

Loyola Marymount University

From the Selected Works of Kristine R. Brancolini

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What Difference Do We Make? Outcomes Based Evaluations

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Available at: https://works.bepress.com/kristine_brancolini/8/

What Difference Do We Make?: Outcomes Based Evaluations



**Seminar presented at the RBMS
Preconference, Austin Texas,
June 21, 2006**

Elizabeth Kryder-Reid, Director, Museum Studies,
IUPUI and Principal Investigator, Shaping Outcomes
(presenter)

Kristine R. Brancolini, Director, Digital Library
Program, Indiana University (presenter)

Elizabeth Johnson, Lilly Library, Indiana University,
(seminar moderator)

Outline

Part 1: Overview of Outcomes Based Planning and Evaluation

Part 2: OBPE and the Indiana University Digital Library Program

Part 3: “Shaping Outcomes” Course

Part 4: Issues and Discussion

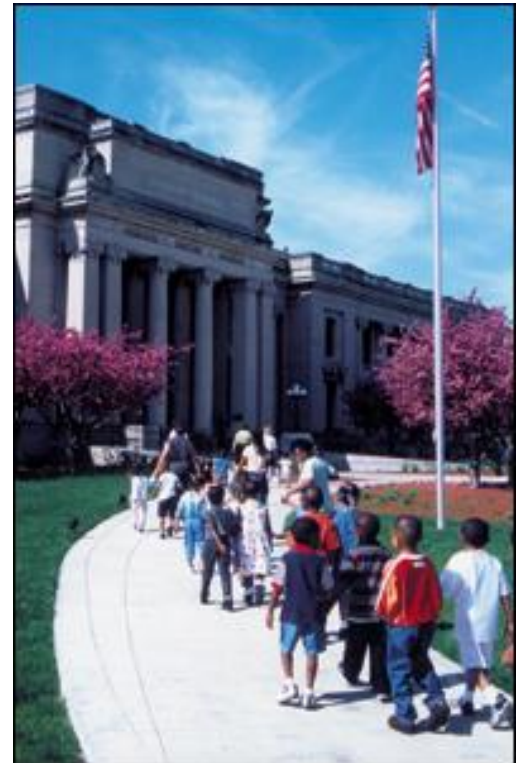
Part 1

Overview of Outcomes Based Planning and Evaluation



An overview of outcomes based planning and evaluation (OBPE)

- What is OBPE?
- What is an outcome?
- What is a logic model
- What does an OBPE logic model look like?
- Why should a library or museum invest in OBPE?



An overview of outcomes based planning and evaluation (OBPE)

- **What is OBPE?:**

- A systematic way to plan a user-centered program and to determine (measure) if it has achieved its goals.

Outcome -

“not how many worms the bird feeds its young, but how well the fledgling flies” -

United Way of America, 2002

An overview of outcomes based planning and evaluation (OBPE)

- What is an outcome?
 - Desired change in an end user
- What are some kinds of outcomes?
 - Changes in:
 - behavior
 - attitude
 - skills
 - knowledge
 - condition or status



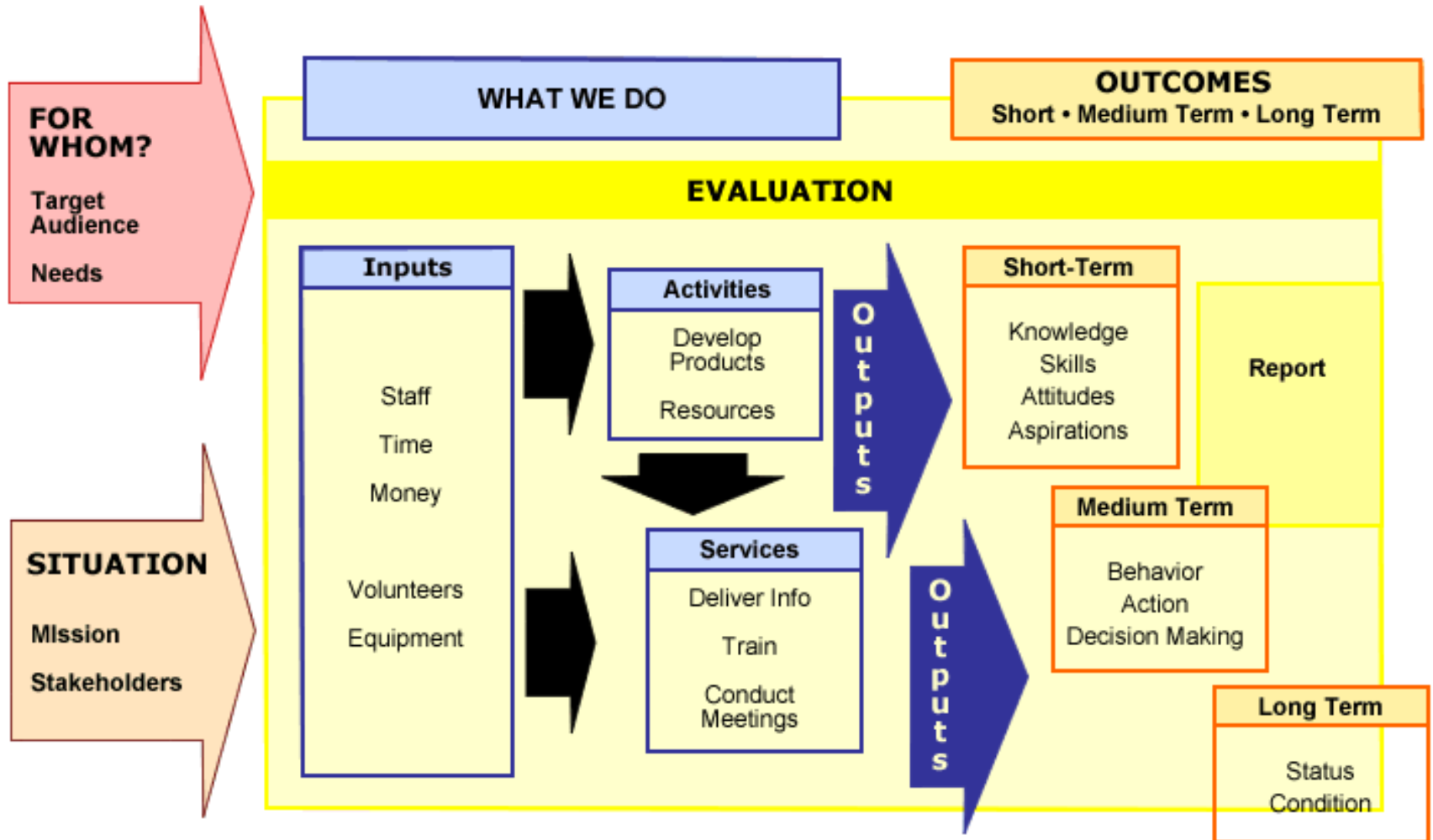
An overview of outcomes based planning and evaluation (OBPE)

- **What is a logic model?:** A planning and evaluation tool that helps:
 - Identify specific individuals or groups (**target audience**) with a defined need
 - Decide on clear program benefits (**outcomes**) to meet that need
 - Design program **services** to reach that audience and achieve the desired outcomes
 - Develop ways to measure those program benefits (**indicators**)

An overview of outcomes based planning and evaluation (OBPE)

- What does an OBPE logic model look like?
 - Can be a diagram or text
 - There are a variety of ways to represent relationships of audience, services, outcomes, and indicators (see handout for an example of a text-based template)

Logic Model





The context of the program

INPUTS



Resources a program uses



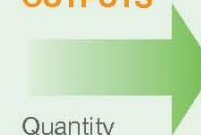
ACTIVITIES

Development & management tasks

SERVICES

Services to audiences

OUTPUTS



Quantity of work, products, and participants



Change in target audience in

- knowledge
- skill
- attitude
- behavior
- status
- condition

EVALUATION

LOGIC MODEL

In OBPE, a logic model is a diagram or text which describes the logically-related parts of a program, showing the links between audience needs, program activities, expected program outcomes, and how those outcomes will be evaluated.



Logic Model Template

I. Situation: program partners and stakeholders

What is the program's name ?	
What partners are involved?	
Who are the program's stakeholders ?	What do they want to know?

II. Program planning: connecting needs, solutions, and results

Who are the audiences ?	
What are the needs of the audience?	
What are some audience considerations ?	
What is the solution to the needs?	
What will be the desired results ?	

III. Logic model summary: program purpose statement

We do what?	
For whom ?	
For what outcome/ benefit(s)?	

IV. Program elements

Inputs

Activities

Activities Outputs

Services

Services Outputs

V. Outcomes

Outcome 1:

Indicator(s)	Data Source	Applied to	Data Interval	Target

Outcome 2:

Indicator(s)	Data Source	Applied to	Data Interval	Target

Outcome 3:

Indicator(s)	Data Source	Applied to	Data Interval	Target

Part 2

OBPE and the IU Digital Library Program

How does OBPE
work in an actual
project setting?

Background

- Since IMLS adopted OBPE, the Digital Library Program www.dlib.indiana.edu has received four IMLS grants: two for digitization, one for education, and one for research and development
- We have sent project teams to four training workshops conducted by Performance Results, Inc.
- I have attended two – both for digitization grants
 - [Charles W. Cushman Photograph Collection](#) (2001)
 - [IN Harmony: Sheet Music from Indiana](#) (2005)
- Training changed the way we measure success and plan project evaluation

Context -- Project Evaluation

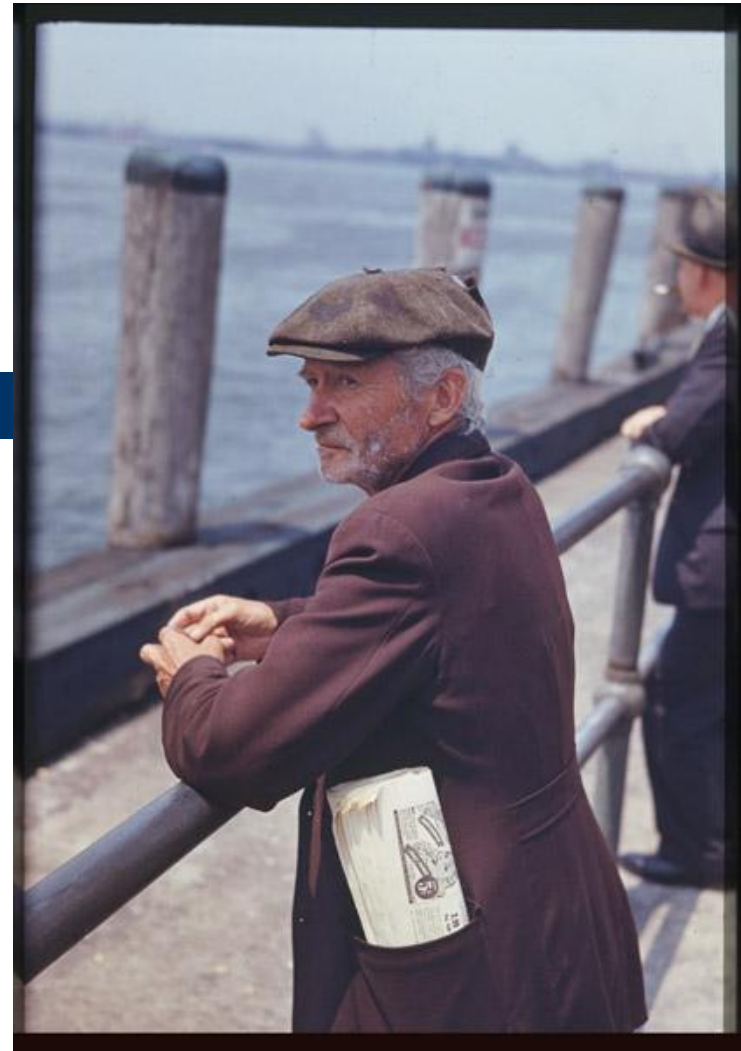
- **Formative evaluation** during the project
 - Delivering collections/resources in a way that meets user needs
 - How well did you do it?
- **Summative evaluation** at the end of the project focused upon the goals of the project
 - Did we do what we promised?
 - Did we finish on time and within the budget?
 - Does it work?
- **Impact evaluation -> Outcome based evaluation**
 - Did the successful completion of our project make a difference for our audiences?

Measuring Success

- Easy to measure
 - Did we do what we promised?
 - Did we finish on time and within the budget?
 - Does it work?
- More difficult to measure
 - Delivering collections/resources in a way that meets user needs
- Most difficult to measure
 - Intended impact
 - Outcomes

Charles W. Cushman Photographs

- In 1999, located nearly 15,000 Kodachrome slides in suitcases in a University Archives Annex
- Shot by talented amateur photographer, Indiana University, class of 1917
- Began shooting color soon after its invention – 1938 – through 1969
- Unlike the rest of us, Mr. Cushman kept meticulous records of his work
- Received IMLS grant to catalog and digitize in 2000. Site launched in October 2003, updated in March 2004



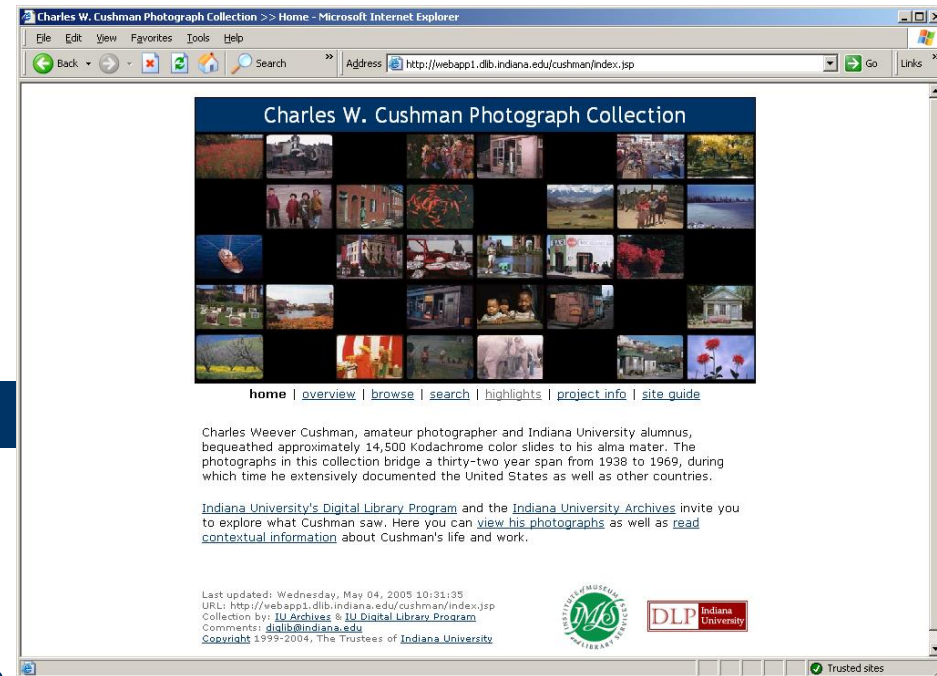
Cushman Project Goals



- Preserve and digitize 15,000 Kodachrome slides, shot between 1938 and 1969.
 - The slides shot in 1938 and early 1939 have experienced color deterioration, due to the processing that Kodak used at the time.
 - We will pilot test methods of color restoration here at IU in preparation for outsourcing the digitization of the slides.
- Streamline the workflow for creating the EAD finding aid by using a database for entry of the various sources of data which will eventually go into the finding aid: Cushman's notebooks, Cushman's notations on the slide mounts, and subject terms assigned by catalogers. This database model will be made available to other institutions to adapt to their own EAD applications.

Project Evaluation

- Creation of the Charles W. Cushman Web site will be coordinated by the Digital Media and Image Center (DMIC) staff, working with IU's Usability Lab.
- The university consultant will advise the Web design team throughout the process, selecting appropriate user-centered activities to help guide design and evaluation.
- The consultant will guide the Web developer in planning, conducting and interpreting the results of user-centered activities. This work will involve four phases: pre-design; conceptual design and prototyping; implementation; and evaluation.
- The evaluation will involve work with all user groups, including post-secondary students from a variety of disciplines, scholars from a variety of disciplines, and members of the general public.



IN Harmony: Sheet Music from Indiana



- Grew out of sheet music cataloging and description at the Lilly Library and meeting of the Indiana Digital Library Summit
- Partnership among four Indiana cultural heritage institutions: Indiana University, Indiana State Library, Indiana Historical Society, and Indiana State Museum
- Some cataloged in various formats and in various systems; some not at all
- Received grant in October 2004 to catalog, digitize and deliver on the web 10,000 pieces of sheet music drawn from our collections

Project Goals

- To provide a mode for fostering collaborative digital library development by partnering with institutions with complementary collections;
- To digitize a portion of the sheet music from these collections and offer access to these materials free of charge on the web;
- To bring these materials and their attendant metadata together on a single web site, offering both federated searching of the entire collection and searching of one or more selected collections; and
- To explore copyright questions, specifically to test the hypothesis that approximately 90 percent of copyrights have not been renewed for materials published between 1923 and 1964.

Project Evaluation

Our project has four primary objectives:

1. To create a metadata schema and cataloging tool for sheet music in order to create metadata for undescribed collections; enhance existing metadata; and map existing metadata for sheet music into a standard format;
2. To digitize a portion of our sheet music collections according to standards and to deliver them via a user-tested, intuitive Web site;
3. To conduct research on the renewal of sheet music copyrights filed between 1923 and 1964; and
4. To establish effective agreements for sustaining the working relationship among the four institutions.

Measurement

1. Success for first objective will be measure by completion of item-level metadata records for all of the sheet music included in the project as facilitated by the cataloger's tool we will be developing. The ongoing use of this tool by at least one of the participating institutions will serve as a benchmark for measuring success.
2. The second objective relates to the ability to access content from our web site, which we will measure by referring to our logs and documenting user feedback.
3. We will measure the success of the third objective by encouraging other institutions to conduct copyright research thereby providing increased access to sheet music published during these years.
4. Our fourth objective will have been met when we complete the project successfully and develop written agreements among the four partners.

Additional Goals/Measurement

Two secondary goals

- To stimulate interest in the project and encourage other museums, libraries and archives around the state to work with us to add digital content. In this case we will measure success through finding additional partners who are willing to contribute sheet music to the site.
- To stimulate interest in additional digital library projects. We will measure success by future collaboration among the four participating institutions. We do not want this to be our only project; we want an ongoing partnership.

Using OBPE in Digital Library Projects

- Important and useful tool for planning and evaluation; we write better proposals because we are thinking about outcomes.
- Model is most useful up to the point where we have to measure outcomes.
- Very difficult to measure outcomes in an online environment. Methodology developed in social services/educational environment with direct user contact.

Writing Outcomes

- Each outcome must address a specific target audience.
 - For our projects, the intended audiences are often diverse, due to the nature of the Web
 - Our projects usually address a professional audience as well as users of our resources
 - Our projects often reach unintended audiences. One recent example: Cushman and bloggers
- Difficult to identify desired changes or improvements in skills, attitudes, knowledge, behaviors, status, or life condition

Measuring Results

- Important to find relevant indicators, which must relate to the target audience
- Can be difficult to find appropriate data sources. We can see what people are doing, but not the impact on their lives.
- “Applied to” refers to a sample, but can be difficult to reach a representative sample
- “Targets” – expressed in numbers or percentages are arbitrary and do not seem to be helpful

LSTA Outcomes Plan

- For the first time applicants for the Indiana State Library's Digitization Grants had to submit an Outcomes Chart along with their proposals.
- Many applicants were confused by this and most didn't complete it correctly. Without learning about the methodology, difficult to focus on outcomes, identify indicators, and identify sources and methods.

Conclusions

- Outcome Based Planning and Evaluation can be an extremely useful tool for digital library projects
- It is difficult to apply the methodology exactly as described by the training workshop and materials
- The emphasis on accountability at the state and federal level requires us to find ways to document the effectiveness of our work
- Questions: Does OPBE really work? Does it improve our projects? How far must we go with the logic model to create projects that have impact on users?

Part 3

“Shaping Outcomes” Course



What is ^{shaping} outcomes ?

- An on-line instructor mediated course in outcomes based planning and evaluation
- Curriculum developed through a cooperative agreement between IUPUI and IMLS
- A professional training resource for the museum and library fields
- Now being tested nationally with its public launch planned for Spring 2008



Creating programs to serve the public good and demonstrating their success -- that's what Outcomes Based Evaluation (OBE) is all about. To stress the benefits of using OBE from the start of a program, this software program uses Outcomes Based Planning and Evaluation (OBPE).

Whether you're interested in a library or museum setting, you'll learn here a systematic approach to OBPE and find learning materials and examples practical and transferable to your workplace.

The online course materials are organized into modules.
Click on the module you would like to use.

- **Module A: Overview** (Version 1.0 Available)
- **Module B: Plan** (Version 1.0 Available)
- **Module C: Build** (Version 1.0 Available)
- **Module D: Evaluate** (Version 1.0 Available)
- **Module E: Report** (Version 1.0 Available)

Have a fun, productive learning experience!



Case Archives

Case designations (small, medium, large) refer to the size of the lead institution in the project. The highlighted cases provide extra information, such as evaluation studies and grant proposals and reports. *Click on a case title below to download and view the PDF case document.*

S small **M** medium **L** large

MUSEUM CASES

- S** **Denver Firefighters Museum**
Safety Kiosk: To increase knowledge of fire prevention among elementary school children, an interactive computer kiosk is created.
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LIBRARY CASES

- S** **Poetry Express:**
Pinion Creek Middle School's library hosts a monthly poetry slam to encourage students to voice their creativity.
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What would I do in ^{shaping}outcomes ?

- Go through five on-line modules (Overview, Plan, Build, Evaluate, and Report) at your own pace (takes about 10 hours).
www.shapingoutcomes.org/course
- Develop a logic model for your own project with on-going feedback from the instructor.
- Work individually or in a group
- Participated in on-line group forums and discussions, if the instructor chooses



What are the outcomes of ^{shaping} outcomes ?

- Those who complete the course will know basic vocabulary and concepts of OBPE.
- Those who complete the course will have the skills and knowledge to write a logic model based on OBPE.

An overview of outcomes based planning and evaluation (OBPE)

- Why should a library or museum invest in OBPE?



Shaping Outcomes: Module A: Overview: Why museum and library professionals use OBPE in their wo - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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Address


http://www.shapingoutcomes.org/course/overview/moduleA5.htm

Go

Links

Orientation Cases Resources Model Glossary Home

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Overview

Home

Module A: Overview

What is OBPE?

Why OBPE?

A tale of two programs

OBPE

Course overview

Check understanding

Apply understanding

Module B: Plan

Module C: Build


Module D: Evaluate

Module E: Report


Credits

Why museum and library professionals use OBPE in their work

OBPE has benefits not only for the public but inside the institution as well.
Move your mouse over the images to read what museum and library professionals have said about using OBPE.



Public programs director



Librarian in charge of evaluation






Exhibit team member


What are professionals saying about OBE?




Museum director



Library director



Grant writer



School services coordinator

DoneInternet

How can I learn more or sign up?

- See public site:
www.shapingoutcomes.org
- Contact us at: outcomes@iupui.edu
or (317) 274-1406



Part 4

Issues and Discussion



So how might OBPE work for your library or museum?



- Do you have any projects or programs where you have repeated contact with your target audience?
- Do you have stakeholders or funders who want to know what difference you are making in the lives of your patrons or audience?
- Do you have internal needs for planning and assessing the impact of your projects or programs?



So what's not to like?

- What about projects that don't have specific target audiences?
- Where does evaluating outputs fit in?
- What about on-going operations and processes?
- What about desired outcomes other than change in the target audience (more revenue, press, national reputation, etc.)?
- What about the skills and knowledge needed to create the data sources to measure outcomes?
- Does OPBE really work? Does it improve our projects? How far must we go with the logic model to create projects that have impact on users?

Additional Resources

- IMLS publication "Perspectives on Outcome Based Evaluation for Libraries and Museums:"
<http://www.imls.gov/pubs/pdf/pubobe.pdf>
- Information about Outcome Based Evaluation on the IMLS web site, including a glossary of terms:
http://www.imls.gov/grants/current/log_glossary.htm#intro
- OBE FAQ on the IMLS web site:
http://www.imls.gov/grants/current/crnt_outcomes.htm