Shaping Outcomes Evaluation Study Data
June 2005 to mid-October 2007

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V. *Benefit Dimension*

The post-class survey contains a benefit subgroup. The benefit subgroup measures the perceived benefit of taking Shaping Outcomes. Data are separated into the categories of Version 1 and 2 Stand-Alone Course vs. Embedded Tutorial and Version 2 Non-IMLS Grantees vs. IMLS Grantees.

a. Benefit Data Summary Table
b. Benefit Data Summary Graph

VI. *SO Achievement Test Data*

The SO Achievement Test was developed by Shaping Outcomes project staff and instructors to assess skills and knowledge related to OBPE. The pre- and post- class achievement test data for SO Version 2 are separated into the categories of All Participants, IMLS Grantees, and Non-IMLS Grantees. The scores of participants who completed both the pre- and post- test are displayed in Complete Pre- and Post-Class Achievement Test Data Sets.

a. Achievement Test Data Summary Tables
b. Achievement Test Data Summary Graph
c. Complete Pre- and Post-Class Achievement Test Data Sets

VII. *Overall Quality and Usefulness Data*

The usefulness of participating in Shaping Outcomes was assessed in the class evaluation in Versions 1 and 2. The overall quality of the SO modules was assessed in Version 2. Data are separated into the categories of All Participants, Stand-Alone Course vs. Embedded Tutorial and Non-IMLS Grantee vs. IMLS Grantee.

a. Quality and Usefulness Data Summary Tables
b. Quality and Usefulness Data Summary Graphs

Enrollment and Completion Data Tables

Shaping Outcomes: Enrollment and Completion Rates* (June 2005 to mid-October 2007)			
	Embedded Tutorial†	**Stand-alone Course†**	**Total†**
Number of Students Enrolled	126 individuals	190 individuals & 34 teams	316 individuals & 34 teams
Number of Students that Did Not Successfully Complete the Class**	7 individuals	126 individuals & 11 teams	133 individuals & 11 teams
Number of Students that Completed the Class	119 individuals (94.4% individual)	64 individuals & 23 teams (33.7% individual & 67.6% team)	183 individuals & 23 teams (57.9% & 67.6% team)

*Note: The numbers in parentheses represent completion percentages rounded off to the nearest tenth.

** Participants either withdrew from the class, were administratively withdrawn from the class, or otherwise did not complete the class successfully

†Classes were completed individually or in teams.

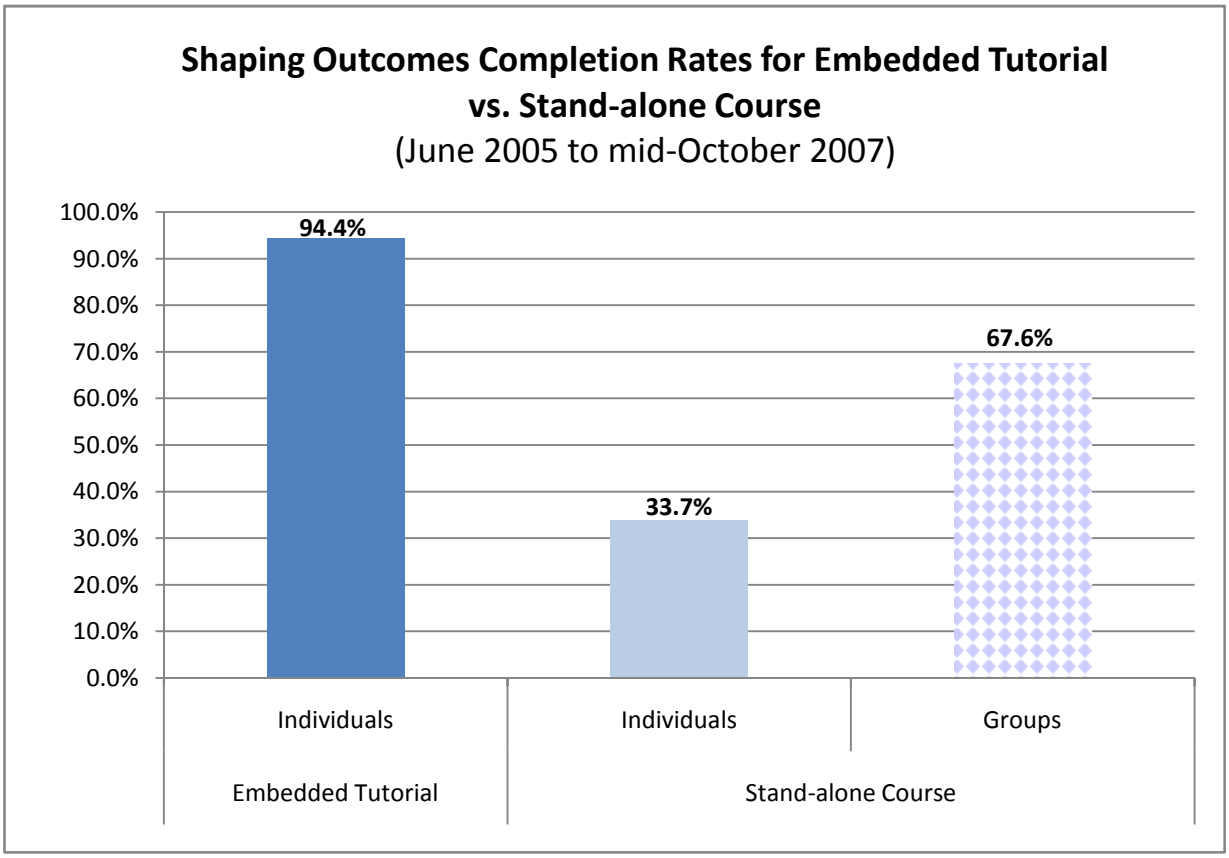
Shaping Outcomes: Enrollment and Completion Rates for Stand-alone Courses* (June 2005 to mid-October 2007)			
	Non-IMLS Grantees†	**IMLS Grantees†**	**Total†**
Number of Students Enrolled	173 individuals & 4 teams	17 individuals & 30 teams	190 individuals & 34 teams
Number of Students that Did Not Successfully Complete the Class**	112 individuals & 3 teams	14 individuals & 8 teams	126 individuals & 11 teams
Number of Students that Completed the Class	61 individuals & 1 team (35.3% individual & 25.0% team)	3 individuals & 22 teams (17.6% individual & 73.3% team)	64 individuals & 23 teams (33.7% individual & 67.6% team)

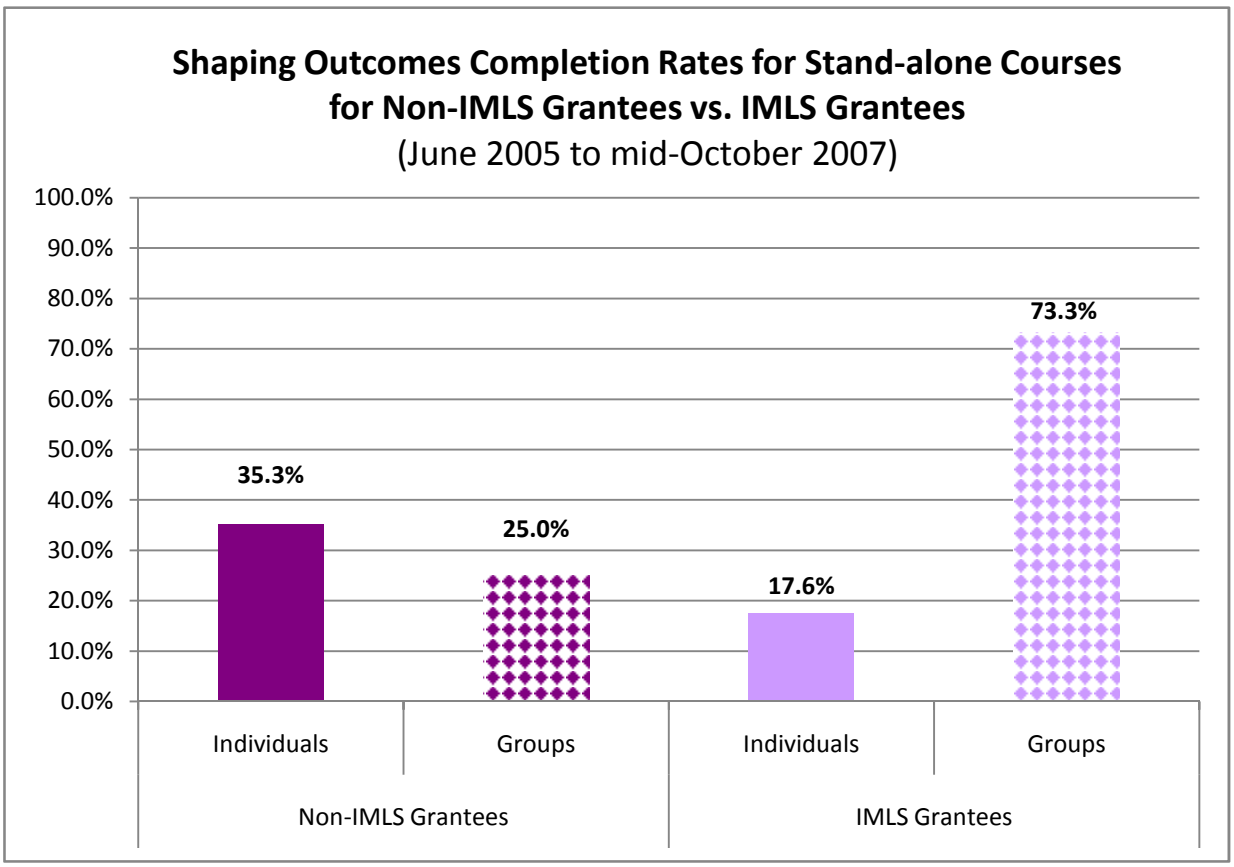
*Note: The numbers in parentheses represent completion percentages rounded off to the nearest tenth.

** Participants either withdrew from the class, were administratively withdrawn from the class, or otherwise did not complete the class successfully

†Classes were completed individually or in teams.

Completion Data Graphs

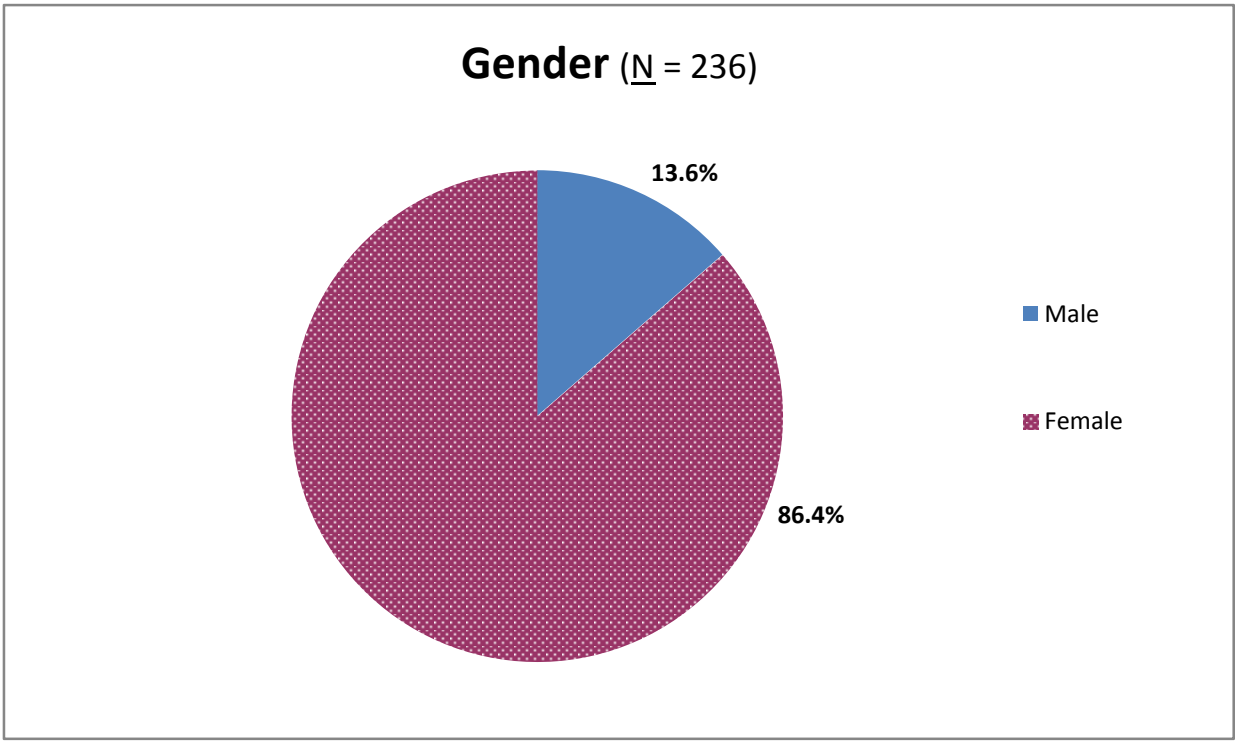


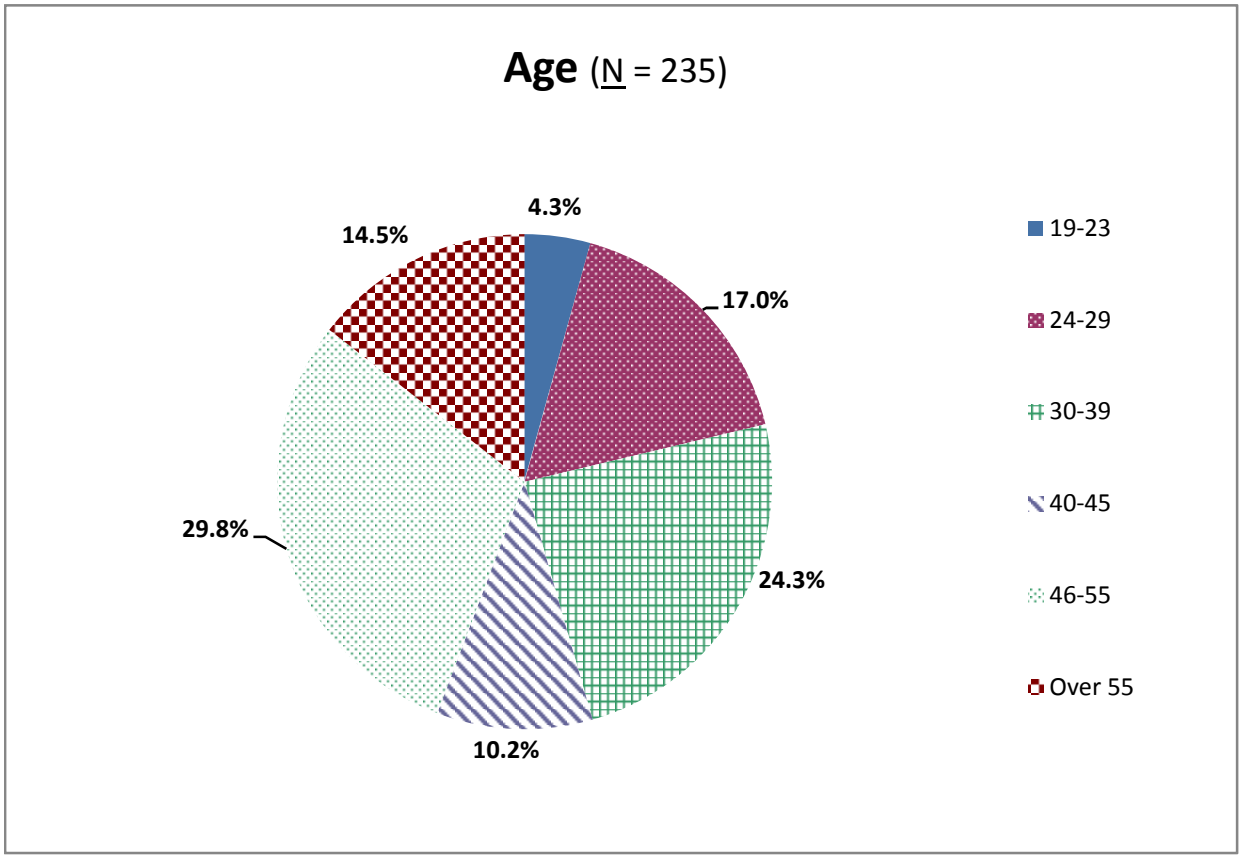


Demographic Data Summary Tables

Shaping Outcomes Demographic Data (June 2005 to mid-October 2007)		
Gender (N = 236)	Valid Percent	
Male	13.6%	
Female	86.4%	
Age (N = 235)	Valid Percent	
19-23	4.3%	
24-29	17.0%	
30-39	24.3%	
40-45	10.2%	
46-55	29.8%	
Over 55	14.5%	
Ethnicity (N = 234)	Valid Percent	
American Indian or Alaska Native	1.3%	
Asian to Asian American	0.9%	
Black or African American	2.1%	Other ethnicities are Ashkenazi Jew, Carpatho-Rusyn, Caucasian/Armenian, and Swedish
Hispanic or Latino	3.4%	
Multiracial	0.9%	
Native Hawaiian or Other Pacific Islander	0.0%	
Other	1.7%	
White	89.7%	
Area of Specialization (N = 232)	Valid Percent	
Library	61.6%	Other specializations include administration, anthropology, education, evaluation, history, speech, & sociology.
Museum	18.1%	
Other	20.3%	
Institution Type (N = 213)	Valid Percent	
Academic Library or Academic Archives	20.2%	Other institutions include children's museum, college/university, consulting firm, government agency, library association, non-profit, public school, school library, & state library or museum.
Archives	0.5%	
Museum	23.0%	
Other	33.3%	
Private Library	0.5%	
Public Library	22.5%	
Academic Program (if applicable) (N = 236)	Valid Percent	
Certificate	0.4%	
Two-year or community college	0.0%	
Four-year undergraduate	2.1%	
Graduate	38.1%	
CE Credits	0.4%	
Not in an Academic Program	58.9%	

Demographic Data Summary Graphs





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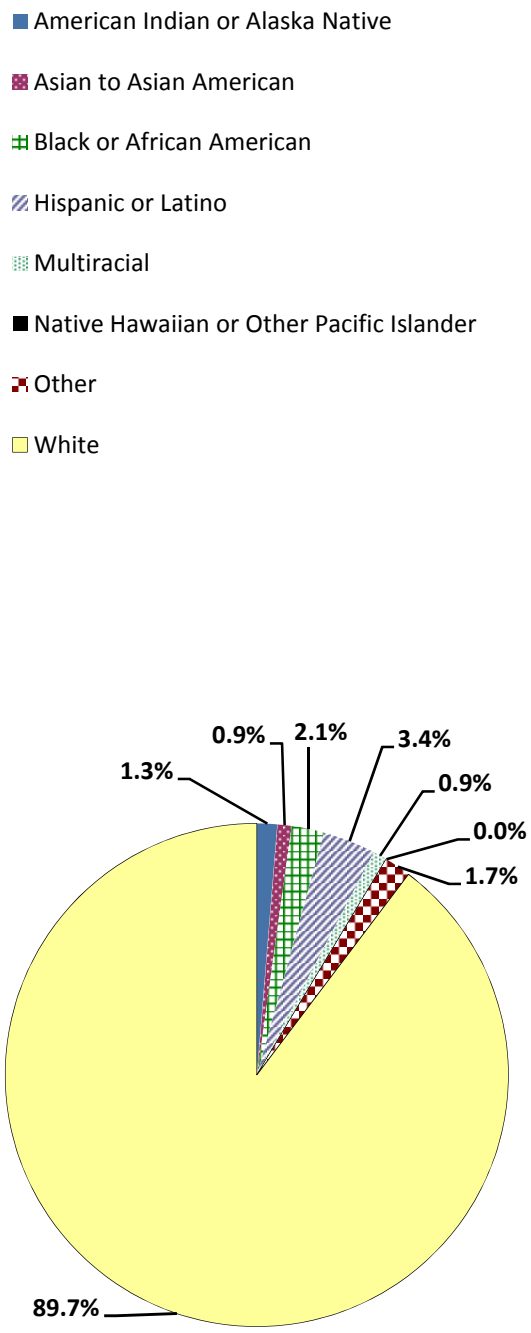
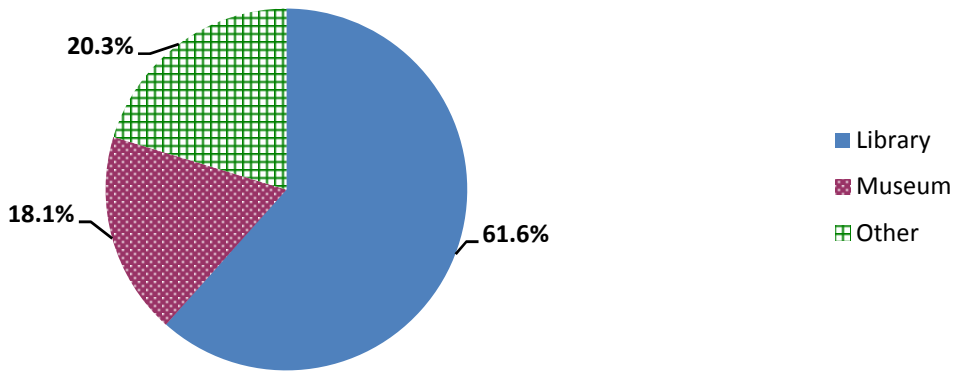
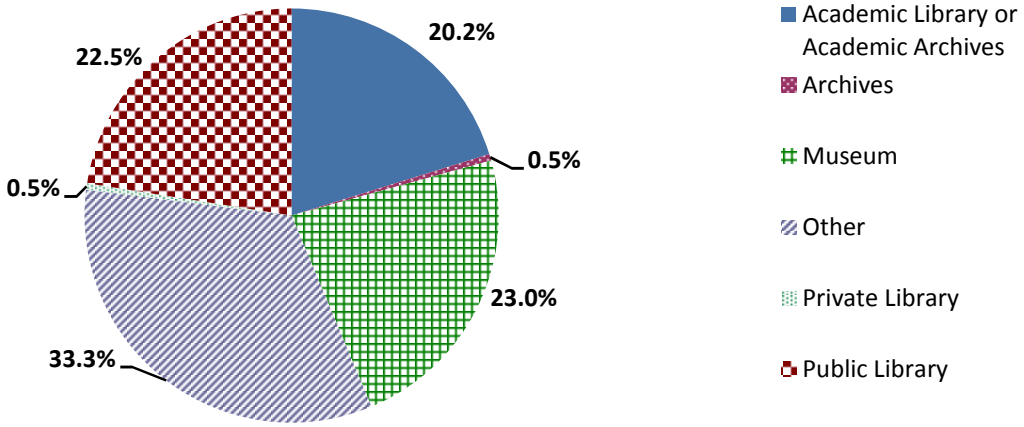
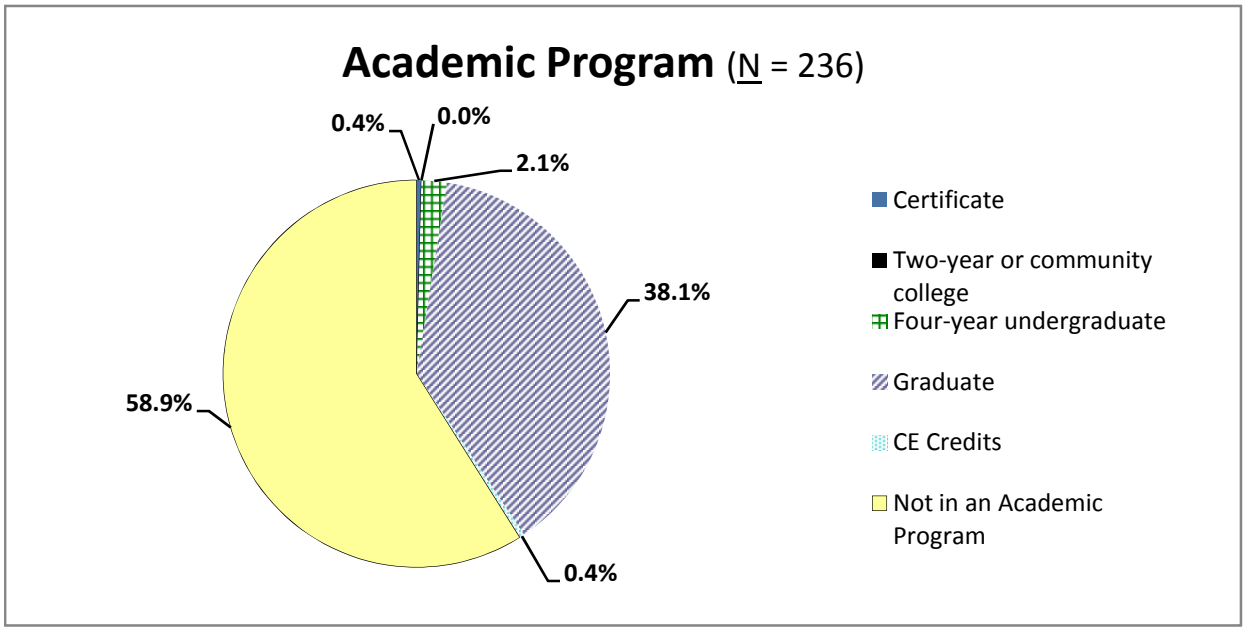


Area of Specialization (N = 232)



Institution Type (N = 213)




Academic Program (N = 236)
0.4%
0.0%
2.1%
38.1%
58.9%
0.4%
Certificate
Two-year or community college
Four-year undergraduate
Graduate
CE Credits
Not in an Academic Program

Attitude Data Summary Tables

Shaping Outcomes Attitude Scores* from Pre- and Post- Class Attitude Surveys
(June 2005 to mid-October 2007)

SO Version 1 Stand-alone Course vs. Embedded Tutorial

Stand-alone Course	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Course Attitude	4.14	0.51	23	-0.67	-0.32
Post-Course Attitude	3.74	0.66	3		
Embedded Tutorial	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Tutorial Attitude	3.85	0.59	59	-0.07	-0.04
Post-Tutorial Attitude	3.80	0.80	38		

SO Version 2 Stand-alone Course vs. Embedded Tutorial

Stand-alone Course	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Course Attitude	3.92	0.51	135	0.31	0.15
Post-Course Attitude	4.10	0.67	51		
Embedded Tutorial	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Tutorial Attitude	3.81	0.45	10	1.46	0.59
Post-Tutorial Attitude	4.51	0.51	7		

Non-IMLS Grantees vs. IMLS Grantees**

Non-IMLS Grantees	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Class Attitude	3.92	0.50	119	0.35	0.17
Post-Class Attitude	4.13	0.68	45		
IMLS Grantees	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Class Attitude	3.86	0.51	26	0.63	0.30
Post-Class Attitude	4.22	0.63	13		

*The Version 1 attitude scale measures attitude toward online classes. The Version 2 attitude scale was modified to measure attitude toward OBPE and the Shaping Outcomes class.
Scale responses range from 1 = Strongly Disagree to 5 = Strongly Agree

**Note: IMLS Grantees were offered Version 2 of SO, so all data is from Version 2.

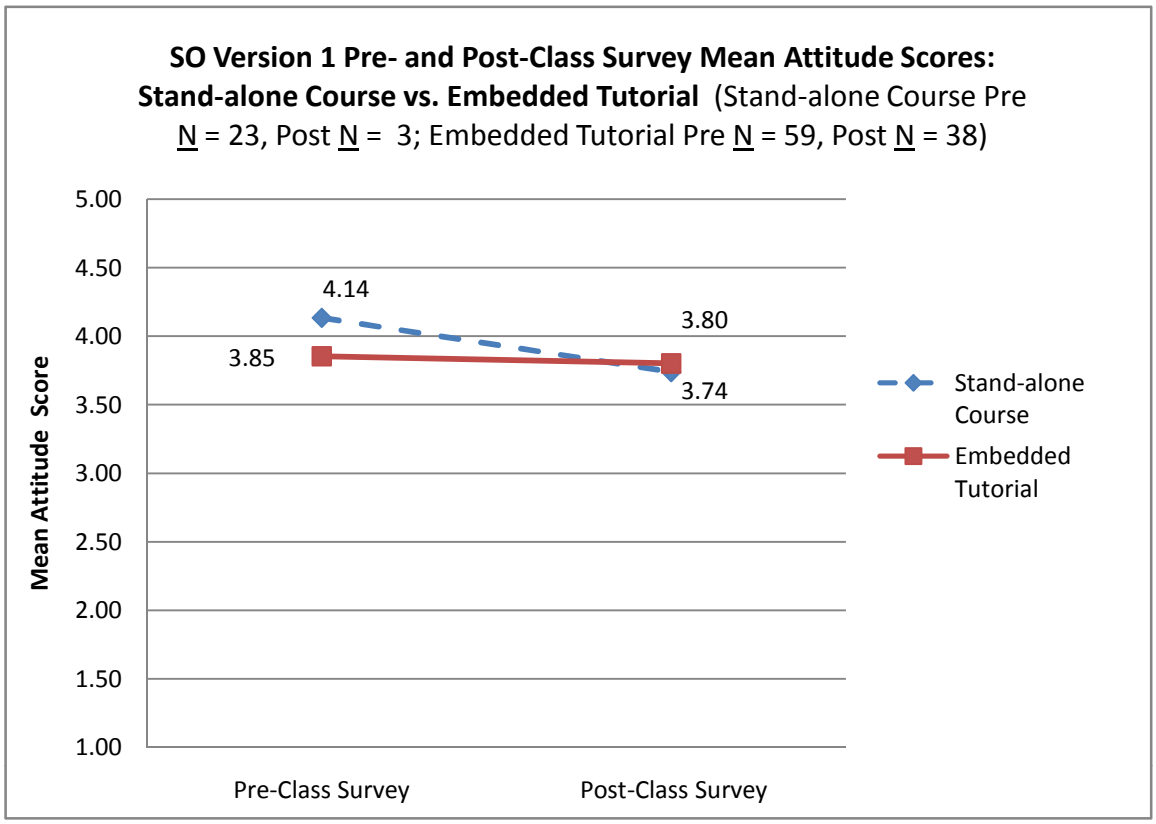
Version 1 Attitude Scale from Pre-Course/Tutorial Attitude Survey*†

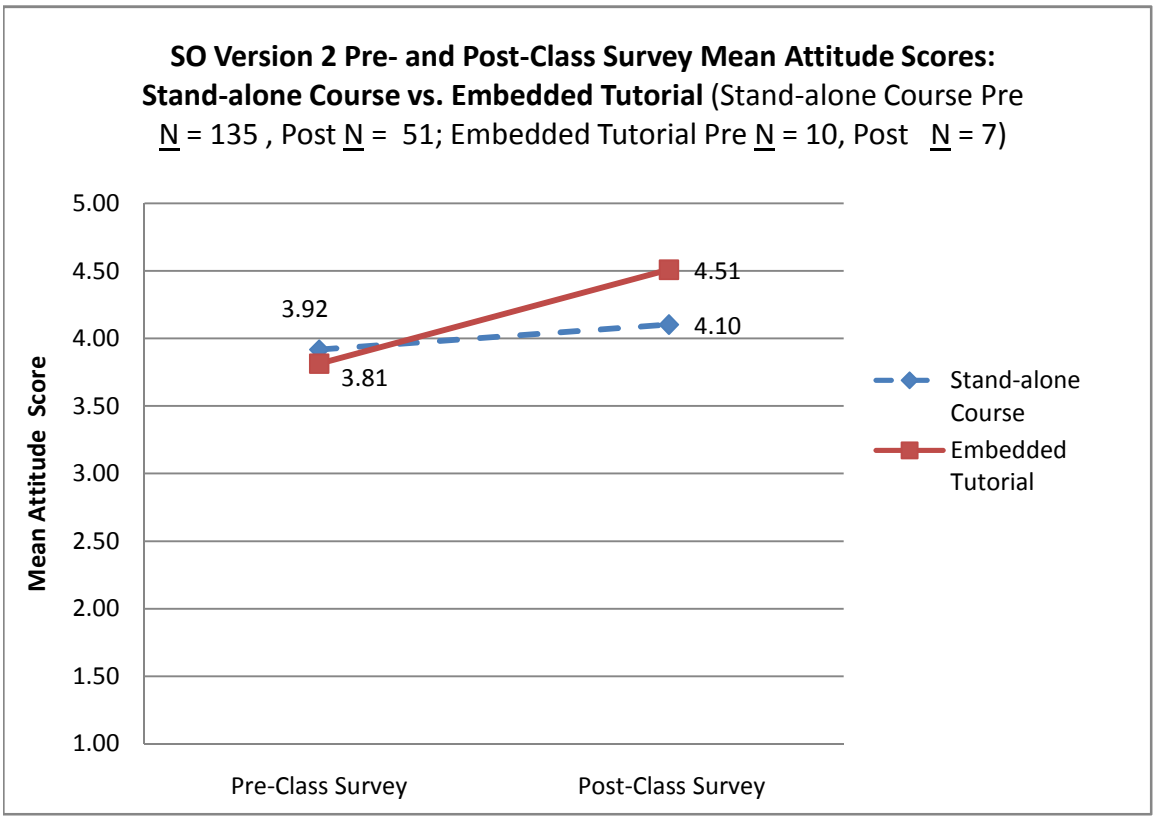
1. I expect the professor to be available to answer questions about the content of the class.
2. I am comfortable using the sequential modules as a way of learning new material.
3. There are attractive incentives for me to participate in Outcomes Based Planning and Evaluation (OBPE) training (e.g., obtain assistance in reaching career goals, improve my ability to write grant proposals for funding, etc.).
4. I believe completion of the class will increase my ability to apply the OBPE concepts to real life situations.
5. I expect the assignments to contribute to my understanding of this subject.
6. I feel that learning OBPE as part of museum and/or library studies is fundamental to my vocation.
7. I expect useful information to be available to me for making decisions about how to improve my work.
8. I expect to learn more in this class than I do in most on-site classes.

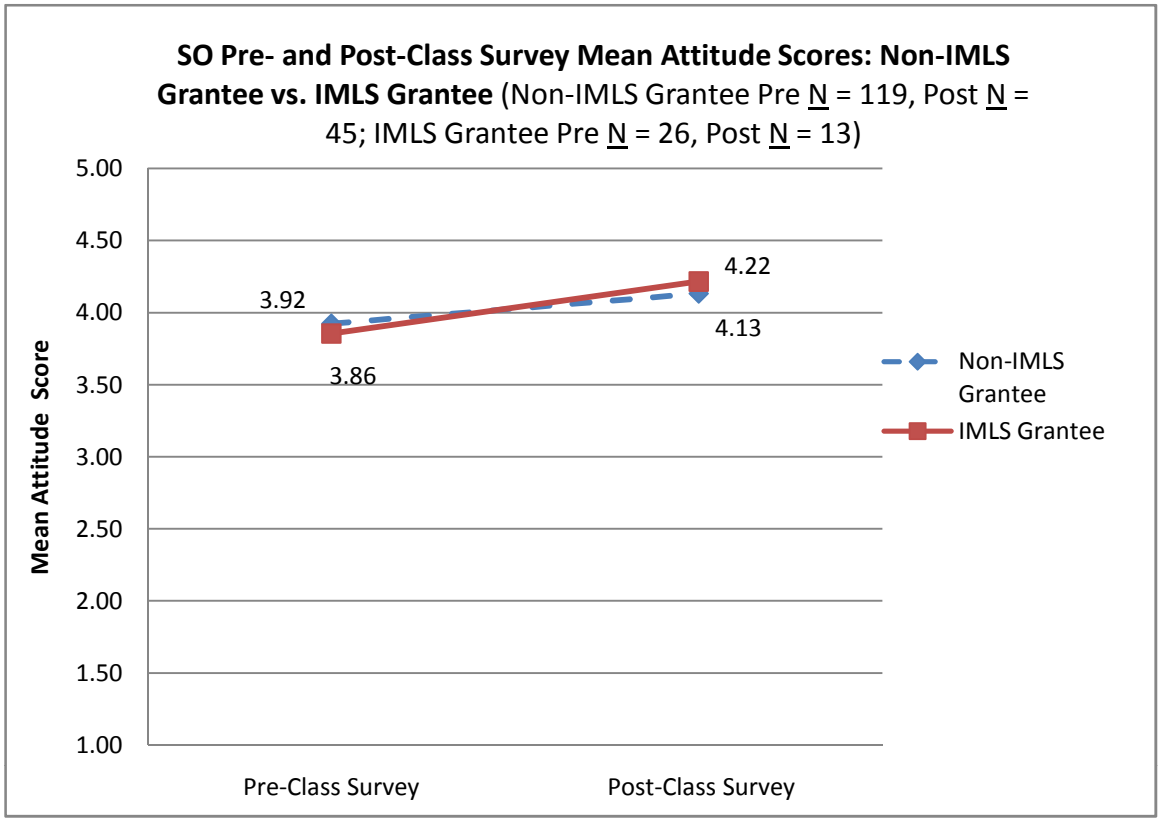
9. I expect the online discussion forum with my peers to contribute to my understanding of this subject. 10. I expect the online discussion forum with the instructor to contribute to my understanding of this subject. 11. I expect to get to know the professor in this class. 12. I expect to gain a better understanding of the content of this class by primarily working on my own throughout.
* The pre- and post-class surveys are identical except the post-class survey is in past tense † The pre and post-tutorial scale consisted of items 1 to 7 only.

Version 2 Attitude Scale from Pre-Course/Tutorial Attitude Survey*†
1. I like Outcomes-Based Planning and Evaluation (OBPE) because it is a practical field of study. 2. I believe OBPE should be a required part of professional training for museum and library services. 3. What I learn in the Shaping Outcomes class will be useful to my career. 4. The information to be taught in the Shaping Outcomes class will apply to my future learning or job skills. 5. I believe competence in OBPE will make me more employable. 6. Learning OBPE as part of museum studies and/or library/information science is fundamental to my vocation. 7. I believe using OBPE will be an ideal way to go about planning and evaluating programs in museum and library services.
* The pre- and post-class surveys are identical except the post-class survey is in past tense. † The pre and post-tutorial scale and pre- and post-course scale are identical.

Attitude Data Summary Graphs






SO Pre- and Post-Class Survey Mean Attitude Scores: Non-IMLS Grantee vs. IMLS Grantee (Non-IMLS Grantee Pre N = 119, Post N = 45; IMLS Grantee Pre N = 26, Post N = 13)
Mean Attitude Score
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
3.92
4.22
4.13
3.86
Pre-Class Survey
Post-Class Survey
Non-IMLS Grantee
IMLS Grantee

Confidence Data Summary Tables

Shaping Outcomes Confidence Scores* from Pre- and Post- Class Attitude Surveys
(June 2005 to mid-October 2007)

SO Version 1 Stand-alone Course vs. Embedded Tutorial

Course	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Course Confidence	2.98	1.20	23	1.42	0.58
Post-Course Confidence	4.30	0.52	3		
Tutorial	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Tutorial Confidence	2.46	0.97	58	1.19	0.51
Post-Tutorial Confidence	3.57	0.90	38		

SO Version 2 Stand-alone Course vs. Embedded Tutorial

Course	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Course Confidence	3.03	1.03	135	1.10	0.48
Post-Course Confidence	4.00	0.72	51		
Tutorial	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Tutorial Confidence	2.66	1.23	10	1.45	0.59
Post-Tutorial Confidence	4.03	0.52	7		

Non-IMLS Grantee vs. IMLS Grantee**

Non-IMLS Grantee	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Class Confidence	2.95	1.06	119	1.15	0.50
Post-Class Confidence	3.96	0.65	45		
IMLS Grantee	Mean	Std Dev.	N	Cohen's *d*	Effect Size *r*
Pre-Class Confidence	3.27	0.92	26	1.01	0.45
Post-Class Confidence	4.16	0.85	13		

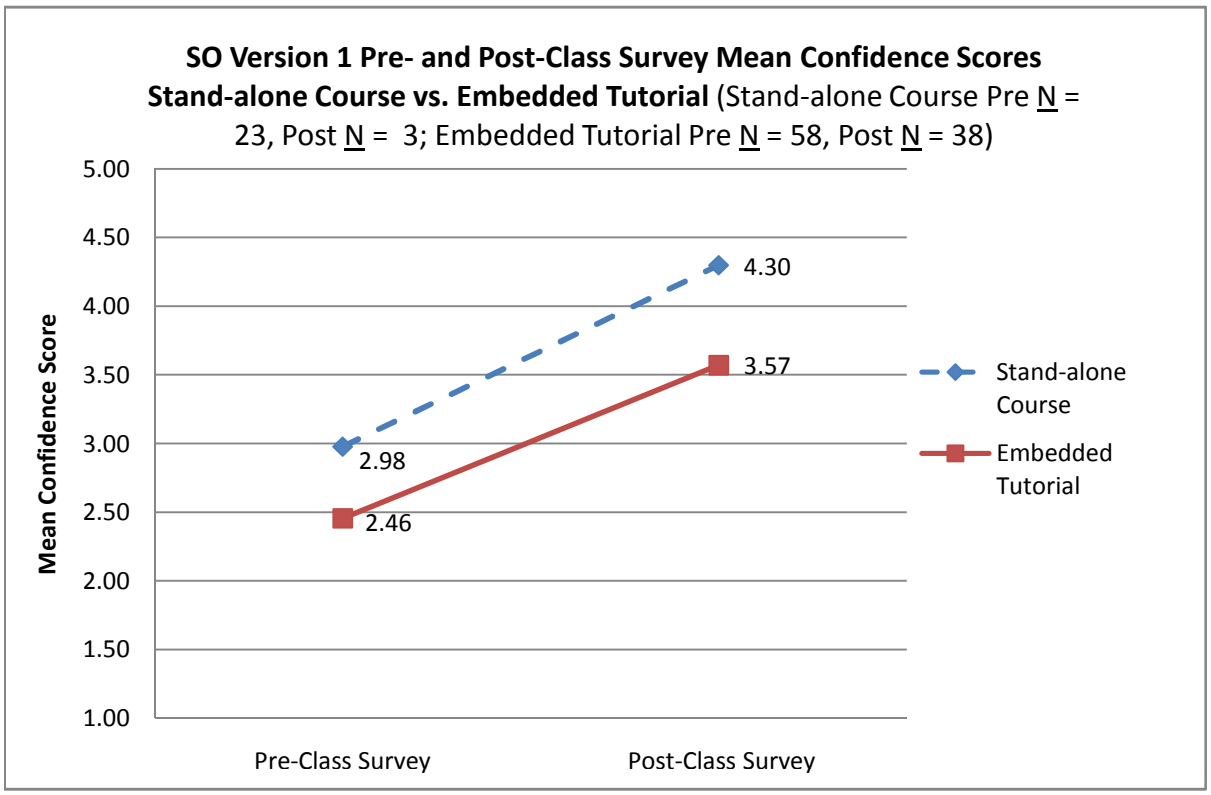
*The confidence scale measures confidence in performing OBPE activities.
Scale responses range from 1 = Not Confident at All to 5 = Very Confident
**Note: IMLS Grantees were offered Version 2 of SO, so all data is from Version 2.

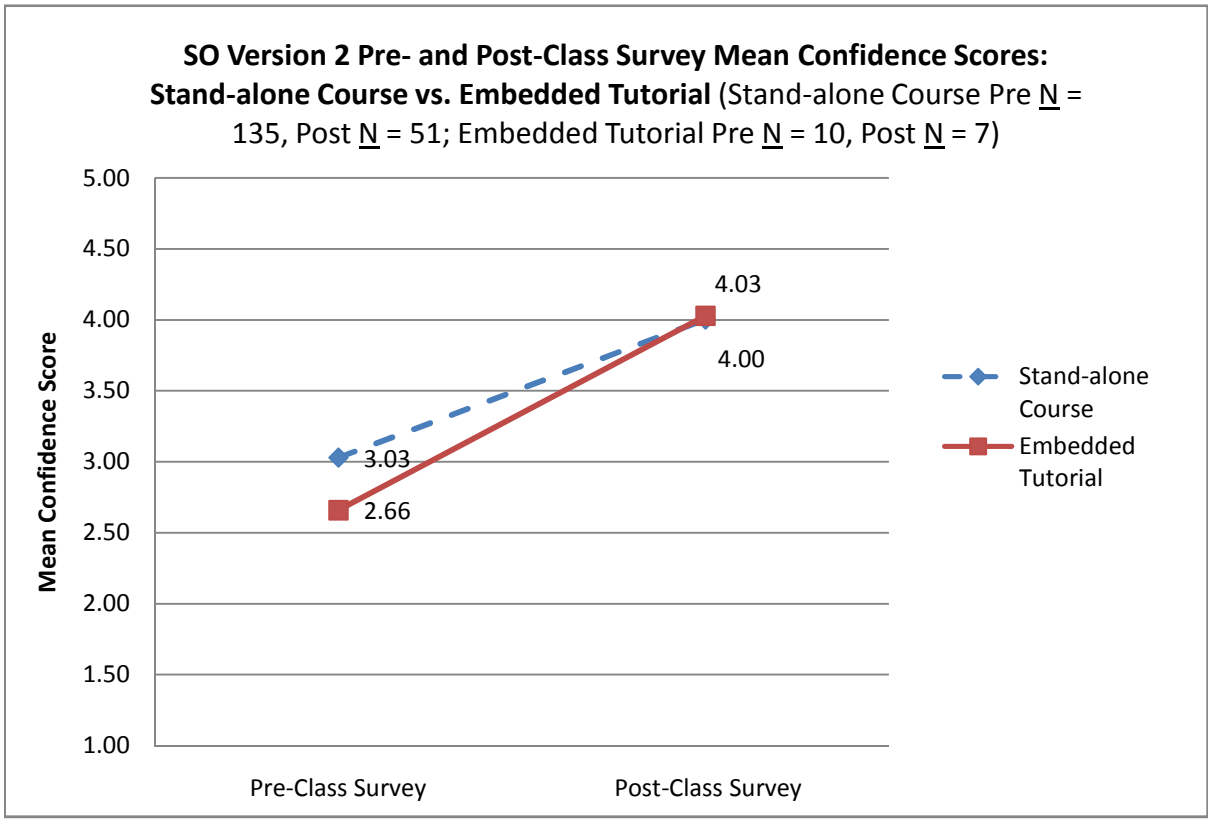
Version 1 and 2 Confidence Scale from Pre-Course/Tutorial Attitude Survey*†

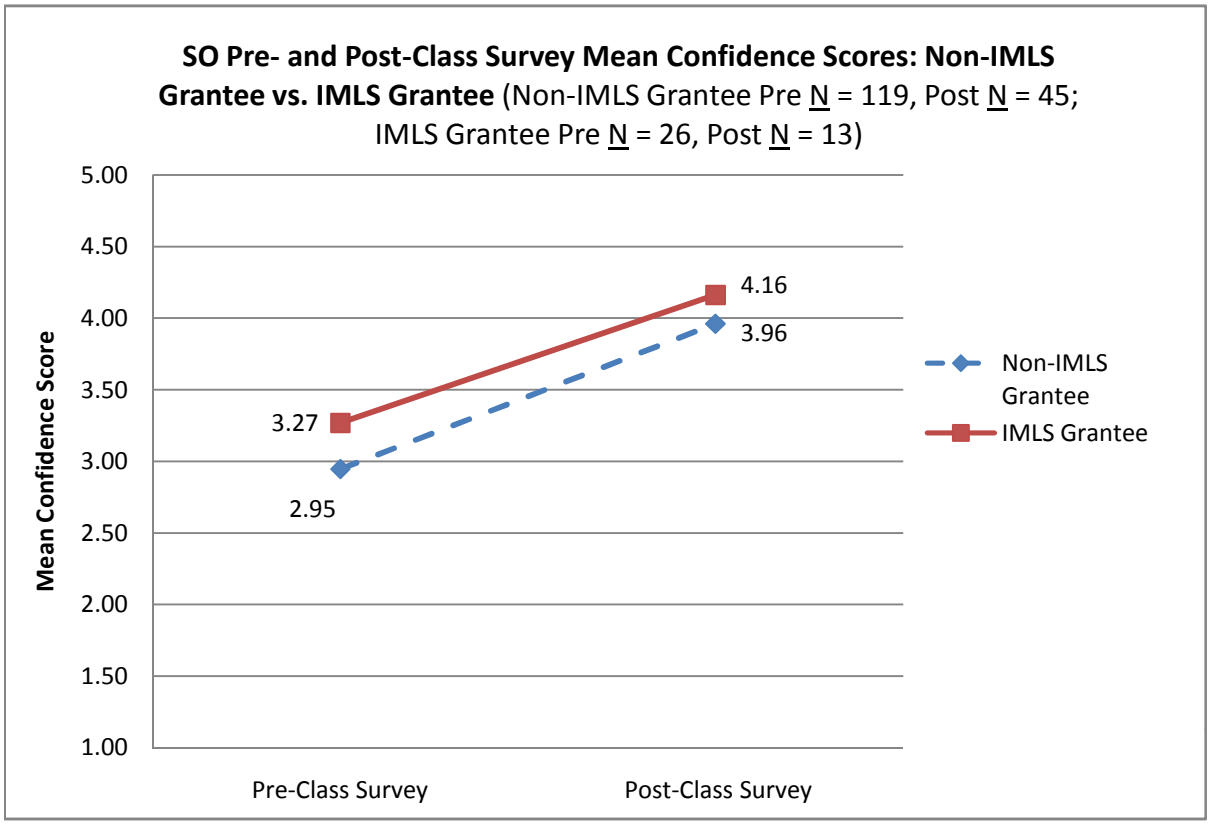
1. Use OBPE as a management tool to measure your program outcomes.
2. Assist staff in implementing OBPE.
3. Identify the basic elements of an outcome based logic model.
4. Identify an effective evaluation design to measure program outcomes.
5. Distinguish outputs from outcomes.
6. Provide at least one reason why measuring program outcomes would benefit the work that you do.
7. Identify the three elements of a program purpose statement.
8. Find sources of information to answer questions concerning OBPE.
9. Use outcome data to report on program results.
10. Apply OBPE to other programs or services you offer.

* The pre- and post-class surveys are identical except the post-class survey is in past tense.
† The pre and post-tutorial scale and pre- and post-course scale are identical.

Confidence Data Summary Graphs






SO Pre- and Post-Class Survey Mean Confidence Scores: Non-IMLS Grantee vs. IMLS Grantee (Non-IMLS Grantee Pre N = 119, Post N = 45; IMLS Grantee Pre N = 26, Post N = 13)
Mean Confidence Score
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
4.16
3.96
3.27
2.95
Pre-Class Survey
Post-Class Survey
Non-IMLS Grantee
IMLS Grantee

Benefit Data Summary Tables

SO Mean Benefit Scores from Post-Class Survey* (June 2005 to mid-October 2007)						
	Version 1		Version 2		Version 2	
	Stand-alone Course	Embedded Tutorial	Stand-alone Course	Embedded Tutorial	Non-IMLS Grantee	IMLS Grantee
Mean Benefit Scores	4.00	3.64	4.05	4.39	4.16	3.87
Std Dev.	0.71	0.93	0.90	0.49	0.71	1.12
N	3	38	50	6	43	13
*Note: Benefit scale measures the perceived benefit of taking SO: 1 = Not Beneficial to 5 = Very Beneficial						

Version 1 and 2 Benefit Scale from Post-Course/Tutorial Attitude Survey*†
1. Expanded my understanding of OBPE.
2. Helped me to *integrate* what I already knew about OBPE.
3. Helped me to *apply* what I already knew about OBPE.
4. Challenged my thinking about OBPE.
5. Stimulated interest to learn more about OBPE.
6. Triggered ideas related to aspects of OBPE.
7. Encouraged me to take present or future action regarding OBPE.
* The benefit scale is included in the post-class survey only.
† The post-tutorial scale and post-course scale are identical.

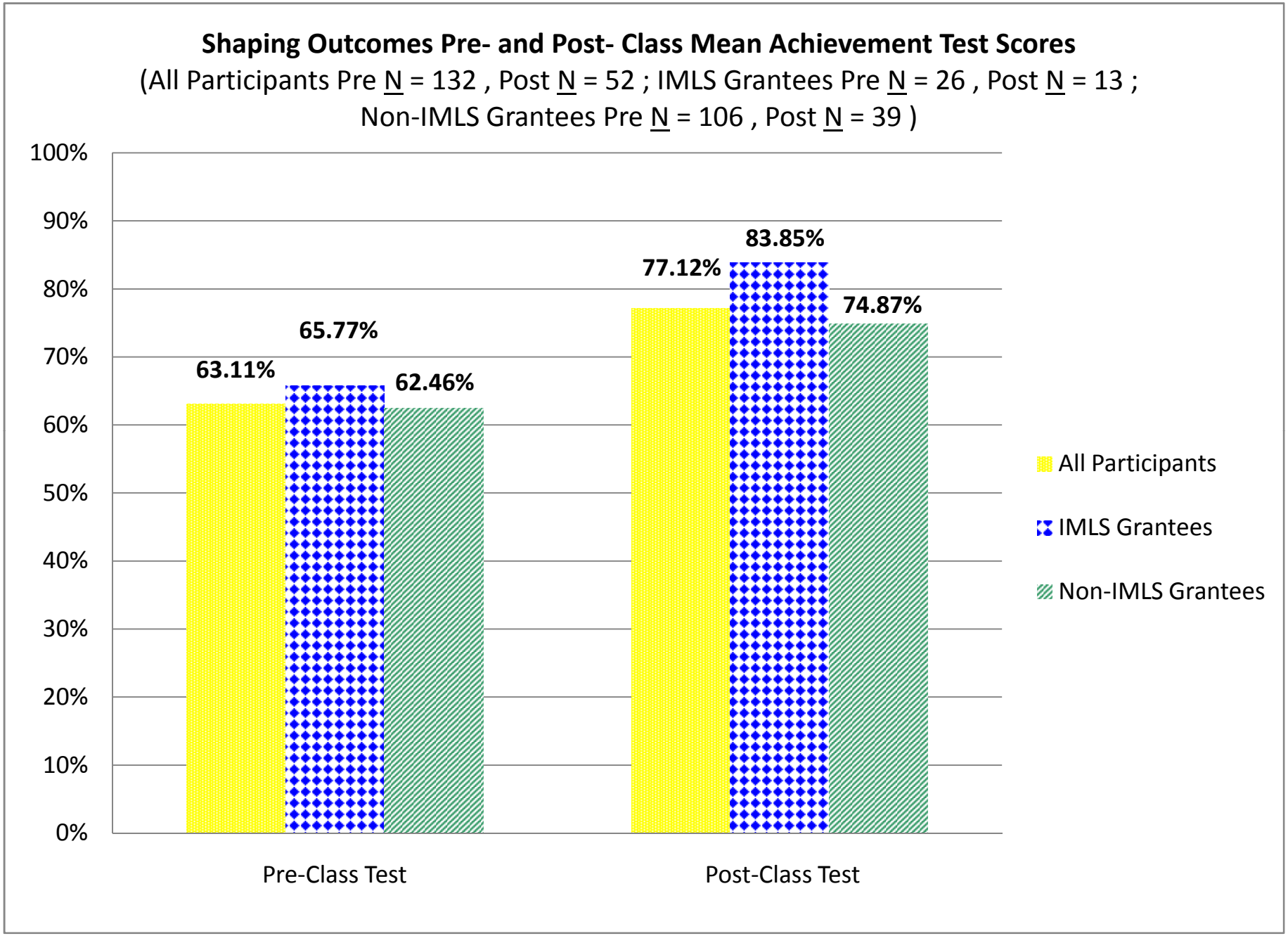
Benefit Data Summary Graph

Achievement Test Data Summary Tables

Shaping Outcomes Pre- and Post-Class Achievement Test Scores All Participants (June 2005 to mid-October 2007)	
Pre-Class Achievement Test Mean Score (out of 20)	12.62
Percent Correct	63.11%
Std Dev.	2.55
N	132
Post-Class Achievement Test Mean Score (out of 20)	15.42
Percent Correct	77.12%
Std Dev.	2.62
N	52

Shaping Outcomes Pre- and Post-Class Achievement Test Scores IMLS Grantees Only (June 2005 to mid-October 2007)	
Pre-Class Achievement Test Mean Score (out of 20)	13.15
Percent Correct	65.77%
Std Dev.	2.32
N	26
Post-Class Achievement Test Mean Score (out of 20)	16.77
Percent Correct	83.85%
Std Dev.	2.29
N	13

Shaping Outcomes Pre- and Post-Class Achievement Test Scores Non-IMLS Grantees Only (June 2005 to mid-October 2007)	
Pre-Class Achievement Test Mean Score (out of 20)	12.49
Percent Correct	62.46%
Std Dev.	2.59
N	106
Post-Class Achievement Test Mean Score (out of 20)	14.97
Percent Correct	74.87%
Std Dev.	2.57
N	39


Shaping Outcomes Pre- and Post- Class Mean Achievement Test Scores
(All Participants Pre N = 132 , Post N = 52 ; IMLS Grantees Pre N = 26 , Post N = 13 ;
Non-IMLS Grantees Pre N = 106 , Post N = 39)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
63.11%
65.77%
62.46%
77.12%
83.85%
74.87%
Pre-Class Test
Post-Class Test
All Participants
IMLS Grantees
Non-IMLS Grantees

Complete Pre- and Post-Class Achievement Test Data Sets

Complete Pre- and Post-Class Achievement Test Sets (N = 50)			
Student ID	Pre-Class Achievement Test Score	Post-Class Achievement Test Score	Change from Pre to Post
1	65%	65%	0%
2	85%	85%	0%
3	70%	85%	15%
4	60%	65%	5%
5	70%	90%	20%
6	65%	80%	15%
7	60%	70%	10%
8	60%	70%	10%
9	80%	75%	-5%
10	35%	60%	25%
11	60%	40%	-20%
12	55%	70%	15%
13	60%	85%	25%
14	45%	55%	10%
15	40%	70%	30%
16	65%	100%	35%
17	65%	60%	-5%
18	80%	70%	-10%
19	60%	95%	35%
20	45%	80%	35%
21	60%	90%	30%
22	60%	95%	35%
23	60%	95%	35%
24	75%	80%	5%
25	70%	70%	0%
26	65%	100%	35%
27	75%	80%	5%
28	80%	100%	20%
29	65%	75%	10%
30	70%	90%	20%
31	75%	70%	-5%
32	45%	65%	20%
33	70%	65%	-5%
34	55%	65%	10%
35	80%	85%	5%
36	65%	55%	-10%
37	75%	95%	20%
38	75%	90%	15%
39	45%	65%	20%
40	65%	75%	10%
41	65%	80%	15%

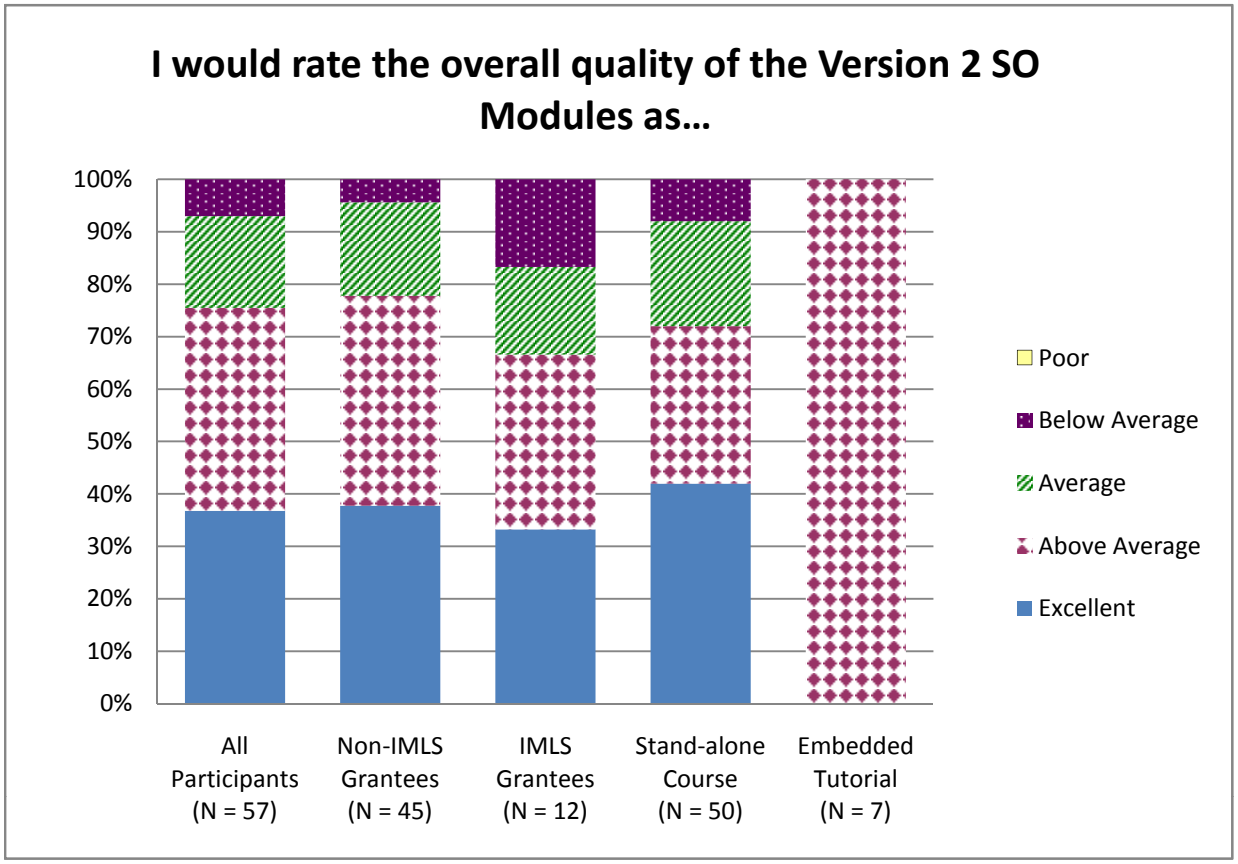
42	50%	70%	20%
43	70%	85%	15%
44	55%	85%	30%
45	70%	85%	15%
46	60%	70%	10%
47	60%	95%	35%
48	65%	80%	15%
49	70%	75%	5%
50	50%	65%	15%
Overall Mean	**63%**	**77%**	**14%**
Std Dev.	**0.11**	**0.13**	**0.14**

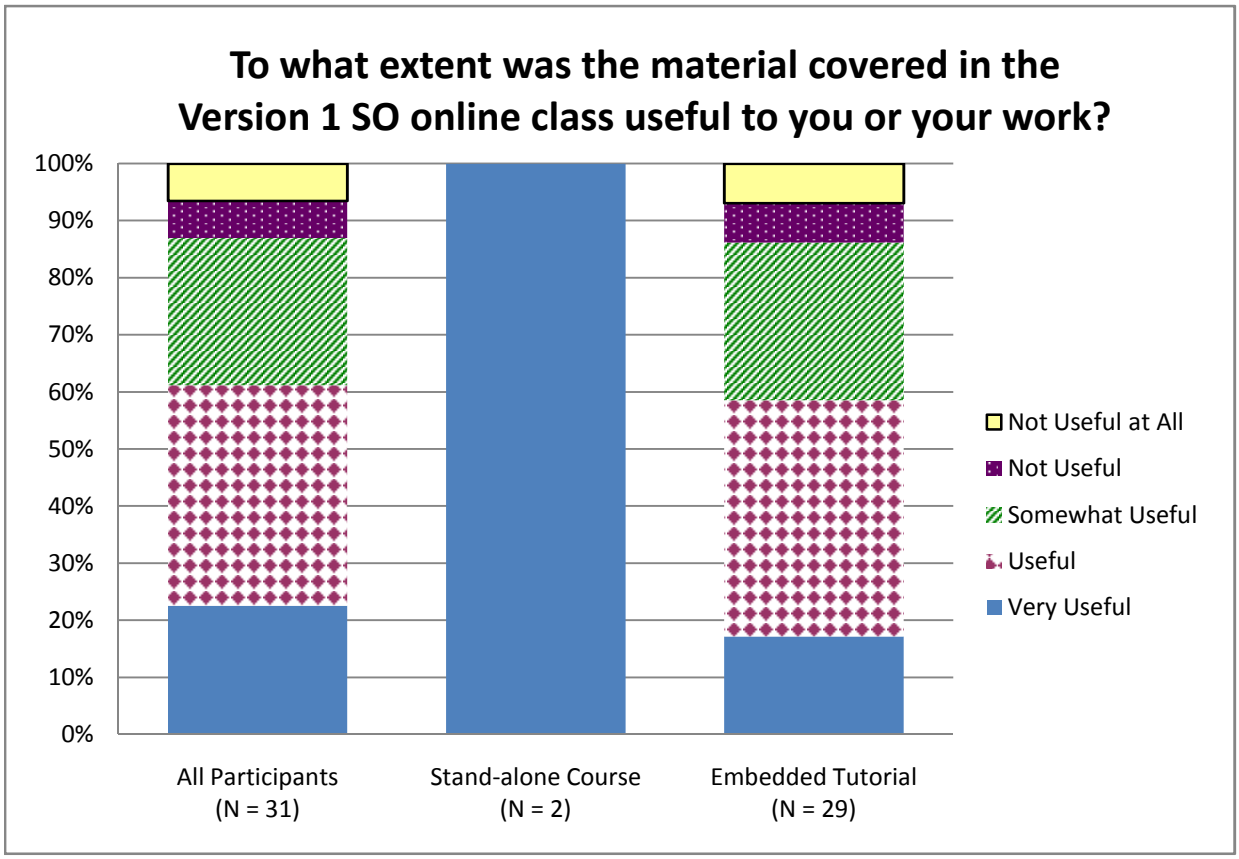
Paired Samples T-test	
t	-7.167
df	46
Sig. (2-tailed)	0.000
Cohen's *d*	1.132
Effect Size *r*	0.492

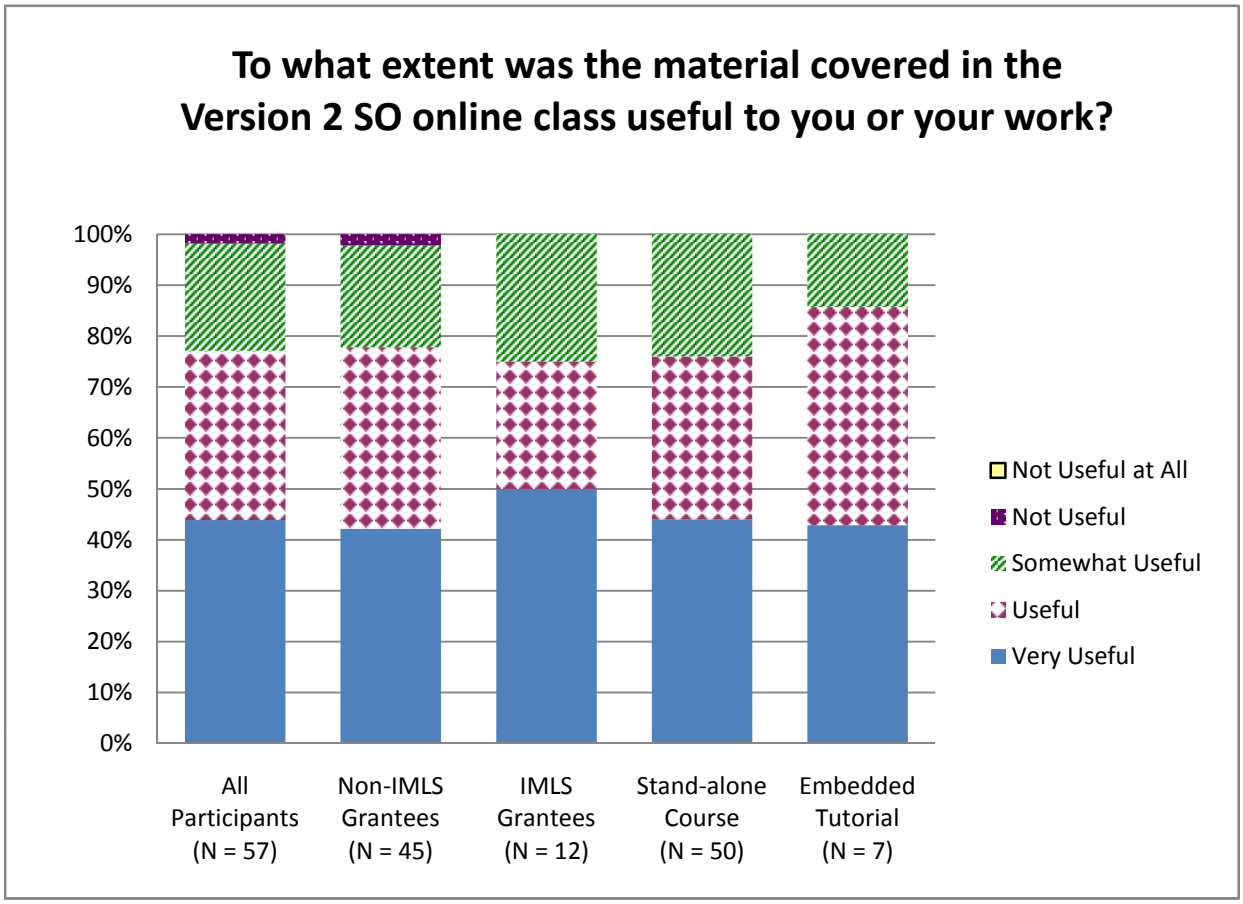
Quality and Usefulness Data Summary Tables

Shaping Outcomes Quality and Usefulness Data from Class Evaluation (June 2005 to mid-October 2007)					
I would rate the overall quality of the Version 2 SO Modules as*…	All Participants (N = 57)	Non-IMLS Grantees (N = 45)	IMLS Grantees (N = 12)	Stand-alone Course (N = 50)	Embedded Tutorial (N = 7)
Excellent	36.8%	37.8%	33.3%	42.0%	0.0%
Above Average	38.6%	40.0%	33.3%	30.0%	100.0%
Average	17.5%	17.8%	16.7%	20.0%	0.0%
Below Average	7.0%	4.4%	16.7%	8.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%
* Question was not asked in Version 1					
To what extent was the material covered in the SO online class useful to you or your work? (Version 1)	All Participants (N = 31)			Stand-alone Course (N = 2)	Embedded Tutorial (N = 29)
Very Useful	22.6%	--	--	100.0%	17.2%
Useful	38.7%	--	--	0.0%	41.4%
Somewhat Useful	25.8%	--	--	0.0%	27.6%
Not Useful	6.5%	--	--	0.0%	6.9%
Not Useful at All	6.5%	--	--	0.0%	6.9%
To what extent was the material covered in the SO online class useful to you or your work? (Version 2)	All Participants (N = 57)	Non-IMLS Grantees (N = 45)	IMLS Grantees (N = 12)	Stand-alone Course (N = 50)	Embedded Tutorial (N = 7)
Very Useful	43.9%	42.2%	50.0%	44.0%	42.9%
Useful	33.3%	35.6%	25.0%	32.0%	42.9%
Somewhat Useful	21.1%	20.0%	25.0%	24.0%	14.3%
Not Useful	1.8%	2.2%	0.0%	0.0%	0.0%
Not Useful at All	0.0%	0.0%	0.0%	0.0%	0.0%

Quality and Usefulness Summary Graphs






To what extent was the material covered in the Version 2 SO online class useful to you or your work?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
All Participants (N = 57)
Non-IMLS Grantees (N = 45)
IMLS Grantees (N = 12)
Stand-alone Course (N = 50)
Embedded Tutorial (N = 7)
Not Useful at All
Not Useful
Somewhat Useful
Useful
Very Useful