



# Peer-Driven Organizational Culture

## Librarians' Perceptions of Assessing Student Learning

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2:45 PM



UNIVERSITY OF  
**NORTHERN  
COLORADO**

# Presenters

## **Kendra Spahr**

Librarian, Assistant Professor  
University of Northern Colorado

## **William Cuthbertson**

Instructional Services Librarian, Assistant Professor  
University of Northern Colorado

## **Lyda Ellis**

Head of Instructional Services, Associate Professor  
University of Northern Colorado

## **Andrea Falcone**

Head of Education & Outreach Services, Senior Instructor  
University of Colorado Denver

- **A Culture of Assessment**
- **What We Did**
- **The Study**
- **What We Found**

# **A Culture of Assessment**

# Culture of Assessment

“A Culture of Assessment is an organizational environment in which **decisions are based on facts, research, and analysis**, and where services are planned and delivered in ways that **maximize positive outcomes and impacts** for customers and stakeholders.

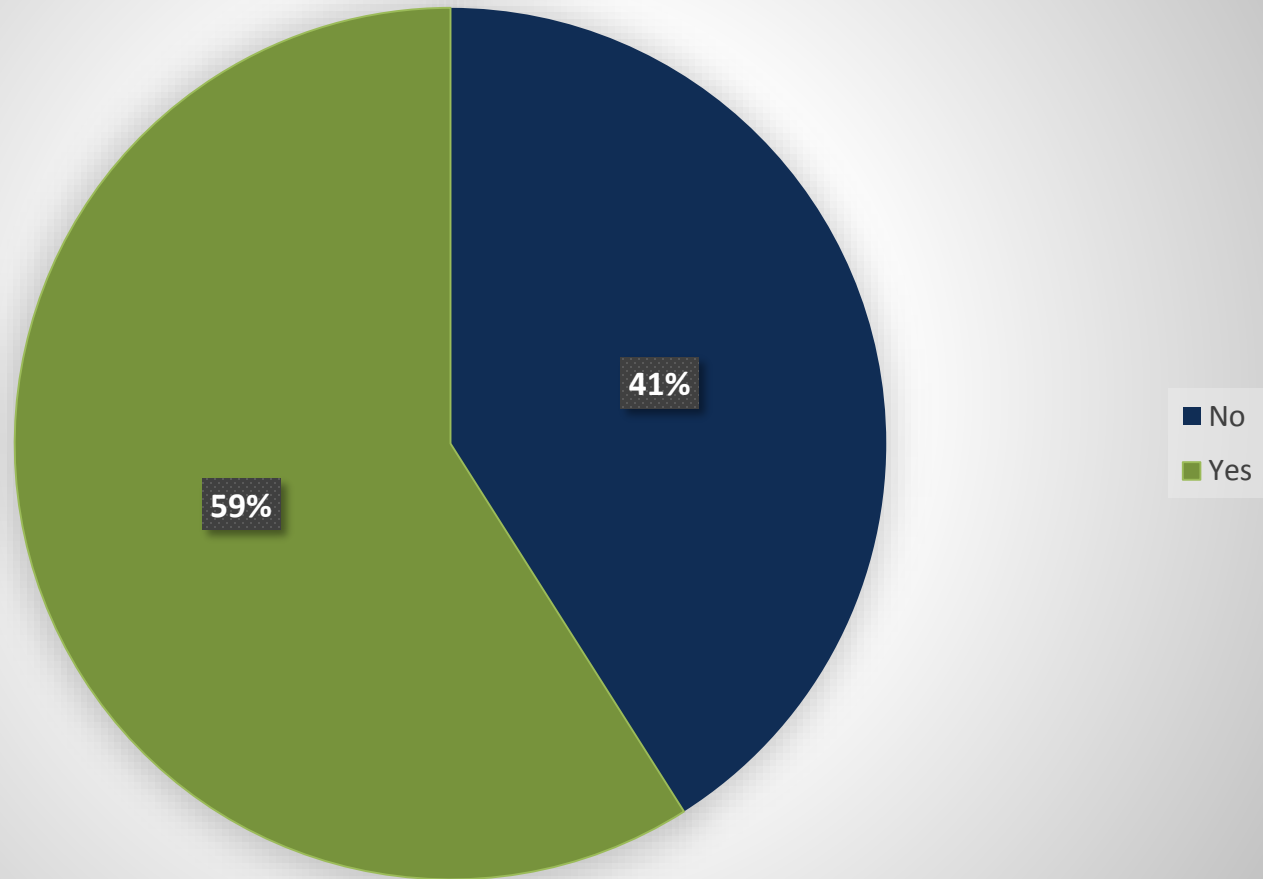
A Culture of Assessment exists in organizations where staff care to know what results they produce and how those results relate to customers’ expectations. Organizational mission, values, structures, and systems support behavior that is **performance and learning focused.**”

# Inventory



# Culture of Assessment

Does your library have a culture of assessment?



Farkas, M.G., Hinchliffe, L.J. & Houk, A.H. (2015). Bridges and barriers: Factors influencing a culture of assessment in academic libraries, *College & Research Libraries*, 76(2), 150-169.

# What We Did





- **Higher Learning Commission** (HLC) Project
- **Campus-wide** professional development focused on **program-level** student learning **assessment**
- Intended to improve **knowledge, skills, and attitudes** about assessment
- **Two-year** commitment
  - 1 year of monthly workshops
  - 1 year of implementing an assessment activity
  - Participation grant of \$2,500
- University Libraries' team participated from 2013-2015

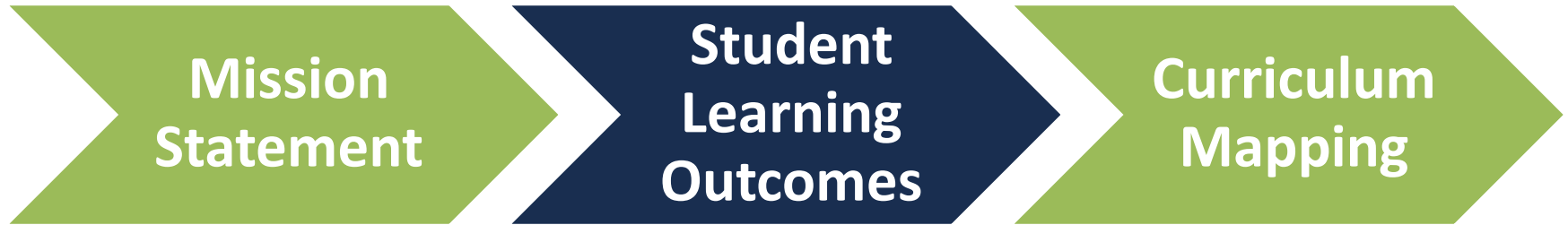
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Mission Statement

Student Learning Outcomes

Curriculum Mapping

“The University Libraries’ **course-integrated instruction program** at UNC cultivates information literate behavior among undergraduate and graduate students. By participating in this program, students **learn research concepts** and **develop skills** that may be used to effectively and efficiently **access, evaluate, and apply information** in a **scholarly** or **professional** setting.”



Upon graduation students will be able to:

1. **define** and **articulate** the information need.
2. **identify** a variety of potential information sources.
3. **select** and **retrieve** information using various methods.
4. **construct** and **implement** effective search strategies.
5. **articulate** and **apply** criteria for evaluating information.



## Library Faculty Assessment Retreat Summer 2014

### **Multi-Day**

We wanted faculty immersed in assessment for more than an hour. The two-day retreat was held at the library and included breakfast and lunch for participants.

### **Hands-On**

The session was not simply lecture and discussion. Librarians left the retreat with an assessment ready to implement.

### **Student Learning Outcomes**

Librarians created student learning outcomes for a session of their choice, mapping the session SLOs to the program SLOs developed early in 2014.

### **Assessment Design**

Using Classroom Assessment Techniques, librarians designed one assessment to measure one SLO.

### **Data**

Librarians learned to set success benchmarks and learned best practices for collecting and analyzing data.

## Summer of Assessment Workshop Series June 2015

### **ALA Webinar: Technologies for Assessment**

Library faculty were invited to an ALA Webinar about using technology to conduct assessment in the classroom.

### **Assessment Show & Tell**

Now that librarians had implemented assessments, we wanted them to share their challenges, what they discovered about student learning, and changes they were making to their teaching based on the data.

### **Lunch Discussion: Using Assessment Data to Improve Outreach**

The curriculum mapping project highlighted gaps in our course-integrated instruction program. We used that data as a jumping-off point for a discussion about how we can use our assessment data to improve outreach and instruction in our areas.

# The Study

# Purpose

The purpose of the study is to determine if library faculty underwent a **change in attitudes, beliefs, and practices** related to the **assessment of student learning** in one-shot instruction sessions as a result of the library's participation in the **Assessment Leadership Institute**.



# Research Questions

1. **Did the beliefs** and attitudes that library faculty have about assessment of student learning in one-shots **change** during the time that the University Libraries' participated in the Office of Assessment's Assessment Leadership Institute (ALI)?
2. Did library faculty report that their **assessment practices changed** over the time period that the University Libraries participated in the ALI?
3. What do library faculty **believe** constitutes **a culture of assessment** of student learning in one-shot instruction sessions?
4. How do library faculty **describe** the culture of assessment of student learning in one-shot instruction sessions at UNC?
5. What types of support could **foster** a culture of assessment of student learning in one-shot instruction sessions at UNC?

# Methodology

## Type of Study

- Basic qualitative interview study

## Setting

- Mid-sized research university (about 11,000 students)
- University Libraries (16 full-time faculty, 3 part-time faculty)

## Population

- 13 library faculty invited to participate (only faculty who teach one-shots as a part of their regular work)
- 10 participated in study

# What We Found

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# Attitudes Toward Assessment

We found that faculty hold positive attitudes toward assessment, but they also have concerns about:

- **Lack of control** over aspects of classroom environment such as technology, amount of time allotted for a one shot, and faculty expectations
- **Lack of time** to create assessments and analyze data
- Assessment results being used to evaluate them during their **annual review**

# Impact of ALI Activities

After participation in our professional development activities, faculty reported a gain in knowledge about assessment of student learning:

- Learned new classroom **assessment techniques**
- Learned how to use data to **improve teaching**

We see a culture shift in the organization based on changes in practice:

- **40% of faculty assessed** learning in more one shots after professional development activities
- **100% of faculty were planning assessment** activities

# Next Steps

**Faculty expressed a desire to share and learn from colleagues. We believe that the desire for professional development related to assessment signifies a culture shift in our organization.**

**We will provide more professional development opportunities:**

- Brown bags
- Webinars
- Conferences
- Expert speakers



**THANK YOU!**



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