



University
of Houston
Clear Lake

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Library

Adopting and Applying a New Assessment Framework for Instruction: A Case Study on Learning Criteria

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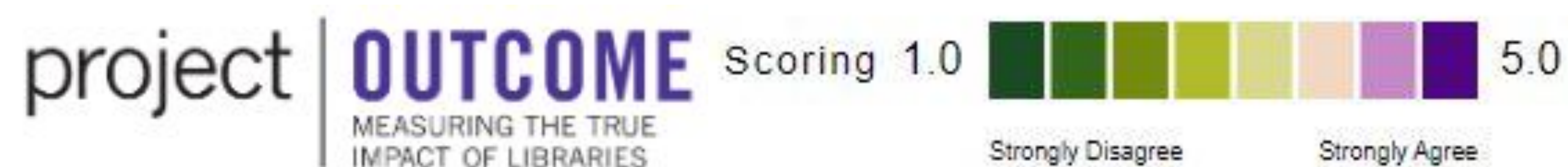
Purpose:

This poster highlights the identification, adoption, and application of Project Outcome, an online assessment tool for library instruction, created by ACRL.

Background:

As a public 4-year university library, we have historically collected post instructional data, but inconsistently analyzed it. After two years of virtual classes, the needs of our first-year experience course changed. With the hiring of a new Student Success Librarian (SSL) to oversee this revised instructional program, she collaborated with the Associate Director (AD) for Evaluation & Assessment to develop a new assessment framework.

- 1) The AD for Evaluation & Assessment explored various frameworks and tools.
- 2) ACRL Project Outcome was proposed to the Assessment Advisory Committee. As a follow-up the SSL gave a presentation based on previous assessment experience.
- 3) This new assessment framework was adopted as a pilot case study to measure four learning criteria. The research and instruction team began to use it in Fall 2022.
- 4) Implementation of instructional survey by SSL for first-year experience course was used.



Learning criteria consists of **Knowledge, Confidence, Application / New Skills, and Awareness of Resources**

Fall 2022

OUTCOME



Knowledge

4.2

Total Responses for System: 235
Carnegie Average: 4.2
National Average: 4.4
Total Average: 4.4



Confidence

4.0

Total Responses for System: 233
Carnegie Average: 4.2
National Average: 4.2
Total Average: 4.2



Application / New Skills

4.3

Total Responses for System: 234
Carnegie Average: 4.4
National Average: 4.4
Total Average: 4.4



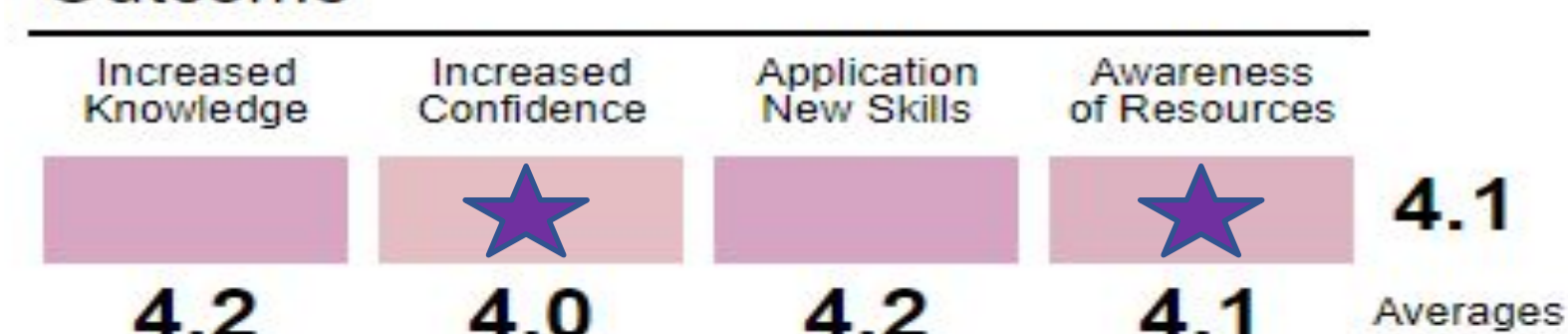
Awareness of Resources

4.2

Total Responses for System: 234
Carnegie Average: 4.4
National Average: 4.4
Total Average: 4.4

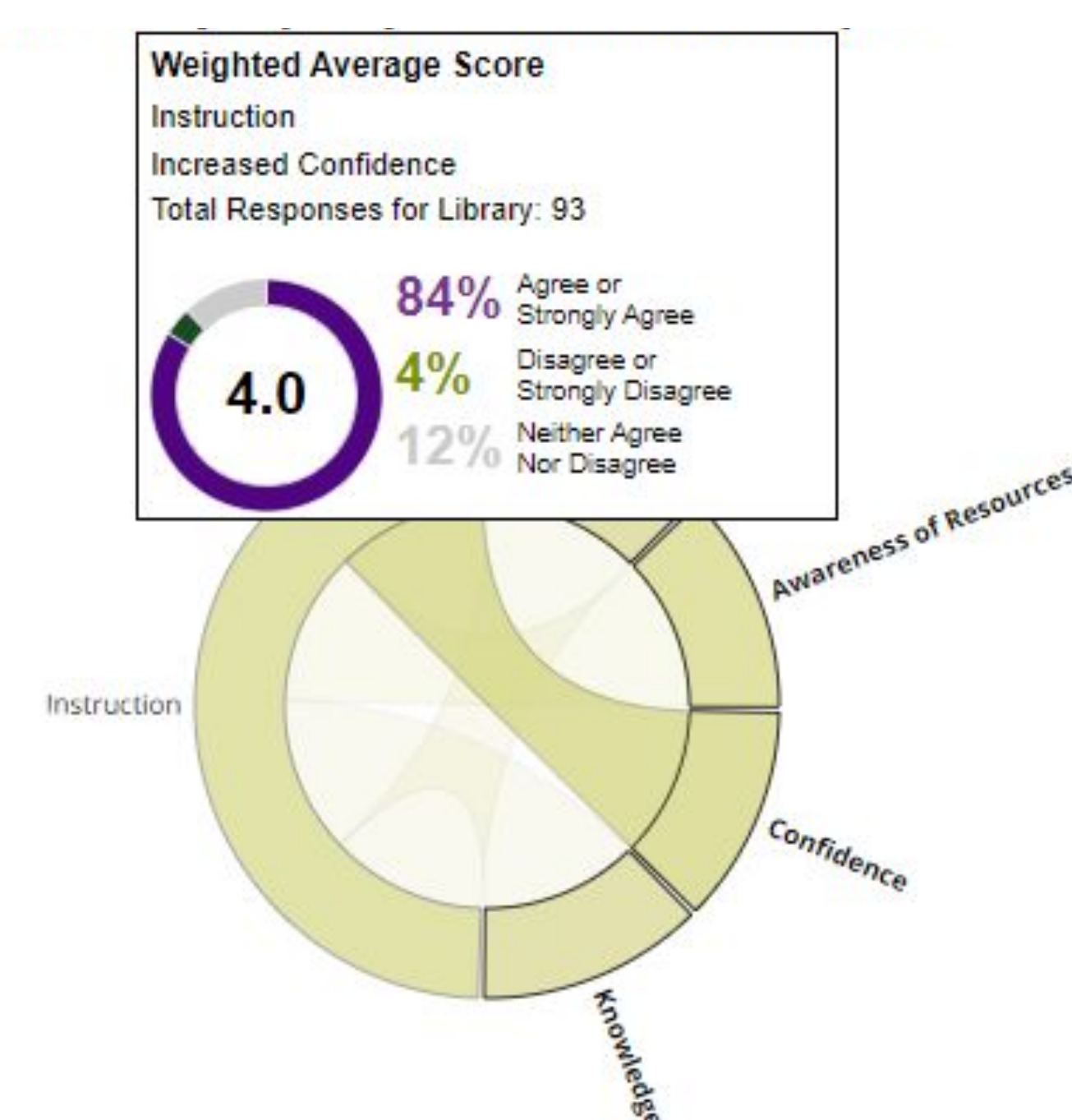
Spring 2023

Outcome

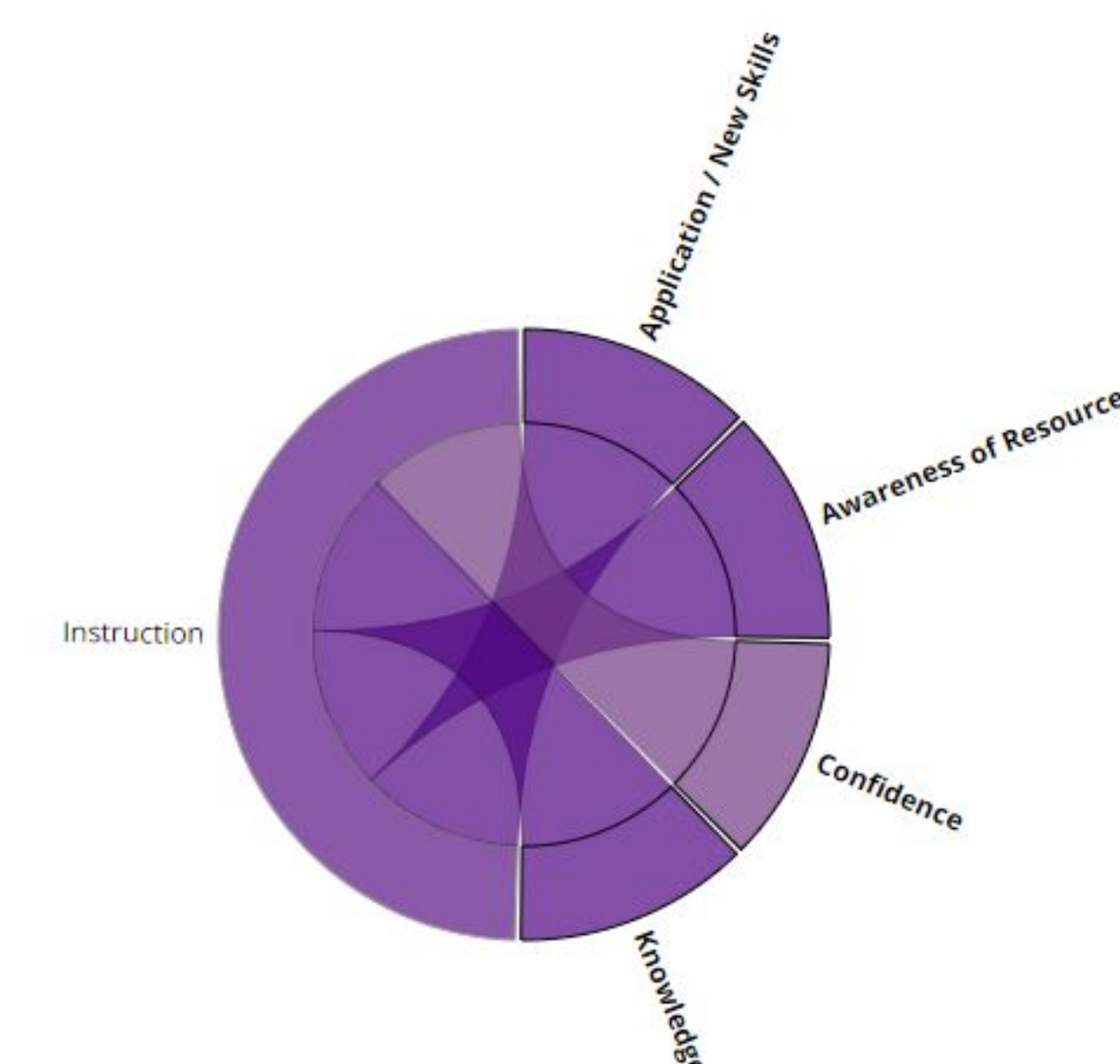


The chord diagrams below are data visualization examples available to include in a custom report. The graphics show the total number of responses and the percentage breakdown by learning criteria.

Lower Level Undergraduate Course



Upper Level Undergraduate Course



For open-ended questions such as "What else could the library do to help you succeed in your classes?", qualitative word cloud images can be used to enhance a report to stakeholders.



Methods:

We utilized a standard set of survey questions provided by the online toolkit.

There were a total of 6 questions:

- ◆ 4 Likert scale ◆ 2 open-ended ◆ Additional customized questions optional
- Paper surveys were distributed to students, as we opted to not use the electronic survey option.
- In order to increase survey response rate, we allocated time after the class to complete the survey.
- Data was entered into the toolkit to capture total attendance and completed surveys.

Results:

- 1) Post instruction: **Confidence** and **Awareness of Resources** were identified as our two lowest learning criteria. SSL made immediate teaching adjustments for subsequent classes.
- 2) Faculty follow-up:
 - Each semester a data report was shared with faculty to illustrate the value of library instruction and class time.
 - Qualtrics survey was created to request faculty input on library instruction.

Future Actions:

- 1) Evaluate and adjust instruction to increase scores of selected criteria and overall student success.
- 2) Share knowledge gained from assessment toolkit with stakeholders.
- 3) AD for Assessment & Evaluation will lead large-scale adoption of assessment framework for all library instruction.

Benefits:

- No cost.
- Available for both academic and public libraries.
- Wide variety of survey categories.
- Opportunity to see comparative data across participating institutions nationwide and Carnegie classification.
- Offers different survey types (events, space, technology) which also measure learning criteria.