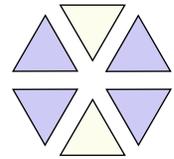


Six Dimensions: Evaluating and Planning Your Assessment Portfolio

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Learning Outcomes

Participants will learn to ...

- Recognize the various facets of assessment encompassed in the Six Dimensions tool.
- Use Six Dimensions to assign classifications to specific assessments.
- Use Six Dimensions to identify potential strengths and weaknesses of an assessment portfolio.



Session Structure

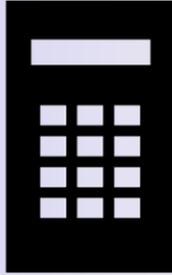
1. Overview of Six Dimensions	Large group	25 minutes
2. Low-stakes exercises	Small group	25 minutes
3. Debriefing of low-stakes exercises	Large group	20 minutes
4. Using Six Dimensions to evaluate and plan assessment	Large group	20 minutes

Overview of Six Dimensions



Quantitative		⊙				Qualitative
Solicitation/ User Perception	⊙					Observation/ User Behavior
National/ Comparative					⊙	Local/ Unique
Continuity/ Longitude					⊙	Discontinuity/ Exploration
Inputs/ Outputs					⊙	Outcomes
System-Oriented	⊙					User-Centric

Quantitative



Qualitative



- Focus group interviews
- Survey consisting of multiple-choice questions
- Log of building occupancy counts
- Open-ended comments

1

Quantitative

- Large quantities of numerical or categorical data.
- Can meaningfully be reduced to frequency counts, percentages, averages, and various statistics.

Qualitative

- Words, images, and/or other artifacts that convey nuanced descriptions of reality

- Focus group interviews **QUALITATIVE**
- Survey consisting of multiple-choice questions **QUANTITATIVE**
- Log of building occupancy counts **QUANTITATIVE**
- Open-ended comments **QUALITATIVE**

1

Solicitation/Perception	Observation/Behavior
 <ul style="list-style-type: none"> • Book circulation records • Satisfaction survey • Group study room reservation log • Information literacy knowledge test 	

2

Solicitation/Perception	Observation/Behavior
<ul style="list-style-type: none"> • Communicating with stakeholders about their knowledge, thoughts, or feelings. • Overtness may lead to unnatural behavior or induce responses that are considered socially desirable. 	<ul style="list-style-type: none"> • Observing stakeholder behavior in real time or mining records of past behavior. • Tends to generate naturalistic data, but without the context of reasoning or emotion.

<ul style="list-style-type: none"> • Book circulation records OBSERVATION/BEHAVIOR • Satisfaction survey SOLICITATION/PERCEPTION • Group study room reservation log OBSERVATION/BEHAVIOR • Information literacy knowledge test SOLICITATION/PERCEPTION 	
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2

National/Comparative**Local/Unique**

- Industry standard customer survey
- Website usability study
- Staffing comparison versus peer organizations
- Comment cards

3

National/Comparative

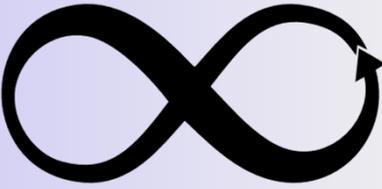
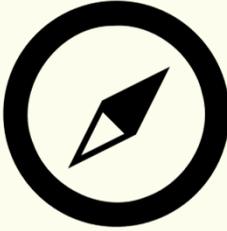
- Designed to allow for comparison with external organizations.

Local/Unique

- Does not allow for comparison with external organizations.
- May emphasize attributes that are distinctive or context-sensitive.

- Industry standard customer survey **NATIONAL/COMPARATIVE**
- Website usability study **LOCAL/UNIQUE**
- Staffing comparison versus peer organizations **NATIONAL/COMPARATIVE**
- Comment cards **LOCAL/UNIQUE**

3

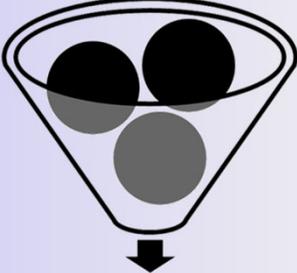
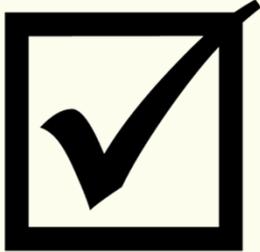
Continuity/Longitude	Discontinuity/Exploration
 <ul style="list-style-type: none"> • Initial instance of organizational climate survey • Recurring customer satisfaction survey • Focus group regarding potential new service • Analysis of service output trends 	

4

Continuity/Longitude	Discontinuity/Exploration
<ul style="list-style-type: none"> • Follows a consistent pattern across intervals of time. • Well suited to observing established or well defined phenomena. 	<ul style="list-style-type: none"> • Diverges from prior assessment in subject matter or mode of inquiry. • Precludes trend analysis. • Well suited to emergent or loosely defined phenomena.

- Initial instance of organizational climate survey **DISCONTINUITY/EXPLORATION**
- Recurring customer satisfaction survey **CONTINUITY/LONGITUDE**
- Focus group regarding potential new service **DISCONTINUITY/EXPLORATION**
- Analysis of service output trends **CONTINUITY/LONGITUDE**

4

Inputs/Outputs	Outcomes
	
<ul style="list-style-type: none"> • Benchmarking spending against that of peers • Downloads from document repository • Pre- and post-test of knowledge or skills • Employee satisfaction survey 	

5

Inputs/Outputs	Outcomes
<ul style="list-style-type: none"> • An element of a system (resource, activity, or service transaction). • Can generally be counted, but may also be capable of qualitative description. 	<ul style="list-style-type: none"> • The effects that a system produces (or is perceived to produce) in users or other stakeholders.
<ul style="list-style-type: none"> • Benchmarking spending against that of peers INPUTS/OUTPUTS • Downloads from document repository INPUTS/OUTPUTS • Pre- and post-test of knowledge or skills OUTCOMES • Employee satisfaction survey OUTCOMES 	

5

System-Oriented	User-Centric
<ul style="list-style-type: none"> • Survey of student research behavior • Website usability study • Needs assessment focus group • Analysis of employee retention 	

System-Oriented	User-Centric
<ul style="list-style-type: none"> • Focused on operations, resources, and/or services—what the organization is to external and/or internal stakeholders. • If users are in view, it is in the context of “the life of the organization.” 	<ul style="list-style-type: none"> • Focused on users—their attributes, goals, behaviors, needs and preferences, experiences, achievements. • If the organization is in view, it is in the context of “the life of the user.”

<ul style="list-style-type: none"> • Survey of student research behavior USER-CENTRIC • Website usability study SYSTEM-ORIENTED • Needs assessment focus group USER-CENTRIC • Analysis of employee retention SYSTEM-ORIENTED
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15-Minute Breakout Sessions

Follow [the link](#) provided in the chat window.

Division Climate Survey



Quantitative						Qualitative
Solicitation/ User Perception						Observation/ User Behavior
National/ Comparative						Local/ Unique
Continuity/ Longitude						Discontinuity/ Exploration
Inputs/ Outputs						Outcomes
System-Oriented						User-Centric

Division Climate Survey 2018
 The survey is ANONYMOUS and each question is OPTIONAL. We are able to learn from you. Please answer as honestly as possible.

1. I understand my role in the library organization.
 Mark only one oval.
 1 2 3 4
 Strongly Disagree

2. I have a positive relationship with my direct supervisor.
 Mark only one oval.
 1 2 3 4
 Strongly Disagree

3. My day-to-day tasks are challenging but not overwhelming.
 Mark only one oval.
 1 2 3
 Strongly Disagree

4. I am motivated to work hard to accomplish my job.
 Mark only one oval.
 1 2
 Strongly Disagree

5. I have confidence in the library's management.
 Mark only one oval.
 1 2
 Strongly Disagree

6. I test the freedom to try new ideas.
 Mark only one oval.
 1

7. I expect to continue working in the Jerry Falwell Library...
 Mark only one oval.
 less than 6 months
 6-12 months
 1-3 years
 more than 3 years
 I'm not sure

8. If I were to leave the Jerry Falwell Library, it would be because of...
 Check all that apply.
 change in career path
 moving away from the Lynchburg area
 pay
 too much change
 Other: _____

9. I work in...
 Mark only one oval.
 Acquisitions
 Cataloging & Metadata
 Collection Management or Interlibrary Loan
 Other
 I prefer not to answer

10. If you want to provide additional feedback or context for any of your responses, please comment below.

Powered by Google Forms

Group A

Website Usability Study



Quantitative			⊙		Qualitative
Solicitation/ User Perception			⊙		Observation/ User Behavior
National/ Comparative				⊙	Local/ Unique
Continuity/ Longitude				⊙	Discontinuity/ Exploration
Inputs/ Outputs	⊙				Outcomes
System-Oriented	⊙				User-Centric

Instrument

Task List

- You want to ask a research question through a live chat. Where would you go to initiate that?
- You're doing some research on public policy, and someone just mentioned that *Public Administration Review* is one of the leading journals in the field. How could you find out if the library has access to this journal?
- Where would you go to find a list of databases for Anthropology?
- You heard that the library offers the RefWorks service. How would you get to RefWorks to help with your bibliographic citations?
- Find the research guide for your major field.
- You've heard there are videos available for research. Where would you go to find them? Might you have to offer on that topic, let's say you're researching a historical topic.
- You have heard that the library offers workshops scheduled for April or May. You would like to know if a professor about a topic of interest. Navigate to that page.
- You want to consult with a librarian to schedule a consultation session.
- You recall using the library's research guides to return there.
- The library just closed for the semester. Find the relevant page to find out when it re-opens.
- Locate the name and contact information for the liaison librarian.
- You're preparing to move to a new city. You want to show a friend what the library has to offer. You need a copy of the library's history to help you get it.

GROUP B: P123456789

Report Excerpt

Task Completion Charts

- Completion was considered a failure if the user did not reach the target page or reached the page through a very roundabout path.
- Times are approximate considering the user is "thinking out loud, getting clarification, etc."

Success Rate

Bold red average time indicates tasks that took 45 seconds or more on average.

Task	Success	Failure	Average Time
1. Chat	7	0	0:10
2. Journal Search	5	2	0:51
3. Anthro. Databases	3	1	0:21
4. RefWorks	6	1	0:52
5. Research Guide	7	0	0:22
6. Research Tutorials	2	0	1:44
7. Archives	7	0	0:08
8. Workshops	6	1	0:15
9. Scholars Crossing	7	0	1:03
10. Schedule Consult.	7	0	0:42
11. JSTOR	7	0	0:08
12. MLA Guide	1	0	0:48
13. Liaison Librarians	3	0	1:51
14. E-book	5	2	1:29
15. Student Services	3	2	0:19
16. Interlibrary Loan	6	1	0:45
			0:51

Group B

Benchmarking vs. Three Libraries: Analysis of IPEDS and Website Data



Quantitative			⊙		Qualitative
Solicitation/ User Perception				⊙	Observation/ User Behavior
National/ Comparative	⊙				Local/ Unique
Continuity/ Longitude				⊙	Discontinuity/ Exploration
Inputs/ Outputs	⊙				Outcomes
System-Oriented	⊙				User-Centric

Institution #1

Summary Evaluation

- 29% of library space with "000 seat"
- Longer building hours than 1/3 (133)
- 24 professionals, 7 support staff, 30
- Collections are smaller than 1/3 (15)
- Appears to offer 96 doctoral programs
- Overall, their services seem deeper
- Overall, their services seem deeper
- Overall, their services seem deeper

Library Website

- They provide research support, but is available
- They use IBCal.
- Their facility is open until 7:00
- Discovery service results are

Research Guides

- They maintain a LibGuides
- needed, they link to the
- page.
- Their databases page has
- tools, databases, ebooks

IPEDS Data

Attributes	LU	LU	LU
Completion: Number of students receiving doctor's degree: 12-month full-time equivalent enrollment	616	629	8
Number of branches and independent libraries	76,924	87,882	84,219
Librarians FTE staff	3	0	0
Librarians FTE staff	32.6	21.5	14
Other professional FTE staff	7	7	7
All other paid FTE staff (Except Student Assistants)	49	0	8
Student assistants FTE	54.2	20	5
Total library FTE staff	142.8	48.5	34
Collections			
Is the library collection entirely electronic?	No	No	Yes
Number of physical books	342,687	39,810	47,530
Number of digital/electronic books	895,928	222,075	395,516
Number of digital/electronic databases	417	172	258
Expenditures			
One-time purchases of books, serial backfiles, and other materials	\$1,496,498	\$51,019	\$420,089
Ongoing commitments to subscriptions	\$3,820,281	\$1,207,841	\$1,241,436
Interlibrary Loan Services			
Total interlibrary loans and documents provided to other libraries	8,024	150	927
Total interlibrary loans and documents received	4,273	5,336	4,090

All data from 2020 reports

Group C

Effectiveness of Professional Development Process



Quantitative					⊙	Qualitative
Solicitation/ User Perception	⊙					Observation/ User Behavior
National/ Comparative					⊙	Local/ Unique
Continuity/ Longitude					⊙	Discontinuity/ Exploration
Inputs/ Outputs					⊙	Outcomes
System-Oriented	⊙					User-Centric

Focus Group Questions

Section 1
Faculty Focus Group Questions

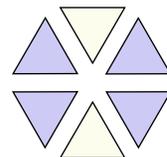
- What professional development opportunities have you found to be beneficial?
 - Why?
 - Were benefits related to any of the following factors?
 - Delivery format;
 - Career stage;
 - Relevant engagement with the subject matter;
 - Opportunity to put learning to practical use; or
 - Opportunity to connect with peers or mentors.
 - What role, if any, did your supervisor or library administration play in professional development that you found beneficial?
- Thinking about the current professional development submission process, what works well and what does not?
 -
 -
 -

Example IFL Faculty Professional Development History

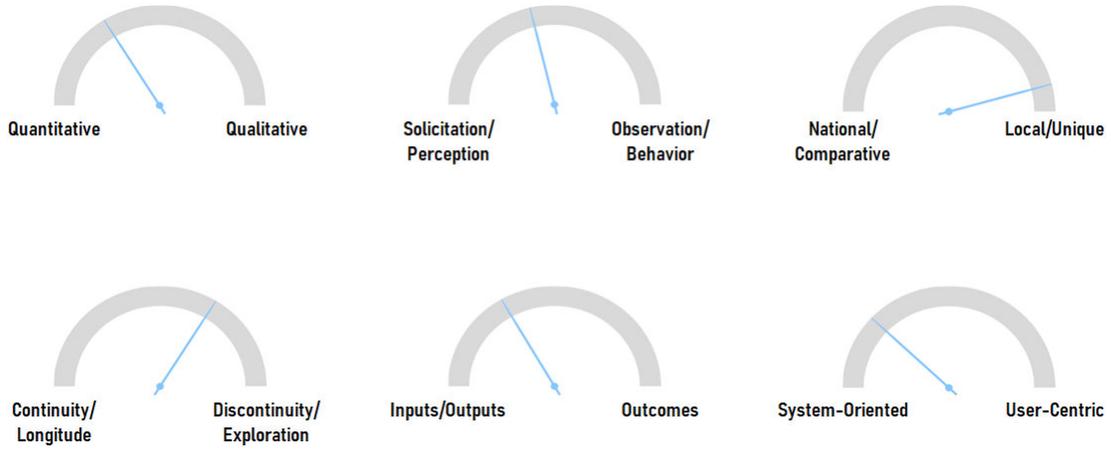
TYPE	EVENT NAME
2021-2022	LYRASH: What Agile Project Management can teach us about Teams and Planning
Virtual Conference	27th International Conference on Performance Measurement in Libraries
2020-2021	Codecademy: Introduction to Python
Codecademy	Python for Finance
2018-2020	In-Person Conference: Southeastern Library Assessment Conference

Group D

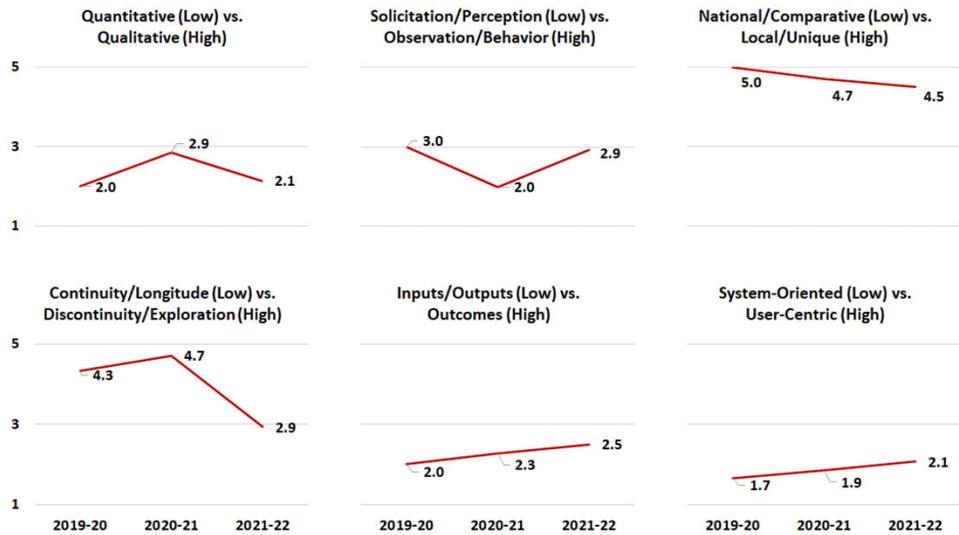
Discussion



Sample Visualization (3-Year Summation)



Sample Visualization (3-Year Trends)





Logs (Observation/Behavior)

Strengths

- Quantitative
- Continuity/Longitude
- Inputs/Outputs

Opportunities

- Modify what is logged temporarily to accommodate exploratory assessment



Surveys (Solicitation/Perception)

Strengths

- Quantitative
- Outcomes

Opportunities

- Add qualitative element to learn context and obtain suggestions
- Frame questions around user rather than system



Interviews (Qualitative, Solicitation/Perception)

Strengths

- Outcomes
- User-Centric

Opportunities

- Elicit latent perceptions by presenting artifacts, data, and/or prototypes
- Use focus groups to stimulate interaction between participants



Benchmarking Studies (Comparative)

Strengths

- National
- Inputs/Outputs

Opportunities

- Leverage networks to gain access to comparative data



Usability Studies (Local/Unique)

Strengths

- Discontinuity/Exploration

Opportunities

- Collect data via observation and solicitation
- Involve (prospective) users in design efforts



Multi-Type Studies

Strengths

- Discontinuity/Exploration

Opportunities

- Combine archival and newly collected data to shed light on a topic of interest



Big Ideas

- Assessments can be classified in a variety of useful ways.
- A library benefits from planning and executing a diverse assessment portfolio.
- Six Dimensions can help stimulate critical and creative thinking about assessment that fits a particular context.

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