



THE OHIO STATE UNIVERSITY

The Engaged Librarian:

Crafting an Effective Assessment Plan to Determine
the Impact of a Key Strategic Library Initiative

Sarah Murphy, Coordinator of Assessment
The Ohio State University Libraries

murphy.465@osu.edu

<http://u.osu.edu/murphy.465>



A Framework for the Engaged Librarian: Building on our Strengths

The role of subject librarians in academic libraries continues to evolve because of the changes occurring throughout higher education—changes marked by simultaneous hyperspecialization and interdisciplinarity, by the movement of learning experiences toward the online and the mobile, and by changes in user behaviors in library spaces, where traditional reference service is less needed in a time of ubiquitous access to information resources, but where greater explanation, context-setting, and interpretation is needed for many library users to make sense of their research projects within a rapidly changing environment, and where positioning subject librarian expertise within the workflows of users is crucial.

To respond to this environment, The Ohio State University Libraries have made “engagement” a priority for subject librarians, and Area Studies and Special Collections Librarians. The kind of deepened involvement with the academic community envisioned by “engagement” calls for a new Framework, which presents an organized approach to professional activity with “engagement” as the linchpin or guiding principle.



How the Framework will be Used

The Framework for the Engaged Librarian presented here draws on the best thinking of the Engaged Librarian Framework Group in the OSU Libraries, and on the documents on subject librarians and engaged librarianship developed first by the University of Minnesota Libraries Librarian Position Description Framework; the University of Iowa Libraries (Iowa Framework for Liaisons/Subject Librarians) and Duke University Libraries (Engaging with Library Users: Sharpening Our Vision as Subject Librarians for the Duke University Libraries).

This Framework presents the main categories of engaged librarian responsibilities, and serves to create expectations for all subject librarians at OSUL (including Area Studies and Special Collections Librarians). The Framework will be used

to set goals each year for all subject librarians. Each of the five sections in the Framework contains a list of competencies. All competencies should be considered “core” for all subject librarians, but will be considered developmental as the Engaged Librarian Model is implemented over time. In addition, each section has a list of “best practices” enumerating sample activities, projects, or behaviors that illustrate engagement. Subject librarians, in consultation with their division heads and supervisors, will develop their list of goals each year, using the competencies identified, and the best practices examples as a guide. Their goals will also be based on disciplinary distinctions and other aspects of their assignments.



ENGAGED LIBRARIAN FRAMEWORK

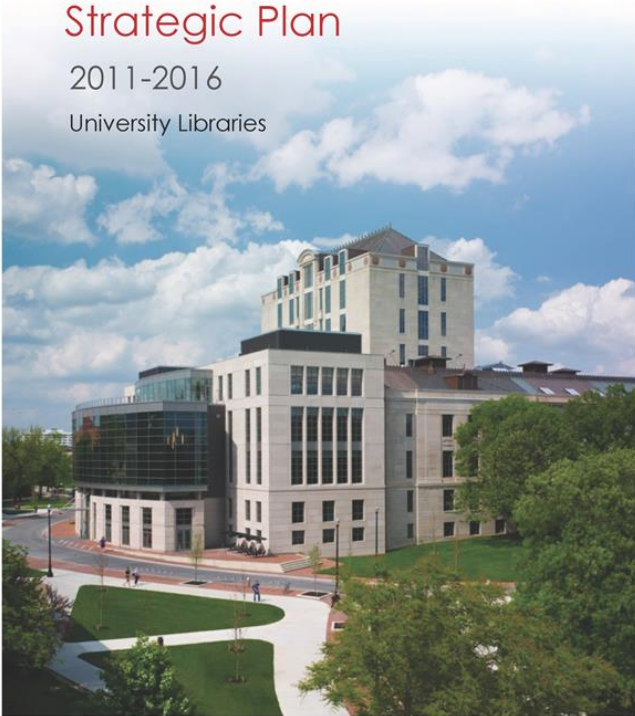
“Engagement is a deepened level of sustained, high-quality, mutually beneficial interaction in the liaison role with academic programs.”



Strategic Plan

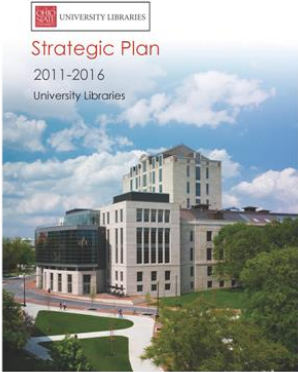
2011-2016

University Libraries



STRATEGIC FOCUS AREA 1

Advance transformative teaching and learning by engaging with OSU faculty and support units to integrate library resources and services throughout the educational curriculum



STRATEGIC FOCUS AREA 1: INITIATIVES

- Enhance information literacy instruction and development of learning objects and resources to enrich teaching and support multifaceted academic success.
- Strengthen faculty and librarian collaboration by embedding library content and services in new instructional initiatives delivered by emerging technology with a particular focus on the Digital First Initiative, Digital Union Impact Grants, iTunesU and distance education.
- Improve the student experience by partnering with undergraduate academic support services, such as the Writing Center (CSTW), Honors and Scholars, the Undergraduate Research Office and experiential learning initiatives such as internships and service learning courses.
- Extend reference service and research consultation in new venues including residence halls; play a key role in academic programming in the Second Year Transformational Experience Program (STEP).



TEACHING & LEARNING SCORECARD



Teaching & Learning Scorecard – University Libraries

Provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

These measures and scorecard are designed to compare our success with libraries across the country as well as allowing us to measure our progress from year to year. In some cases, we expect to see steady progress in our scores. In other areas, such as Library as Place, our scores are very high following the renovation of the Thompson Library. It will take a constant investment to maintain that high score. As a result our goal is to maintain that high score rather than an unrealistic expectation that we will see it go much higher. The LIBQUAL survey includes a robust set of comments which we mine to understand the nuances behind the numerical scores. That analysis results in specific strategies to improve services.

Focus Area	Metric	2011					2016	
		Baseline	2012	2013	2014	2015	Target	Progress
Program Excellence	Maintain or improve LibQUAL superiority mean score for Library as Place dimension	-.31 (LP)	NA	-0.37	NA		-.31	↓
Program Excellence	Maintain or improve LibQUAL superiority mean score for Affect of Service dimension ¹	-.50 (AS)	NA	-0.48	NA		-.45	↑



TEACHING & LEARNING SCORECARD



Teaching & Learning

Provide a world-class

These measures allow us to track our scores. In Thompson Library, we maintain that LIBQUAL survey numerical scores

Focus Area	Metric	2011					2016	
		Baseline	2012	2013	2014	2015	Target	Progress
Program Excellence	Maintain or improve LibQUAL superiority mean score for Library as Place dimension	-.31 (LP)	NA	-0.37	NA		-.31	↓
Program Excellence	Maintain or improve LibQUAL superiority mean score for Affect of Service dimension ¹	-.50 (AS)	NA	-0.48	NA		-.45	↑

Focus Area	Metric	Baseline	2012	2013	2014	2015	Target	Progress
Program Excellence	Maintain or improve LibQUAL superiority mean score for Library as Place dimension	-.31 (LP)	NA	-0.37	NA		-.31	↓
Program Excellence	Maintain or improve LibQUAL superiority mean score for Affect of Service dimension ¹	-.50 (AS)	NA	-0.48	NA		-.45	↑



LOGIC MODEL FOR STRATEGIC FOCUS AREA 1



W.K. Kellogg Foundation

Logic Model Development Guide

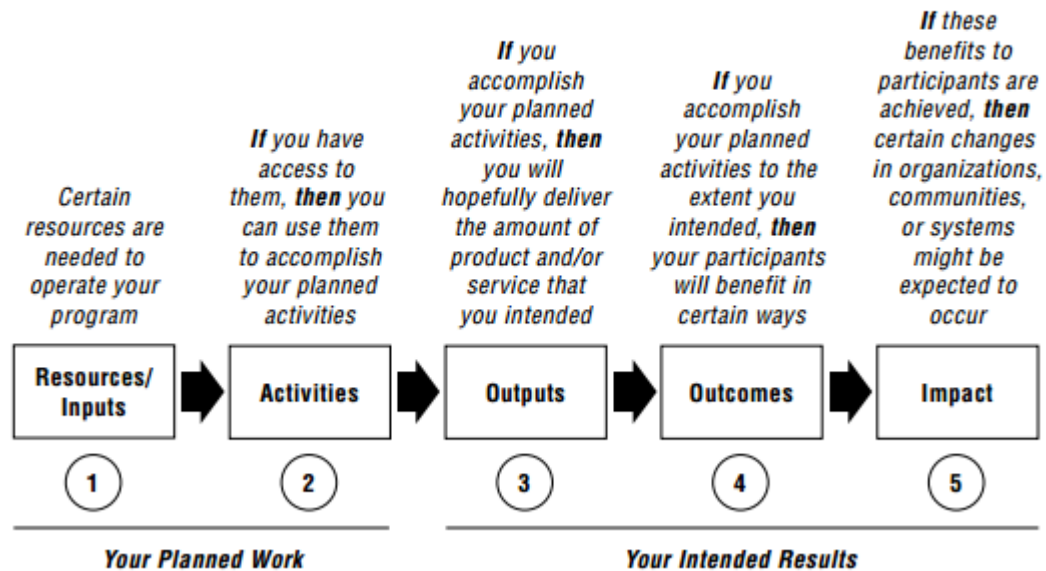
- Theory of Change (ToC) methodology
- Help to “organize and systematize program planning, management, and evaluation functions”
- “Facilitate thinking, planning, and communications”
- Help stakeholders “maintain focus on the big picture as well as the component parts”



LOGIC MODEL FOR STRATEGIC AREA 1



*W.K. Kellogg Foundation
Logic Model Development Guide*

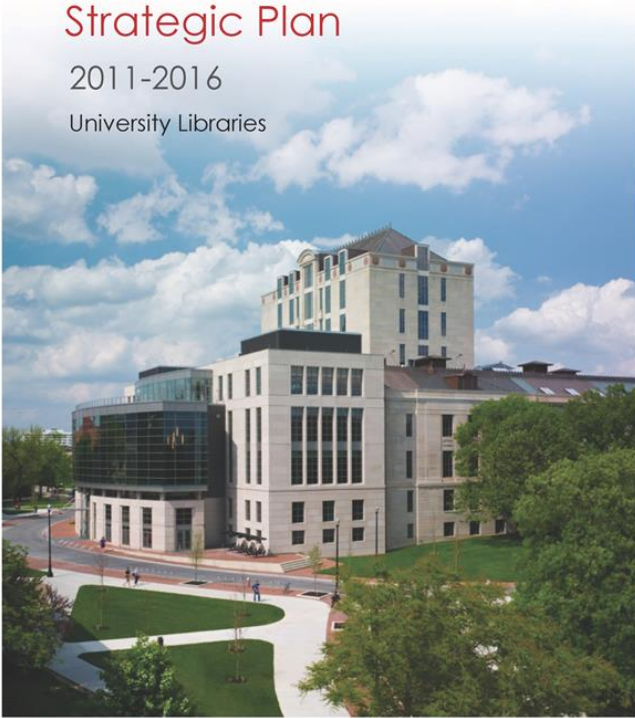




Strategic Plan

2011-2016

University Libraries



STRATEGIC FOCUS AREA 1

Advance transformative teaching and learning by engaging with OSU faculty and support units to integrate library resources and services throughout the educational curriculum



Comprehensive assessment plans incorporate a variety of perspectives, including:

- the **context** of the program in terms of **relationships and capacity**,
- The **implementation** of the program as reflected by the **quantity and quality** of the program's outputs, and
- The **outcomes** of the program, expressed as “the extent to which progress is being made toward the desired changes in individuals, organizations, communities, or systems.”



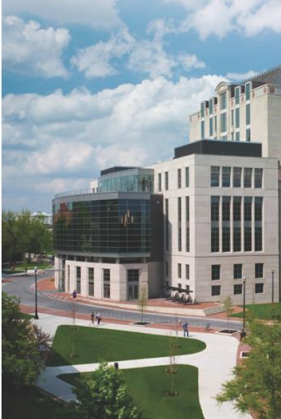
GATHER & REVIEW RELEVANT DOCUMENTS



Strategic Plan

2011-2016

University Libraries



A Framework for the Engaged Librarian: Building on our Strengths

The role of subject librarians in academic libraries continues to evolve because of the changes occurring throughout higher education—changes marked by simultaneous hyperspecialization and interdisciplinarity, by the movement of learning experiences toward the online and the mobile, and by changes in user behaviors in library spaces, where traditional reference service is less needed in a time of ubiquitous access to information resources, but where greater explanation, context-setting, and interpretation is needed for many library users to make sense of their research projects within a rapidly changing environment, and where positioning subject librarian expertise within the workflows of users is crucial.

To respond to this environment, The Ohio State University Libraries have made "engagement" a priority for subject librarians, and Area Studies and Special Collections Librarians. The kind of deepened involvement with the academic community envisioned by "engagement" calls for a new framework which presents an organized approach to professional activity with "engagement" as the linchpin or guiding principle.

How the Framework will be Used

The Framework for the Engaged Librarian presented here draws on the best thinking of the Engaged Librarian Framework Group in the OSU Libraries, and on the documents on subject librarians and engaged librarianship developed first by the University of Minnesota Libraries (Librarian Position Description Framework); the University of Iowa Libraries (Iowa Framework for Liaisons/Subject Librarians) and Duke University Libraries (Engaging with Library Users: Sharpening Our Vision as Subject Librarians for the Duke University Libraries).

This Framework presents the main categories of engaged librarian responsibilities, and serves to create expectations for all subject librarians at OSU, (including Area Studies and Special Collections Librarians). The Framework will be used

to set goals each year for all subject librarians. Each of the five sections in the Framework contains a list of competencies. All competencies should be considered "core" for all subject librarians, but will be considered developmental as the Engaged Librarian Model is implemented over time. In addition, each section has a list of "best practices" enumerating sample activities, projects, or behaviors that illustrate engagement. Subject librarians, in consultation with their division heads and supervisors, will develop their list of goals each year, using the competencies identified, and the best practices examples as a guide. Their goals will also be based on disciplinary distinctions and other aspects of their assignments.



Curricular Experience at The Ohio State University Approved by the Council on Academic Affairs – 05/26/2010

The Ohio State University educates students to solve problems; to think critically, logically, scientifically, and creatively; and to be engaged and responsible global citizens. The University's curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

Students who complete a degree will achieve the following goals:

- Expand and develop knowledge of the major domains of inquiry, including their interdependencies and limits
- Develop and refine the skills needed to
 - acquire, comprehend, and evaluate information and arguments
 - communicate clearly, precisely, and effectively
 - analyze and assess using qualitative and quantitative methods
 - integrate, create, and apply knowledge
- Develop and assimilate perspectives to
 - interpret past and contemporary world cultures, events, and issues
 - make discriminating aesthetic judgments
 - formulate considered and reasoned ethical judgments
 - understand the roles of science and technology
 - recognize and respect diversity

Disciplina in civitatem





GATHER & REVIEW RELEVANT DOCUMENTS

THE OHIO STATE UNIVERSITY LIBRARIES

AiA and the Second-year Transformational Experience Program

Sarah Anne Murphy, MLS, MBA, Elizabeth L. Black, MLS, Sophie Tullier, MA, Emily Slager, MSW, Alexis Collier, PhD

INTRODUCTION

This project explored the impact of library participation and information literacy instruction in the Second-year Transformational Experience Program (STEP) at The Ohio State University.

Previous data indicates that OSU students who live on-campus have higher graduation and 2-year retention rates than students who did not live on campus in their first two year. Further studies indicate the following predictors of OSU second-year student success:¹

- Participation in campus events,
- Living on campus,
- Peer interaction,
- Interaction with faculty, and
- Institutional commitment.

The Libraries goals for this project were to:

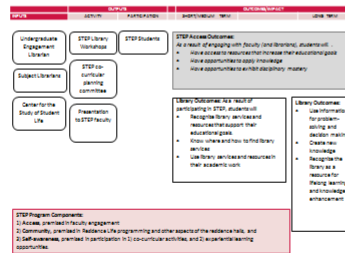
- Explore the Libraries' contribution to creating transformational student experiences and advancing student success.
- Assess learning outcomes for students who participate in STEP's Academic Success/Information Literacy Instruction.
- Establish ongoing working relationships with The Center for the Study of Student Life, a national leader in the development of outcomes-based assessment in higher education, and the Institutional Research and Planning group in the Office of Academic Affairs.

METHODS

Logic Model and Corresponding Assessment & Data-Gathering Plans

To fit our assessment into the university's pre-existing assessment plan for STEP, we developed a logic model which listed the university's intended outcomes for the Access component of STEP and the Libraries' intended outcomes for the program.² Assessment questions with defined success criteria were then written and mapped to various available data sources on campus. Where data sources did not exist, opportunities to partner with the Center for the Study of Student Life were identified. Library outcome related questions were added to the STEP pre-, mid-, term, and post-term surveys.

Our Assessment Plan: Logic Model



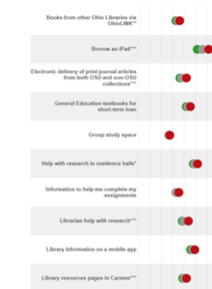
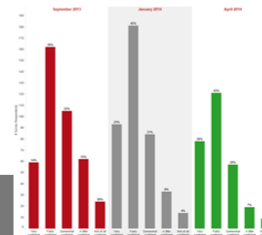
RESULTS

Preliminary Findings: STEP surveys

Paired t-tests revealed several significant differences between student responses in September 2013 and April 2014. By spring, students were more aware of the availability of librarians to help with research, library resource pages in Carmen, the university's course management system, and the Libraries' document delivery services. Note: Lower means indicate higher awareness and utilization of library resources.

Sophomores: Please indicate your awareness/utilization of the following library resources

- 1. I know of and have used this resource.
- 2. I know of but haven't used this resource.
- 3. I know of but don't know how to use this resource.
- 4. I know of but haven't used this resource.



Sophomores: How confident are you that you know how to find library resources/services that support your educational goals

CONCLUSIONS

Preliminary findings suggest the Libraries' is making a valuable contribution to STEP. It is too soon, however, to evaluate the success of the Libraries' contribution to creating transformational experiences for second-year students participating in STEP. Data gathering activities will continue through spring 2015. A full assessment report will be completed at this time.

NOTES

- 1 The Ohio State University STEP- Second-year Transformational Experience Program: Program Overview. <http://step.osu.edu/osu2013-2014/>
- 2 The full logic model and corresponding assessment and data-gathering plans are available at http://osu.edu/OSU_STEP

ACKNOWLEDGEMENTS

This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is overseen by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program is a cornerstone of ACRL's Value of Academic Libraries initiative, to make possible by the Institute of Museum and Library Services.





ENGAGE KEY STAKEHOLDERS

Associate Director of Research & Education

- Coordinator of Outreach & Engagement
- Head, 18th Avenue Library (Science/Departmental Librarians)
- Head, Research Services
- Head, Teaching & Learning

Assessment-in-Action/STEP

- Center for the Study of Student Life
- Office of Academic Affairs, Curriculum Assessment
- Undergraduate Engagement Librarian





Assessment of Strategic Focus Area 1, Logic Model

“Advance transformative teaching and learning by engaging with OSU faculty and support units to integrate library resources and services throughout the educational curriculum.”

INPUTS	OUTPUTS ACTIVITY	SHORT	OUTCOMES/IMPACT MEDIUM TERM ¹	LONG TERM
<p>Teaching & Learning</p> <ul style="list-style-type: none"> • Instructional Design Librarian • Undergraduate Engagement Librarian • support specialists • online learning objects & other instructional tools • InfoLit Toolkit • IDEATION Newsletter <p>Reference</p> <ul style="list-style-type: none"> • Subject librarians • SCAS librarians <p>Collections</p> <ul style="list-style-type: none"> • Distinctive print/digital collections of primary source material • Reference tools <p>Copyright Services</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UNDERGRADUATES</p> <p>Instruction</p> <ul style="list-style-type: none"> • course-related instruction • Make the Leap (freshmen) • Libraries’ credit courses • STEP co-curricular activities (sophomores) • online learning objects <p>Reference</p> <ul style="list-style-type: none"> • consultations • partnerships (CTSW, Undergraduate Research Office, Honors and Scholars, MARS) • CLL/Subject Pages 	<p>Undergraduates</p> <ul style="list-style-type: none"> • Recognize and select library services and resources that support their educational goals • Incorporate institutionally supported library resources into their academic work. • Employ advanced search tactics to query search engines. • Locate academic scholarship. 	<p>Undergraduates</p> <p>Develop and refine the skills needed to</p> <ul style="list-style-type: none"> • acquire, comprehend, and evaluate information and arguments • integrate, create, and apply knowledge • formulate considered and reasoned ethical judgments for responsible use of information 	<p>OSU Baccalaureate Graduates</p> <ul style="list-style-type: none"> • Effectively and responsibly use information for problem-solving and decision-making • Integrate, create, and apply new knowledge • Recognize libraries – and the services and collections libraries provide – as a resource for lifelong learning and knowledge enhancement.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FACULTY</p> <p>Instruction</p> <ul style="list-style-type: none"> • course-related instruction • Course Enhancement Grants • Digital Union Impact Grants • InfoLit Toolkit • online learning objects • UCAT Course Design Institute <p>Reference</p> <ul style="list-style-type: none"> • consultations • partnerships • CLL/Subject Pages 	<p>Faculty</p> <ul style="list-style-type: none"> • Recognize the library as a teaching partner • Collaborate with librarians to develop instructional content which integrates library resources into the educational curriculum 	<p>Faculty</p> <p>Advance undergraduate students ability to:</p> <ul style="list-style-type: none"> • acquire, comprehend, and evaluate information and arguments • integrate, create, and apply knowledge • formulate considered and reasoned ethical judgments for responsible use of information 	<p>Faculty</p> <ul style="list-style-type: none"> • Champion library resources and services for lifelong learning and knowledge enhancement. • Maintain sustained teaching partnerships with OSU librarians and services.

¹ Undergraduate medium student outcomes are directly taken from the Ohio State University Council on Academic Affairs



Assessment of Strategic Focus Area 1, Relationships & Capacity

Assessment Focus Area	Audience	Assessment Question	Use	Criteria for Success	Data Source	Assessment Calendar
Relationships & Capacity	<ul style="list-style-type: none"> OSU Libraries COLIT Faculty partners OAA 	Faculty Do faculty view librarians as teaching partners for advancing the curricular experience at The Ohio State University	<ul style="list-style-type: none"> Evaluation Marketing & promotion Program planning & improvement 	Teaching collaborations with library faculty increase 15% by 2016	<ul style="list-style-type: none"> Divisional quarterly reports Google Analytics TEACH Database Testimonials 	Quarterly (Dashboard)
				Can we track usage of library-produced learning objects embedded in Carmen?		
				Positive faculty testimonials		
		Are the Libraries effectively marketing library services which enhance information literacy instruction to faculty?	<ul style="list-style-type: none"> Marketing & promotion Program planning & improvement 	Faculty demonstrate knowledge of OSUL info lit tools and instructional services	<ul style="list-style-type: none"> Google Analytics Survey 	Quarterly (Dashboard) Annually Survey-?
	<ul style="list-style-type: none"> OSU Libraries COLIT OAA Student Life 	Undergraduates Do undergraduates view librarians and library staff as partners for advancing their academic success?	<ul style="list-style-type: none"> Evaluation Marketing & promotion Program planning & improvement 	Students report the Libraries support their educational goals	<ul style="list-style-type: none"> STEP Survey 	Annually (April)
	<ul style="list-style-type: none"> OSU Libraries OAA 	Do undergraduates form positive relationships with library faculty and staff?	<ul style="list-style-type: none"> Advocacy Evaluation Marketing & promotion Program planning & improvement 	# of undergraduate research projects mentored by library faculty;	<ul style="list-style-type: none"> TEACH Database RIV 	Annually (May)
				Undergraduate student testimonials	<ul style="list-style-type: none"> Divisional quarterly reports 	Quarterly
Maintain or improve undergraduate superiority mean scores for each individual statement in the Affect of Service dimension				<ul style="list-style-type: none"> LibQUAL 	February 2015	



Assessment of Strategic Focus Area 1, Quantity & Quality

Assessment Focus Area	Audience	Assessment Question	Use	Criteria for Success	Data Source	Assessment Calendar
Quantity & Quality	<ul style="list-style-type: none"> OSU Libraries COLIT Faculty partners OAA Various OSU student support services 	Consultations/Partnerships: Do undergraduate students consult a librarian for help to write a paper or report greater than 5 pages?	<ul style="list-style-type: none"> Advocacy Evaluation Marketing & promotion Program planning & improvement 	Number of undergraduate students who use the Libraries research consultation services to help write a paper or report greater than 5 pages increased between the 2013/2014 academic year and the 2015/2016 academic year	<ul style="list-style-type: none"> LibAnswers? NSSE? 	Quarterly (Dashboard)
		How many undergraduate students took advantage of library programs and services co-sponsored with another campus partner (CTSW, Undergraduate Research Office, Honors & Scholars, MARS)		Number of undergraduate students participating in library partner programs increased between the 2014/2015 academic year and the 2015/2016 academic year.		<ul style="list-style-type: none"> LibAnswers? TEACH? Campus partners?
	<ul style="list-style-type: none"> OSU Libraries Faculty partners 	Make the Leap: How many instructors integrated the Make the Leap assignment into their introductory courses	<ul style="list-style-type: none"> Marketing & promotion Program planning & improvement 	Maintain or increase % of courses which integrated the Make the Leap assignment	<ul style="list-style-type: none"> Teaching & Learning 	Tri-annually (Aug, Dec, May)
	<ul style="list-style-type: none"> OSU Libraries OAA Student Life 	STEP: Does participation in the STEP program encourage students to talk to a librarian?	<ul style="list-style-type: none"> Marketing & promotion Program planning & improvement 	Number of undergraduate uses of library Ask Us and research services increased between the 2013/2014 and 2014/2015 academic year. (Includes in-person, phone, email, and chat reference)	<ul style="list-style-type: none"> LibAnswers 	Quarterly (Dashboard)
		Did STEP students integrate library services and resources into their undergraduate research experience?	<ul style="list-style-type: none"> Evaluation Marketing & promotion Program planning & improvement 	Number of undergraduate research opportunities (or number of undergraduate research opportunities requiring use of library resources and services)	<ul style="list-style-type: none"> Undergraduate Research Office TEACH Database RIV 	Annually (May)
		How many STEP students participated in library-sponsored co-curricular STEP workshops?	<ul style="list-style-type: none"> Evaluation Marketing & promotion Program planning & improvement 	Number of attendees at library sponsored co-curricular STEP workshops Number of unique attendees at library-sponsored co-curricular STEPO workshops	<ul style="list-style-type: none"> Teaching & Learning 	Bi-annually (Dec, May)
	<ul style="list-style-type: none"> OSU Libraries 	Info Literacy Instruction/Learning Objects: Did faculty integrate library learning objects into individual courses?	<ul style="list-style-type: none"> Evaluation Marketing & promotion 	InfoLit Toolkit? Usage of library learning objects? Are CLL pages considered library learning objects?	<ul style="list-style-type: none"> CLL Google Analytics (usage, paths) 	Quarterly (Dashboard)
		How often do faculty request liaison library services to enhance information literacy instruction for the same course in subsequent years?	<ul style="list-style-type: none"> Evaluation Marketing & promotion Program planning & improvement 	Trends by college or discipline?; Number of repeat information literacy instruction customers	<ul style="list-style-type: none"> TEACH Database 	Quarterly (Dashboard)

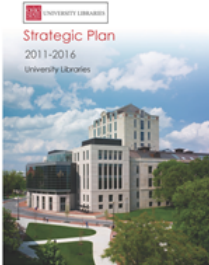


Assessment of Strategic Focus Area 1, Outcomes

Assessment Focus Area	Audience	Assessment Question	Use	Criteria for Success	Data Source	Assessment Calendar
Outcomes	<ul style="list-style-type: none"> OSU Libraries COLIT OAA 	Course-Related Instruction: <i>By graduation, are undergraduate students able to acquire, comprehend, and evaluation information and arguments?</i>	<ul style="list-style-type: none"> Advocacy Evaluation Program planning & improvement 	Self-report via NSSE. Other tools?; Correlate GPA to whether the student had Make the Leap assignment, ASC 2120, ASC 2121, etc... Query faculty after one-shot instruction?	<ul style="list-style-type: none"> NSSE SIS Faculty Survey? 	TBD
		<i>By graduation, are undergraduate students able to formulate considered and reasoned ethical judgments for responsible use of information?</i>		Number of judicial review cases related to plagiarism decreased (http://studentconduct.osu.edu/page.asp?id=52)? How many a year are there?		<ul style="list-style-type: none"> Student Life
	<ul style="list-style-type: none"> OSU Libraries COLIT OAA 	Course Enhancement Grants Do Course Enhancement Grants generate and create sustained librarian-teaching partnerships? Did the Libraries Course Enhancement Grant program improve the incorporation and use of library and other information resources in OSU courses?	<ul style="list-style-type: none"> Advocacy Evaluation Marketing & promotion Program planning & improvement 	Maintain or increase new collaborative gains	<ul style="list-style-type: none"> Divisional quarterly reports TEACH Database Teaching & Learning 	Quarterly (Dashboard)
				Maintain or improve collaborative partner relationships		
				Faculty testimonials		
	<ul style="list-style-type: none"> OSU Libraries COLIT OAA Student Life 	Make the Leap/STEP Do student recognize and select library services and resources that support their educational goals? Does Make the Leap or participation in the STEP program help students to use and apply library services and resources in their academic work?	<ul style="list-style-type: none"> Advocacy Evaluation Marketing & promotion Program planning & improvement 	Correlation between NSSE question #7 (number of academic papers of 6 or more pages that were assigned more than 3 times) and number of undergraduate uses of library Ask Us and research services	<ul style="list-style-type: none"> LibAnswers NSSE 	February 2015
				Means for junior student responses to the 2015 LibQUAL Information Literacy Outcomes questions will increase over freshman student response means for the same questions in the 2013 LibQUAL survey.		
	<ul style="list-style-type: none"> OSU Libraries COLIT OAA 	OSU Baccalaureate Graduates Do OSU graduates use library services and collection for problem-solving and decision-making?	<ul style="list-style-type: none"> Advocacy Evaluation 	TBD	<ul style="list-style-type: none"> Alumni Survey 	TBD



DASHBOARDS



Focus Area 2:

Provide library experiences and opportunities that inspire creativity, discovery, innovation and collaboration in support of University-level initiatives.

Initiative 2.1:

Plan, create and implement robust and coordinated exhibits and programs which offer meaningful and memorable learning experiences in alignment with campus-wide initiatives and programs.

The Intellectual Crossroads:

The OSU Libraries offered over 2,000 programs, exhibits, and tours to the OSU and local community in 2013.

Highlights include:

**Substance and Shadow: The Art of the Cartoon*, the inaugural exhibit of the Billy Ireland Cartoon Library & Museum

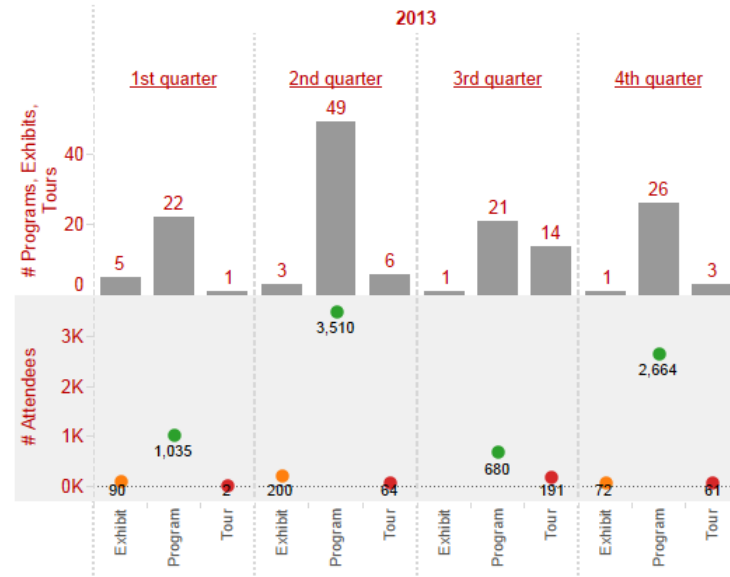
**Artist's Books Open Houses*, showcasing distinctive collections of the OSU Libraries

**Woody Hayes, 100 Years On and Off the Field*, a physical and online exhibit which served as the Libraries contribution to the university-wide celebration of Woody and Anne Hayes.

To learn more about the OSU Libraries 2013 programming activities, select Exhibit, Program, or Tour from the menu below.

- Exhibit
●
- Program
●
- Tour
●

	2013			Grand Total
	Exhibit	Program	Tour	
# of Programs	10	118	24	152
# of Attendees	362	7,889	318	8,569





Benefits of the Logic Model/Assessment Plan

- A flexible, yet structured approach for library assessment planning
- Facilitates a participatory, collaborative, inclusive approach
- Creates focus
- Appropriate for assessing linear and iterative programs & services
- Ability to communicate the results or accomplishments of a program to interested stakeholders and inform program or service development.



Questions?

Sarah Murphy

The Ohio State University Libraries

Coordinator of Assessment

murphy.465@osu.edu

<http://u.osu.edu/murphy.465>