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Building a Culture of IL Assessment: Establishing Buy-In for Programmatic Change

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Building a Culture of IL Assessment:

Establishing buy-in for programmatic change

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Overview

- Background
- The Assessment Plan
- Building Buy-in
- Years 1-3
- Lessons Learned
- Questions

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UH Background

- Urban campus
- Student population
  - ~ 42,000
  - 2nd most diverse
- University initiatives
  - Tier One
  - Student Success

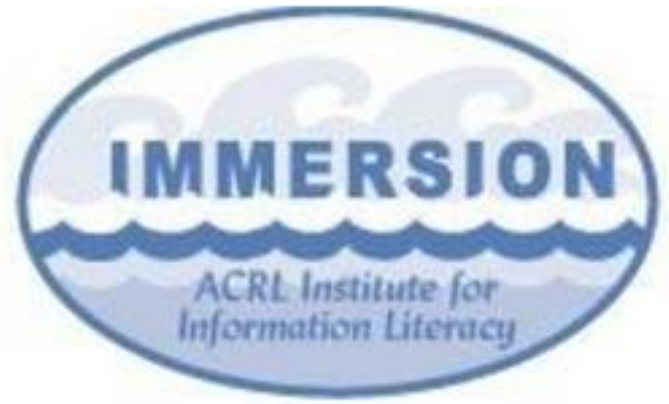
Shasta III, Courtesy of Special Collections, UH Digital Library

UH Library Instruction

- Norm = one shots
- Prior to 2010, no assessment
- Driven by subject librarians

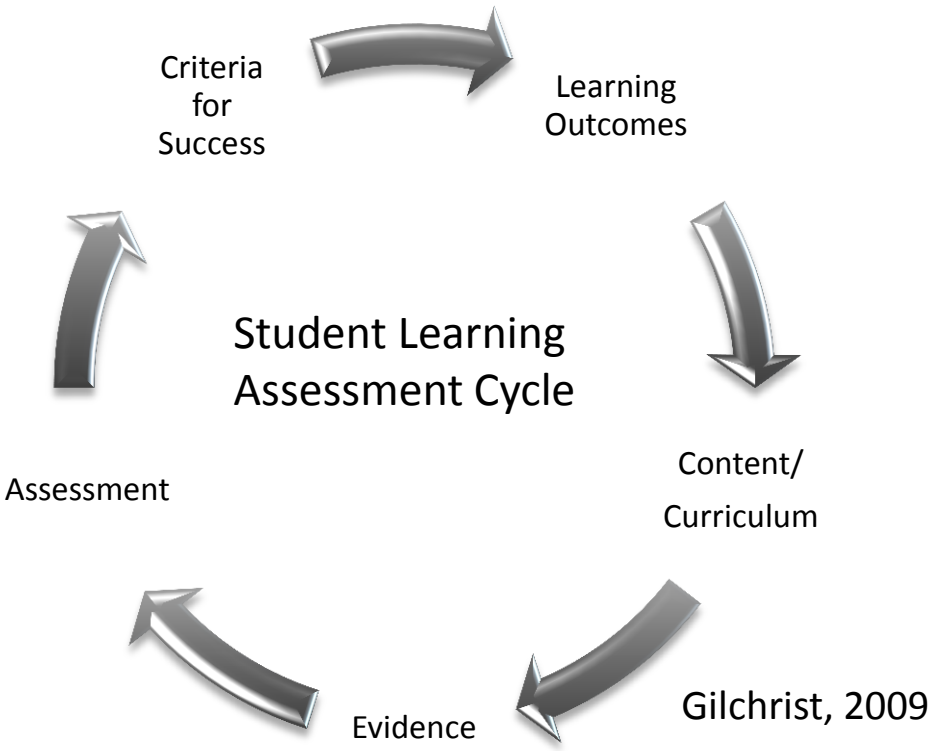
Writing the Assessment Plan

- Assessment Immersion 2010
- Key Content
  - Purpose – *establish the sense of urgency*
  - Assumptions & Definitions - cycles
  - Resources & Stakeholders
  - Goals
  - Actions & Timeline



Buy-In: Sharing the Plan

- Assumptions
- Definitions
- Assessment Cycles



Gilchrist, 2009

Buy-In: Fear Tree

Buy-In: Collaborative Brainstorm

- What does an effective IL program at UH look like?

www.stevenshengar.edu

Buy-In: Selecting the First Year Goals

- Provides Necessary Training to Librarians
  - Practice first
  - Big picture
- Evidence Based – Assesses Effectiveness
  - What skills are we teaching?
  - Collect summative assessment

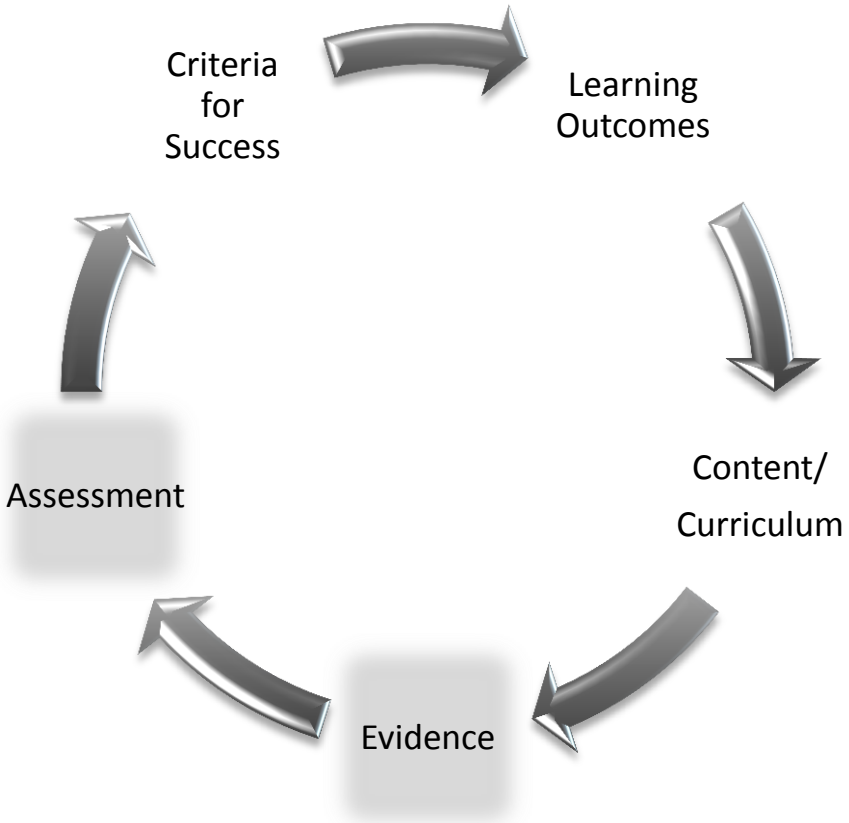
First Year: Assessment Goals

1. All teaching librarians incorporate assessment in at least one instruction session and report results

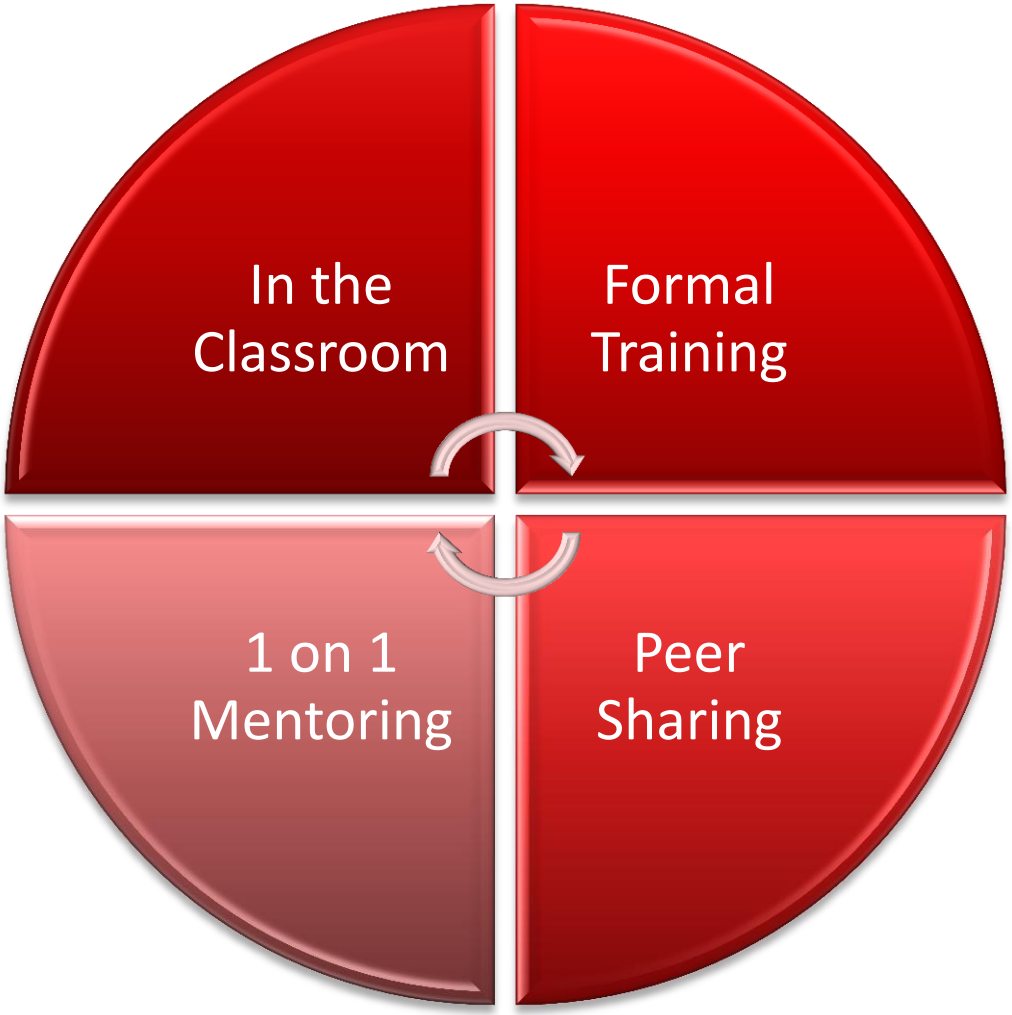
2. Collectively use assessment in at least 25% of instruction sessions per semester

The Backward Approach

- Addressed the need for:
  - Practice
  - Big picture
  - Emotional response



First Year: Training Approach



First Year: Results

- Numbers
  - 100% participation
  - Fall - 29% of classes assessed
  - Spring - 67% of classes assessed
- Buy-In
  - Benefits of assessment realized
  - Desire for improvement
- Administrative Support
  - Instruction Committee
  - New positions

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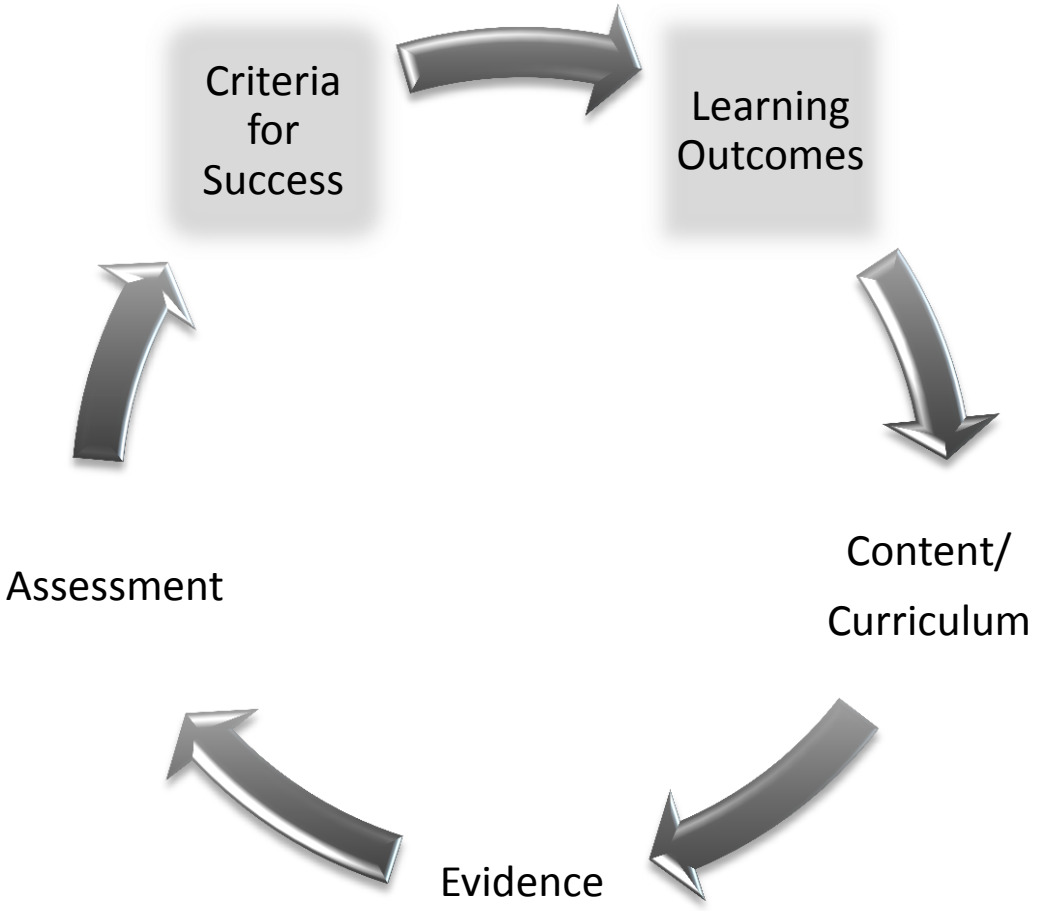
Second Year: Assessment Goals

1. All teaching librarians incorporate assessment in at least one instruction session within an upper level or graduate level discipline specific course

2. Collectively use assessment in at least 50% of instruction sessions per semester

Second Year: Focus on Learning Outcomes



Second Year: Focus on Programmatic Outcomes

- Mapping Project
  - Instruction Statistics
  - Undergraduate Curriculum

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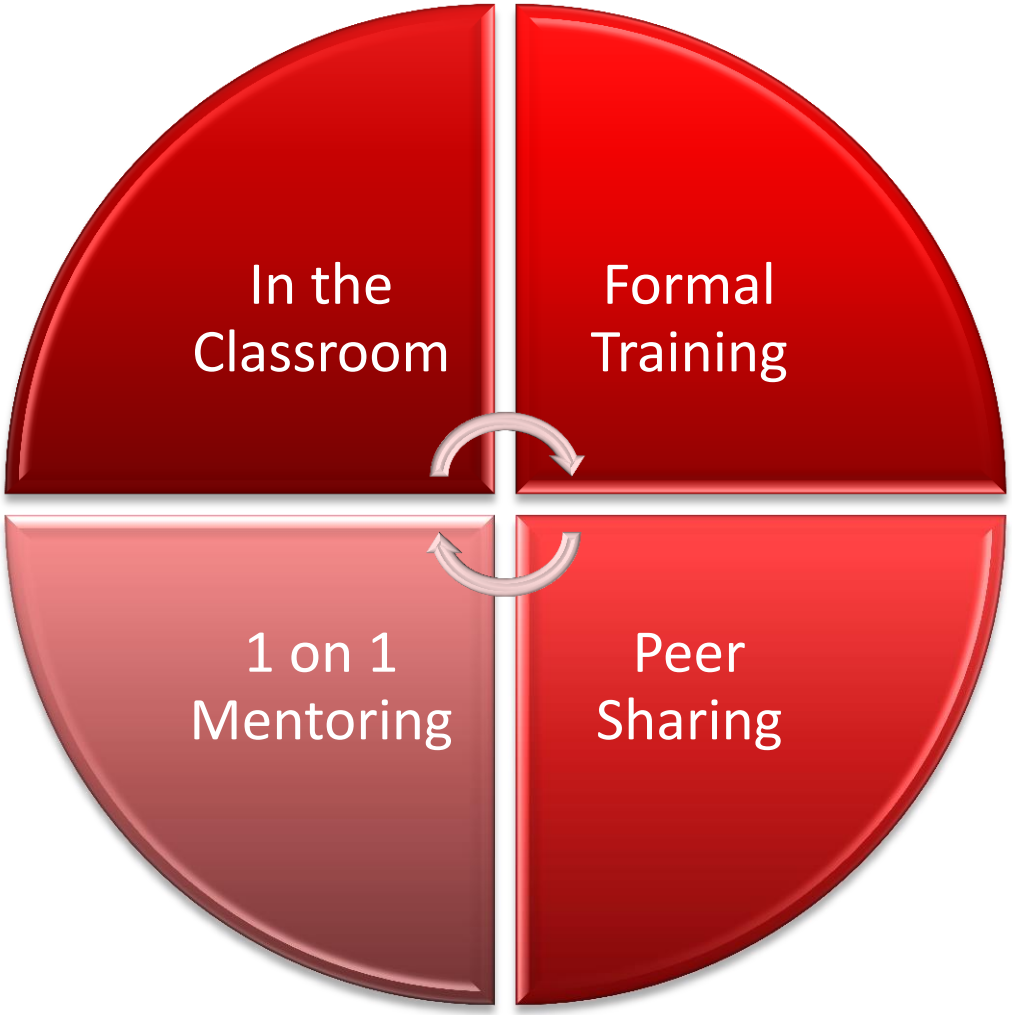
Second Year: Training Approach



Second Year: Results

- Numbers
  - 100% participation
  - Fall - 48% of classes assessed
  - Spring - 55% of classes assessed
- Buy-In
  - Culture shift
  - Liaison initiated projects
- Administrative Support
  - More positions

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Third Year: Looking Forward

- Assessment to Action
- Programmatic Outcomes
  - Conclude Mapping Project
  - Develop Programmatic Learning Outcomes

© 2013 Working or Playing?

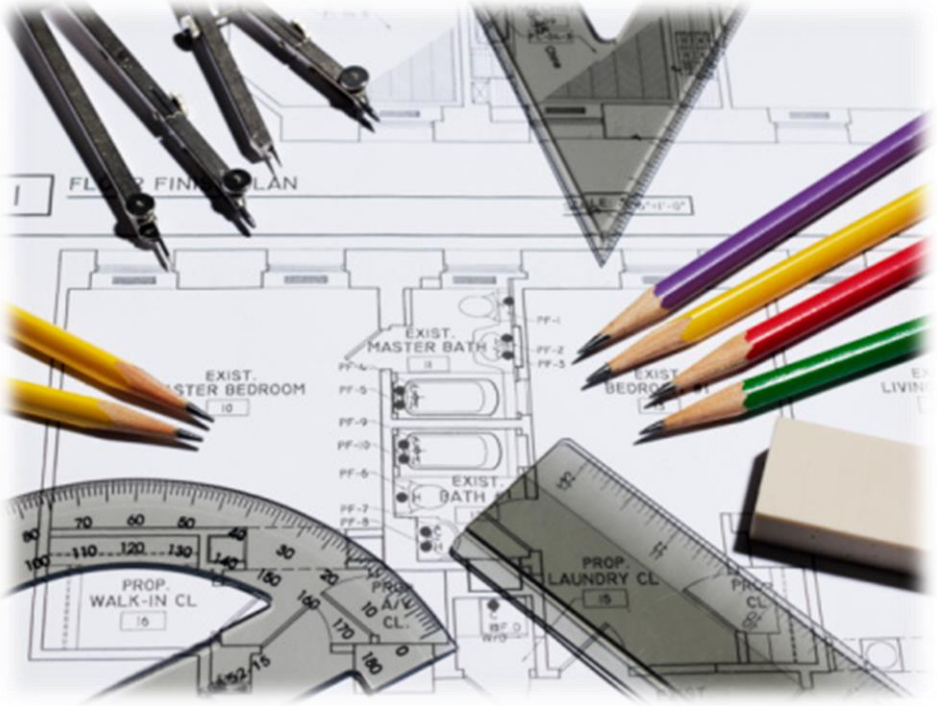
Third Year: Assessment Goals

1. Collectively use assessment in at least 50% of instruction sessions per semester and focus on making positive changes by turning our assessment feedback into action

2. Using the mapping project results, identify IL patterns, determine IL strategies, and create programmatic learning outcomes

Lesson Learned: Develop a Plan!

- Immersion
- Research
- Write a plan
- Share it!



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Lesson Learned:
Goal Driven Participation Works

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My Fear: Herding Cats

http://allthingslearning.files.wordpress.com/2011/11/herding-cats-01-cartoon.jpg

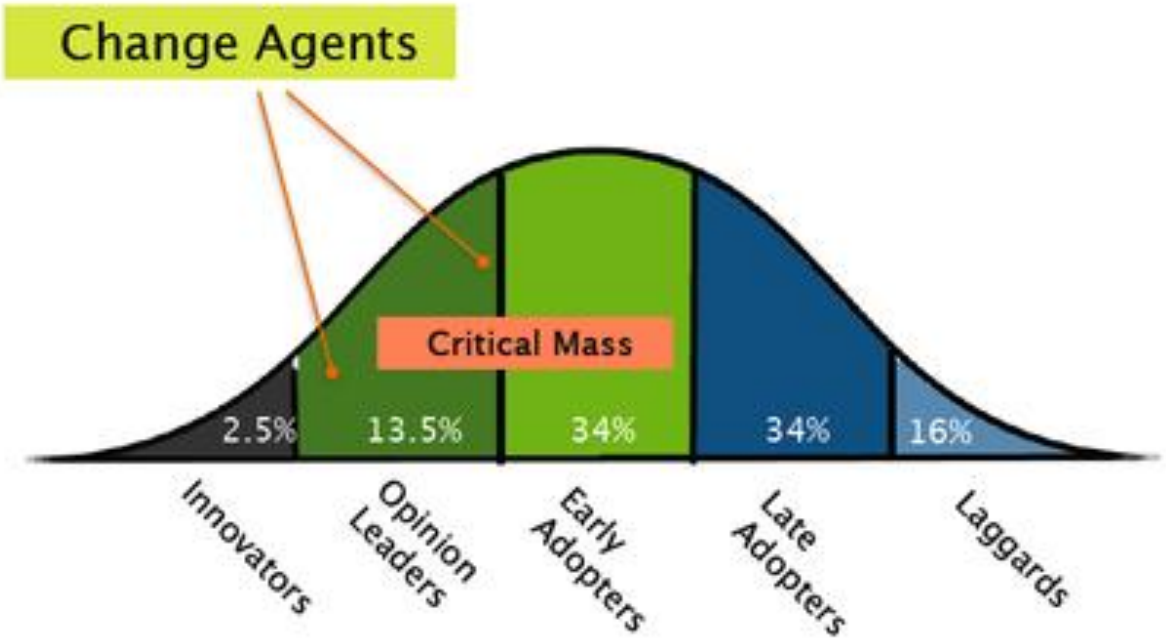
Lesson Learned: Realistic Goals

http://www.sparkpeople.com/blog/blog.asp?post=set_realistic_goals_for_success

Lesson Learned: Participation vs Buy-In

Diffusion of Innovation

Everett Rogers



100%

Participation

Yes!

100%

Buy-In

No!

Lesson Learned: Tracking Assessment

- Learning Outcome Categories
- Summative Assessment

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Lesson Learned: Multi-faceted Training

- Holistic approach
- Use Experts
  - Outside trainer
  - Seek experts on campus

Lesson Learned: Manage Differences in Expertise

- Novices need support
- Experts need to contribute

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Lesson Learned: Value of a Team

- Build a team
- Develop a community of practice

Lesson Learned: Give it Time!

References

- Gilchrist, Debra and Anne Zald. "Instruction & Program Design through Assessment." *Information Literacy Instruction Handbook.* ACRL, 2008.

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