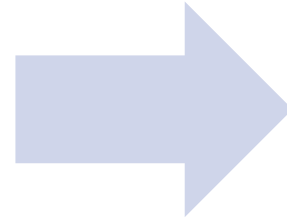


ASSESSMENT OF LIBRARY LIAISONS PROGRAMS

- WHY IT SHOULD BE DONE AND HOW WE SHOULD DO IT
- OSU'S LIAISON PROGRAM FRAMEWORK AND ASSESSMENT PLAN
- ASSESSMENT MEASURES FOR LIBRARY LIAISON PROGRAMS
- IT'S YOUR TURN: ASSESSMENT ACTIVITY



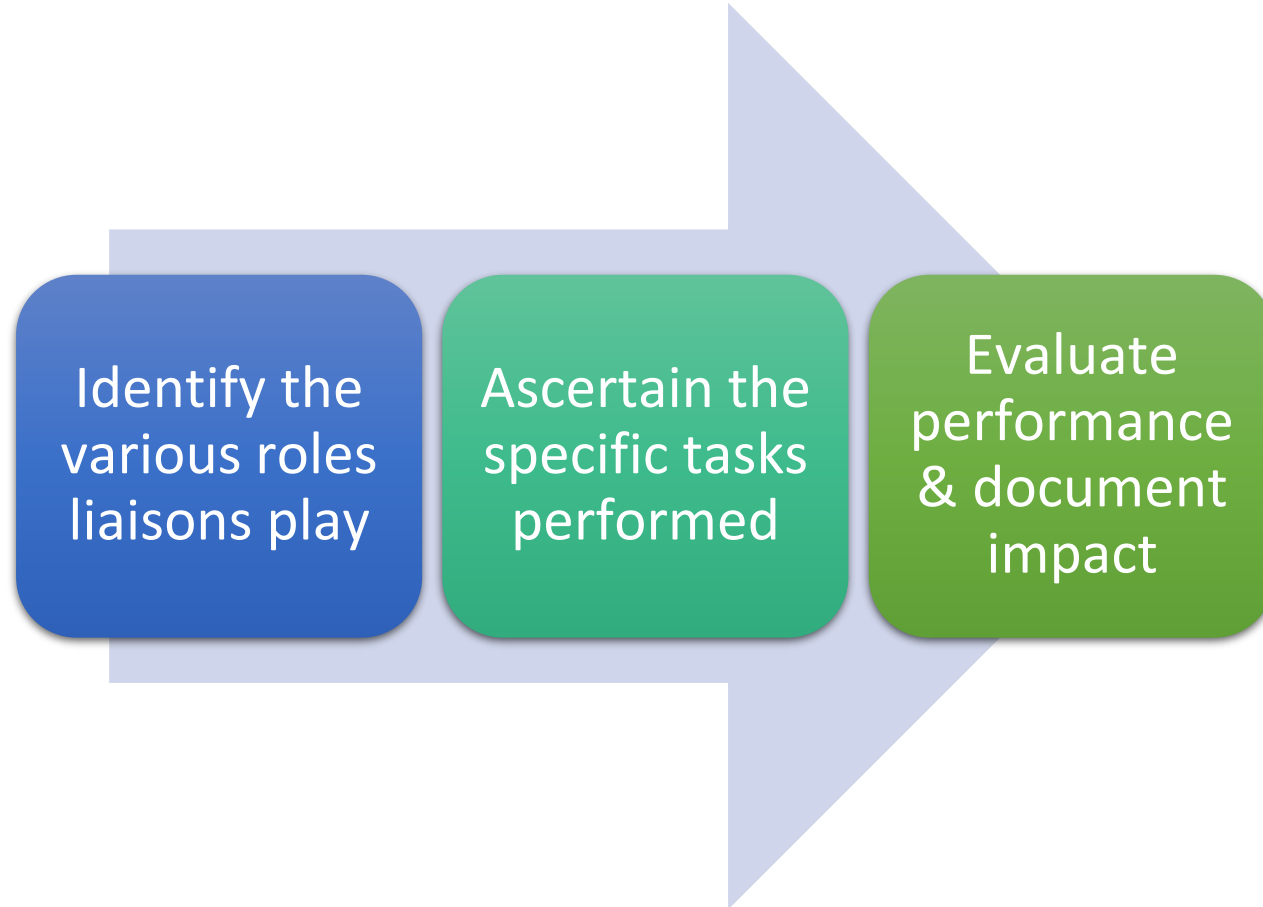
WHY ASSESS LIBRARY LIAISON PROGRAMS?



- Informal organization, based on previous relationships with Faculty
- Focus on some liaison areas only
- Dependent on librarian initiatives

- Alignment with strategic priorities
- Supports the full range of academic programs
- Evaluation of individual librarian performance

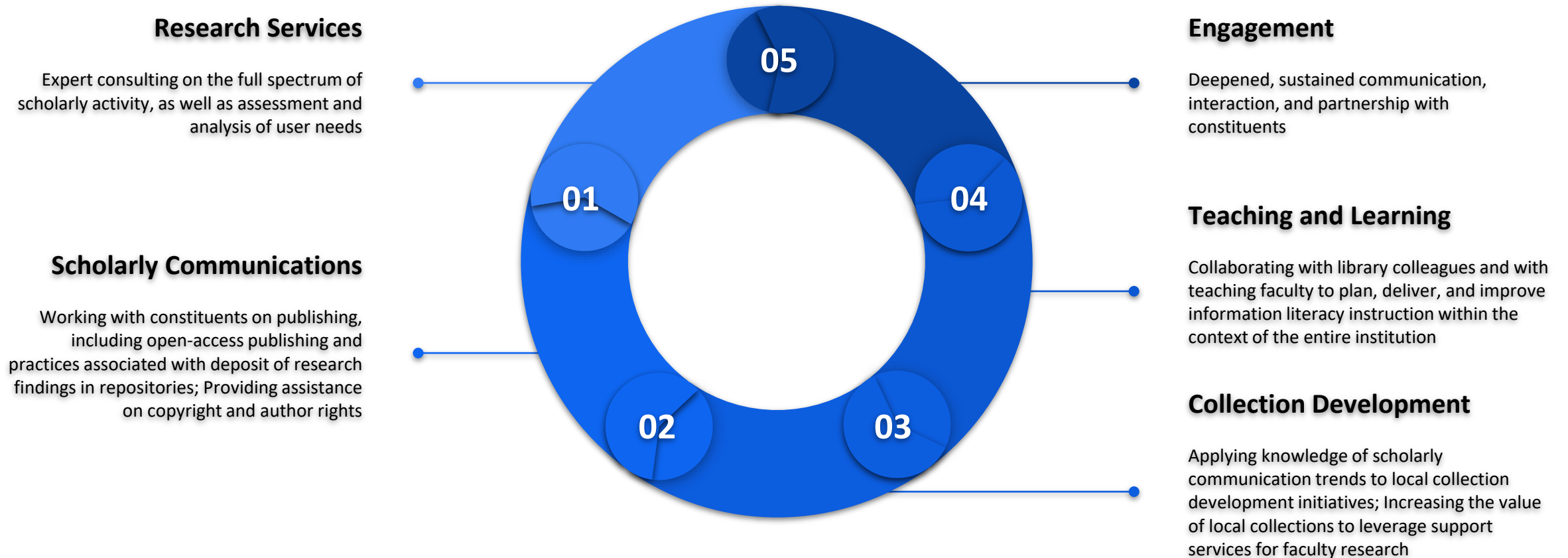
HOW DO WE ASSESS LIBRARY LIAISON PROGRAMS?



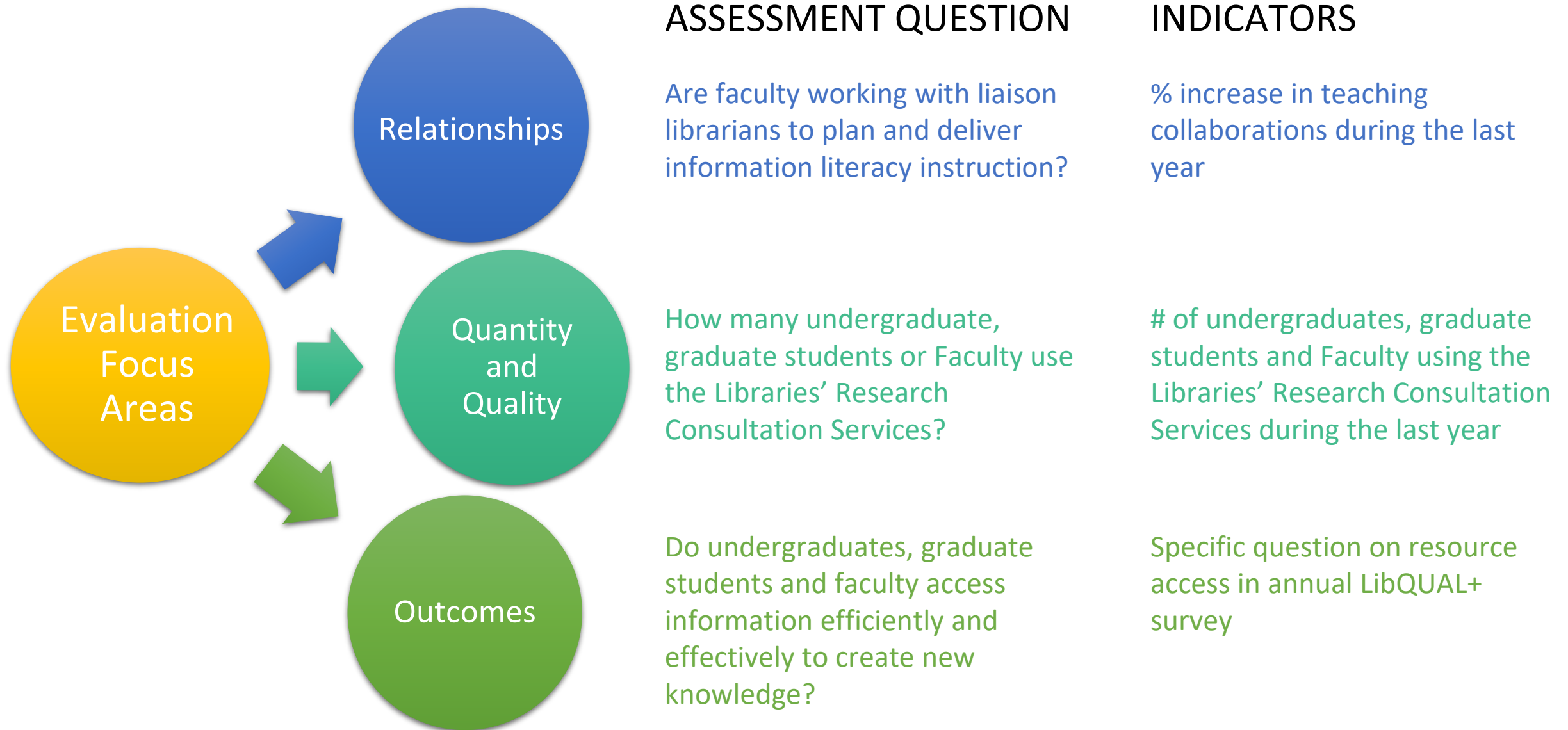
- Improve overall services
- Report positive results to specific audiences
- Identify requirements for librarian professional development

EXAMPLE OF A LIAISON PROGRAM FRAMEWORK: OSU LIBRARIES

Core Elements of Ohio State University's Engaged Librarian Framework



EXAMPLE OF A LIAISON PROGRAM ASSESSMENT PLAN: OSU LIBRARIES



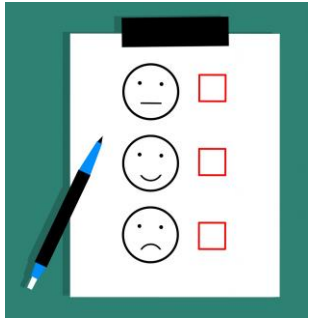
EXAMPLES OF LIAISON PROGRAMS ASSESSMENT MEASURES



Open comments from library-wide assessment



Open rate



Satisfaction surveys



Interviews and focus groups



Voluntary testimonials



Social media metrics

THINK BOLD AND BIG: CROWDSOURCING IDEAS TO IMPROVE LIBRARY LIAISON PROGRAMS

If you could improve ONE facet of your liaison program, which one would it be, and how would you assess it?

1. Select one *Engaged Librarian Framework* Core Element from the following:
 - a. Collection Development
 - b. Engagement
 - c. Research Services
 - d. Scholarly Communications
 - e. Teaching and Learning
2. Combine with one Evaluation Focus Area from the following:
 - a. Relationships
 - b. Quantity and Quality
 - c. Outcomes
3. Enter your discussion room and start dreaming! Your group facilitator will share with you the link to your group's Google Drive spreadsheet.
4. Record at least one assessment question, a measure indicator, and a data collection method. Add lines if your group comes up with additional ideas!
5. Ideas will be consolidated in a unique document that will be shared after the conference.

Using [OSU model from Assessing Liaison Librarians](#) as a starting point.
 Participants will reflect on how gaps between their current and desired liaison program could be filled (12 minutes)
 Guiding questions:
What assessment are you doing?
How?
Why is it important to you?
Which one would you suggest to begin with?
How could your liaison program adapt to post-pandemic academia or become more inclusive?
 Return to the main room for share back (3 minutes)

Examples of assessment measures: Basic library statistics, open comments from library-wide assessment, satisfaction surveys, voluntary testimonials, open rate, interviews and focus groups, social media metrics

Compilation of group activity responses

Liaison Program Core Element	Evaluation Focus Area	Assessment Questions	Indicators Used	Data Collection Method
Collection Development (Applying knowledge of scholarly communication trends to local collection development initiatives; Increasing the value of local collections to leverage support services for faculty research)	Relationships			
	Quantity and Quality	Are our physical books actually used, and how does this indicator vary from one discipline to another? This question may also inform how budgets are allocated.	Percentage of books purchased in the last five years that were borrowed at least once, broken down by LC Subjects (i.e. Dentistry, Nursing, Astrophysics, etc)	GreenGlass (vendor: OCLC) analysis of library collection usage
			Narrative Medicine collection Circulation	statistics from Alma
	Outcomes			
Engagement (Deepened, sustained communication, interaction, and partnership with constituents)	Relationships	Do new faculty members receive information on library services within the first six months of employment?	newsletter / emails sent to new fac., open rate	mail chimp, responses, Social media accounts
		How satisfied are faculty/researchers with services provided by liaisons?	interviews	focus groups
		Are there particular people who you frequently communicate with?		
			Follow up emails from students and faculty	Email stats in LibAnswers
	Quantity and Quality	What are the ways we're engaged?	Focus on expanding types of engagement	Collect information in central location on unique types of engagement (e.g., a dashboard)
		What would you tell your successor?		
		Shout out stories 0cycle of success	count how many are posted but not scientific	
	Outcomes	Do undergraduates, graduate students and faculty access information efficiently and effectively to create new knowledge?	Specific question on resource access	Annual LibQUAL+ survey
LibQual every 2 years		from the LibQual system		

Liaison Program Core Element	Evaluation Focus Area	Assessment Questions	Indicators Used	Data Collection Method
Research Services (Expert consulting on the full spectrum of scholarly activity, as well as assessment and analysis of user needs)	Relationships	Are librarians added as co-authors or acknowledged as collaborators on published papers?	Authorship, Acknowledgements	Librarian ORCID/records, surveys, lit searches/alerts
	Quantity and Quality	How many undergraduate, graduate students or Faculty use the Libraries' Research Consultation Services?	# of undergraduates, graduate students and Faculty using the Libraries' Research Consultation Services during the last year; also report librarian involvement (frequency, time)	Record number and duration of reference interviews & follow-up searches in a spreadsheet
		User satisfaction with Libraries' Research Consultation Services.	How do users feel about the services provided?	
		How successful are we at providing support for systematic or other in-depth reviews?	# of consultations and time spent / . Percentage of Systematic Review Published by the University and Library Involvement	Recording in Lib Qual / Web of Scienc and Other Database Searches for ones done by university.
		What types of questions are being asked and can we create proactive resources instead of providing reactive services?	Gap analysis, more proactive, less reactive	Analysis of reference statistics for content areas and common questions
	Outcomes	What are the results or long term outcomes from our research support?	Grants received, papers published, authorship, etc.	
		Are works in which librarian consult with faculty/student being published	# of articles published with librarian as listed author or given acknowledgement	Record number of librarian co-authored articles/ review articles published for research consults
Scholarly Communications (Working with constituents on publishing, including open-access publishing and practices associated with deposit of research findings in repositories; Providing assistance on copyright and author rights)	Relationships	Getting involved with programs in liaison departments (e.g., going through JBI training in Nursing)		
			Number of Student publications added to University Repository for a department	Electronic Self-Submission Permission forms
	Quantity and Quality			
	Outcomes	Can the library support systematic reviews more effectively?		
		Where are students publishing and are they aware of research metrics indicators?	Papers published in the last 5 years (compare with theses published in the institutional repository?)	Web of Science or PubMed search by affiliation and author name... or perhaps a survey sent to professors would be faster
	Has the number of publications from the school changed over time?		search potential author names in databases; Survey; collaborate with research office at school	

Liaison Program Core Element	Evaluation Focus Area	Assessment Questions	Indicators Used	Data Collection Method
<p>Teaching and Learning (Collaborating with library colleagues and with teaching faculty to plan, deliver, and improve information literacy instruction within the context of the entire institution)</p>	<p>Relationships</p>	Are faculty working with liaison librarians to plan and deliver information literacy instruction?	% increase in teaching collaborations during the last year	Record number of collaborations from workshops spreadsheet calendar
		Are nursing PhD students, who meet with a librarian on developing search strategies, publishing review articles?		Determining a method to track student publications.
		is library content embedded in online course?	number of online courses	
		are librarians/liaisons communicating with one another on their instruction? Are they collaborating?	access to shared space/document to grab what is needed for instruction	number of meetings/conversations had on this particular topic (in-person, digital, etc)
	<p>Quantity and Quality</p>	Do students feel prepared for using library resources in a timely fashion?		
		Is instruction customized to the needs of each user group?		
		Are there additional areas of the curriculum where library support is needed?	open comments	Survey and a couple focus groups
		Teaching and learning experiences	Online Survey	
		Teaching and learning experiences	survey by session attendees	one on one feedback
		Impact of library instruction over the course of the educational time in a school?	Pre and Post assessment - enter school and graduate	RedCap Survey ; Percentage Change in Correct Responses and Self-Assessments
		How has instruction changed because of interaction with colleagues?		
	<p>Outcomes</p>	Do library instruction session improve student learning outcomes?	Increase/improvements in scores, quality of resources used	Compare assignments for quality
		Are students learning and retaining desired skills from librarian instruction sessions?	Ask for resources used to answer 3 health questions at beginning and end of and instruction session; compile before/after results	Questionnaire
		Teaching points	in class quiz or module	
		Do attendees' comfort level, confidence, and efficiency increase after training?	response to questions about comfort, confidence, efficiency (e.g. are you stressed when doing a PubMed search)	participant survey
		Do the citations that students use in their papers show that they have learned how to find quality research articles?	Papers cited	Citing Impact @ Humbolt State
		Can students apply evidence-based practice skills in clinical practice?	skills at question formulation/literature searching	station on observed clinical skills exam
		How satisfied are attendees with these sessions?		
		Is librarian-led instruction contributing to overall evidence-based practice competency?	test scores? Survey of comfort?	Fresno test? developed survey?
		We deal with professional degree programs with competency-based outcomes		