Assessing the Assessment:
Using the One-Shot Assessment to Establish Pedagogical Values

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Background

- Early 2017: Rewrote Stated Learning Objectives to better correlate with the Framework, established core values
- Developing topic/background research
- Summer 2017: Committee developed one-shot assessment; multiple questions developed based on SLOs and students' frequent pitfalls
- SLOs:
  1. **Develop a research topic**
  2. **Identify and locate information sources**
  3. **Evaluate information sources**
  4. **Use information sources ethically**
- Assessment: Bank of 34 questions, choose up to three, use whenever or however (or don't)
- SLOs tied to instruction request form
- Spring 2018: End of first run
- Fall 2018: Self-reflection deployed

Reflective Practice

- "Reflection-in-action" (Schon, 1987, 26)
- Turns teaching into a learning experience for both teacher and student, encouraging educators to take intentional action (Booth, 2011, 18)
- Can include self-reflection, journaling, peer observation, group discussions, etc.
- Information literacy instruction inherently involves the relationship between reflection and action (Doherty, 2005, 12)
- SLOs can help instructors plan student outcomes, but can limit student experience; reflective practice allows us to think "with and beyond" these to improve teaching and learning (Graf & Harris, 2016)

Assessment Form

Librarian: Brittany O'Neill

Choose a librarian

Course rubric or program name (Ex. ENGL 1001, CMST 2060, LIS 7004, etc.):

Instructor:

Student 89 number:

Year in school (circle one):

Freshman   Sophomore   Junior Senior   Grad Student

Question 1

SLO 1.F Why is background information about your topic useful?

Choose an item.
SLO 1.A. What do you need to know to complete your assignment, and why?
SLO 1.B. What is your research topic?
SLO 1.C. What are your questions about your topic?
SLO 1.D. What words/terms would you use to search for information sources on your topic? List them below.
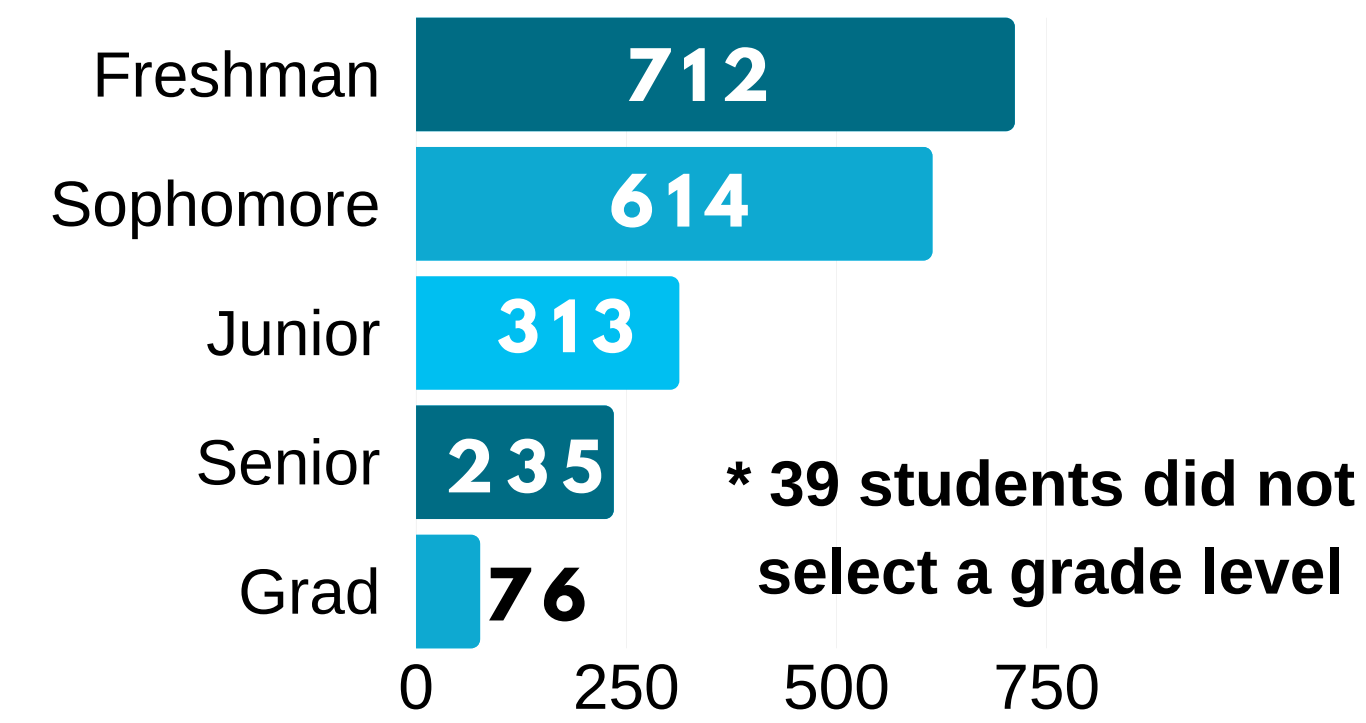SLO 1.E. Why do you need background information about a topic?
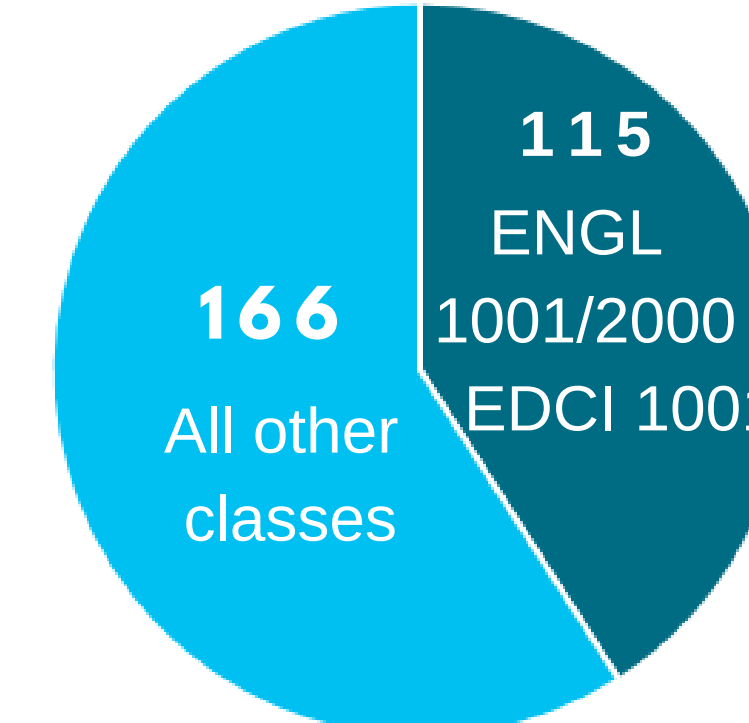SLO 1.F Why is background information about your topic useful?
SLO 2.A. What are 3 keywords that you will use to search for information on your topic?

Assessment Data

# of Assessments Completed by Grade Level:

Grade Level	Count
Freshman	712
Sophomore	614
Junior	313
Senior	235
Grad	76

* 39 students did not select a grade level

# of Classes Taught by Course:

- 115 ENGL 1001/2000 EDCI 1001
- 166 All other classes

# of Assessments Completed by Course:
ENGL 1001, ENGL 2000, EDCI 1001: 984 (±20)
All other classes: 1005 (±20)

Frequently Used Assessment Questions

- Why do you need background information about a topic? Why is background information about your topic useful? **(304)**
- What is your research topic? **(307)**
- What database(s) did we go over today that you could use to find information on your topic? **(428)**
- Which database would you use to conduct research for your assignment? Explain why you selected that particular database. **(655)**
- Why would you use the library catalog? **(738)**
- Why would you use Discovery to search for information on your topic? **(818)**

Rarely Used/Unused Assessment Questions

- Search for an article on your topic. Identify/select an article from your results list and write the title of the article below. **(1)**
- In 5 steps or fewer, describe how you would find a book, article, dataset, report, etc. On your topic. **(1)**
- Where is the best place to look for in-depth scholarly research? Explain your answer. **(0)**
- Explain the difference between a book and a periodical. **(0)**
- Do a Discovery (or any other database or internet search) on your topic. Look at the first item in the results list. Explain why you think it is or is not relevant to your topic. **(0)**

Reflection Data

LibSurvey sent out August 2018: **7/12 responded**

1. Reflect on how the assessment influenced your planning and approach to instruction.
2. Reflect on any changes you would suggest for future iterations of the assessment.

How did this affect your planning?

- Backward design/used assessment to plan lessons
- Aligned assessment with faculty goals
- Assessment kept me on track for planning
- Reviewing assessment data allowed me to see gaps in student understanding
- Did not use in classes where I was embedded/used other form of assessment
- Used in almost every class, unless didn't fit scope/forgot
- Used sporadically
- Handed out at beginning of class
- Handed out at end of class
- It didn't

Complaints/Comments/Changes

- Time/technology constraints
- Questions not useful for upper-level classes/any classes
- I don't like the paper copies/would prefer to have students complete assessment on computer
- Some questions seem like throw-aways/only useful in the context of assignment
- Objective/subject-specific questions should be added

"It's not that the Framework doesn't apply to juniors and seniors, but the phrasing of our current bank of questions is sometimes too basic to relate back to the class."

"I did not use the assessment tool for classes in which I'm embedded or for classes where I have a long relationship with an instructor. I have other ways to assess learning outcomes in those classes."

"I think the assessment tool can be used to design professional development and training for faculty to coach them in integrating information literacy skills and concepts in their classes."

Findings

- Helped keep some on track/helped design lesson, but not for others
- Some found reviewing data useful, while some did not review the data
- Some liked the flexibility of questions, while some wanted uniformity
- Discussion about taught language vs. assessment language; **Books & More** changed back to *Catalog*
- Not assessing every class: some always use it and some never do
- Task-based questions get unused
- Doesn't work for upper-level/grad/subject area
- Perception was that most of our instruction volume was ENGL/EDCI classes, but we actually teach more upper-level classes
- Is the assessment/data valuable?
- Values established do not match frequent assessment questions: either assessment needs a change or values do

Conclusion

- Need to discuss how this shapes our values
- Possible changes in questions and delivery
- Consistency or flexibility?
- Get rid of duplicate-type questions
- Remove unused options/reword
- Further reflective practice -- boss lady discussed journaling
- Future professional development for faculty: teach them SLOs
- If most of instruction volume is upper-level courses, and assessment doesn't work in upper-level courses, change is needed
- Investigate the disparity between lower- and upper-level volume
- Investigate the purpose of the assessment: are we assessing the students or ourselves?

References

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- Doherty, J. J. (2005). Towards self-reflection in librarianship: What is praxis? *Progressive Librarian, (26),* 11–17.
- Graf, A. J. & Harris, B. R. (2016). Reflective assessment: Opportunities and challenges. *Reference Services Review, 44*(1), 38-47.
- Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* San Francisco, CA: Jossey-Bass.

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