

**TO:** ALA Executive Board

**FROM:** Keith Michael Fiels, Executive Director

**DATE:** April 8, 2016

**SUBJECT:** Strategic Directions - evaluation and assessment framework and assessment metric working drafts.

**OVERVIEW:**

The strategic framework developed by the ALA Executive Board in February 2014 includes a number of enabling strategies which support the attainment of the goals of the strategic directions. The first of these strategies is to:

- Create an assessment and evaluation process to measure the effect of the strategic initiatives.

This document provides an overview of the framework and process that will be used over the next three to five years to evaluate 1) our progress in meeting the goals outlined in the strategic directions (summative) and 2) the effectiveness of specific strategies in advancing these goals (formative).

Over the last several months, we have been working with the Office for Research and Statistics and the three Strategic Directions coordinating teams to identify a framework that will support our evaluation and assessment activities over the coming years. The framework which we will be utilizing is based on that developed by the Institute for Museum and Library Services (and illustrated in exhibit 1). This framework is currently used by IMLS is assessing the impact of national initiatives and individual projects funded by the Institute. This logical model includes the following components:

- **Inputs:** What did we use? How much did we spend? How much did we consume?
- **Activities and services:** What did we do?
- **Outputs:** How many units did we deliver? To whom?
- **Outcomes:** What did we achieve for our target audience?

The IMLS model reflects current thinking in evaluation and assessment, which attempts to look beyond outputs, which have been traditionally used as measures of “success”, and focus on outcomes, which reflect the long term impact of projects and initiatives. This growing focus on impact is reflected in important work currently underway in the field, such as that of the Gates Foundation, and within ALA, such as that of ACRL (the impact of academic libraries) and PLA (public library outcome measures).

The University of Wisconsin Extension model (see exhibit 3) is an example of a framework that builds on this logic model and incorporates additional refinements - by including the Situation (this is where “benchmarking” figures into the process) and further expanding outcomes to reflect three distinct components:

- Short Term Knowledge
- Medium Term Actions
- Long Term Conditions

How this model works in practice is illustrated in exhibit 3 by two examples taken from the advocacy plan public awareness strategy and goals. The strength of this model is that it helps us to better distinguish between related but distinct outcomes such as attitudinal change and behavioral change.

Exhibit 2 illustrates how this framework operates within the context of the ALA Strategic Directions. The components of our assessment model are supported by benchmarking and data sources that range from internal data gathering (how many units did we deliver) to member surveys, public surveys, research studies and data collected by other organizations (An example of this last would be studies conducted by the Pew Research Center). By using this framework and aligning ALA and external data components, we will be able to more effectively benchmark and collect data on various desired outcomes.

It must be noted that many of the outcomes we are interested in, such as the impact of advocacy training on library funding or the impact of public awareness campaigns on public behavior, can be extremely difficult to assess. In some instances, causal effect, which is what we are seeking to establish, will be very difficult to demonstrate due to the many factors that potentially affect human behavior. Having said that, the model will help us focus our limited resources, identify areas for future research, and create a framework within which anecdotal information can be most effectively gathered and utilized to support future planning.

Exhibits 4, 5 and 6 illustrates the application of the evaluation and assessment model to ALA’s Strategic Directions. These three tables represent key inputs, outputs and outcomes identified by

the Advocacy, Information Policy and Professional Development coordinating teams. At this point, these tables represent working documents which are being refined in collaboration with the Office for Research and Statistics. Going forward, ORS will coordinate and support the gathering of benchmarking and ongoing assessment data in support of the strategic directions, with a particular focus on using member and public surveys to help measure impact.

Going forward, regular evaluation and assessment reports will be prepared for discussion by the Executive Board, and for sharing with the membership.

# Developing the Logic Model

## Inputs

- What did we use?
- How much did we spend?
- How much did we consume?

## Activities & Services

- What did we do?

## Outputs

- How many units did we deliver?
- To whom? (audience characteristics)

## Outcomes

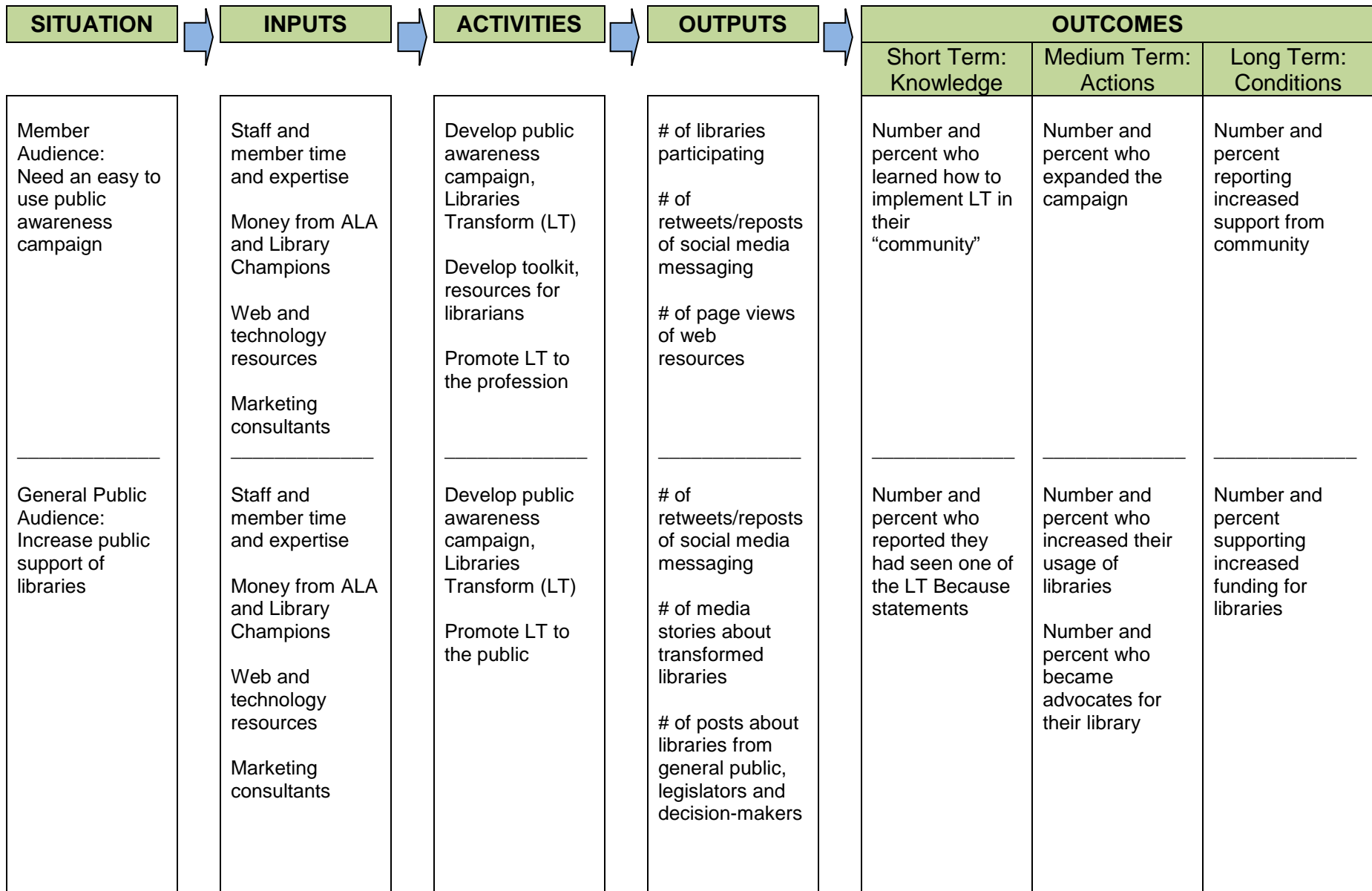
- What did we achieve for our target audience?

**American Library Association  
Strategic Directions  
Outcome Based Planning and Evaluation  
March 30, 2016**

Key External Benchmarking/ Data Sources	Logic Model*	ALA Benchmarking/ Data Sources
<p><b>Research/Studies</b> conducted by other organizations that may be used as benchmarks or to capture metrics (examples include Pew Research Studies, OCLC studies)</p> <p><b>Data Collection</b> conducted by other organizations that can be used to benchmark or track metrics (examples include census data, library statistical data)</p>	<p><b>Inputs</b> identify what we invest in money, research, materials, technology, time, and staff/member expertise</p> <p><b>Activities and Services</b> identify the workshops, meetings, products, curriculum, resources, trainings and services we develop and deliver</p> <p><b>Outputs</b> identify the number and types of users and participants who were reached and engaged, based on activities undertaken; outputs include website traffic, social media retweets/reposts, media coverage, etc.</p> <p><b>Outcomes</b> identify change in the target audience in skill and knowledge, attitudes and behaviors, and status and condition</p> <p>*Adapted from <i>Shaping Outcomes: Making a Difference in Libraries and Museums</i>, IMLS and IUPUI, <a href="http://shapingoutcomes.org/course/model/">http://shapingoutcomes.org/course/model/</a></p>	<p><b>Public Opinion Polls</b> are conducted on an ongoing basis</p> <p><b>Member Surveys</b> are conducted on an ongoing basis</p> <p>An <b>ALA Gap Analysis</b> was conducted in 2004 and 2009 and identified members' perception of the importance and performance of ALA's various products and services</p>

**EXAMPLE OF A LOGIC MODEL \***

Advocacy Strategy 1: Develop a sustained national advocacy campaign to increase public awareness of the value, impact and services provided by librarians and libraries of all types



\*Adapted from the University of Wisconsin Extension, <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html>

**Input Metrics** measure the resources that are used and the activities undertaken to achieve an output, including budget, personnel, and staff/member expertise.

# of advocacy trainings/webinars
# of advocacy resources/toolkits/checklists
# of libraries inquiring about Libraries Transform
# of social media posts
# of media pitches/opportunities
# of libraries asking for advocacy assistance from ALA
# of libraries asking for advocacy assistance from other members/network building

**Output Metrics** identify the number and types of users and participants who were reached and engaged, based on activities undertaken.

# of participants in advocacy webinars, training sessions
# of unique pageviews, page visits, downloads of advocacy resources
# of libraries participating in Libraries Transform
# of retweets/reposts of social media messaging
# of stories collected from libraries about their use of Libraries Transform
# of library advocates contacting their legislators and decision-makers
# of library advocates talking about libraries
Publicity value of media coverage

**Outcome Metrics:** measure achievements or changes in skill and knowledge; changes in behaviors and attitudes; identify actions we inspired audiences to take.

Change in public perception of the value, impact and services provided by libraries
Increase in the number of library professionals and members of the public involved in library advocacy
Increase in the number of advocates who report success after using ALA advocacy resources
Increase in the number of advocates who report success after participating in ALA advocacy trainings
Increase in passage of legislation favorable to libraries
Increase in passage of library referenda
Increase in library funding
Increase in the percentage of members who rate ALA as playing a key role in advocating for libraries

**Input Metrics** measure the resources that are used and the activities undertaken to achieve an output, including budget, personnel, and staff/member expertise.

Research and analysis conducted on discrete topics (by staff, consultants, or ALA members)
Extent of general outreach activities (informal discussion at events; requested meetings or conference calls; etc.)
Writing, editing, and production of final documents
Pitching outlets for acceptance/interest in ALA content
Brainstorming activities to generate new ideas, concepts, and approaches (reading books, attending non-library conferences, viewing webinars, meeting with varied experts, etc.)
Cultivate funding – writing proposals, cultivating sponsors
Intellectual freedom: Sponsor Banned Books Week, generate Top Ten Challenged Books, collateral, talking points (ALA staff)
eRate and Filtering: statement and supporting blogs, white papers, workshops, and webinars (ALA staff and members)
Privacy: Library Privacy Guidelines for E-book Lending and Digital Content Vendors; NISO Consensus Principles on Users' Digital Privacy in Library, Publisher, and Software Provider Systems; Choose Privacy Week (May 1-7); Let's Encrypt (ALA staff, IFC Privacy subcommittee, members, partners)

**Output Metrics** identify the number and types of users and participants who were reached and engaged, based on activities undertaken.

ALA formal comments/amicus briefs submitted to federal entities
ALA articles and op-eds published in non-library outlets
ALA collaborative projects initiated with non-library organizations
ALA published formal reports targeted to library and/or non-library audiences
ALA-organized workshops targeted to non-library and/or library audiences
ALA articles and op-eds published in library community outlets
Presentations and meetings at ALA conferences
Media reach metrics: interview requests, readership/viewership of various media organs
Web analytics for statements, blogs, guidelines
Attendance at workshops, webinars

**Outcome Metrics:** measure achievements or changes in skill and knowledge; changes in behaviors and attitudes; identify actions we inspired audiences to take.

Non-ALA articles, reports, speeches, or other publications that reference ALA materials in a substantive way
Increased visibility of ALA and libraries in information policy-related publishing outlets
Invitations to ALA by non-library entities to participate in programs, conferences, and meetings
Invitations to serve on non-ALA boards, committees, or other bodies
Invitations to serve as partners or recommenders on grant applications
ALA leaders increasingly include information policy considerations in their strategies, plans, and deliberations
Policy decisions reflect ALA positions



90% of challenged materials preserved or restored, civic engagement and discussion tilts toward greater exploration and less censorship

School and public libraries see 15% increased funding for telecommunication AND configure filters only to comply with the requirements of CIPA; 5% of schools re-examine filtering policies

5% of public and academic library websites support HTTPS protocol in 2016

**ALA Professional & Leadership Development Strategic Direction, Assessment Framework**

**Input Metrics** measure the resources that are used and the activities undertaken to achieve an output, including budget, personnel, and staff/member expertise.

# of new trainings, courses, webinars, and in-person events created
Updates/introduction of frameworks, standards, competencies (supporting coherent career development)
Curricula, “streams of content,” or “pathways” developed (supporting coherent career development)
Elements of learning environment added: elearning ecommerce; options for tracking; self-assessment; LMS; integration of content across formats
# of CEU courses offered
# of recognition-based learning opportunities (digital badges, certificates, micro-credentials) created
# of new titles published
New training/educational opportunities around or including issues of equity, diversity, inclusion
New internationally focused opportunities created
# of Engage with ALA pages added

**Output Metrics** identify the number and types of users and participants who were reached and engaged, based on activities undertaken.

# of registrants/participants/customers—broken into subsets as needed (elearning, in-person and blended events, LSSC, on-demand downloads, book purchasers, international etc.)
# of CEUs, digital badges, certificates, micro-credentials awarded/claimed on completion
% of registrants/participants returning for second (or more) course/event. % of repeat customers (books).
% of high ratings in evaluations/reviews of events, books
\$ revenue broken down by in-person events, elearning, books
# downloads of on-demand resource for LIS students on the value of associations in career development
# of site visitors: ALA, ACRL, AASL, PLA conference sites/ Elearning ecommerce/ ALA Store/ Engage pages, ala.org
\$ value of Spectrum scholarships, # of Spectrum scholars
% of members proactively building ALA member profiles, including CE/PD
# attending kitchen-table conversations

**Outcome Metrics:** measure achievements or changes in skill and knowledge; changes in behaviors and attitudes; identify actions we inspired audiences to take.

%/# of registrants/participants/customers who indicate on immediate post-event evaluation/survey if they plan to make changes in professional/work practices using something they learned
Changes in career trajectory/management practice/librarianship practice based on completion of curriculum and education (analysis of open-ended data from surveys at least 6 months after completion and repeated over time)
Increase in % of members engaged in continuous CE
% of members who rate ALA as having an impact on their career development
Growth in % of librarians displaying ALA recognition (badges, microcredentials, EL, etc.) in professional profile
# of Spectrum scholars in library/related jobs after 1 year, 5 years, 10 years.