Tips for Faculty Buy-In

- Start discussions when planning class
- Show examples
- Highlight applicability to particular assignment/research skill
- Connect to programatic assessment
- Stress teaching transferable skills
- Use tech & offer to administer / grade assessment
Non-Class Strategies

* Reference & Other Service Point Interactions
  * Have students demonstrate technique taught (e.g. searching)
  * Make link to skills required for class or future library use
  * Encourage return visits

* Training
  * Start with needs assessment
  * Incorporate authentic assessment

* Workshops
  * Many similar strategies
  * Send follow-up assessment of real-life context
# Interpreting & Reporting Data

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACTUAL</td>
</tr>
<tr>
<td></td>
<td>NORMAL</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Photo Credit: kevin dooley via Compfight cc*
Rubrics

Rubric? If I knew how to design a rubric, would I look this frazzled?
Rubric Characteristics

- Matrix of performance levels for a given task
- Professional competencies or class outcomes
- Breaks performance into levels
  - **Beginning** (lowest)
  - **Developing** (second)
  - **Accomplishing** (third)
  - **Mastery** (highest)
- Identifies performance characteristics for each level

*Photo Credit: jenhegna1 via Compfight cc*
Example: Communication Research Methods

As a result of the library instruction session, students will be able to:
- recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
- select efficient and effective approaches for accessing information needed for research.
- analyze the use of scholarly sources to in order to complete research for a marketing plan.
# COMM 430: Communication Inquiry & Research
## Assessment of Information Literacy Skills

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection/Variety of Sources</td>
<td>Selected information randomly, information lacks relevance and quality</td>
<td>Selected information using simple search strategies, retrieved information from limited &amp; similar sources</td>
<td>Selected information from several different sources; demonstrates ability to refine search</td>
<td>Selected information form a variety of appropriate sources, well-designed search strategy</td>
</tr>
<tr>
<td>Synthesis of Information to Create New Knowledge</td>
<td>Communicates information from sources; selects sources using limited criteria</td>
<td>Communicates &amp; organizes information from sources; the information is not yet synthesized, so intended purpose isn’t achieved</td>
<td>Communicates, organizes, and synthesizes information from sources; indented purpose is achieved</td>
<td>Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
</tr>
<tr>
<td>Using Information Ethically &amp; Legally</td>
<td>Unintentional plagiarism through improper citations; Does not show understanding of copyrighted materials</td>
<td>Only isolated incidents of unintentional plagiarism; shows limited understanding of use of copyrighted images and other media</td>
<td>Demonstrates understanding of academic integrity and intellectual property rights; Shows understanding of use of copyrighted and incorporates creative commons images</td>
<td>No plagiarism or misuse of work of others occurs; Demonstrates a full understanding of the ethical &amp; legal restrictions on the use of published or proprietary information; Full use of creative commons media</td>
</tr>
<tr>
<td>Applied Learning (Transfer of Abilities &amp; Skills)</td>
<td>Uses, in basic ways, skills and abilities gained in one situation in a new situation</td>
<td>Uses sills and abilities to contribute to an understanding of problems or issues</td>
<td>Adapts &amp; applies skills and abilities to solve problems or analyze new issues</td>
<td>Adapts and applies skills and abilities to analyze complex issues in original ways [meeting the needs of the client]</td>
</tr>
</tbody>
</table>
On the Fly Adjustments

- Build in “muddiest point” or “minute paper” techniques early in the session
- Be ready to scrap a lesson and change course
- Come prepared with ideas for alternate activities
- Collect student email address to provide feedback after class

Evacuation Plan
- Run and run as fast as you can.
Modification of Outcomes

To what extent has the learning outcome(s) been achieved?

What needs refined?

- learning outcomes
- in-class activities
- type of assessment / data collection method
Reflecting on the Process

- Make note of observations
- Recognize and overcome your blind spots
- Don’t be afraid to adjust teaching style
- What would make the process easier for you? the students?
- What do you need to be successful?
Communicating with Instructors

- Be clear & concise
- Compare to results of assignments
- Demonstrate impact
- Focus on outcomes
- Report on post-class communication
- Ask for feedback
Reporting Assessment Activities

- Who needs to know?
- What’s the best way to communicate the data?
- Keep records!

**Assessment Reflection**

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Data Collection</th>
<th>Learning Achievement</th>
<th>Overall Analysis</th>
<th>Modifications Needed</th>
</tr>
</thead>
</table>
| Explain how the student learning was measured and indicate whether it is direct or indirect. (e.g., observation of pairs during a searching exercise is indirect / polling students is direct) | Discuss the student population and how the data was collected (method, technique, tool used) (e.g., Google survey, word cloud, concept maps, emailed articles, pre/post test, rubrics) | 1) Were learners able to use the knowledge or perform the skills? Are they transferable skills?
2) Did you see a change in skill level as a result of the assessment?
3) What trends do the data show? (ex. avg. score) | 1) Did the activities seem appropriate & manageable by instructor and learners?
2) What were the learners’ reactions to the method of teaching, activities, materials, & assessment? | 1) How much time did the instruction and learning require? Was this acceptable to you?
2) What revisions or adaptations seem necessary? |
“We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again … continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued.”