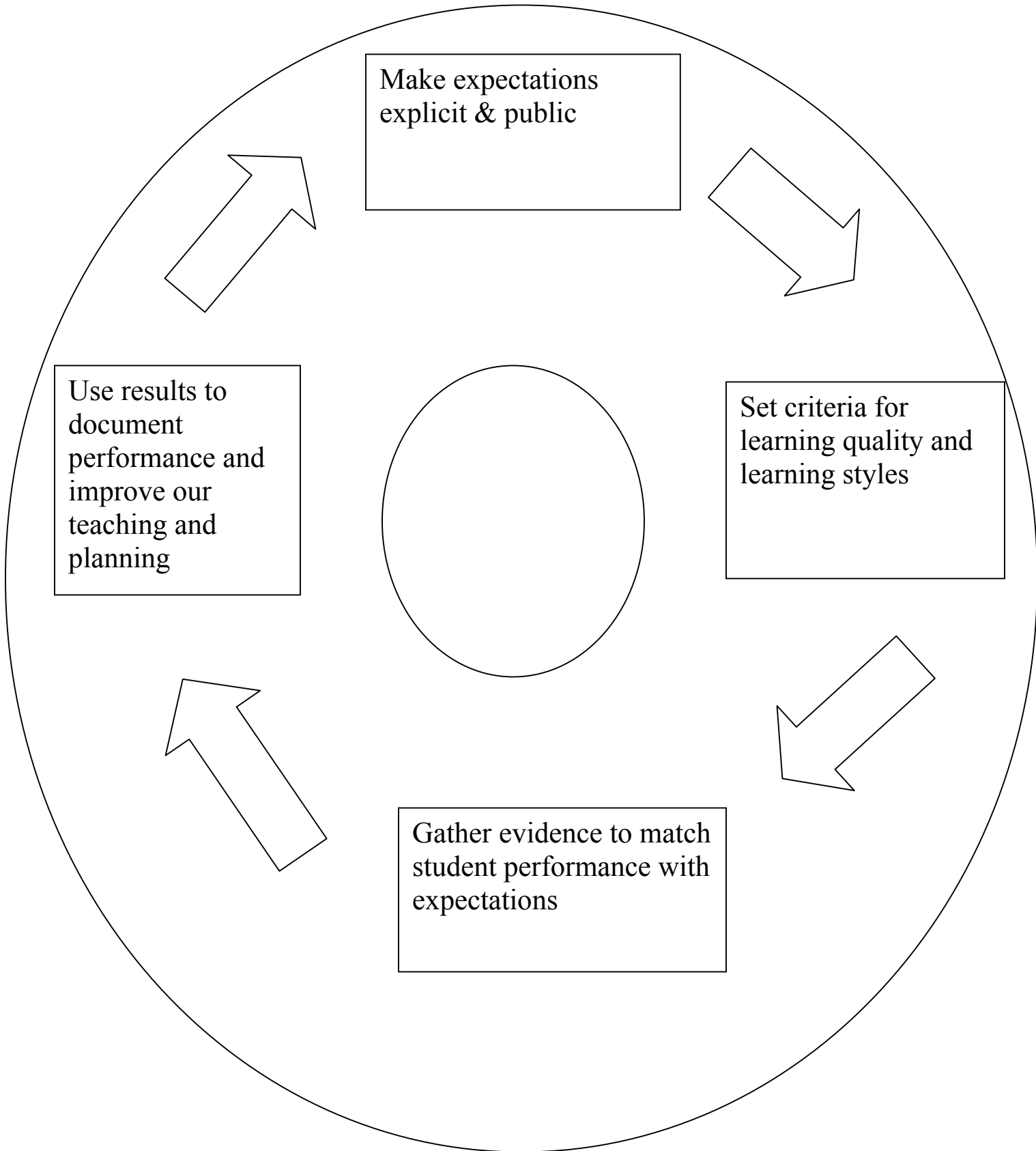


Assessment is essential for the following reasons

- Monitor effectiveness for accountability
- Better identify instructional practices
- Evaluate the effectiveness of instructional practices
- Measure student achievement: how much they know
- Evaluate students' mastery of skills: What they can do.

Assessment is an ongoing process aimed at understanding and improving student learning.

1. We make our expectations explicit and public
2. We begin work with the professor to set the Goals and Objectives of the Class using the IL Standards and Objectives as guidelines. We are explicit with the professor and ourselves about those goals and objectives. See <http://www.geocities.com/acunningha/bi/psyclit.html> for example. If necessary a Needs Assessment can be done.
3. We plan the presentation of those goals and objectives with activities such as lecture, demo, powerpoints, hands on practice, group activities, print/web tutorials, worksheets, or class assignments.
4. We are explicit with students about the goals and objectives of the library class at the beginning of the class. This can be stated verbally, visually with a powerpoint, or with a handout listing goals and objectives.
5. These Goals and Objectives are later assessed through some assessment mechanism such as
 - Pre/post tests ----see kapowtiz.pdf handout
 - Completion of library worksheet- ----see RESEARCH EXERCISE: Identify, Locate & Evaluate Articles-UCLA
 - 5 minute Letter-----see pg 23 of Designs for Active Learning
 - Verbal Debriefing
 - Index Cards- front and back ---biggest question I had before session & question I still have after session
 - Monitoring student performance in hands on session with rover and librarian
 - Sending search topic and bibliographic citations found in hands on practice during in class instruction to BI email account for review (include search strategy)
 - Talking with professor about quality of papers after library session as compared to other sections w/o instruction
 - Taking a look at the bibliography and grade—ie 10pts total: 3pt correct style, 3pt scope of resources, 3pts for appropriateness of bibliography in comparison to search topic 1pt for ??
 - Pathfinder exercise-give student assignment to create guide to searching lit of a discipline
 - Practicum in library-students go to library during class sessions do their own research. Work with Librarians and computer and library resources Students hand in research results at end of class—i.e. copy of articles, printout of search strategy keywords, worksheets
 - Research Journal-students maintain a journal or diary of their research process. They record their thinking about the topic, questions they wish to answer, keywords, and the progress of the research. For each resource consulted the student records and discusses how it was searched, keyword used and how well they worked, what was found, and any subsequent changes to the research topic.
 - Research paper Proposal/Research Portfolio—see www.indiana.edu/libweb/index.html
6. We use the resulting assessment information to document, explain, and improve performance



Make expectations explicit & public

Set criteria for learning quality and learning styles

Gather evidence to match student performance with expectations

Use results to document performance and improve our teaching and planning

Assessment Guide for Instruction Librarians p.g. 3

Assessment can be on four different yet interrelated levels

<p>Level 1: Within the library <Librarian + Faculty></p> <p>Librarians are involved not just in teaching but also in assessment of student learning and evaluation of information literacy/Bibliographic Instruction program effectiveness.</p> <p>Assessments can include in library class assignments or activities, print or web-based tutorials, and competency tests or self-assessments administered as pre- or post tests</p>
<p>Level 2: In the classroom <Faculty + Librarian + Student></p> <p>Assessment in the classroom focuses on the course syllabus, course assignments and activities, and the process by which students create those products. Assessment includes evaluation of bibliographies, reviews of assignments that underscore the research process, and the use of journals or diary entries to document the student’s research process or information seeking behavior.</p>
<p>Level 3: Campuswide <Faculty +Departments +Librarian></p> <p>Assessment at the campus level includes a review of academic programs for integration of information literacy components and evaluation of syllabi for core courses for incorporation of assignments that promote information literacy.</p>
<p>Level 4: Beyond the campus <Everyone in University></p> <p>Assessment can extend beyond the campus by looking at our graduates as they join the workforce. Are students prepared to function as professionals in their chosen careers? Have they “learned how to learn” and can they remain informed within the constantly changing information venues of their chosen profession?</p>