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Assessment for Librarians: Online, In the Classroom, and at the Reference Desk

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ASSESSMENT FOR LIBRARIANS

The background of the lower half of the slide features several black silhouettes of hands raised, suggesting an audience or a classroom setting. The hands are positioned at various heights and angles, creating a sense of movement and participation.

Online, in the Classroom, and
at the Reference Desk

WHO?

Lindsay Keevy, Librarian
Lower Columbia College



WHY?



- Our outcomes needed an update
- The accreditors were coming!

WHAT?

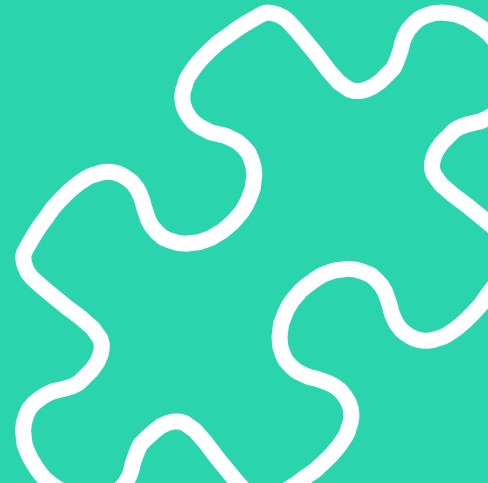
- What do we teach?
- New outcomes, aligned with ACRL Framework



1. Use research tools and indicators of authority to evaluate the credibility of sources (Authority)
2. Select sources which appropriately match the information need (Info_Creation)
3. Give credit to the original ideas of others through proper attribution and citation; (Info_Value)
4. Formulate a research question (Research)
5. Locate the LCC Library and Learning Commons and contact a librarian for research help (Searching)
6. Match information needs and search strategies to appropriate search tools (Searching)

HOW?

- How do we show that the students we instruct are achieving our outcomes?



1

**MAKE IT
MEANINGFUL.**



2

HAVE A PLAN.



meganoakleaf.info/lessonplantemplate.doc

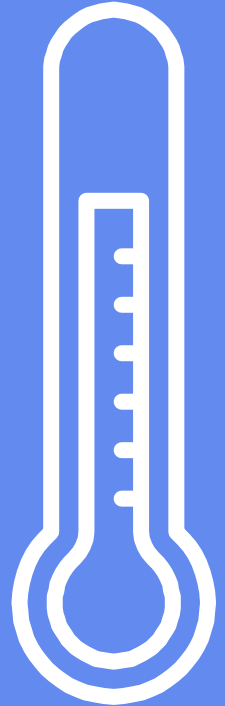
LIBRARY INSTRUCTION LESSON PLAN

Course Title	
Instructor Name	
Lesson Title	
Librarian Name	
Librarian Materials	
Student Materials	
Preparation for Class	
Outcomes to be Taught & Assessed	
How Librarian will Know the Outcomes are Achieved	
ACRL Framework Tag(s)	

Introduction		Time
Teaching Strategy 1		Time
Comprehension Check		Time
Transition		Time
Teaching Strategy 2		Time
Comprehension Check		Time
Transition		Time
Teaching Strategy 3		Time
Comprehension Check		Time
Closing		Time Total
Formative Assessment		
Summative Assessment		
Lesson Evaluation		

3

**EVALUATE
STUDENTS'
WORK.**



Library & Learning Commons Program Outcomes Scoring Rubric

Outcome	Below Expectations	Meets Expectations	Exceeds Expectations
1. Use research tools and indicators of authority to evaluate the credibility of sources (Authority)	Student applies 2 or fewer assessment criteria, or applies them incorrectly	Student applies at least 3 assessment criteria	Student applies 5 or more assessment criteria, or develops a full explanation of at least 1 criteria
2. Select sources which appropriately match the information need (Info Creation)	Student was unable to choose sources from a selection of sources	Student effectively chose resources according to assignment requirements	Student was able to articulate reasons why specific resources did or did not meet his/her needs
3. Give credit to the original ideas of others through proper attribution and citation (Info Value)	Student supplied only 2 aspects of attribution	Student supplied 50-80% of the citation criteria, and 60% of them correctly	Student supplied more than 80% of the citation criteria correctly, or supplied all items at least 80% correctly
4. Formulate a research question (Research)	Student cannot identify how to tie research problem to class project	Student can formulate questions for research based on existing information; Student can identify the key words or general topic on which they are searching for information.	Student can deal with research by breaking complex questions into simple ones, limiting the scope of investigations; determine an appropriate scope of investigation; Student can phrase overall topic in complete sentence, and describe how their subtopic fits into the overall narrative.
5. Locate the LCC Library and Learning Commons and contact a librarian for research help (Searching)	Student accessed the library by mistake, looking for tutoring or registration	Student was able to locate the library and reference desk or help pages	Student was able to articulate their need at the online or f2f help locations, or locate the items they needed without additional assistance
6. Match information needs and search strategies to appropriate search tools (Searching)	Student was unable to select a database, input a search	Student was able to locate databases and input an appropriate search	Student was able to use search limiters effectively, and identify appropriate databases or resources

Library Information Literacy Assessment: Winter 2019

For librarians to use when scoring students' work from classes and AskWA

Librarian

Andrea

Lindsay

Ian

N/A

Date

Date

mm/dd/yyyy ▼

Class title

- Ask WA
- CJ 184
- CMST 220
- COLL 101
- ENGL 98/99
- ENGL 101
- ENGL 102
- HIST 136
- MATH 107
- POLS 101
- POLS 203
- PSYC 100
- SOC 101

POLS 203

PSYC 100

SOC 101

Other: _____

1. Student used research tools and indicators of authority to evaluate the credibility/usefulness of sources (Authority)

below expectations

meets expectations

exceeds expectations

2. Student selected sources which appropriately matched the information need (Info_Creation)

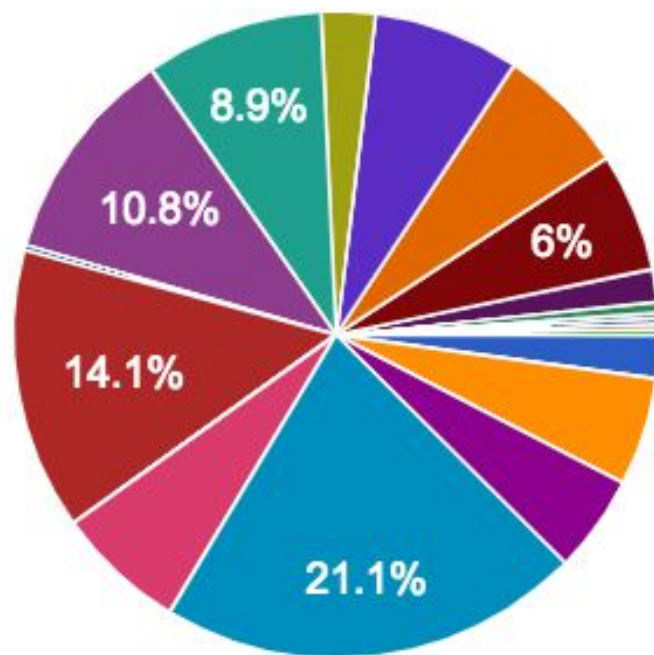
below expectations

meets expectations

exceeds expectations

Class title

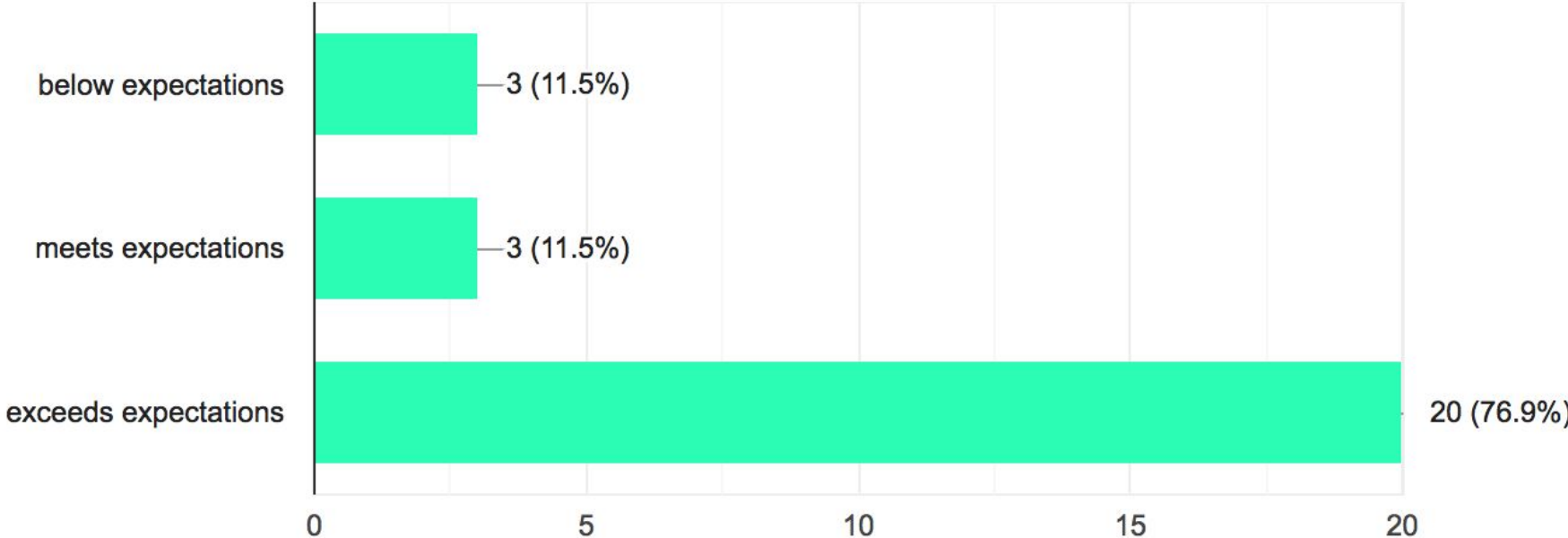
369 responses



- Ask WA
- CJ 184
- CMST 220
- COLL 101
- ENGL 98/99
- ENGL 101
- ENGL 102
- HIST 136

1. Student used research tools and indicators of authority to evaluate the credibility/usefulness of sources (Authority)

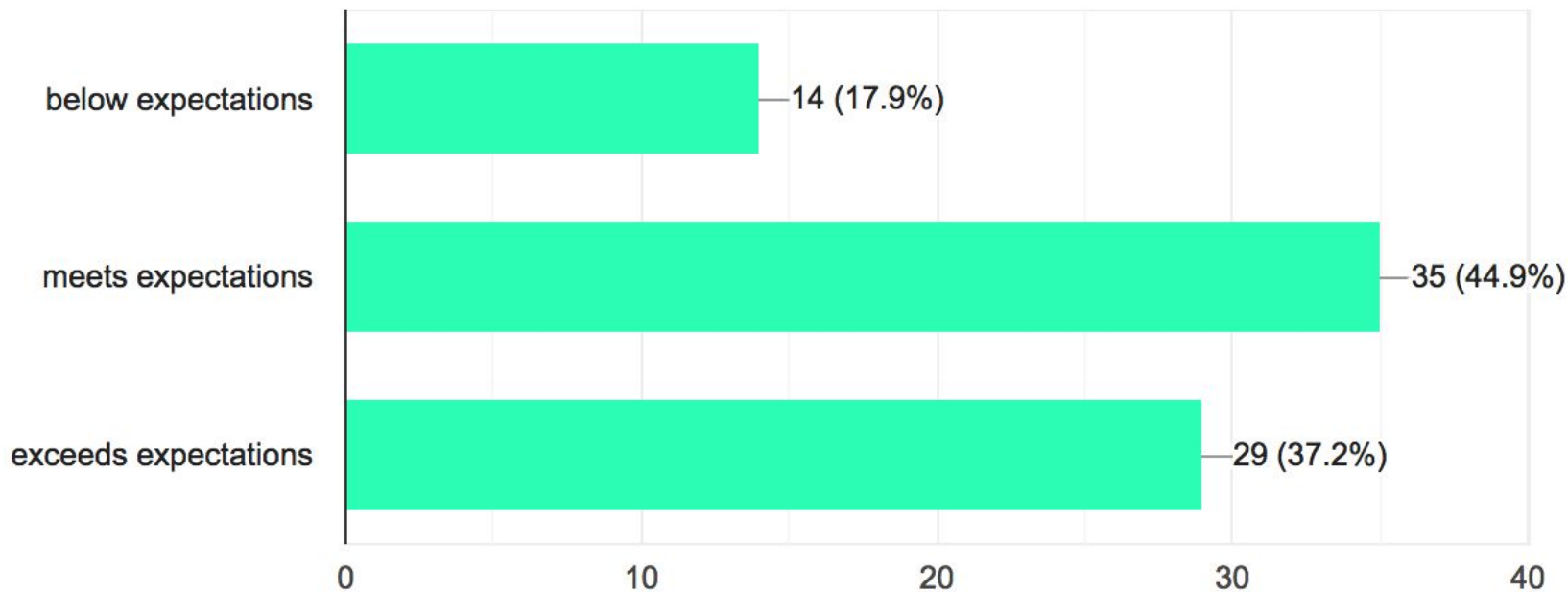
26 responses



3. Student gave credit to the original ideas of others through proper attribution and citation (Info_Value)



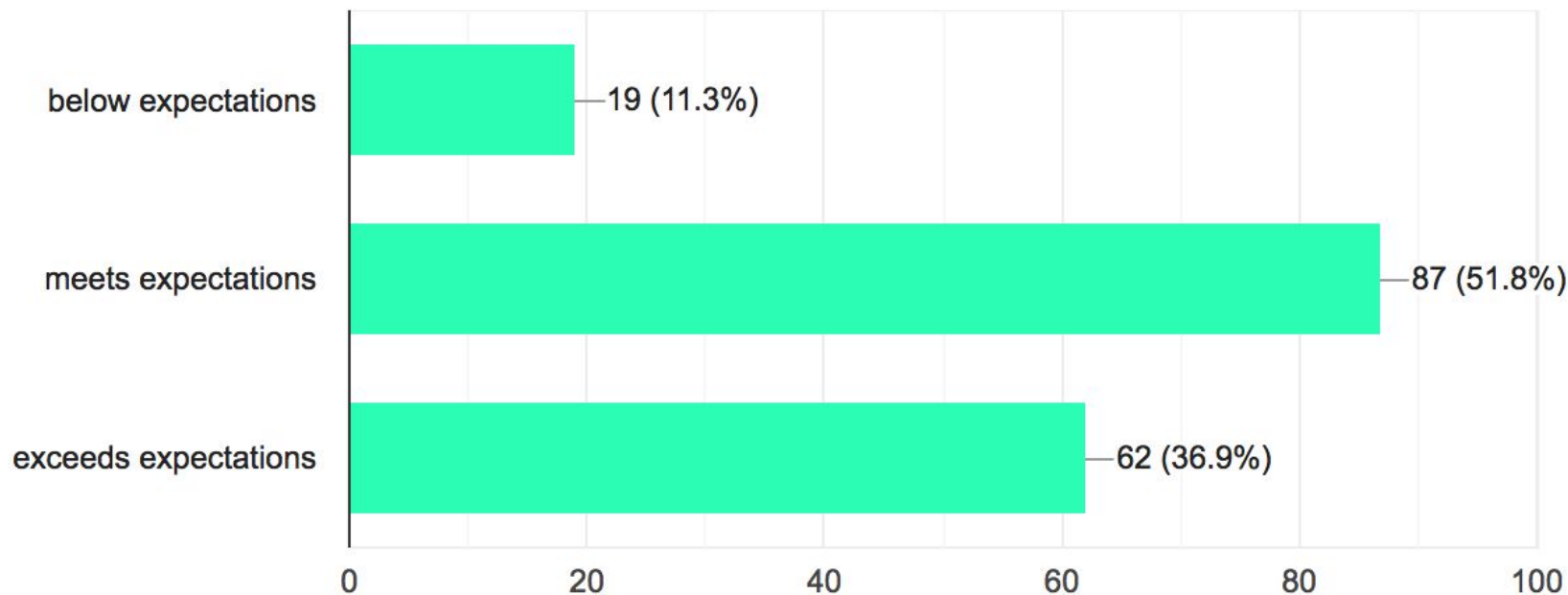
78 responses



6. Student matched information needs and search strategies to appropriate search tools (Searching)



168 responses



WAIT!



- What about online students?
- What about the reference desk?

ONLINE:

- Difficult without being embedded
- TES Blendspace helps
- Canvas Commons helps



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12/6/16



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APA Style

MODULE

Preview

Details

Version notes

APA citation style and formatting module created for Lower Columbia College

Author(s)



Lindsay Keevy

Account

Lower Columbia College



Import/Download

176.12 kB - IMS Common Cartridge File (.imsc)



Add to Favorites

REF DESK:

- Question tracking software - tag it!
- Substantial teaching moment? Score it!





Gimlet

Questions

Search

Reports >

Help

Account

library.reference

Question type

- Informational
- Reference
- Circulation
- Tutoring
- Tech- Password
- Tech- Convo

Duration

- 0-9 minutes
- 10+ minutes
- 30+minutes

Asked by

- Student
- Faculty
- Community
- Staff

Format

- Walk-up
- Appointment
- Phone
- Online

Location

- Ref desk
- Circ desk
- Roving Ref

Question

Optional

Answer

Optional

Tags *Space separated - Showing promoted tags.*

Tags input field

- Authority
- Conversation
- Digital_Literacy
- Info_Creation
- Info_Value
- Research_Inquiry
- searching
- X-OER
- Y-Other

02:18 PM

03/27/2019

Initials

Save

Questions | 471 total

Question type

Reference	249
Informational	67
Tech- Printer	41
Tech- Password	28
Tech- computer	22
Circulation	21
Tutoring	17
Other	11
Tech- formatting	8
Tech- Canvas	6
Tech- GoogleApps	1

Duration

0-9 minutes	303
10+ minutes	97
30+minutes	71

Asked by

Student	450
Faculty	13
Community	5
Staff	3

Format

Walk-up	410
Appointment	40
Phone	21

Location

Ref desk	255
Circ desk	177
Roving Ref	39

Tagged with

Info_Value	94
Y-Other	79
Digital_Literacy	59
searching	56
Research_Inquiry	19
Info_Creation	4
Conversation	3
Authority	2

SO...??

- How is it going?
- What's next?





Thank you!



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