SMALL ASSESSMENTS, BIG IMPACT

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ASSESSMENT

YOU KEEP USING THAT WORD, I DO NOT THINK IT MEANS WHAT YOU THINK IT MEANS
PROJECT-BASED ASSESSMENT

- Research projects
- Learning Outcome Assessment
- Success/Failure of an initiative
REPORT-BASED ASSESSMENT

- Strategic Planning
- End-of-year Reporting
- Program Reviews
IMPACT-BASED ASSESSMENT

Combines project-based and report-based assessments to make effective and lasting change.

Library Impact Goal:
▪ Build a scaffolded instruction program that creates information literate graduates

Institutional Impact Goal:
▪ Increase university-wide retention rates
MAKING A BIG IMPACT
ASSessment Planning - Library

Build a scaffolded instruction program that creates information literate graduates

- Reach 100% ENGL 101 and ENGL 202 classes with instruction
- Target specific upper-level courses in each discipline and reach 100% of those courses
- Address all 6 framework concepts over 4 years
Build a scaffolded instruction program that creates information literate graduates

- Reach 100% ENGL 101 and ENGL 202 classes with instruction
- Target specific upper-level courses in each discipline and reach 100% of those courses
- Address all 6 framework concepts over 4 years

- How many of our ENGL 101 and ENGL 202 classes are we reaching?
- What upper level classes are we reaching?
- What skills do we teach successfully and which do our students continue to struggle with?
Contribute to campus-wide efforts to increase retention rates

- Contribute to progress toward a degree
- Create a community for at-risk students
Contribute to campus-wide efforts to increase retention rates

- Contribute to progress toward a degree
- Contribute to building a welcoming campus community
- Does attending IL sessions improve student GPA?
- Can we improve student confidence?
Taking Stock

- Library data
- University data
- Gaps in data
DESCRIPTIVE STATISTICS

- Percentage
- Average/Mean
- Difference
- Sum
BUILD A SCAFFOLDED INSTRUCTION PROGRAM
How many of our ENGL 101 and ENGL 202 classes are we reaching?

Report-Based Assessment

- Calculation: Percentage
- Data Collection: Semester Course Offerings and Excel Spreadsheet
WHICH UPPER LEVEL CLASSES ARE WE REACHING?

**Report-Based Assessment**

- **Calculation:** Sum
- **Data Collection:** IL Instruction Stats and Semester Course Offerings

![NURS 316 IL Sessions Chart]
WHAT SKILLS DO WE TEACH SUCCESSFULLY AND WHICH DO OUR STUDENTS CONTINUE TO STRUGGLE WITH?

Project-Based Assessment

Project 1: NURS 316 D2L Quiz
  ▪ Calculation: Sum
  ▪ Data Collection: D2L Quiz

Correct and Incorrect responses for identifying article type (NURS 316)
**WHAT SKILLS DO WE TEACH SUCCESSFULLY AND WHICH DO OUR STUDENTS CONTINUE TO STRUGGLE WITH?**

**Project-Based Assessment**

Project 2: One Minute Paper

- Calculation: Sum
- Data Collection: One-Minute Paper

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Technical Skills</th>
<th>Concepts</th>
<th>Everything</th>
<th>Nothing</th>
<th>Services/Personnel</th>
<th>Factors outside librarian control</th>
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</thead>
<tbody>
<tr>
<td>Q1</td>
<td>166</td>
<td>11</td>
<td>11</td>
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<tr>
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<td>-</td>
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<td>11</td>
<td>8</td>
<td>-</td>
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<td>28</td>
<td>18</td>
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</table>
WHAT SKILLS DO WE TEACH SUCCESSFULLY AND WHICH DO OUR STUDENTS CONTINUE TO STRUGGLE WITH?

Project-Based Assessment

Project 3: Activity Feedback

- Calculation: Percentage
- Data Collection: In-class activity
BUILD A SCAFFOLDED INSTRUCTION PROGRAM
Current Impact:
- Reaching 90% of ENGl 202 and 78% of ENGL 101
- Standardized technical tools

Future Steps:
- Continue marketing efforts and offer asynchronous options for instruction
- Identify upper level courses to target
- Start measuring instruction using ACRL framework
CONTRIBUTE TO CAMPUS-WIDE EFFORTS TO INCREASE RETENTION RATES
MARKETING –
THE IMPORTANCE OF AUDIENCE

- Subject faculty
- Dean
- Promotion/tenure committees
- Instruction coordinator
- Professional colleagues
- University administrators
- Accrediting bodies
- Students

https://www.youtube.com/watch?v=PiYMol0VjWo
Contribute to campus-wide efforts to increase retention rates

- Contribute to progress toward a degree
- Create a community for at-risk students
- Does attending IL sessions improve student GPA?
- Can we improve student confidence?
The switch

- Course Offering Data
- University Office of Assessment

### Average GPAs by Class Rank

<table>
<thead>
<tr>
<th>Class</th>
<th>Avg. Sem. GPA – Not In session</th>
<th>Avg. Sem. GPA – In session</th>
<th>Difference</th>
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<tbody>
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<td>Freshman</td>
<td>3.25</td>
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<td>-</td>
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<tr>
<td>Sophomore</td>
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<td>2.75</td>
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<tr>
<td>Junior</td>
<td>2.96</td>
<td>3.17</td>
<td>+ 0.21</td>
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<tr>
<td>Senior</td>
<td>3.22</td>
<td>3.26</td>
<td>+ 0.04</td>
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</table>
The Switch

- Course offering Data
- # of scheduled instruction sessions
- Project 3: Activity Feedback
AUDIENCE: DEAN AND UNIVERSITY ADMINISTRATION

The Switch

- In-class activity evidence of skill development
- Semester Course Offerings
- Knowledge of university initiatives
CONTRIBUTE TO CAMPUS-WIDE EFFORTS TO INCREASE RETENTION RATES
Current Impact:
- Instruction is correlated with an increase in GPA during sophomore year
- Multiple instruction sessions are correlated with student confidence

Future Steps:
- Hire a tenure-track librarian to support student success
QUESTIONS?

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