Assessing Effectiveness: Course-related Instruction & Credit-bearing IL Courses

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Assessing Effectiveness: Course-related Instruction & Credit-bearing IL Courses

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Course-related instruction sessions

- **Previously:**
  - Assessment was optional & infrequent
  - No defined or standard assessment
  - No reporting of learning outcomes
  - No solid way to measure effectiveness
  - Emphasis on quantity rather than quality

Credit-bearing IL course

- **Previously:**
  - Very high enrollment (6500 / year)
  - Difficult to effect change quickly
  - Outdated assessment technology
  - Significant time lag for data results

Steps for change

- **Course-Related Instruction (CRI):**
  - Standardize CRI assessment & reporting
  - Develop 1 form; develop database & process
  - Staff for changes and monitor adoption

- **Credit-bearing IL course:**
  - Early adoption of educational survey tool
  - Integrated into LMS with email reminders
  - Training and staffing to support change

Methods:

- **CRI - Build trust & consensus:**
  - Together move to culture of assessment
  - Transparent committee process
  - Collect & review 200+ questions ever used by librarians to assess their CRI
  - Formal approval and adoption by librarians
  - Develop Access database for data input

- **Credit-bearing IL course - Migrate to online class survey tool:**
  - Software and training via campus partnerships
  - Full Blackboard integration
  - Changes to delivery period, prompts & availability
  - Change meant accepting possibility of lower response rate

Results

- **CRI:**
  - CRI Assessment now required
  - Six question standardized assessment form
  - Defined process for reporting data
  - Effectiveness and learning outcomes can be measured across sessions

- **Credit-bearing IL course:**
  - Instantaneous data results
  - Easy process for students and instructors
  - Quicker course improvements possible
  - Lower response rate but more written comments

- **Overall outcomes**
  - Transparent assessment process
  - Librarians receive timely descriptive and comparative reports
  - Overview of Instruction program effectiveness now possible

Focus of assessments

- **Effectiveness**
  - Our teaching has a positive impact on student learning.

- **Learning outcomes**
  - Student learning outcomes and attitudes / affect toward their own learning are important to us.

- **Librarian professional development**
  - To develop and measure our effectiveness as teachers, we must assess regularly and consistently.

- **Data reports**
  - Facilitate production of quick and easy reports for librarian teaching portfolios.

Conclusions

- **Students participate** in course and CRI improvements
  - Feedback opportunities increased

- **Librarians benefit** from prompt data
  - Solid data for teaching portfolios
  - Professional development and teaching improvement

- **Instruction programs benefit**
  - Quicker feedback for redesign