Cofrin Library | Programmatic Assessment Plan 2015-2016

During the Spring 2016 semester, the Research & Outreach Services (R&OS) department of the Cofrin Library will start collecting qualitative feedback, called a 3-2-1 Assessment, on our library instruction sessions. To collect this information, the instruction librarian leaves 5 minutes at the end of the session to ask students to answer and reflect on the following:

- three things they learned in the session(s);
- two questions they still have; and
- one thing they'll do differently when they research going forward.

The students record their answers on index cards which are then collected and put into an Excel spreadsheet by librarians for analysis. Students' questions are followed up with responses in Word or Outlook then sent to the professor to forward to their students.

Asking these three questions of the 3-2-1 Assessment measures key aspects of our instruction.

- The three things that the students learned will allow librarians to get feedback on what part of the presentation most resonated with students and uncover potential instructional delivery issues.
- The questions portion of the assessment allows the student an opportunity to anonymously get clarification or ask about something that wasn't covered in the session such as circulation policies.
- The question on what they'll do differently when they research reiterates to the student that the skills and concepts they just explored are useful in that it gives the librarians a lasting impression of what students walk away with and how they might use the concepts discussed beyond library instruction.

Since instruction librarians only get one or two class periods with students, this feedback is invaluable as we evolve and develop new instruction practices. The data gathered will be used to improve future instruction sessions.

During the spring semester we have collected over 240 responses from 8 courses ranging from 100 to 400 level. Currently, Research & Outreach Services Librarians are in the process of coding the data in two ways: into general categories and narrow categories. Using the Excel spreadsheet, the responses are split and identified only by the course and instructor. Coding independently, two librarians first assign a general category such as "accessing materials" or "Search@UW" then assign a second, narrower code such as "call numbers" or "facets" respectively. The librarians conducting this coding will meet periodically to deliberate how to code unclear responses and trends. It is our hope to have the coding done by May 2016 so we can discuss and analyze the results with the rest of the Research & Outreach Services team. The resulting analysis of this snapshot assessment will influence future, more thorough assessments and instruction practices for fall 2016 and beyond.

Previous assessment conducted by the Library

Previous assessment projects included formal assessment of Freshmen students' information literacy skills in UWGB's First Year Experience courses. This was a pre- and post-test that quizzed students on their understanding of information literacy skills before and after library instruction. The quiz questions were aligned with the ACRL's Information Literacy Competency Standards. Participation in these pre- and post-tests were extremely low, so the Library was unable to get any significant data to make changes to instruction program. What came out of this assessment was an evaluation of how we were conducting assessment, which lead us to the new assessment plan of 3-2-1.