

CLOSING THE LOOP: Evaluating Your Scholarly Communications Programs and Services

*Institute on Scholarly Communication
Library Assessment Conference Workshop
Thursday August 7, 2014
8:30am – 12:30pm*

Catherine Brown, consultant

OUR AGENDA

8:30 - 9:10	Welcome and Introductions/Evaluation Touchpoints. And Two Caveats.
9:10 - 9:45	Evaluation Basics
9:45 - 10:15	Breakout 1 - Logic Models
10:15 - 10:30	BREAK
10:30 - 11:00	Key Performance Indicators (KPIs)
11:00 - 11:40	Breakout 2 - KPIs - Your Turn. Quick Review
11:40 - 12:20	Breakout 3 - Your Logic Models
12:20 - 12:30	Questions, Next Steps

You, and what you want to know about evaluation

- Your role in scholarly communications
- Your team (if there is one)
- What else you do
- Your topmost evaluation challenge
- How evaluation is/could be useful to you

Evaluation basics

- IMPROVING versus PROVING
- Summative and formative evaluation
- Process and outcome evaluation
- Logic models and theories of change
- Evaluation's role in the planning cycle
- How evaluation supports resource allocation

A culture of continuous improvement....*

FROM	TO
Data for external reports	Data for internal improvement
Silos/knowledge as power	Distributed learning/shared accountability
Fear: of making a mistake, breaking the rules	Support for new strategies - fail fast and try again
IS YOUR INSTITUTION A LEARNING CULTURE? CAN IT BECOME ONE?	

* From "Good Stories Aren't Enough," a publication of Public/Private Ventures,

Formative vs. summative evaluation

- Non-profit consultant Roger King advises that 80 percent of an organization's focus should be on continuous improvement and *formative* evaluation of programs.
- Pranav Kothari of Mission Measurement says, "Get data to *improve your work* as fast as you can."

Process versus impact evaluation

7

PROCESS	IMPACT
•How do stakeholders perceive us?	What positive changes occur in our constituents' lives because of our programs?
•How well does our organization communicate internally?	
•How well do we train and orient new board members?	
Do we raise money efficiently?	

Two evaluation designs

- Logic Model: (what)

Inputs (resources)	Outputs (activities, audiences)	Outcomes (short-term, intermediate)	Impacts (long-term)
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- Theory of Change: (why)

Activities	Necessary preconditions	Necessary preconditions	VISION
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What are outcomes?

- *Outcomes are specific changes in **attitudes, behaviors, knowledge, skills**, status, or level of functioning expected to result from program activities and which are most often expressed at an individual level.¹*
- SMART outcomes: specific, measurable, attainable, relevant, time-specific.

*Kellogg Foundation definition

How can outcomes be assessed?

SHORT TERM	INTERMEDIATE
Attitude, Awareness	Skills, Knowledge, Behaviors
INDICATORS:	INDICATORS:
Frequency of program attendance	Increased knowledge, skills
Level of participation	Reduction in risk behaviors
Completion of program(s)	Participants meet goals

Breakout 1: LOGIC MODEL

ABC is a culinary job-training program for adults with multiple barriers to employment.

INPUTS	OUTPUTS	OUTCOMES

Key performance indicators

- Typically expressed as a number or percent
- How many do you need?
- Regular measurement is key - monthly, quarterly, yearly
- KPIs and dashboards

DATA COLLECTION....

- You will need some software
- Balance #s and %s with anecdotes
- Surveys and incentives
- Observation - don't discount it

Breakout 2 - Add THE KPI(S)

ABC is a culinary job-training program for adults with multiple barriers to employment.

INPUTS	OUTPUTS	OUTCOMES	KPIs

Quick review

- What do you want to measure in your scholarly communications program?
 - Process versus impact
- What tools will you use?
 - Logic model or theory of change
- How will you gather data?
- What barriers do you foresee?

Breakout 3: YOUR LOGIC MODEL

Your group's program is: ?

INPUTS	OUTPUTS	OUTCOMES	KPIs

Questions? And next steps....

- **THANK YOU FOR COMING!**