EBD #12.10
2016-2017

TO: ALA Executive Board

FROM: Keith Michael Fiels, Executive Director

DATE: October 13, 2016

SUBJECT: Strategic Directions - evaluation and assessment

OVERVIEW:

A number of enabling strategies support the ALA strategic directions, including "an assessment and evaluation process to measure the effect of the strategic initiatives."

In April, a framework was presented that will be used over the next three to five years to evaluate our progress in meeting the goals outlined in the strategic directions (summative) and the effectiveness of specific strategies in achieving these goals (formative).

The framework rests on the outcomes-based planning and evaluation model, used by the Institute for Museum and Library Services in assessing the impact of national initiatives and individual projects they fund. Through the use of this framework, we developed a logic model that 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?

Traditional assessment approaches in libraries have tended to focus on outputs, which are relatively easy to measure. The model assessment and evaluation model we are using looks beyond outputs to outcomes, which better reflect the long term impact of projects and initiatives. We included elements from a model developed

by the University of Wisconsin, that further articulate outcomes by distinguishing between:

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

Over the course of the summer and fall, the three strategic directions coordinating teams have been meeting with the Office for Research and Statistics (ORS) to discuss and identify meaningful metrics for assessing and evaluating the success of key strategies for each of the three Directions. The attached tables show inputs, activities, outputs and outcomes that have been initially identified for three key strategies for each Strategic Direction.

Metrics regarding activities and outputs are already being collected by the units involved in each of the strategies, and are referenced in the narrative progress reports which are being presented to the Board this October. Over the course of the fall, this data gathering by the units will begin to be supplemented by participant surveys, which will provide some metrics and anecdotes regarding outcomes.

ORS will take over the task of coordinating and supporting member and public surveys to help measure impact where those are the most effective methods of assessing impact (an example would be a change in public perception). Also brought to bear will be research studies and survey data collected by other organizations, such as 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.

Ultimately, the framework and data collection using a variety of methods and a variety of sources will produce a much more comprehensive understanding of the impact and the success of our strategies over time.

ADVOCACY 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

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Member Audience: Need an easy to use public awareness campaign _____	**PLAN** Staff and member time and expertise Money from ALA and Library Champions Web and technology resources Marketing consultants _____ **Fall 2016 Data** Marketing firm, Little Jacket hired to develop new Because statements for campaign Funding provided by Library Champions	**PLAN** Develop public awareness campaign, Libraries Transform (LT) Develop toolkit, resources for librarians Promote LT to the profession _____ **Fall 2016 Data** “Expert in the Library” because statements posted, promoted via social media I’m an expert badges sold by ALA Store	**PLAN** # of libraries participating # of retweets/reposts of social media messaging # of page views of web resources _____ **Fall 2016 Data** More than 3,700 are participating More than 232,000 page views of website 16,000 downloads of Toolkit	**PLAN** Number and percent who learned how to implement LT in their community _____ **Fall 2016 Plan** Survey of webinar participants to be conducted in October 2016	**PLAN** Number and percent who expanded the campaign _____ **Fall 2016 Plan** Follow-up survey of participants in 6 months to access use of campaign materials	**PLAN** Number and percent reporting increased support from community _____ **Fall 2016 Plan** Follow-up survey of participants in 12 months to access any change in support from community

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

ADVOCACY LOGIC MODEL*

Advocacy Strategy 2: Provide coordinated resources and training to keep library advocates informed and engaged.

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Need resources and training for library advocates	**PLAN** Staff and member time and expertise Money from ALA and outside sources Web and technology resources Training consultants	**PLAN** Develop and publish advocacy resources Develop and offer advocacy training sessions	**PLAN** # of attendees at webinars, training session # of webpage views and downloads of advocacy resources	**PLAN** Number and percent who reported learning something useful from an advocacy resource or training	**PLAN** Number and percent who reported using one of the advocacy tools/techniques in their community	**PLAN** Number and percent reporting increased support from their community
	Fall 2016 Data Libby Post hired to develop and present advocacy webinars Funding provided by OLA budget	**Fall 2016 Data** 5 advocacy webinars presented in July, August 2016	**Fall 2016 Data** More than 350 registrants participated in the webinars	**Fall 2016 Plan** Post webinar survey to be conducted in October 2016	**Fall 2016 Plan** Webinar participants will be surveyed in 6 months to access use of techniques presented in webinar	**Fall 2016 Plan** Webinar participants will be surveyed in 12 months to access any change in support from community

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ADVOCACY LOGIC MODEL*

Advocacy Strategy 4: Gather, develop, and disseminate research documenting the value, outcomes, and impacts of libraries of all types

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Need data to demonstrate the value of libraries to funders and the public _____ PLA Project Outcome ACRL Value of Academic Libraries initiative	**PLAN** Staff and member time and expertise Money from ALA and other funders Web and technology resources _____ **Fall 2016 Data** Staff and member time; Funding from Gates Legacy Staff and member time	**PLAN** Educate members on outcome measurement Develop tools to assess library impact Gather and disseminate research on library impact _____ **Fall 2016 Data** PLA's 9/8/16 "Measurement Matters" webinar Statement on the Value of Academic Libraries released, posted on website	**PLAN** # of webinar participants # of tools developed # of downloads of tools # of page views of web resources _____ **Fall 2016 Data** 288 webinar participants 2,500 page views; 15,000 Twitter followers	**PLAN** Number and percent who learned how to gather data to document value of library _____ **Fall 2016 Data** 83% learned something new; 65% more confident using tools	**PLAN** Number and percent who gathered data to document value of library _____	**PLAN** Number and percent reporting increased support from community _____

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INFORMATION POLICY LOGIC MODEL

Strategy 1: *Develop and revise positions and strategies for each information policy issue based on ALA values and priorities and substantive (facts and data) and analysis of threats and politics.*

National Policy Reports

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Many national decision makers and influencers are unaware of how libraries can advance policy priorities. For key areas, need targeted documents that make the case. Though the documents will be useful for the long run, they are particularly needed in fall 2016 and early 2017 for advocacy related to the new Presidential Administration and Congress. Key areas are prioritized by issues in the campaigns.	**PLAN** National Policy Agenda for Libraries Relevant ALA policies, statements, and reports Staff and member time and expertise Funding from the OITP budget, a Gates Foundation grant, President Julie Todaro, and ALA Contingency Funds	**PLAN** Draft, review, revise documents. Layout and post documents Disseminate --- **By December 2016** Complete reports for veterans, entre-preneurship, broadband, and economic opportunity—at the least. Others in process.	**PLAN** Reports circulated on listservs/posted on websites of non-library advocacy and policy groups Reports discussed with decision makers and influencers via in-person meetings, phone calls, emails, webinars or otherwise Reports distributed at ALA events in November and other events and meetings inside the beltway ---	**PLAN** Decision makers and influencers are more aware of libraries' roles in advancing policy priorities in targeted areas	**PLAN** Decision makers increasingly incorporate libraries in legislation, regulation, programmatic proposals, advocacy statements, speeches, and articles	**PLAN** Decision makers and influencers proactively include libraries in proposals and discussions on policy priorities

INFORMATION POLICY LOGIC MODEL

Strategy 1: *Develop and revise positions and strategies for each information policy issue based on ALA values and priorities and substantive (facts and data) and analysis of threats and politics.*
"Man in the Middle: E-rate, Filtering and Cybersecurity" webinar.

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
While federal E-rate funding is available, many libraries do not apply because of its requirement to filter. Recent efforts have increased the amount of E-rate money available, such that all applications would be granted. Librarians are reconsidering filtering, and need guidance. New information about encryption and filtering has cybersecurity implications.	**PLAN** Member and staff time and expertise. General overhead for website, conference calls and email. **By December 2016** Intellectual Freedom Committee and OITP member work on webinar preparation. Staff promote through social media.	**PLAN** Conduct webinar on AL Live! – "Man in the Middle: E-rate, Filtering and CyberSecurity" Publish report on Knowledge-Quest **By December 2016** Registration numbers. Baseline E-rate applications. Vendor discussions re advertising of features	**PLAN** Webinar accessed (219 attendees, subsequent downloads) Report accessed on Knowledgequest 82 times since publication in September **By Dec 2016 or January 2017** Number of E-rate applications monitors increases	**PLAN** Library staff better understand the issues and opportunities of increased federal funding, and the technology of filtering. **2017 Plan** Additional discussions at Midwinter, field reports on filtering. E-rate application support.	**PLAN** As many as 25% more libraries apply for federal funding, and implement *minimal* and secure filtering. **2017 Plan** Communications are ongoing.	**PLAN** Library practice is improved as more public libraries have a new and ongoing source of funding. Filters are correctly configured to meet Constitutional requirements and preserve patron privacy. **2017 Plan** As filtering knowledge grows, E-rate applications increase.

INFORMATION POLICY LOGIC MODEL

STRATEGY 2: Develop and maintain information policy messaging and mechanisms to communicate with all relevant audiences.
Banned Books Week

SITUATION		INPUTS		ACTIVITIES		OUTPUTS		OUTCOMES		
								Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Americans have an uneasy relationship with the First Amendment. While they trust librarians, citizens and leaders are often offended and seek to limit the exercise of some speech, even protected political and religious viewpoints. There have been recent attempts in Virginia to require the labeling of all books in high school English curriculum to allow parents to review and opt their children out of sexual content in literature.		**PLAN** Staff time Budget for design, printing, shipping Banned Books Week Coalition member time Finalize collateral. **By Spring 2016** Staff and contractor time and expertise. Incremental payments.		**PLAN** Promote via advertising and social media. Prepare talking points. Deliver 2016 BBW **By October 2016** Sales figures for collateral (strong, most of collateral gone) Number of vetted media interviews (approximately 20)		**By Oct 2016 or** Reach of messages (1,176 articles/mentions, 2.8 billion circulation rate, 90,000 publishing/library industry subscribers). Support expressed by opinion leaders and media (PW, Time, NPR, Voice of America.		**PLAN** Media and community leaders know that censorship challenges continue, and associate librarians with brand of intellectual freedom, and the rising issue of diversity in American culture. **Fall 2016 Plan** Media and local support for emerging challenges. Oregon, Minnesota, Virginia. Design work begins for BBW 2017	**PLAN** Build on the brand: strengthen outreach to schools, push adoption of core policies. Start on next year's planning for BBW. **2017 Plan** Develop and deliver BBW 2017. Develop additional focus on diversity and challenges. "Our Voices" initiative.	**PLAN** Libraries and librarians receive stronger and reliable media support for intellectual freedom. **Fall 2016 Plan** Plan for additional communciations.

PROFESSIONAL & LEADERSHIP DEVELOPMENT LOGIC MODEL

Strategy 1: Centralized organization of options. Develop the ALA professional development space as one centralized online space.

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Members and other potential registrants are not easily able to discover all ALA learning options that can help them improve practice, provide the most current services, and plan their CE. They need a centralized online space and a unified shopping cart experience for ease of registration. ALA members are not yet able to track CE and professional development in self-managed space provided as part of their membership.	**PLAN** Staff and contractor time and expertise. Funding ($) for website development and testing. Web and technology resources. **By Dec 2016** Staff and contractor time and expertise. Incremental payments for website development, based on testing of deliverables. FY16 benchmark numbers for elearning registration and revenue.	**PLAN** Complete Phase 1 design, development, and testing of the new centralized website. **By Dec 2016** Basic workflow reviewed and tested by internal stakeholders. ITTS review of web services for iMIS registration. Staff trained in listing elearning consistently on new site. FY16 registration and revenue report.	**PLAN** Phase 1 of website with elearning options is launched. **By Dec 2016 or January 2017** Successful testing for Phase 1 launch. Existing elearning data is transferred. New elearning events are listed on the new site. Benchmark numbers report.	**PLAN** Library staff more easily find and identify elearning options that will equip them to provide improved services at the same time as they build their careers. **Fall 2016 Plan** Prepare communications that encourage library staff to explore the new site and see benefits of planning ongoing CE.	**PLAN** Library staff easily find, plan, register for, take, and track their CE learning. Ongoing CE chosen to improve practice becomes routine. **Fall 2016 Plan** Plan for Phase 2 of centralized website, including registration for small in-person events. Start planning for FY18 member profiles that include tracking CE. Communications are ongoing.	**PLAN** Library practice is improved as library staff have ongoing, planned continuing education. Practice stays current and is informed by continuously updated CE. The impact of CE is greater. Library supervisors and staff easily find the offerings that match their needs. **Fall 2016 Plan** Plan for future phases of website and communciations.

PROFESSIONAL & LEADERSHIP DEVELOPMENT LOGIC MODEL

Strategy 3: Content/Recognition. Develop clear, cohesive education tracks and streams of content for continuing education with formal, meaningful mechanisms to recognize achievement. There is a focus on changing practice in a rapidly evolving environment.

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
A pervasive culture of intentional, planned continuous learning is lacking, as there is no clear path to, or framework for, post-degree or other modular "qualifications." ALA CE opportunities are widely dispersed across the association, making it hard for library staff to identify what they need to learn and to create a coherent plan.	**PLAN** Staff time and expertise. Member committee time and expertise. Grant funding (e.g., PLA, PPO) **Fall 2016 Data** Staff time and expertise. ALA Division Cooperation Taskforce (DCT). Grant funding (PLA, PPO)	**PLAN** Leadership is 1 stream/focus of CE content. "Expert in the Library." Examine content across divisions for potential clusters/streams, minimal overlap. Badging, Center for the Future of Libraries. **Fall 2016 Data** LLAMA, ALSC, ACRL are developing CE around new competencies/ frameworks. ALA DCT starts review. Badging experiments with PLA, HRDR, LITA, ALCTS	**PLAN** Updated competencies and frameworks around which CE is developed. New CE offerings. **Fall 2016 Data** LLAMA leadership competencies. ALA Leadership Institute. PLA starts Phase 1, Gates Legacy Partner PPO training librarians in community leadership techniques. ALA Publishing, "ALA Essentials for Library Workers"	**PLAN** Library staff at all levels of expertise and experience know how to find meaningful CE options and make plans so they can keep current with best practice and move forward in their career. **Fall 2016 Plan** Midwinter Symposium on the Future of Libraries (Center for the Future of Libraries). "The Expert in the Library" and "Libraries Lead" under development.	**PLAN** Library staff plan coherent continuing education and can demonstrate proficiency and successful progress along desired career paths. Employers hire and value staff who show evidence of continuous learning. **Fall 2016 Plan** CE is developed increasingly around revised competencies and frameworks. Initial planning for re-visioning of ALA Annual Conference (2018).	**PLAN** A pervasive culture of continuous learning equips library staff with the skills and knowledge to provide the best quality service and effect desired improvement in their work and organizations. Library leadership is more effective. Employers support/ encourage ongoing learning at all levels. **Fall 2016 Plan** Focus on leadership training as key ALA content stream.

PROFESSIONAL & LEADERSHIP DEVELOPMENT LOGIC MODEL

Strategy 7: Diversity. Enhance recruitment/retention for diversity across the profession.

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short Term: Knowledge	Medium Term: Actions	Long Term: Conditions
Large parts of the library workforce are struggling to sufficiently and inclusively address diverse abilities, experiences, perspectives. There has been a small increase in the number of people from marginalized identities entering the field. Retention and promotion of staff from under-represented groups needs to be increased through a more welcoming and inclusive profession and workplaces.	**PLAN** Staff and member time and expertise. Additional funding for recruitment. **Fall 2016 Data** Staff and member time and expertise. Additional $10,000 toward diversity recruitment activities.	**PLAN** ODLOS and senior managers review TFEDI recommendations and plan strategic follow up/ implementation. ODLOS develops training and leadership development in identified areas of need. Spectrum collaborates with HRDR to develop strategies and resources for recruitment initiatives. **Fall 2016 Data** ALA Task Force on Equity, Diversity, and Inclusion completes and releases report and recommendations.	**PLAN** Recommendations from TFEDI and preliminary plan to address them. ODLOS workshops on microaggressions, intercultural communication, and diversifying the applicant pool are developed. **Fall 2016 Data** 61 recommendations documented, categorized as easy, medium, or hard to do, and referred to the units, and committees within ALA responsible for review and eventual implementation. 60 FY 15-16 Spectrum scholars attended Leadership Institute. 61 FY17 scholarships awarded.	**PLAN** Library staff are sensitized to issues around equity, diversity, and inclusion, and are aware of the need for change in the field. **Fall 2016 Plan** While continuing activities underway, ODLOS and other units review existing resources and training to evaluate needed changes and additions.	**PLAN** Library staff and leaders seek and get training in making their organizations and the profession more inclusive. They have knowledge and tools that support their efforts, including recruitment. **Fall 2016 Plan** ODLOS and other units review existing resources and training to evaluate changes and additions needed.	**PLAN** A culturally competent library workforce inclusive of diverse abilities, experiences and perspectives is recruited and retained, reflecting the communities served. Organizational excellence is grounded in creating inclusive climates and improving access to library services and collections for all. **Fall 2016 Plan** EDI taskforce recommendations are prioritized, related tasks assigned.