



**“They Should Probably
Hear About This:
Using Instruction Assessment Results to
Build Partnerships on Campus”**

Presented by:

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October 20, 2012

9:15 to 10:00 am



Overview

- CSU-Pueblo and the Instruction Program
- Assessment in the library and on campus
- What does sharing results do?
- New directions

About CSU-Pueblo

- Regional Comprehensive University with approximately 5,000 undergraduate and master's-level students
- Newly renovated library with eight faculty librarians

About the Instruction Program

- Built around five student learning outcomes
- 100+ sessions/semester (usually one-shots)
- Student evaluations follow most sessions
- Rubric assessment of SLOs

Development of the Instruction Program

- Started in 1999
- Student learning assessment in 2006
- Shift from mostly paper to mostly online assessment in Fall 2011

MCCNM 425 Library Quiz

* Required

Name: *

List one advantage and one disadvantage of Scholarly Sources. *

List one advantage and one disadvantage of Trade Publications. *

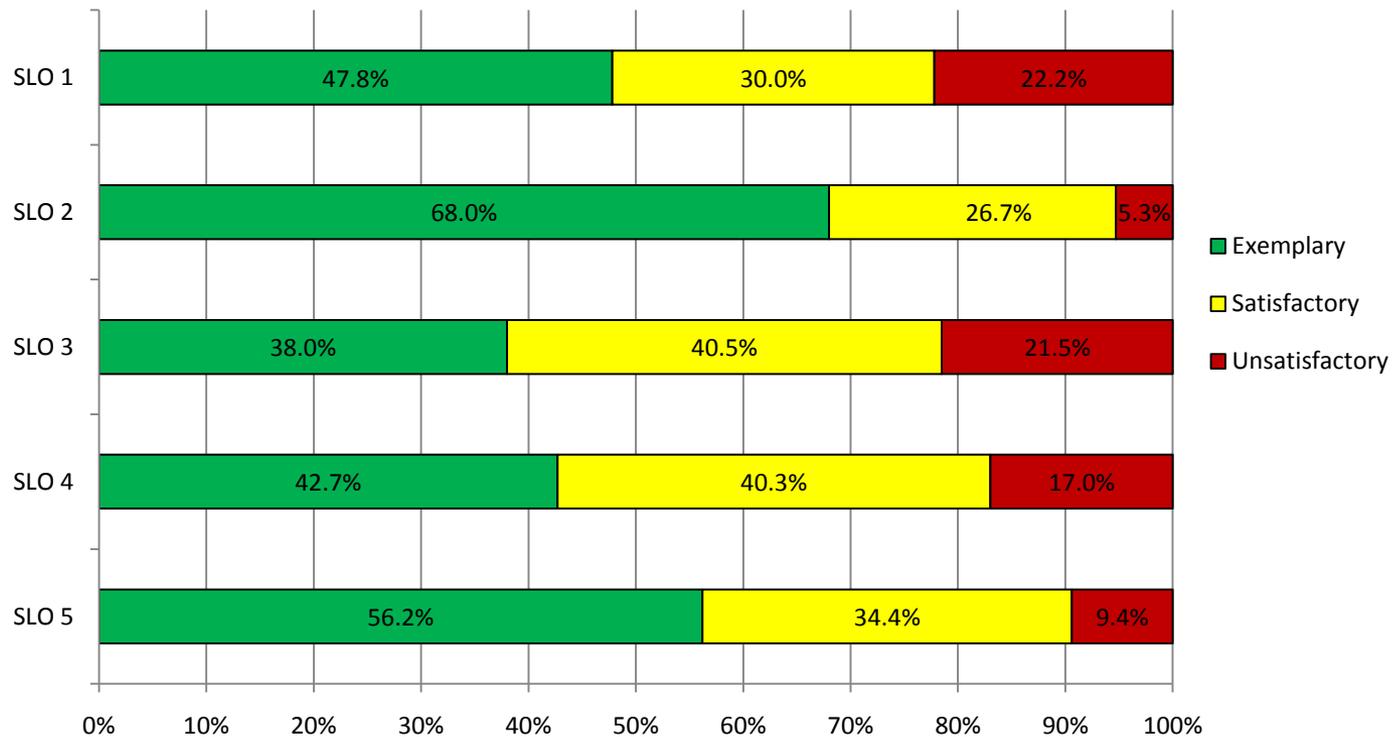
Communication and Mass Media Complete lets you limit your search results. Which of these limiters do you find the most useful? Why? *

How Results Were Used

- Compiled and analyzed by the Library Instruction Coordinator
- Used to make programmatic changes
- Kept within the library

Library Instruction Program Spring 2012 Assessment Results

80% goal



Campus Context

- Assessment is a high priority
- All programs and departments have or are developing SLOs and means of assessing them
- Extensive support from university administration (campus workshops, e.g.)

“They should probably hear about this...”

- Sharing of assessment results began in Spring of 2012
- Teaching faculty are given student evaluations and the analysis of the Instruction Coordinator

Library Assessment Results

Name	List one benefit and one drawback of scholarly sources.	List one benefit and one drawback of trade publications.	Which limiter do you find the most useful? Why?
Student 1	They have original research but they're long.	They aren't reliable but at least they're short	Scholarly.
Student 2	Have to pay to view them.	They are written by people in the field but they're not peer-reviewed	Full Text, because I can read the full source online.

Class Results

Exemplary (7-8) = 3 students

Satisfactory (4-6) = 12 students

Unsatisfactory (0-3) = 5 students

75% satisfactory or above

Why Share Results?

- Demonstrate value of instruction
- Advise faculty of student research skills early (before they get the final paper)
- Promote library's SLOs and assessment
- Get faculty input on IL curriculum

What Else Does Sharing Do?

- Markets library services
- Breaks down barriers between teaching faculty and librarians
- Puts library at center of campus-wide efforts

Libraries Already Have Numbers They Can Share

- Items circulated
- Gate counts
- Reference questions
- Sessions taught
- Events hosted

New Directions

- Cater your assessments to your community needs and concerns
- Let your community know your library's concerns
- Try new approaches
- Don't be afraid to admit when there's room for improvement

In Summary

- Assess what is happening and take results into account when moving forward
- Remember that assessment results can have additional uses
- Break down barriers and involve your stakeholders

**Questions?
Comments?**