



Connecting Learners to Libraries Outcomes Based (OBE) Evaluation Logic Model Sample Worksheet

Organization name: Millard Fillmore High School

Organization address: 123 Fake Street, Opossum Bend, WA, 98600

Contact person for OBE evaluation planning: Carolyn Spruce

Contact title: Teacher-Librarian

Contact phone: 206-555-1234

Contact e-mail: caspruce@opossum.wednet.edu

1. What is the title of the Connecting Learners to Libraries project whose outcomes you will evaluate?

CULP-Ability

2. What partner institutions are involved in the project?

Opossum Bend Public Library
Millard Fillmore High School
Millard Fillmore PTSA
Digital Learning Commons (DLC)

3a. Who are the project's key influencers?	3b. What will they want to know about your project participants' outcomes?
Washington State Library	<p>What key outcomes and indicators did you use to build the project?</p> <p>Did you meet the need that shaped the project?</p>
Principal, Millard Fillmore High School	<p>Will the collaboration improve student performance on the culminating project (CULP)?</p> <p>Which successful activities from this project can be repeated on an annual basis?</p>
Library Director, Opossum Bend Public Library	<p>How many students used the public library for their CULP research?</p> <p>Can these collaborations be replicated for other branch libraries?</p>
Library and school staff	<p>In what specific ways did students benefit from the development of pathfinders and resource collections?</p> <p>Have we established a solid foundation for future collaborations?</p>
4. What is the purpose of the project?	
<p>4a. What need did you identify that led you to create the project or product?</p> <p>Quality of student research for the culminating project (CULP) was poor. Public library staff were unaware of the CULP and did not understand the project requirements. School teacher-librarian did not have enough resources in certain areas to support student research. Students were having trouble moving from highly scaffolded research to independent research (developing research questions, moving from questions to information seeking).</p>	
<p>4b. What information did you use to identify this need?</p> <p>Teachers' comments; teacher-librarian observations; public library staff observations; students' CULP presentations; student feedback via survey; parent complaints.</p>	
<p>4c. What group of people has that need (who is your target audience)?</p> <p>Seniors (12th graders) at MFHS Public library staff School library staff, teachers</p>	<p>4d. What general characteristics of that group will be important for project design decisions?</p> <p>Is dedicated to doing well on CULP Is willing to assist students with CULP Is committed to improving student research skills</p>

4e. What services will you provide to address the need?

Meetings between public & school librarians to create shared resources and understanding of CULP
 CULP workshops for students at the public library
 Research pathfinders designed for 12th graders around CULP requirements
 Training for school staff on how to support student research
 Assessment guides for student research

4f. What will your audience learn that will help meet their need?

Learn how different resources in the school and public library can aid student research; learn specific requirements of culminating project; develop connections between CULP standards and research tools; learn how to assess student research for project-based learning.

5. What are the key project inputs?

Connecting Learners to Libraries Grant

Public library staff
 High School staff

6. What key administrative activities will the project need?

Plan and host a number of training workshops
 Develop evaluation instruments and implement outcomes based evaluation plan
 Obtain administrative support for release from regular duties to attend project meetings

Prepare and distribute announcements and other communication tools
 Design and duplicate research assessment guides
 Order refreshments for informal gatherings

7. What are the anticipated outputs of the project?

Meetings will be held between public librarians and school librarian
 Resources will be developed
 Teachers will be trained
 Workshops will be held

A more active relationship between the school system and the library will be established
 There will be an increase in school-library collaboration surrounding the CULP
 Information resources will be made available
 Student achievement will be more actively supported

8. What key outcome have you designed your project to have? (What outcome will you measure?)

8a. Required Outcome 1				
Student will improve the quality of research presented in their culminating projects (CULPs).				
8b. Indicator(s)	8c. Applied to	8d. Data Source	8e. Data Interval	8f. Goal/Target
(1) Number and percent of students who score 3 or 4 (on a 1-4 scale) on the research <i>process</i> rubric.	Senior students (12 th graders)	CULP assessment	Once – at end of CULP assessment	75% of seniors
(2) Number and percent of students who score 3 or 4 (on a 1-4 scale) on the research <i>product</i> rubric.	Senior students (12 th graders)	CULP assessment	Once – at end of CULP assessment	75% of seniors
(3) Number and percent of teachers who express satisfaction with student CULP research.	CULP teachers	Observations; anecdotes; interviews	Quarterly	67% of teachers

9a. Outcome 2				
Public library staff will be better able to assist students working on the CULP.				
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval	9f. Goal/Target
(1) Number and percent of public library staff who can identify the research requirements for a culminating project and appropriate information sources.	Public library staff working with school librarian	Surveys of PL staff	Twice: 1) after training meetings; 2) after workshop series	1) 75% 2) 100%
(2) Number and percent of public library staff who run/participate in student research workshops.	Public library staff	Workshops	Semester	50% of branch library staff

10a. Outcome 3 [Optional]				
Students will use CULP research tools to improve their products and processes.				
10b. Indicator(s)	10c. Applied to	10d. Data Source	10e. Data Interval	10f. Goal/Target

(1) Number and percent of students who visit the CULP webpage.	Senior students	Website counter	Semester	30% of Seniors
(2) Number and percent of students who report using rubrics and/or models to improve their research.	Senior students	Student survey	Once – after CULP assessment	50% of Seniors