“Let’s Give Them Something to Talk About”: Initiating and Maintaining Scalable Library Assessment and Evaluation

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Session Goals

Participants will learn how to...

• create and employ classroom assessment and evaluation techniques...

• implement assessment and evaluation using simple and cost-effective delivery methods (e.g., Google Forms and Socrative)...

• analyze assessment and evaluation results in order to revise instruction and drive further assessment...

• use assessment and evaluation results to communicate success to stakeholders.
Why are we here?

Why assess? Why evaluate?
Why do we evaluate and assess instruction?

Reasons to evaluate instruction
- To show that we value high-quality instruction
- To obtain data on student satisfaction with teaching
- To obtain data on student affect
- To demonstrate good customer service (RCM model)
- To enable continuous improvement/ professional development
- To obtain data for reflection on teaching
- To engage in legitimate faculty activities
- To demonstrate teaching effectiveness to constituents (ROI)
- To demonstrate library value to stakeholders
- To justify (increased) funding

Reasons to assess learning
- To demonstrate student learning
- To obtain data on student learning
- To obtain data on student affect
- To enable continuous improvement/ professional development
- To obtain data for reflection on teaching
- To engage in legitimate faculty activities
- To demonstrate teaching effectiveness to constituents (ROI)
- To demonstrate library value to stakeholders
- To justify (increased) funding
- To tie library activities to the institution’s mission (USD and UL strategic plans)
Creating a Culture of Assessment

“If you don’t know where you are headed, you’ll probably end up someplace else.” - Douglas J. Eder, Ph.D.
Evaluation and assessment

**Instrument creation**
- Evaluation (student satisfaction)
- Formative assessment
  - Classroom Assessment Techniques (CATs)
- Hybrid model
  - Efficiency
  - Instrumental and relational dimensions of library service
- Question creation
  - Design the instrument
  - Order the questions
  - Collaborate on revisions

**Classroom Assessment Techniques**

LibTech 2016 LibGuide

http://libguides.usd.edu/libtech2016
# Assessment Plan

## Draft Assessment Plan for ENGL 101

<table>
<thead>
<tr>
<th>Learning outcomes: What do you want the student to be able to do?</th>
<th>Access information effectively and efficiently in order to find scholarly resources for an academic research paper.</th>
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</table>
| Curriculum: What does the student need to learn? | 1. Choose appropriate resources/tools.  
2. Use effective search strategies.  
3. Refine the search strategy as needed. |
| Pedagogy: What type of instruction will enable the learning? | 1. Flipped instruction: Five online lessons and exercises on research skills, catalog searching, database searching, web evaluation, and academic integrity.  
2. In-class active learning: Short research demonstration followed by assignment-focused searching for resources, scaffolded by library faculty. |
| Assessment: How will the student demonstrate the learning? | Students write a “one-minute paper” (CAT) as part of the student evaluation of the session, selecting or summarizing the most important thing they’ve learned in the session: **What did you learn in this library session that you could pass on to fellow students or friends to help them complete this assignment better?** |
| Criteria for success: How will I know the student has done this? | XX% of students identify a useful search process or resource that was taught during the library session. (The percentage to be determined by benchmarking.) |
Think, pair, share

Create an assessment plan

Share and get feedback
Coming up: Tool time!
Delivery Tools

**Google Forms**
- Works on many devices
- Clean interface
- Cumbersome login process
- Easy for instructors to set up and to use
- Does not allow sharing of instruments across multiple instructors and sections
- Does not protect instructor privacy
- Easy and quick for students to access and to use
- Protects student privacy
- Provides analytics

**Socrative**
- Works on any device
- Clean interface
- Easy for instructors to set up and to use
- Allows sharing of instruments across multiple instructors and sections
- Protects instructor privacy
- Easy and quick for students to access and to use
- Protects student privacy
- Does not provide analytics
- Limited to 50 students at a time
Select a tool, and play!
Coming up: Analyze this!
Working with Results

Data management by faculty
- Culling reports
- Transferring data to the interpretive spreadsheet
- Reflection and action
- Submitting data to administration

Data management by administration
- Depersonalizing data
- Storing data in a password-protected location
Working with Results

• Analysis
  • Quantitative
  • Qualitative
• Benchmarking
• Reflecting
• Revising
• Communicating results
Qualitative analysis: Assessment of learning

Learning: Single skills

- Searching: 54%
- Narrowing the topic: 12%
- Navigating the library homepage: 7%
- Selecting appropriate resources: 6%
- Finding background information: 4%
- Navigating the databases: 3%
- Topic selection: 1%

Learning: Combined skills

- Searching + retrieving articles: 3%
- Improvement in searching + navigating the databases: 1%
- Narrowing the topic + searching: 1%
- Searching + narrowing the search + retrieving articles: 1%
- Selecting appropriate resources + searching: 1%
- Topic selection + narrowing the topic + searching + evaluation: 1%
Qualitative analysis: Assessment of learning

Learning: Single tools

Learning: Combined tools
Qualitative analysis: Affect/values

Open-ended evaluation question

• 3 students also commented on relational categories, i.e., affect and values.
• 2 noted that they valued research databases or library resources as a result of instruction.
• 1 student noted a pleasant interaction with a librarian (“She said I look like Bob Dylan. I am thoroughly pleased with this.”).

Open-ended assessment question

• 4 students indicated changes in affect and values.
• 3 mentioned increased value of research databases (2%) and research skills (1%).
• 1 student indicated greater confidence in searching, an affective change.
Coming up: Your data speaks!
Moving beyond the cycle: Communicating success

Stakeholders:
- Governance
- Parents
- Community
- Teachers
- Students

Enact decisions to increase learning
Identify learning outcomes

Information Literacy Instruction Assessment Cycle (ILIAC)

Create and enact learning activities
Gather data to check for learning
Interpret data

Communication of success

The most important thing about assessment is that it promotes dialogue among faculty.*

*Mary Senter

"GET SOMEONE ELSE TO BLOW YOUR HORN & THE SOUND WILL CARRY TWICE AS FAR."
Will Rogers
Communication activity

- Which stakeholders?
- What person?
- What information?
- Which channel?
Thanks for your attention!

- Complete our session evaluation: [https://b.socrative.com/ Room ISL](https://b.socrative.com/ Room ISL)


- Contact us with questions:
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