

Developing flexible, co-created rubrics to support programmatic instructional assessment

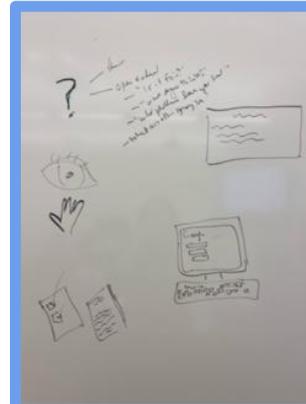
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Context

- The Grand Valley State University Libraries are moving towards a programmatic approach to instruction assessment.
- Library instruction at the GVSU Libraries largely operates on a liaison model where each liaison librarian has been responsible for assessing the learning of their own students. While there is a long history of student learning assessment, it has not been done on a programmatic scale.
- Librarians manually enter data into LibInsight after instruction; descriptions of assessment have historically been optional.

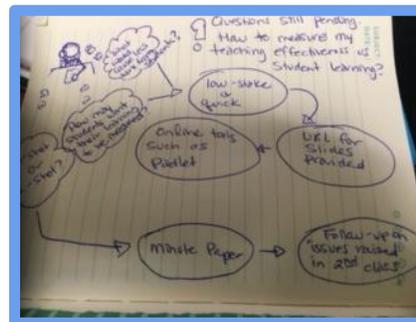
Laying the Groundwork

- Review of librarian-entered assessment data in Fall 2019 and observational data from a December 2019 meeting illustrated a need for additional support and norming.
 - *Key themes:* strong engagement with informal/classroom assessment methods, some confusion about whether that constituted assessment
 - *Decisions:*
 1. Develop flexible rubrics that can be used to more consistently assess student learning while still allowing librarians to use a variety of formal and informal assessments
 2. Increase assessment in library instruction and consistency of reporting in LibInsights through a liaison-targeted instruction assessment toolkit and accompanying workshop
- The workshop was held in early March 2020, and used an active learning approach to teach a variety of assessment methods by having librarians participate from the student perspective.



The Pandemic

- As the Libraries focused on keeping online services active for users, the momentum of instruction assessment activity was lost.
- Despite the disruption, the project was able to continue with relatively few changes.
 - The project timeline was shifted to allow time for immediate pandemic response and avoid adding excessively to librarian workloads.
 - The working group met in an online modality rather than in person, necessitating some changes to planned activities.
 - More of the design work was shifted to an asynchronous model to allow greater flexibility.



Developing the Rubrics

- Using the facilitation exercises “4Cs” (“4Cs”, n.d.) and “Remembering the Future” (Hohmann, n.d.), which were modified to fit the online format using Zoom and Jamboard, the working group developed Design Principles to guide the development process (see [4C’s Jamboard](#)). These conversations helped the group identify the scope of the project and begin to brainstorm the format and content of the final product.
- The working group did an environmental scan of various existing rubrics and frameworks (see Works Cited, linked below).
- Drawing on elements of these rubrics, the working group collaboratively drafted a revised version of the GVSU General Education Information Literacy rubric (Information Literacy Rubric, 2019).
- The rubric was presented to an advisory group of stakeholders for feedback.

The Pilot

- The rubric was piloted in the Fall 2020 semester in the first-year writing program, as planned. This program was chosen for the pilot because those sessions are taught by a small cohort of librarians with frequent internal communication.
- Due to the pandemic, all library instruction has been held online. The pilot will be repeated in a future semester to more accurately capture the effectiveness of the rubric for in-person instruction.

Lessons Learned

- Flexibility is key
- It’s possible to translate Gamestorming into an online format with the creative application of online tools
- Developing design principles helped align the group’s vision and identify scope issues early in the process