

# Don't Stop Thinking about Assessment: Ongoing Evaluation of Course-Integrated Assessment

Goal: Implement course-integrated assessment in order to inform decisions at the course and programmatic-levels

## Process Components

### Design

- Focus on authentic assessments
- Focus on critical thinking
- Assess worksheets and active learning components already in place

### Education

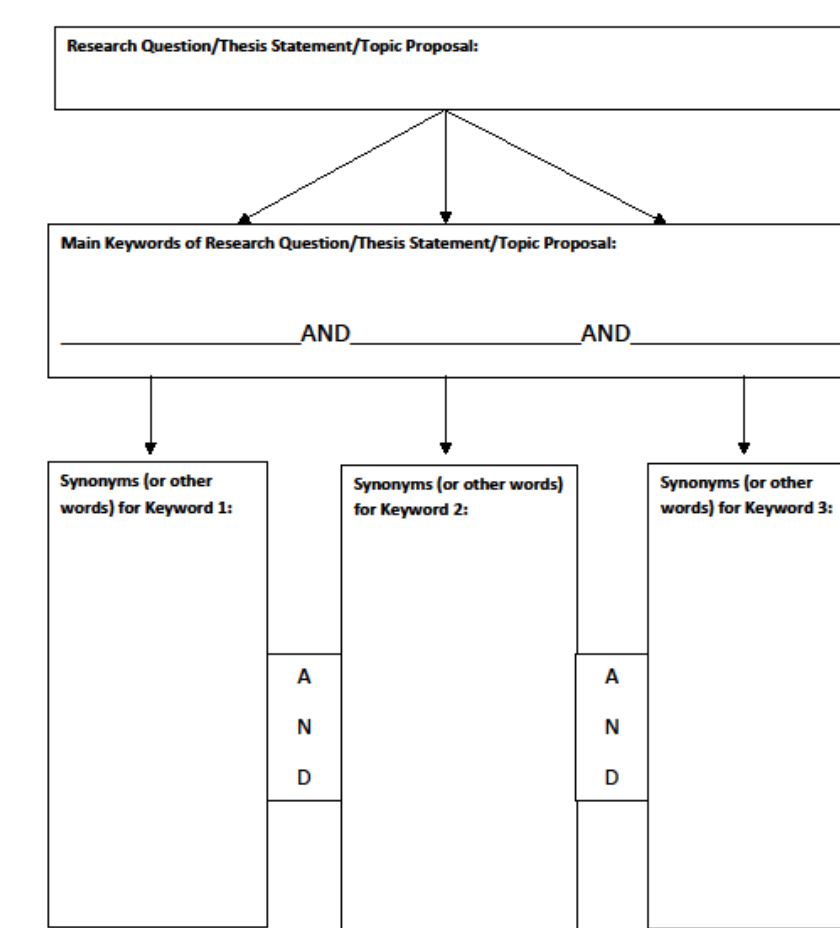
- Continuing series of workshops on assessment
- Dynamic LibGuide created for sharing ideas

### Reporting

- Librarians report results of assessments in yearly teaching reflection
- Librarians use teaching reflection to craft instruction goal for following year

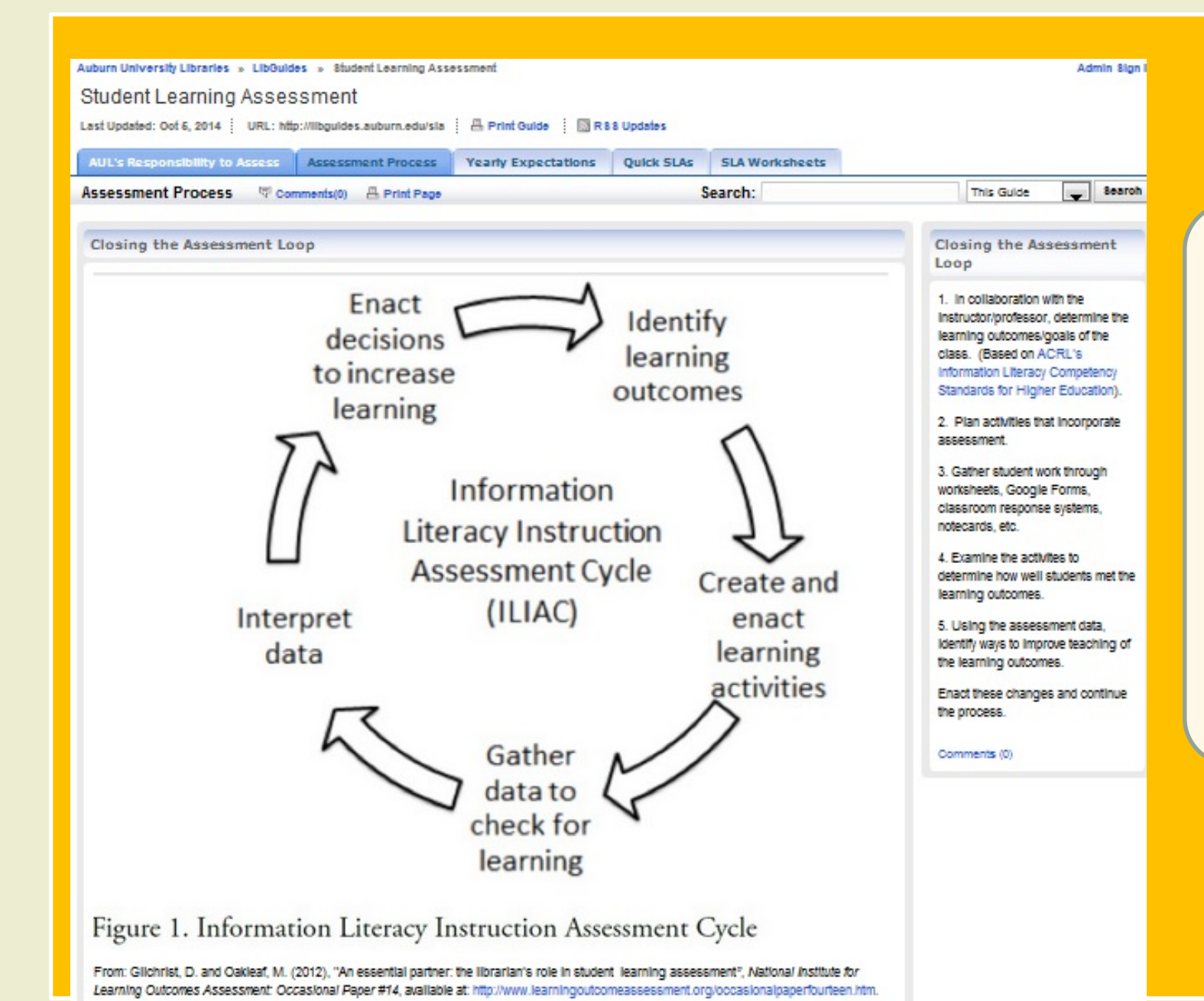
## Process Tools

### Design



Authentic Assessments

### Education



Student Learning Assessment LibGuide

### Reporting

Teaching Reflection Guidelines

## Ongoing Evaluation by Libraries' Instruction Team

- I. Through experimentation, librarians learn the types of questions and activities that require students to think critically (*see handout for details*). Assessments are continuously redesigned as a result.
- II. Over a period of 4 years, librarians took part in 5 assessment workshops (*see handout for details*). The Team will continue with 2 workshops per year as a deterrent to complacency. The gatherings help to reconfirm the program's reasons for assessment and provide a venue for sharing ideas.
- III. Early on, the department head required librarians to turn in assessments with their annual evaluations. The Team hoped to use these to shape program goals. However, librarians found this process burdensome and excessive, perhaps due to other annual evaluation requirements, such as teaching observations and student feedback surveys. Resistance to this "checklist" restricted the Team's access to individuals' assessments. As an alternative, the Team used their own assessments to inform decisions.
- IV. As a replacement to turning in assessments for annual evaluation, the Instruction Team suggested a teaching reflection based on the assessments. Although implemented, some librarians question its usefulness.

- V. Despite early resistance, within the past year librarians have grown more comfortable with the process. This year - for the first time - individual assessments will be reviewed by the Instruction Team for programmatic assessment purposes. To make the reflection more meaningful, the Instruction Coordinator hopes to use teaching reflections to create yearly departmental teaching goals, in addition to individual goals.
- VI. The Instruction Coordinator attributes a more accepting attitude towards assessment to persistence. Four years of training and education has instilled familiarity with the process and an acknowledgment of the usefulness and necessity of assessments.

Toni Carter

Instruction Coordinator

Auburn University Libraries

For more information, see Carter, T.M. (2014). Assessment and change leadership in an academic library department: A study. *Reference Services Review*, 42(1).