Well Begun is Half Done: Developing Outcome Statements

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February 9, 2015
Who Are You?

• What is your role in developing outcome statements (teaching, assessment, research, etc.)?
• What difficulties have you run into while creating outcomes?
• What would you like to learn today?
Mission, goal, outcome, huh?

- Mission
- Goal
- Objective or Outcome
What’s the difference?

**Mission and goals**
- Big picture
- Not usually measurable
- Support and align with the larger organization:
  - College or university
  - Community

**Objectives or outcomes**
- Measurable or quantifiable
- Support and align with mission and goals
The University Libraries advance and support learning, research and service at UNCG and throughout the state of NC.

Goals:
Provide leadership in information literacy programs and instructional technologies.

Objective:
Expand and promote the Libraries role as a teaching library in order to participate actively in improving student success.
Supporting University strategic plan

UNC Plan Goal
Offer transformational undergraduate and graduate education in which students participate in high-impact experiences

Strategic Plan objective
Infuse critical thinking, communication, and information literacy throughout the undergraduate curriculum. (21st Century Skills)

Libraries’ goal
Provide leadership in information literacy programs and instructional technologies
Developing outcomes or objectives

• What do you want to know or discover?
• Pillar not activity
• Clear to stakeholders

• State what and why
• Strong, active verbs
• Inform assessment and research projects
Strong active verbs set direction

• Apply
• Demonstrate
• Collaborate
• Develop
• Others?
Activity to outcome

• Offer scholarly communications workshops to faculty

• Develop systems and services in order to promote scholarly communication and open access initiatives
Objective

Expand and promote the Libraries’ role as a teaching library in order to participate actively in improving student and faculty success

Assessment outcome

The Libraries will determine information literacy skills of transfer students in order to provide appropriate instruction

Research project

Survey transfer students’ information literacy skills to determine their level
### Formula for a Successful Learning Outcome

<table>
<thead>
<tr>
<th>Verb Phrase</th>
<th>In Order To</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate websites for appropriateness as information sources</td>
<td>IN ORDER TO</td>
<td>choose resources that are relevant and credible.</td>
</tr>
<tr>
<td>Select verbs that are observable or measurable</td>
<td>“In order to” is a bridge between the ability and the rationale or application</td>
<td>Why explains the desired outcome</td>
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</tbody>
</table>

Adapted from “Student Learning Assessment Cycle” presentation by Lisa Hinchliffe at 2011 ACRL Assessment Immersion.
Let’s Create an Outcome Together

This research project will survey librarians to find out if they incorporate data-driven acquisition into their collection work and how they do so.

How can we turn this research statement into a measurable outcome?
Writing Your Own Outcome

Take a few minutes to write an outcome using the scenario you brought or one of the ones on the handout using the formula. Then we will pair and share.
Sharing Your Outcome