

Developing a Sustainable Model for Assessing Library Instruction

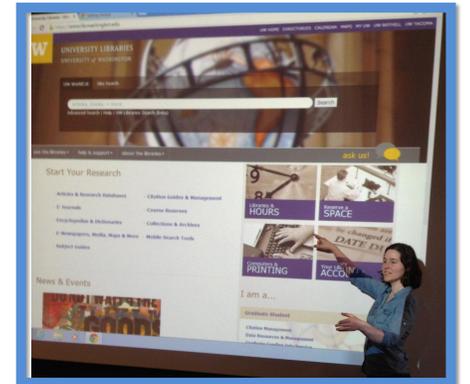
Kali Stoehr and Caitlan Maxwell

University of Washington Bothell University of Washington Seattle

Introduction

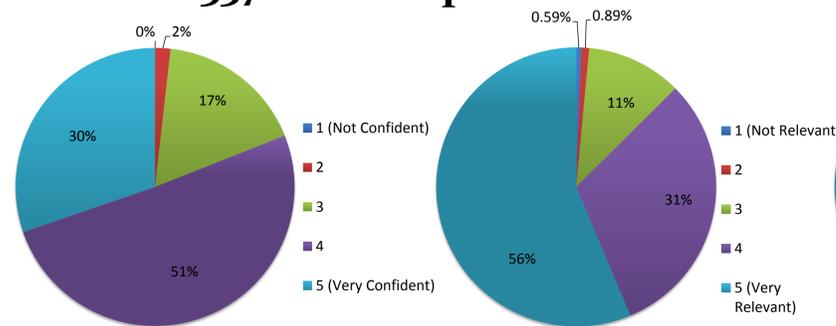
During winter quarter in 2014 University of Washington Libraries' carried out a "360 assessment" of library instruction in lower undergraduate expository writing classes. UW librarians and Graduate Assistants (GAs) worked with faculty and teaching assistants to develop information workshops tailored to specific courses and assignments. We then asked for structured feedback from the three stakeholders: students, instructors, and librarians.

Our goal? We wanted to gather data that would influence how we teach and support instruction for undergraduates at UW. Additionally we wanted to develop a sustainable method for gathering and using assessment data.



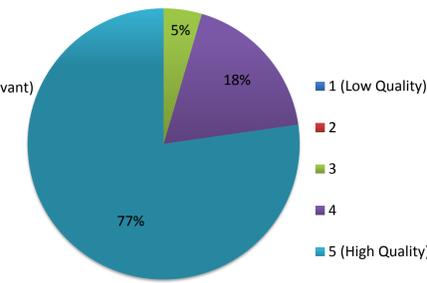
Results

Student Results 337 total responses



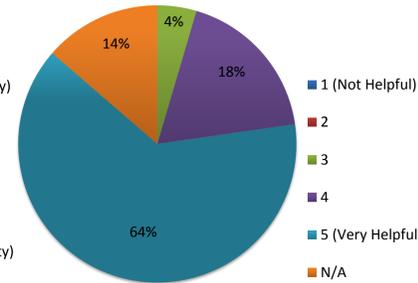
Rate your confidence in your ability to find appropriate sources for your assignment

How relevant was today's library workshop to your research assignment

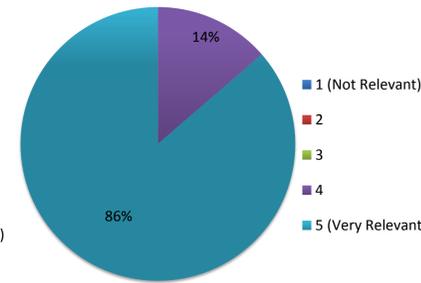


Rate the overall quality of the library session

Instructor Survey 17 total responses



How helpful was the pre-library session planning in clarifying what the session could include and/or your assignment goals?



How relevant was the content of this library session to your course assignments?

Librarian Reflections: 18 total responses

Key Takeaways

- Keyword/topic development: Takes time!
- Individual research time is effective.
- It's crucial that Faculty/TAs be involved in the planning process.

"I wish we could have spent a little more time on keyword development as a class -- going through the examples more slowly might have been beneficial."
- Instructor

Talking through the assignment ahead of time, clarifying goals and outcomes for the students, and reflecting on the kinds of resources available made the workshop much more closely in line with what my students needed."
- Instructor

"Key words are "key". Sometimes if a search doesn't work, you can just change the key word and BAM! there you go"
- Student

"Make sure to write stuff down that you plan to use in the future because a lot of information was given to me that I probably forgot because so much information was thrown at me."
- Student

"I think I tried to cover too much."
- Librarian

"I believe the search time was the most helpful since I was able to go around the room to help each student and could cover some of the finer points that I couldn't demonstrate..."
- Librarian

Conclusions

Best Practices:

- Instructor/Librarian collaboration is essential
- Plan to cover 2-3 topics
- Teach Keyword Development
- Give students time to work.
- Create a shared repository for basic handouts
- Encourage librarian reflection.

Using online surveys we developed a sustainable model for gathering qualitative and quantitative assessment data. We were able to examine the aggregate data to learn more about how to train and support new library instructors as well as inform librarian practice with incoming students.

Future Steps: This assessment will be done during winter quarter each year to ensure instruction is adapting to new students and academic needs.

Special thanks to:
Amanda Hornby, Suzzallo and Odegaard Graduate Assistants, Verletta Kern, & UW Library's Teaching and Learning Group