

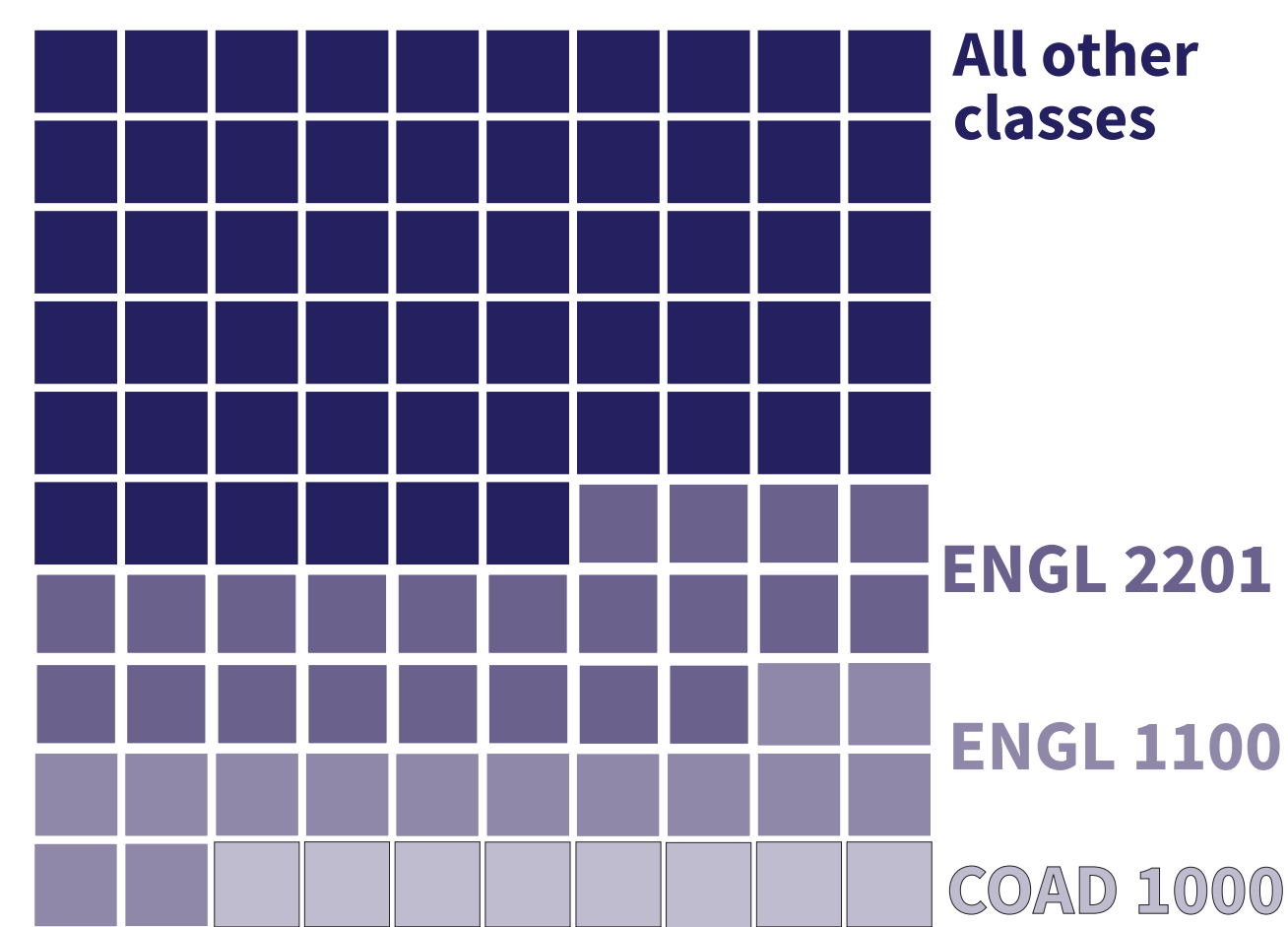
SHARED OUTCOMES, SHARED PRACTICE

Evaluating an Instruction Program with One Assessment Technique

CONTEXT

Library instruction is the primary responsibility of the **Research & Instructional Services** department, which sees roughly **300** sessions per year. Sessions are taught by **four** tenured faculty, **four** fixed-term faculty, and **three** paraprofessionals.

- Fall 2017: **New student learning outcomes (SLOs)** based on the ACRL Framework for Information Literacy
- Challenges with **classroom and program assessment**
- Experience with **quizzes and customer satisfaction surveys**

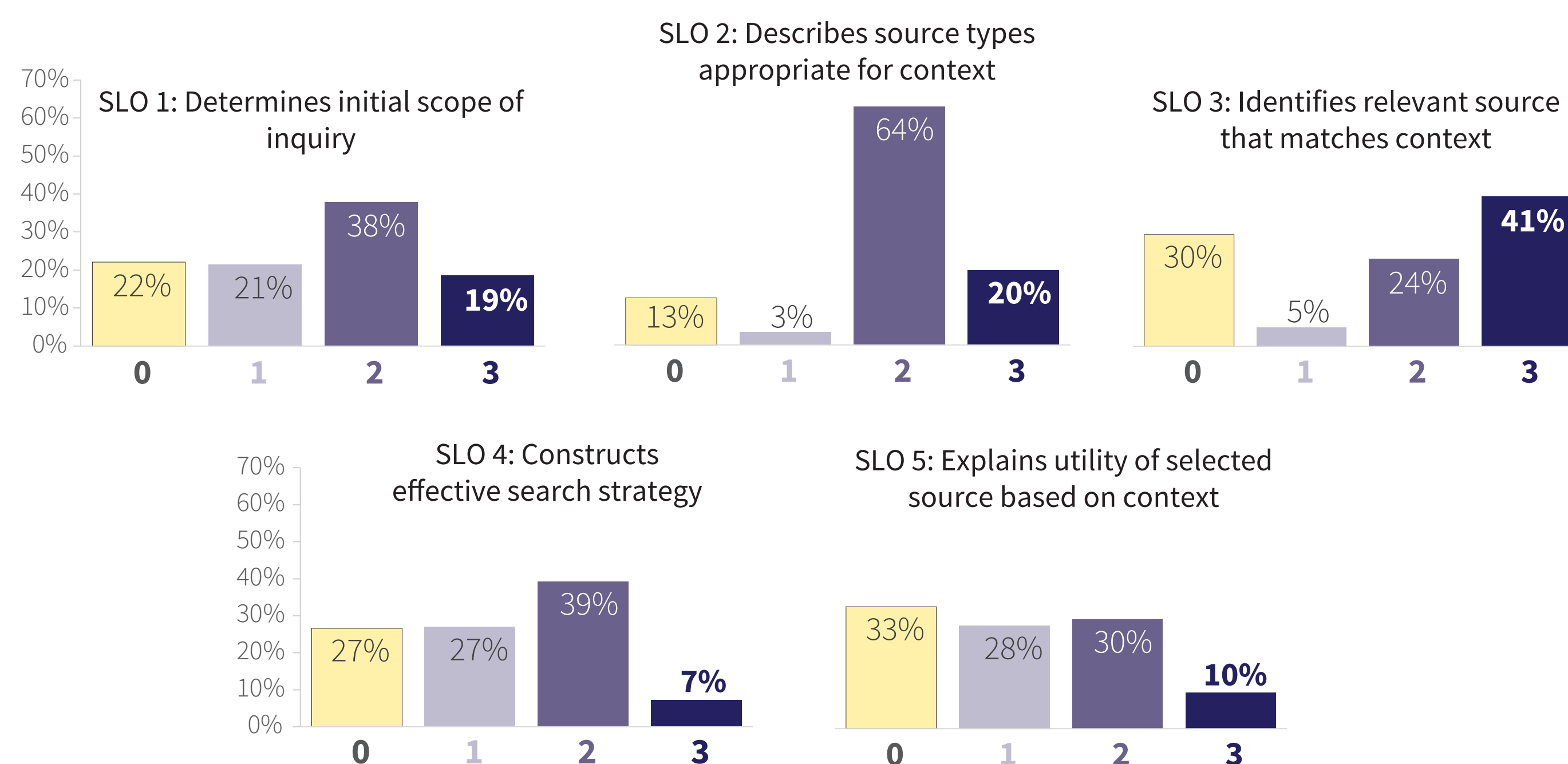


METHODOLOGY

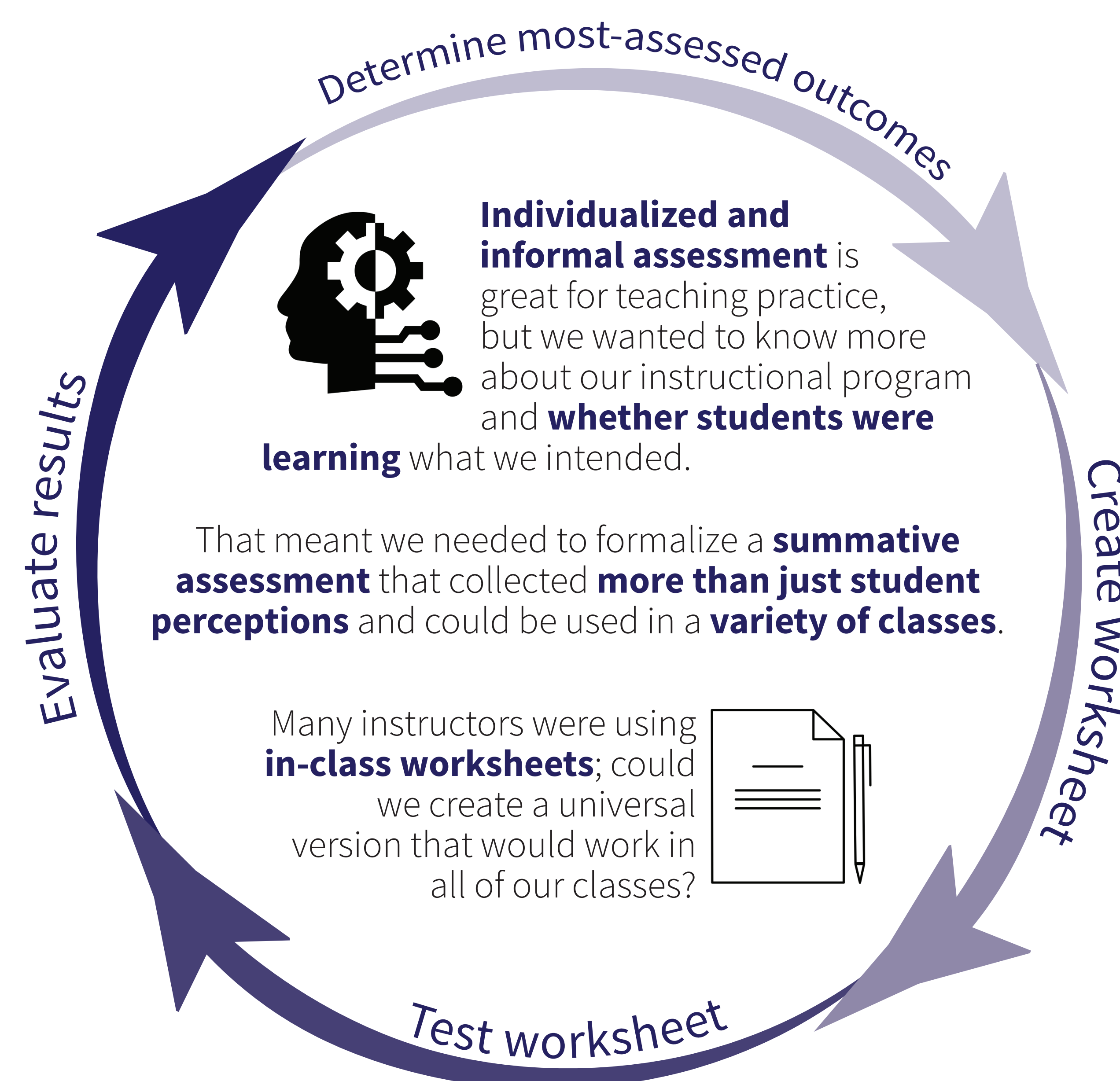
1. Most-taught and **most-assessed** learning outcomes determined.
2. Shared worksheet drafted to assess those outcomes as well as closed-ended responses about levels of **library instruction, research experience, and familiarity with content** shared in the session.
3. Library instructors tested in spring 2018 and **implemented in fall 2018**.
4. **Rubric** developed for each learning outcome based on **knowledge practices and dispositions** from the Framework.
5. **Responses coded** using the rubric and analyzed along with closed-ended responses.

TOP-LEVEL RESULTS

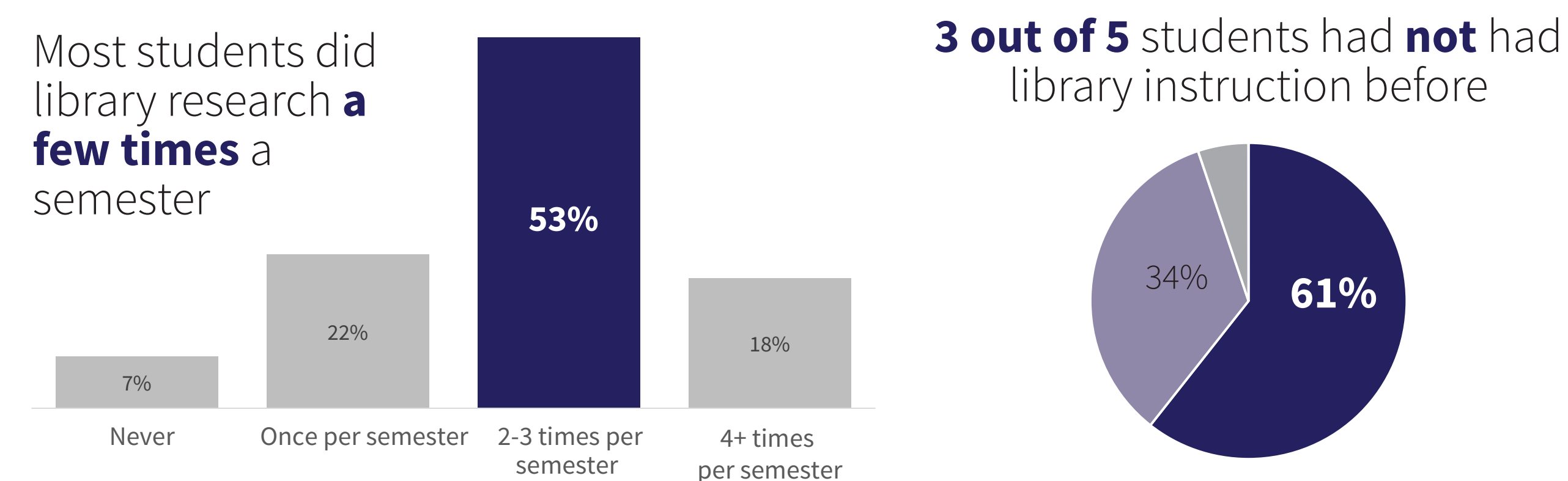
Unfortunately, many students **didn't answer or misunderstood** the open-ended questions. These were coded as **Level 0** and removed from rest of the rubric analyses presented here.



WHAT WE LEARNED



15 instruction sessions assessed
349 worksheets analyzed
7 library instructors implemented

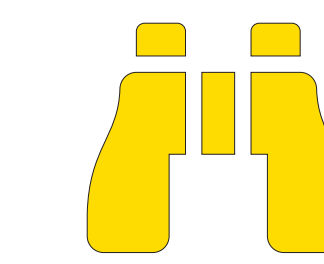


So, did it work? Yes and no.

- | Positive (+) | Negative (-) | Warning (⚠) |
|--|--|---|
| <ul style="list-style-type: none"> • Captured baseline of student knowledge • Minimized effort for library instructors • Closer to program-level assessment | <ul style="list-style-type: none"> • Misunderstandings by students and instructors • Non-representative sample • Limited buy-in | <ul style="list-style-type: none"> • Make shorter and more focused • Model ways to implement • Workshop classes in major |

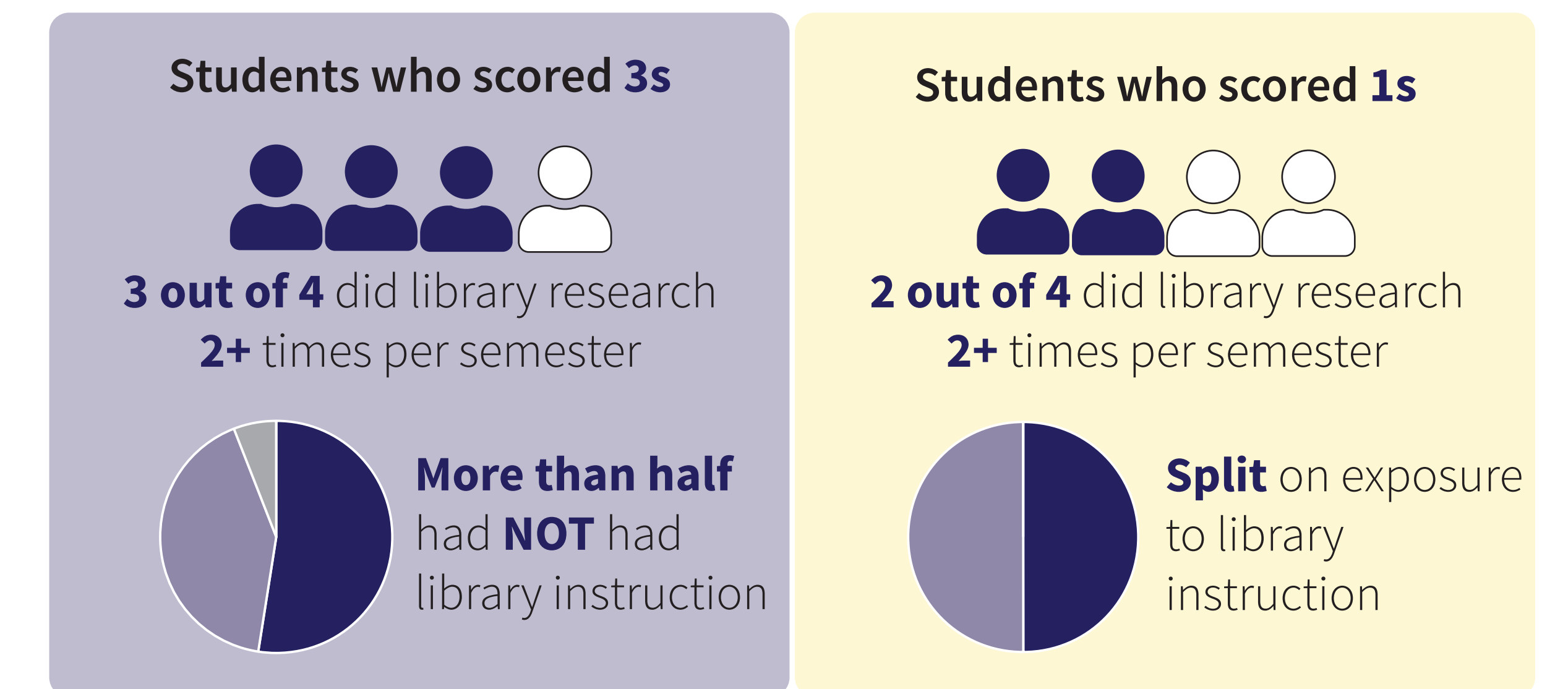
Rubric analysis results

Our open-ended questions attempted to mirror the research process, which meant our worksheet was evaluating **five SLOs at once**. Since our teaching focused on just two—**SLO 3 and 4**—we focused on those results in particular. Here's what we found:



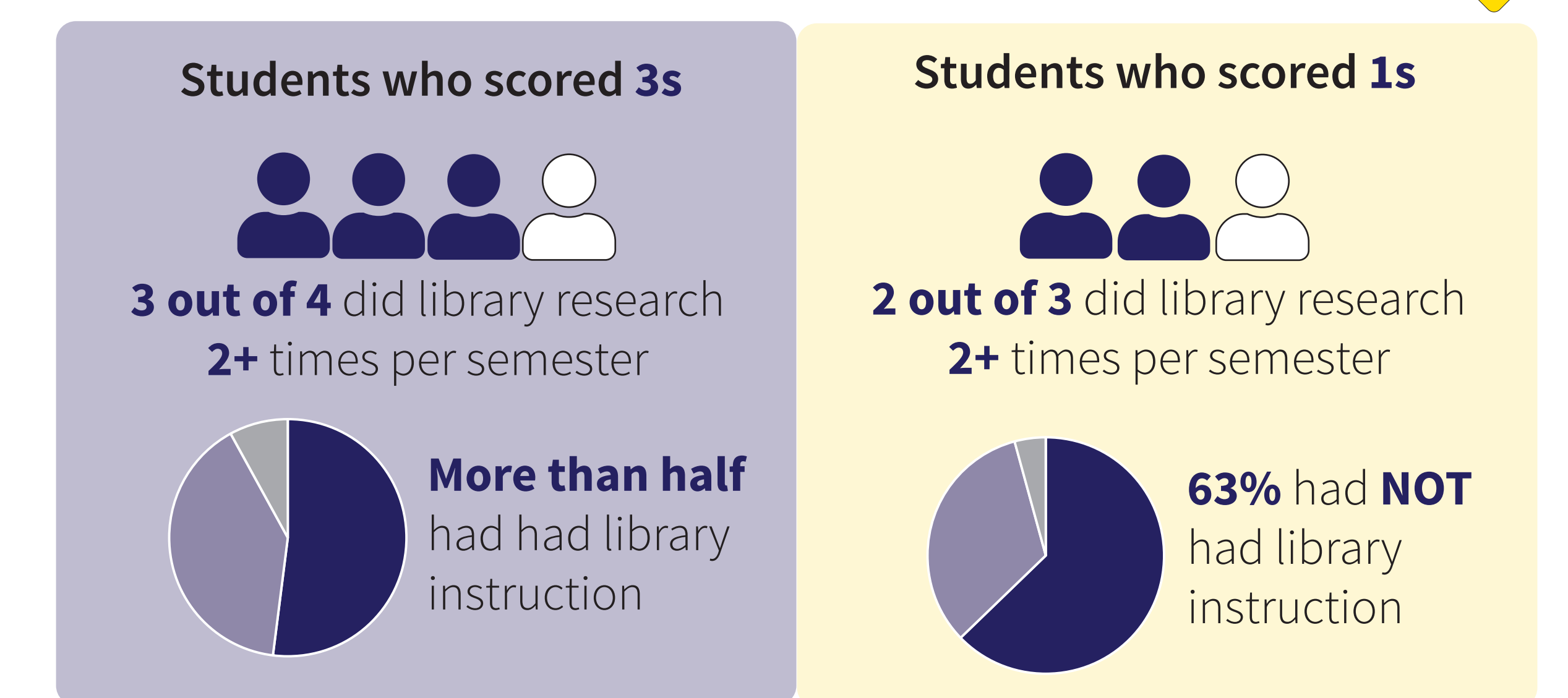
SLO 3

Identifies relevant source that matches context



SLO 4

Constructs an effective search strategy



I'm not 100% sure students understood how to fill out the form.

It made me realize that I want to do a lot more hands-on researching with them so they really feel like they left with something helpful.

It broadly covers the content I teach well. It also solicits genuinely useful information I'm already incorporating into how I do instruction.



It's too long.

What did library instructors think?
83% said they would use the worksheet again