The Possibilities are Measurable: Evaluating Innovation, Learning, and Strategic within Library Technology Units

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The Possibilities are Measurable:

Evaluating Innovation, Learning, and Strategic Thinking within Library Technology Units

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Presentation Agenda

1. Lay out the problem (Articulate)
2. Literature (Assemble)
3. Methodology (Assess)
4. Analysis (Agree)
5. Outcomes (Adapt)
Assessment is... ongoing and cyclical!
How can I communicate the impact of Emerging Technologies & Services? I am having trouble assessing my library unit with traditional measures. Help!
Emerging Technologies & Services (ETS)

Vision

Pioneer efforts that transform access to content and collections. Forge partnerships to expand current services and explore new frontiers of library technology.
Evidence-Based Practice

1. Articulate
2. Assemble
3. Assess
4. Agree
5. Adapt

Kloda & Koufogiannakis 2013
Articulate...What is Assessible?

Where/How is ETS impacting student learning?

Where/How is ETS advancing the strategic plan?
Assemble - Evidence - Literature

- Library Literature
  - Focused on the technology tools, not the department
- IT Literature
  - Focused on IT infrastructure, purchasing, and customer service
- Business Literature
  - Performance measurement
    - Disconnect between theory and practice
    - Focused on production instead of services
Assemble - Evidence - Local

- ETS Quarterly Reports (n=9)
  - partial FY2011 to FY2013

- ETS Member Activity Journals (n=9)
  - 1 week - Each activity - Time - Who impacts - Who collaborated with.
Assemble - Evidence - What is Needed?

- Ongoing - Integrate assessment tools based on research results
Assess - Method - Content Analysis

dedoose
Great Research Made Easy!

Oregon State University
Assess - Evidence - Coding

60 Codes

Collaborators / Who Impacts  (18)

Student Learning
  OSU Learning Goals for Graduates  (7)

Moving the OSU Libraries Forward
  OSU Libraries & Press Strategic Plan  (4)
  Specific ETS Responsibilities  (11)

ACRL Standards for Libraries in Higher Education  (9)
  Specific to technology  (11)
"Continue Working on Classroom Build update Uta /Stephanie/All classroom users. On and off all day. 4 days"

Coded:
Indirect Student Interaction, TED, ACRL Educational Role (IT infrastructure), Enrich Academic Impact
Assess - Evidence - Excerpts

"Beginning of Islandora test with UofO"

Coded:
Collections, CDSS, SCARC, Collaborate with Others, Partner with Multiple Institutions
Agree -

1. Surprised by "Space" interactions.
2. Might be able to own "outside OSU"
3. Potential under-reporting of activities especially collaboration, interactions with branch libraries, etc.
4. I "knew this" but now have evidence.
Agree -

1. Quality of data could be stronger - reporting
2. Direct student interactions need to be captured better
3. Coding can be improved (weighing/specificity)
4. Research (especially with students) covers a lot of bases
5. I am surprised about impact beyond OSU
The Emerging Technologies & Services Department provides strategic leadership in technology services. In alignment with OSU Libraries & Press' mission, the department empowers OSU and the public to find and use information in support of exploration, discovery, and knowledge creation. ETS maintains an evolving, robust, and flexible technological infrastructure and provides responsive customer support.
Adapt - Outcomes - Ongoing

1. Have a library-wide discussion about reporting best practices
   a. Reports as evidence-gathering tools to make decisions, demonstrate impact
2. Try this content-analysis with another library unit for comparison
3. Update ETS Mission & Vision to emphasize OSULP strategic plan and uncovered department strengths
4. LaLC project going away - what will this do in the future?
5. Weighing codes to better understand effort and impact
6. Once OSULP strategic plan is in effect longer, use this technique for assessment
7. Creating a tool to measure "Innovation"
Questions to ask yourself

1. What do I already know?
2. What worked? What didn't? What did I learn?
3. What local evidence is available?
4. What does the literature say?
5. How does the information I have apply to my context?
6. What other information do I need to gather?

Make a decision
“When the bird and the book disagree, always believe the bird.”

- James Audubon