But what did they learn?
What classroom assessment can tell you about student learning

Catherine Pellegrino
Saint Mary’s College, Notre Dame, Indiana
Course Evaluations
## Sample Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The librarian was prepared for the session.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian was organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian included time to practice the skills that were introduced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian explained and demonstrated search strategies that were relevant to my research needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian was knowledgeable and responsive to questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The handout was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We’ve always done it this way
Assessment Tools
Minute Paper

- One useful thing you learned
- One thing you’re still confused about
What you can learn from evaluations
## Sample Evaluation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The librarian was prepared for the session.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian was organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian included time to practice the skills that were introduced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian explained and demonstrated search strategies that were relevant to my research needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian was knowledgeable and responsive to questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The handout was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• The librarian was prepared for the session
  – Average response: 4.5
  – Average response: 1.5

  Strongly agree = 5
  Agree = 4
  Neutral = 3
  Disagree = 2
  Strongly Disagree = 1
• The librarian included time to practice the skills that were introduced.
• The librarian explained and demonstrated search strategies that were relevant to my research needs.
  – Average response: 1.5

  Strongly agree = 5
  Agree = 4
  Neutral = 3
  Disagree = 2
  Strongly Disagree = 1
The handout was helpful.

- Average response: 1.5

Strongly agree = 5
Agree = 4
Neutral = 3
Disagree = 2
Strongly Disagree = 1
What you can learn from minute papers
“One thing I’m confused about”

• Finding a periodical can sometimes be hard.
• I’m still confused on where to find the article if it’s still in the library.
• I’m still confused about where to find certain articles.
“One useful thing I learned”

• The “find text” flowchart is really helpful.
“One useful thing I learned”

• I learned that you can do the whole search with more in mind such as, problem-based learning and middle school science.
find databases heard today better refine library creating search loan helpful
articles use keywords Truncation learned useful journals
article way page inter better class searching
full database keyword loan engines
use thing library
use keywords Truncation learned useful
learned done whole
research Never knew
lot related web
actual different tips
put
improvement access
tips
using effective text
“One thing I’m still confused about”

- I am still confused on how to write an end note. Maybe next time you could write out an example.
Head-scratchers:

- Did good.
- Why are there different styles of citations?
- I found the company profiles website very interested and useless for future research.
Sharing Results With Faculty

• Evidence of students’ confusion
• Evidence of students’ lack of experience
• Opening to follow up with class
Presentation Web Site

• www.spurioustuples.net/libassess2010
• One useful thing you learned.
• One thing you still have questions about.
Photo Credits

• Scantron form: “070305” by Flickr user COCOEN daily photos, http://www.flickr.com/photos/cocoen/411960476/

• Faculty portrait: “Seabury Faculty” by Flickr user A K M Adam, http://www.flickr.com/photos/akma/17470091/