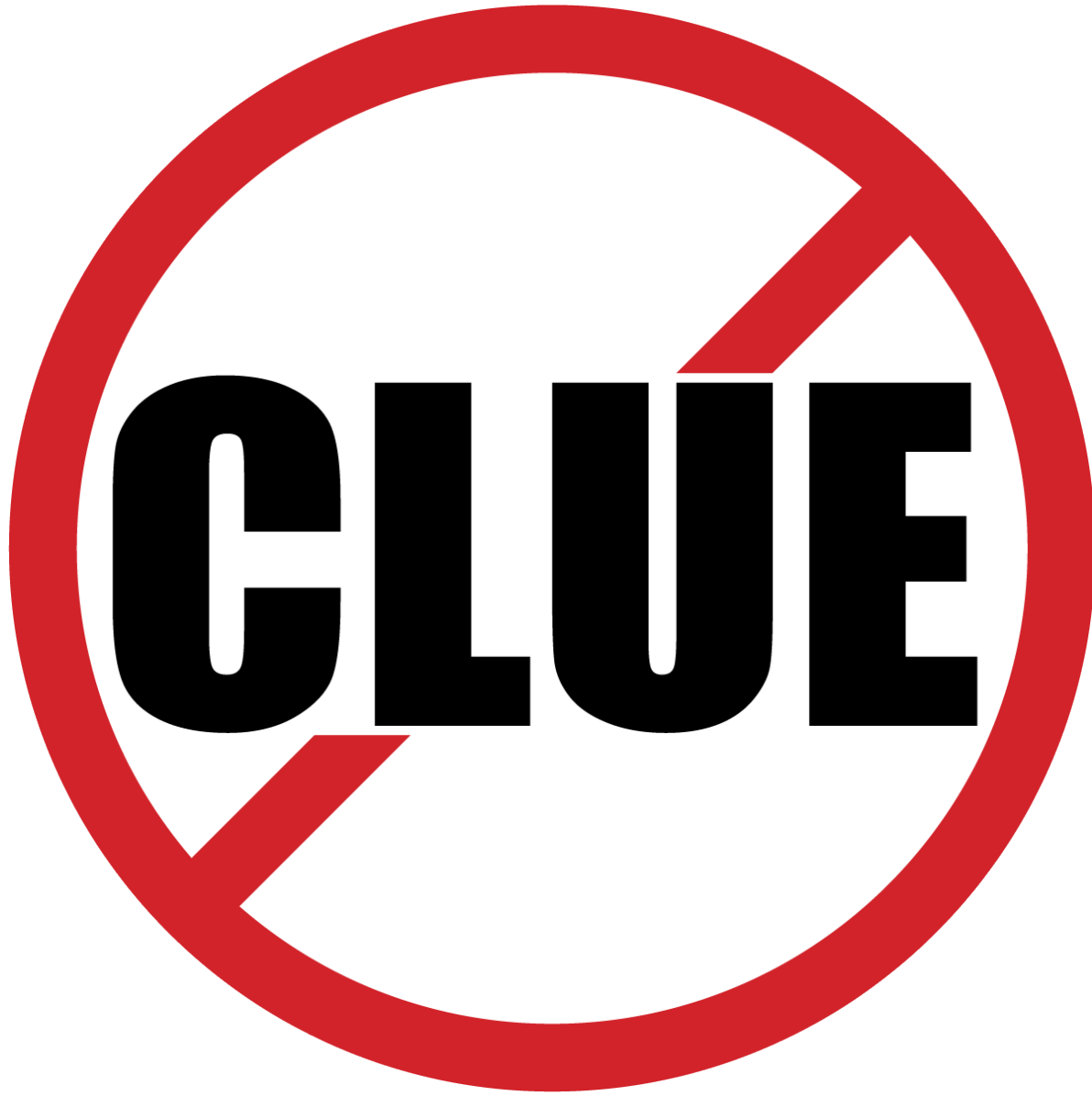
Oh my god! Today's comic
is about breathing oxygen!
THAT'S WHAT I BREATHE!



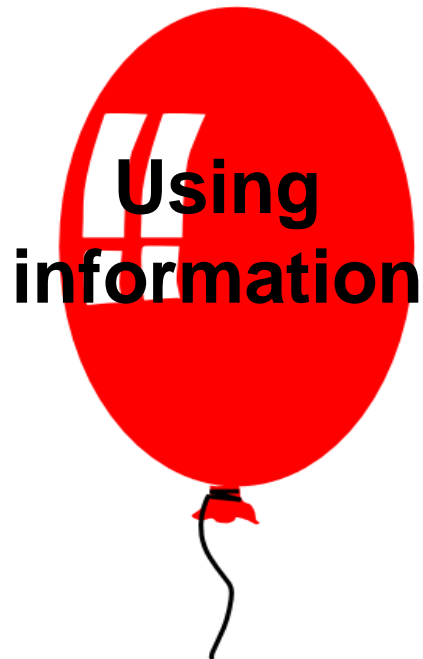
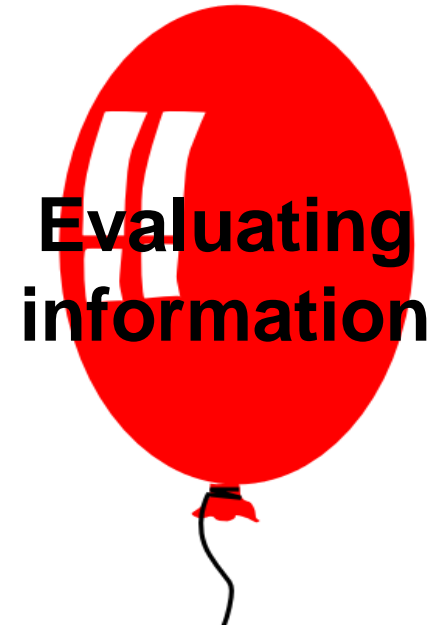
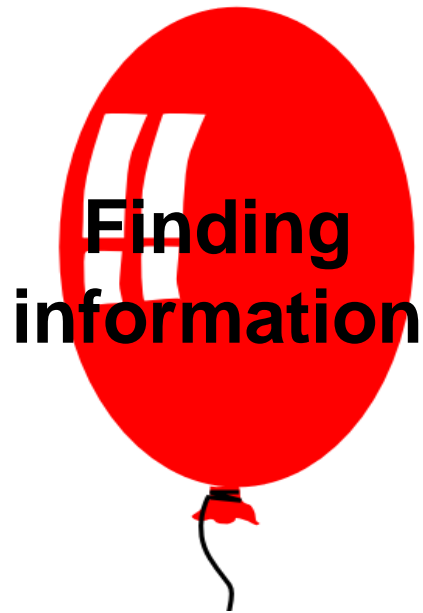
ROMEO & JULIET
WHAT'S IN A NAME?
THAT WHICH WE
CALL A ROSE BY
ANY OTHER NAME
WOULD SMELL
AS SWEET

WILLIAM SHAKESPEARE
shakespeare4000

How much do they learn?



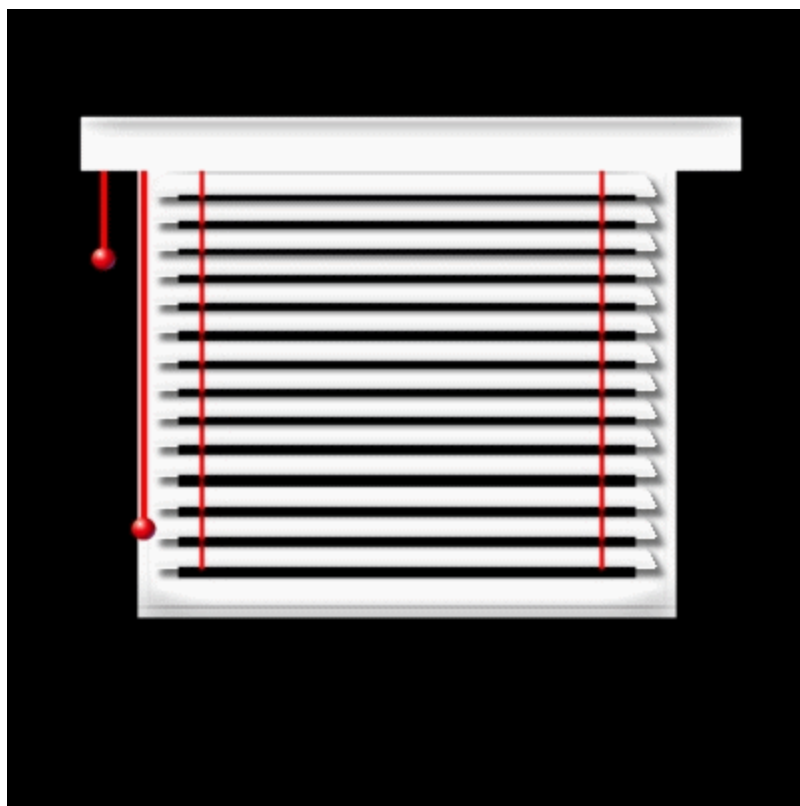
CLUE



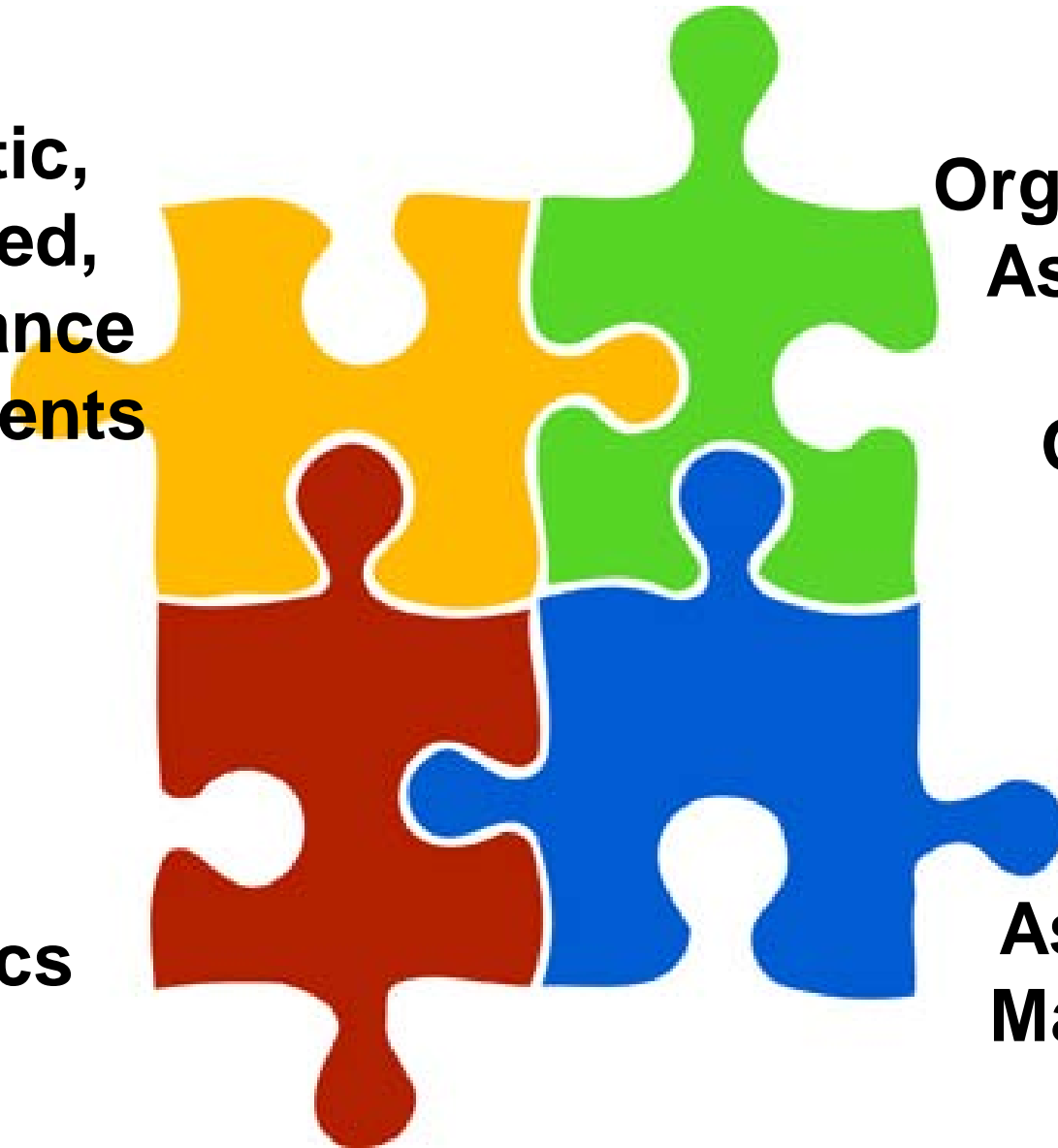








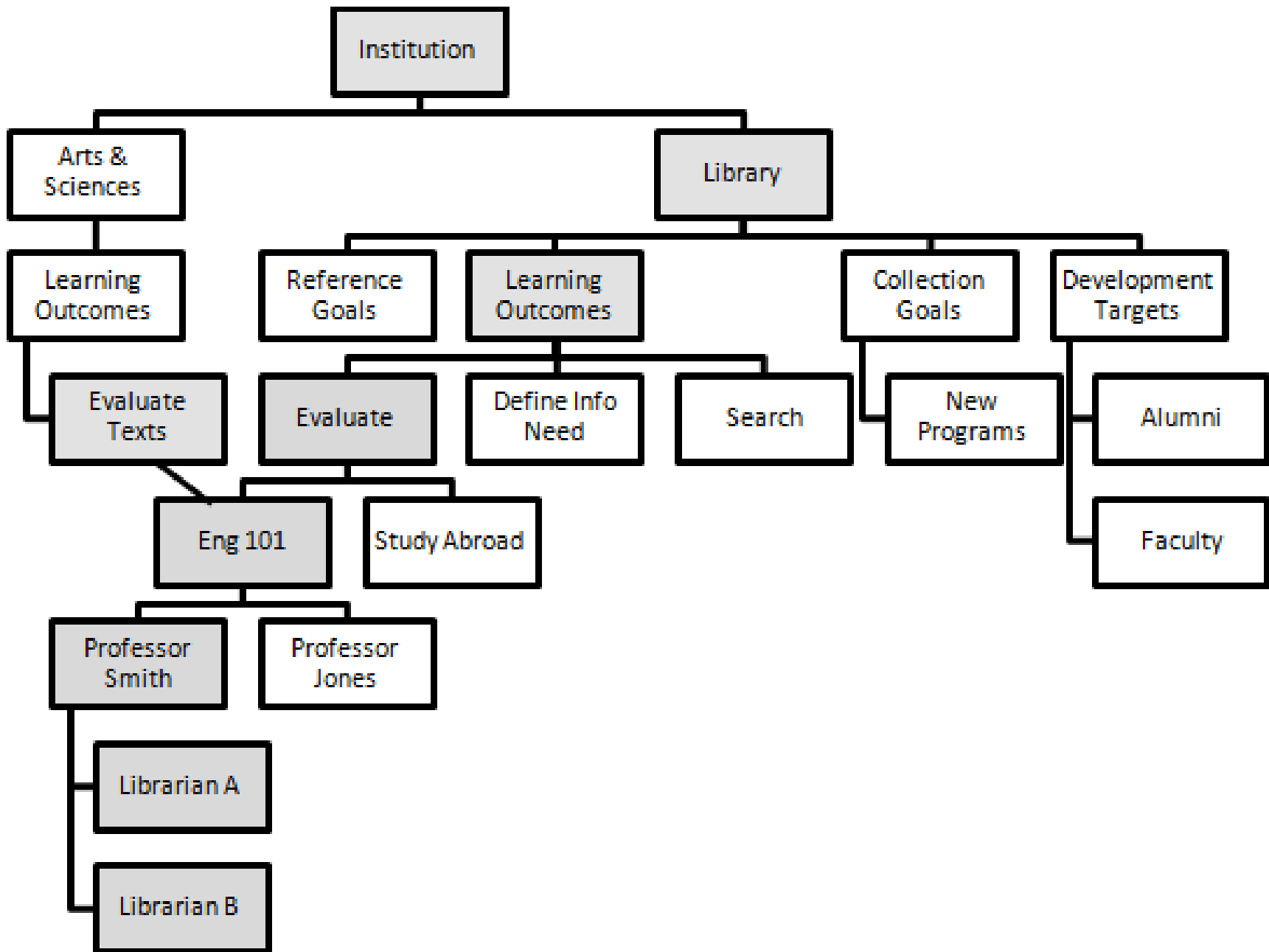
**Authentic,
Integrated,
Performance
Assessments**



**Organization of
Assessment
Data by
Outcome**

Rubrics

**Assessment
Management
Systems**



Is what (we hope)
they're learning
important?



THE VALUE OF ACADEMIC LIBRARIES

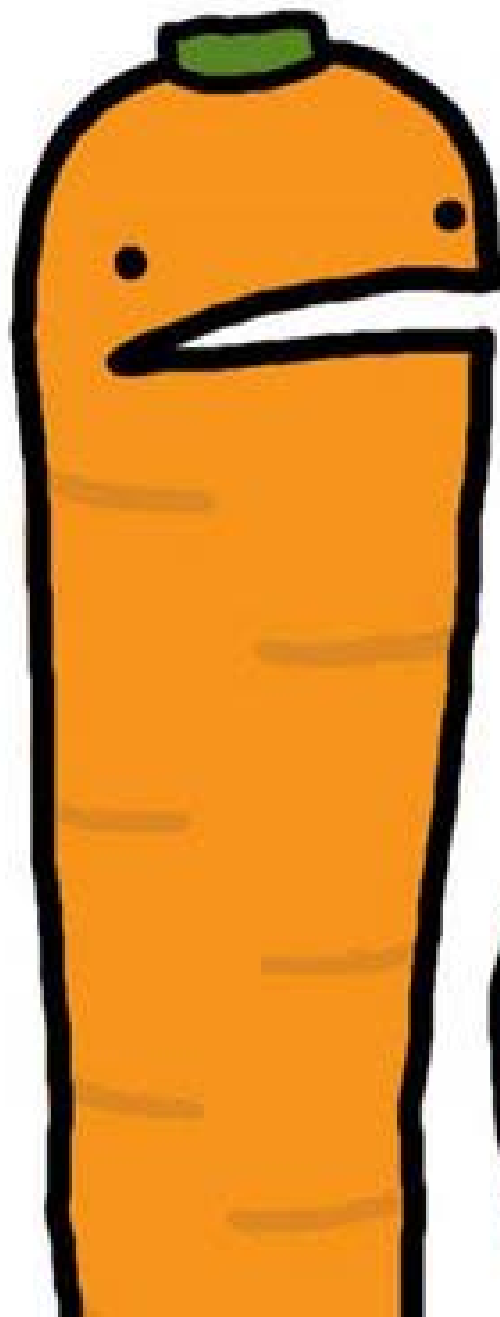
A Comprehensive Research Review and Report



ACRL Association of College
& Research Libraries
A Division of the American Library Association

*Prepared by Dr. Megan Oakleaf, Syracuse University
for the Association of College and Research Libraries*

**Does what they're learning
change students' lives?**



you should eat some
vegetables. They are
probably pretty good
for you.

Probably

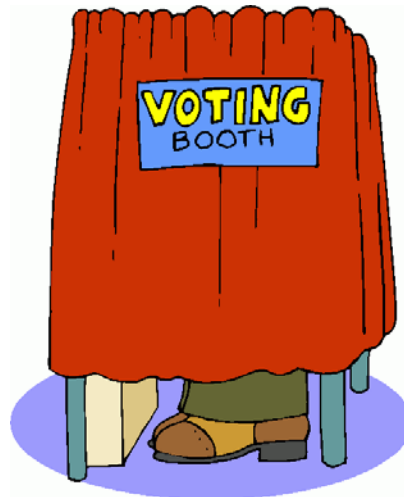
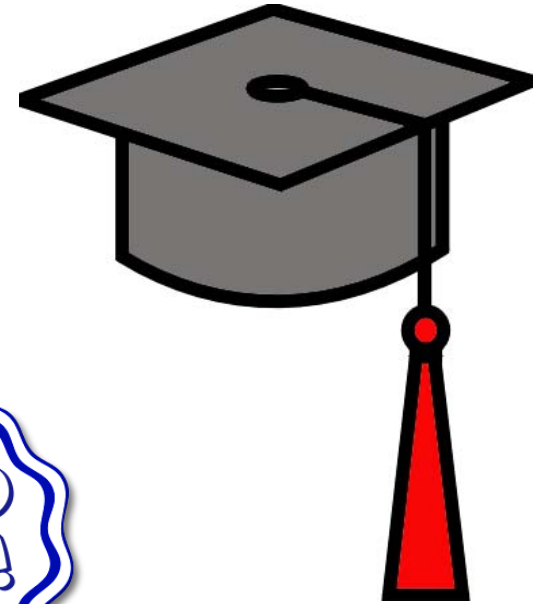


**How can it
change their lives?**

ETS

GRE

A+









**So what parts of
academic libraries
help change lives?**

student enrollment
student retention & graduation
student career success
student GPA/test achievement
student learning
student experience
faculty research productivity
faculty grants
faculty teaching
institutional reputation



Impact!

Library
Contributions in
the form of
Resources &
Services

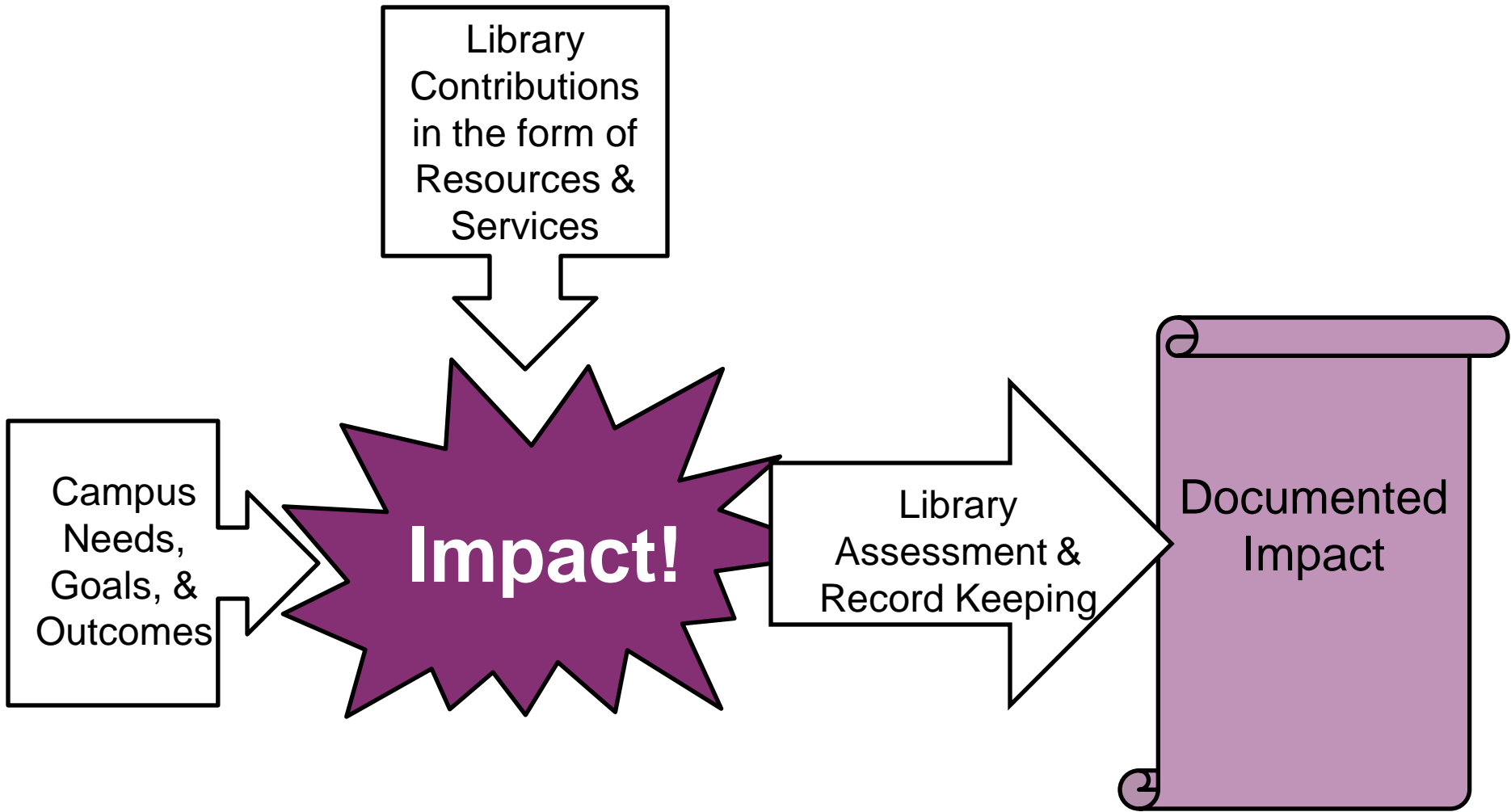
Campus
Needs,
Goals, &
Outcomes



Impact!

Campus Needs, Goals, & Outcomes	Reference Service	Instructional Services	Circulation	Reserves	ILL	Acquisitions	Collections	Special Collections & Archives	Physical Space	Other:
Student Enrollment										
Student Retention										
Student Graduation Rates										
Student Success										
Student Achievement										
Student Learning										
Student Experience										
Faculty Teaching										

Which of these library services/resources impact student enrollment? retention? etc.



Impact!

Campus
Needs,
Goals, &
Outcomes

Library
Contributions
in the form of
Resources &
Services

Library
Assessment &
Record Keeping

Documented
Impact

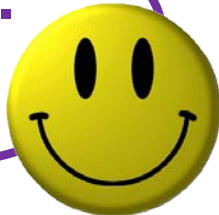
Now
What?

Stakeholders
need and
deserve
evidence of
impact.

We have
evidence of
impact.

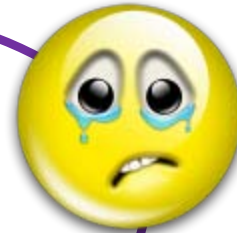
Hurray! Report
impact then think
of ways to be
even better.

**We improve.
We learn.**



Stakeholders
need and
deserve
evidence of
impact.

We have no
evidence of
impact. We
have to get it.



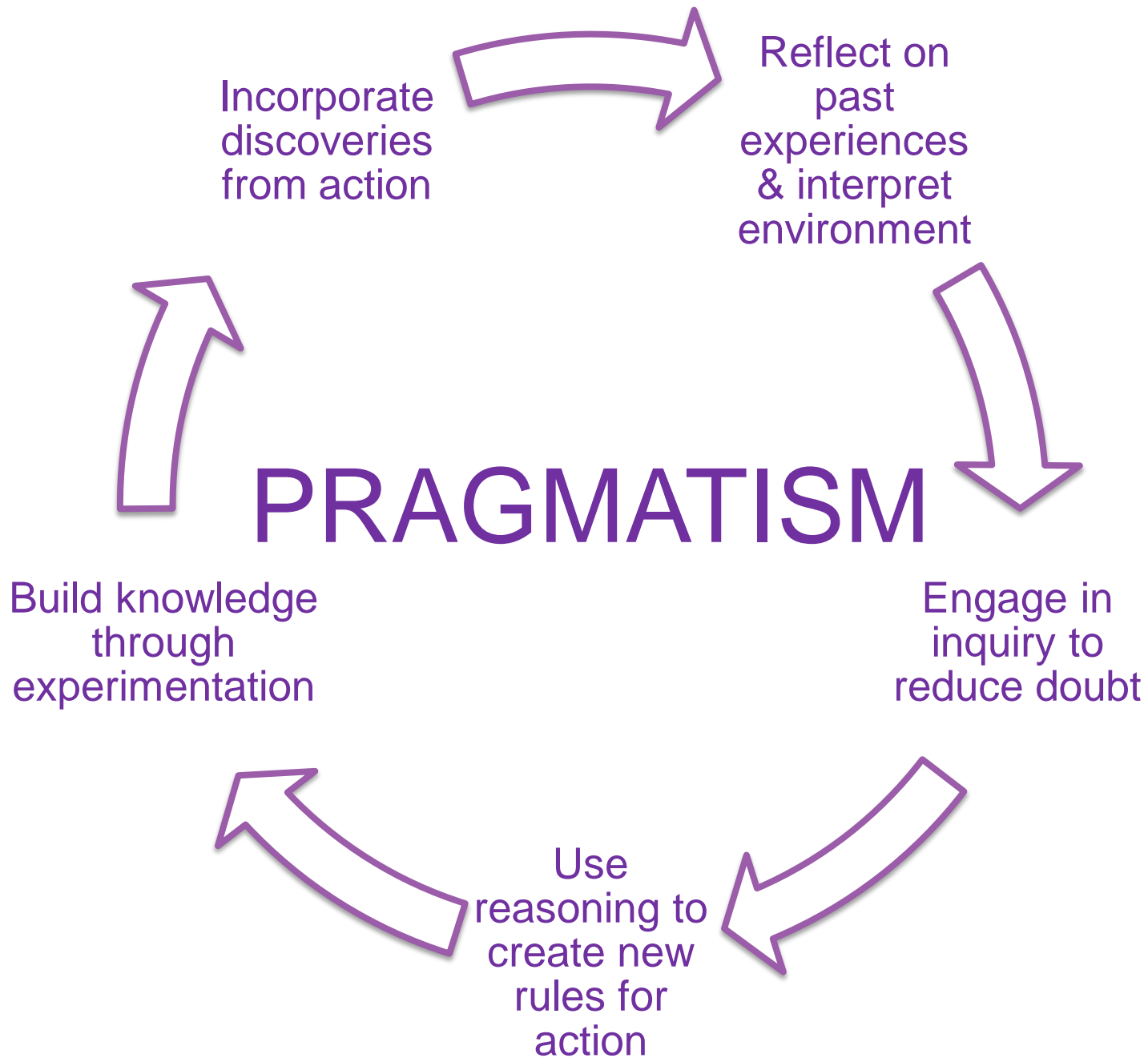
We have
evidence we're
not currently
making a
discernable
impact.

Think of ways to
change and
experiment to get
better.

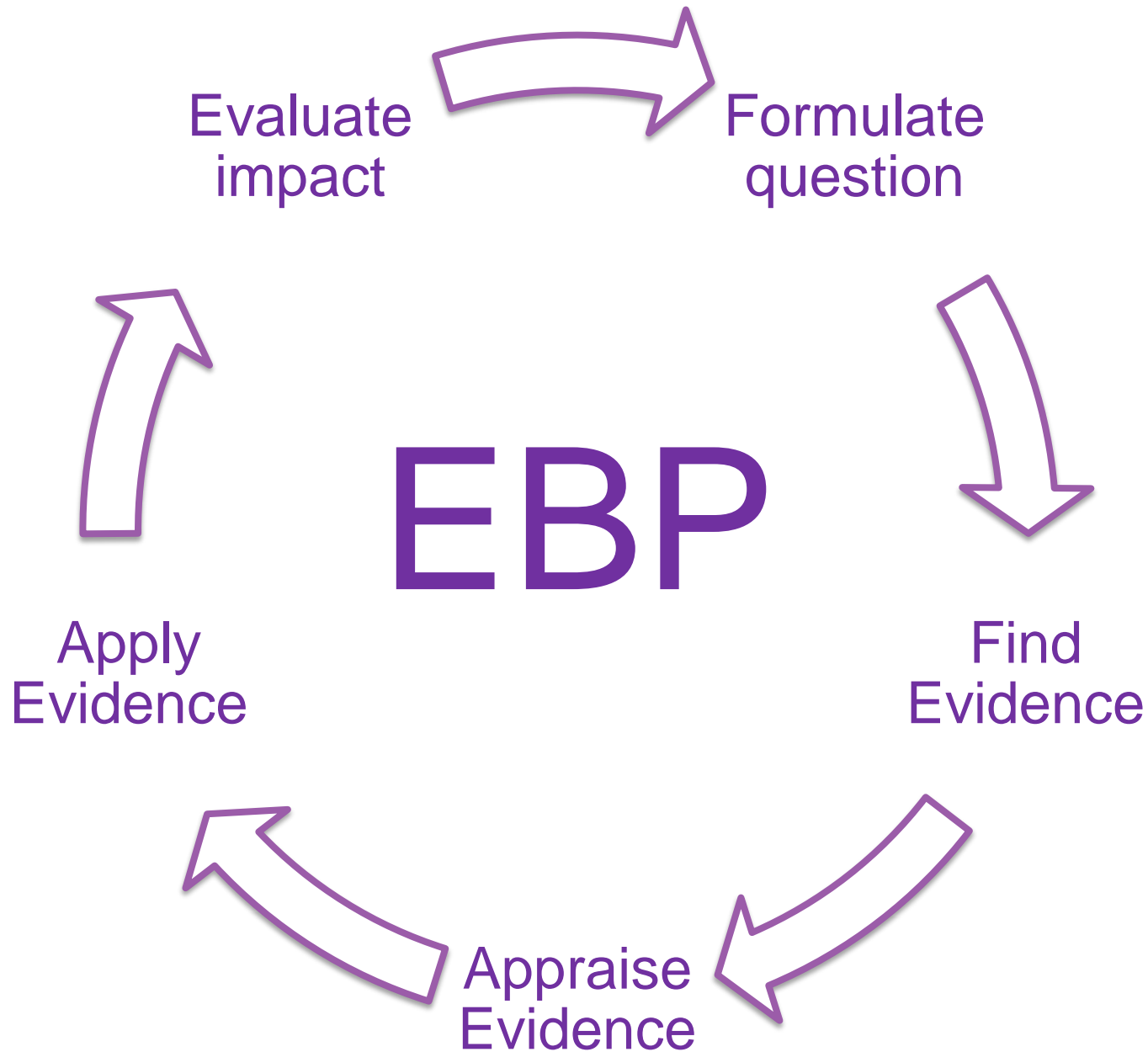
We improve.
We learn.

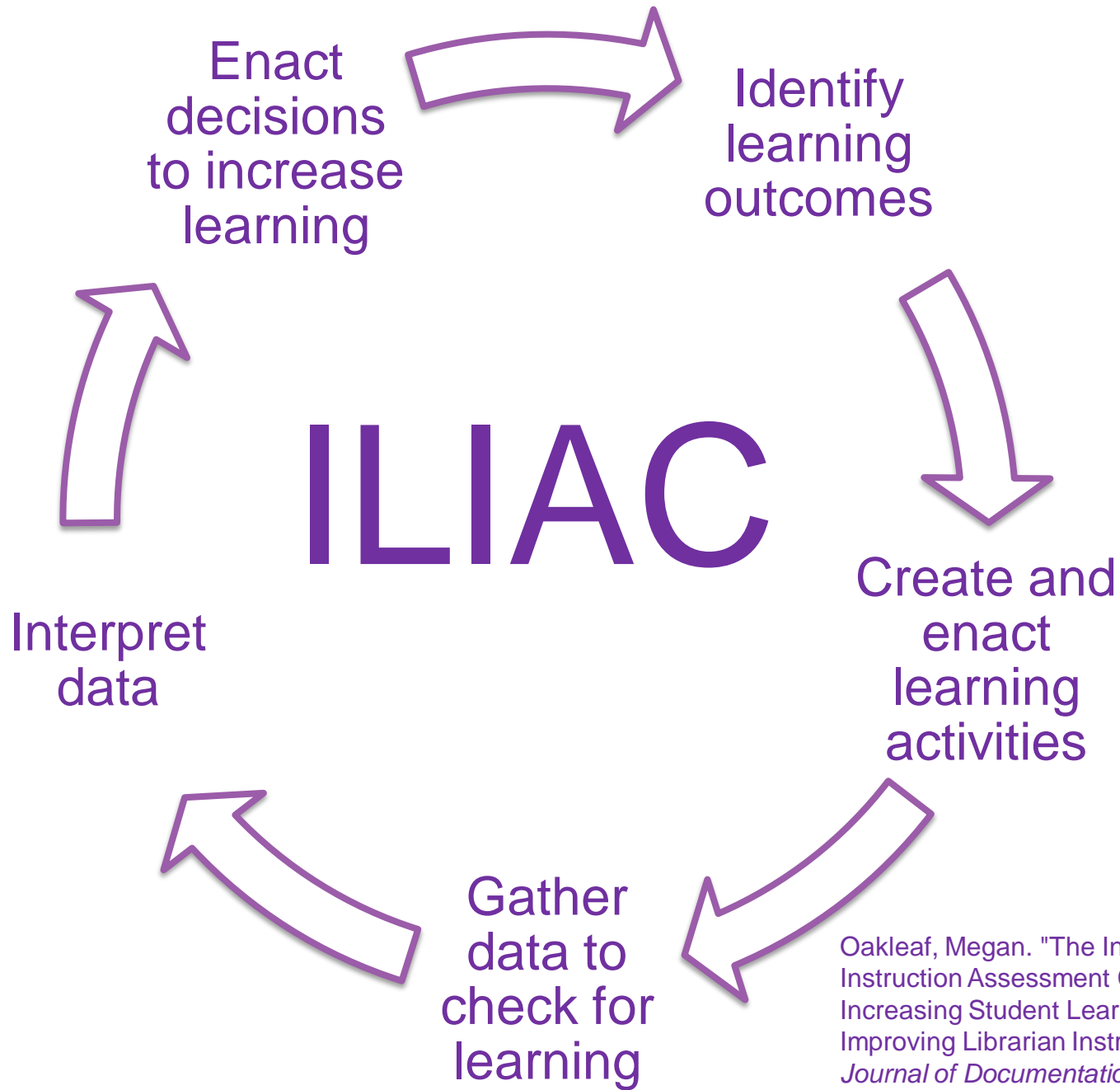


What do
you mean
we have
to *learn*?

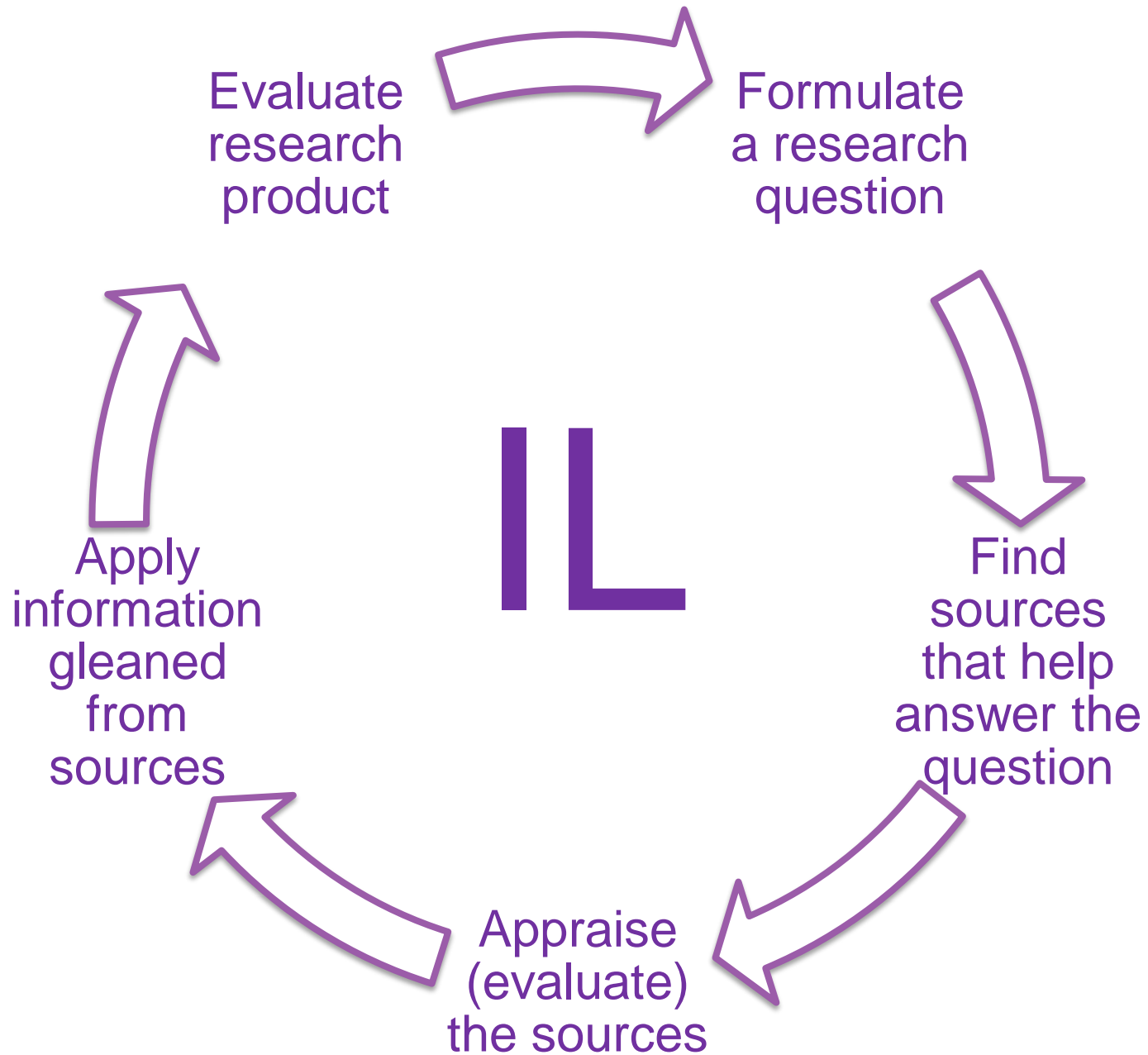








Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009.



Whose
job
is it to
embrace
the
learning?

Mine.
Yours.
Ours.

Learning: The “TO DO” List

- ✓ Articulate outcomes for assessment.
- ✓ Consider non-library centric perspectives.
- ✓ Articulate the ability of libraries to change lives, and get excited about it!
- ✓ Increase facility with learning assessment tools, explore existing data, or decide to collect new data.
- ✓ Roll up assessments into definable, defensible, interesting evidence of library impact on learning.
- ✓ Develop assessment action plans.
- ✓ Network and seek assistance from experts as needed.
- ✓ Embrace the learning.

**Are They
Learning?**

Are We?

When in doubt...

Do something good

Be of good heart

Fail forwards

Bounce back

Celebrate learning
and *learn more.*



Adapted from Robert Chambers

Are They Learning? *Are We?* Learning Outcomes & the Academic Library

Megan Oakleaf, MLS, PhD

October 2010

UNIVERSITY
of VIRGINIA
LIBRARY



UNIVERSITY OF
WASHINGTON
Libraries

2010 LIBRARY ASSESSMENT CONFERENCE