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What in the Assessment Are We Doing? A Snapshot of Student Learning Assessment in Health Science Libraries

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What in the Assessment Are We Doing?

**A Snapshot of Student Learning
Assessment in Health Science Libraries**

Hello!



Danielle Westmark

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Teri Hartman

Professor

Head of Education, UNMC



“

Academic librarians are increasingly required to demonstrate evidence of their impact on student academic achievement and success.

Bowles-Terry, M., & Kvenild, C. (2015). Classroom assessment techniques for librarians. Association of College and Research Libraries, a division of the American Library Association.



Conversation



- Let's keep the conversation going
- Visit the Padlet to share questions, comments, and concerns regarding student learning assessment (anonymous)
<https://go.unmc.edu/8x7p>
- Respond to comments! We learn and grow from each other



Literature Review

- Wide range of literature on learning assessment in health science libraries
- Focus on specific groups (ex: nursing or rehabilitation science); EBP classes taught
- More done in general academic libraries

Research Questions



RQ 1. How do health science librarians assess student learning in the context of health-related literacy?



RQ 2. What strategies do health science librarians employ to effectively encourage students to complete assessments?

Activity

Poll Everywhere

<https://pollev.com/dmwestmark>



Methods



12 question virtual
survey



5 Follow up virtual
interviews

Survey Tool:

<https://go.unmc.edu/qu7w>

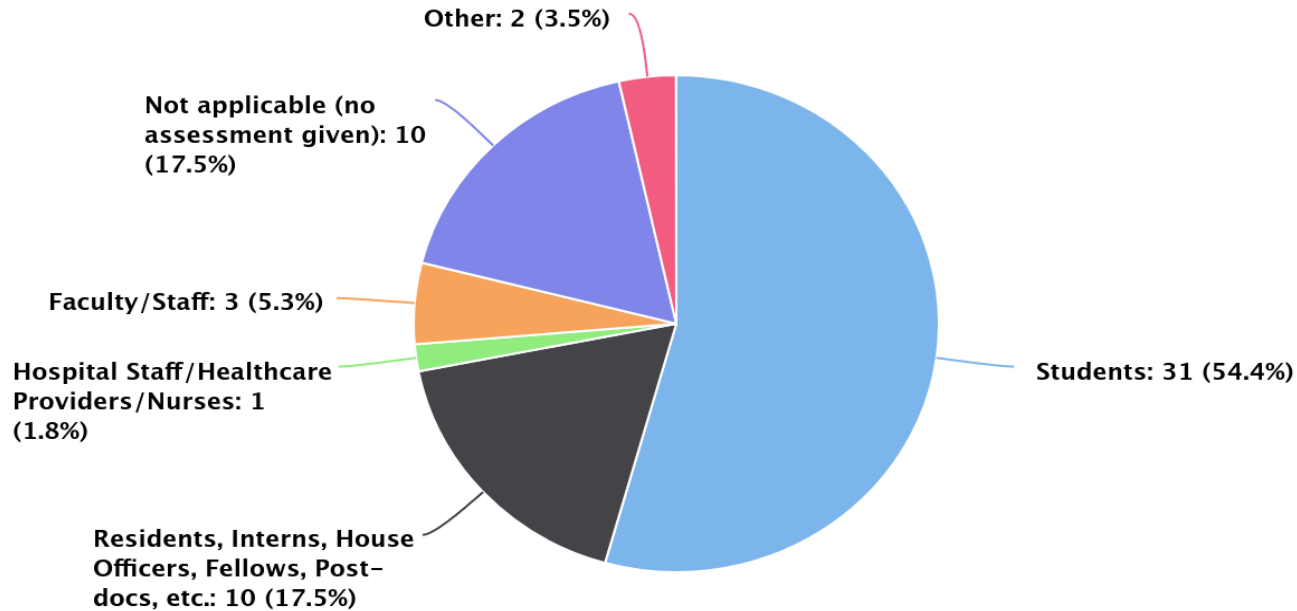


Survey Data

- 43 Survey Responses
- Do you perform assessment of student learning?
 - Yes - 76.74% (33)
 - No – 23.26% (10)

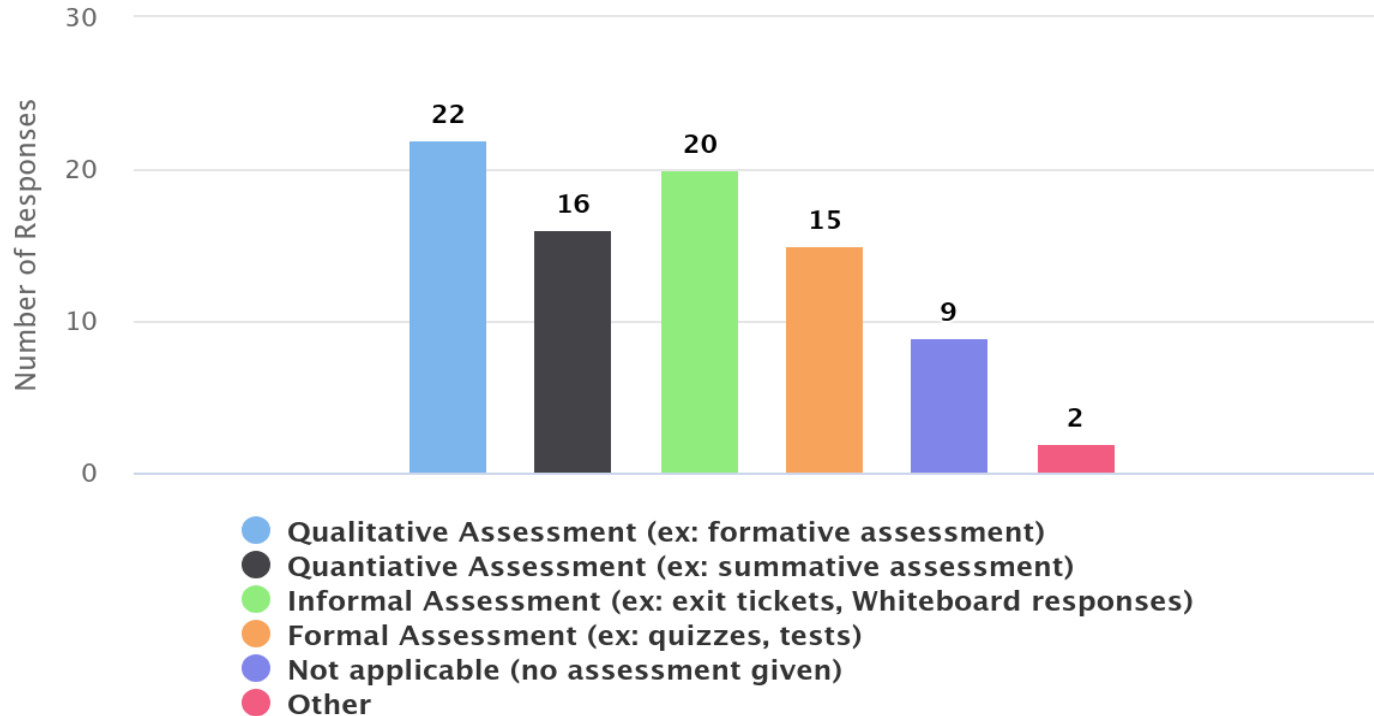
Assessment Audience

Whose learning do you assess? Mark all that apply.



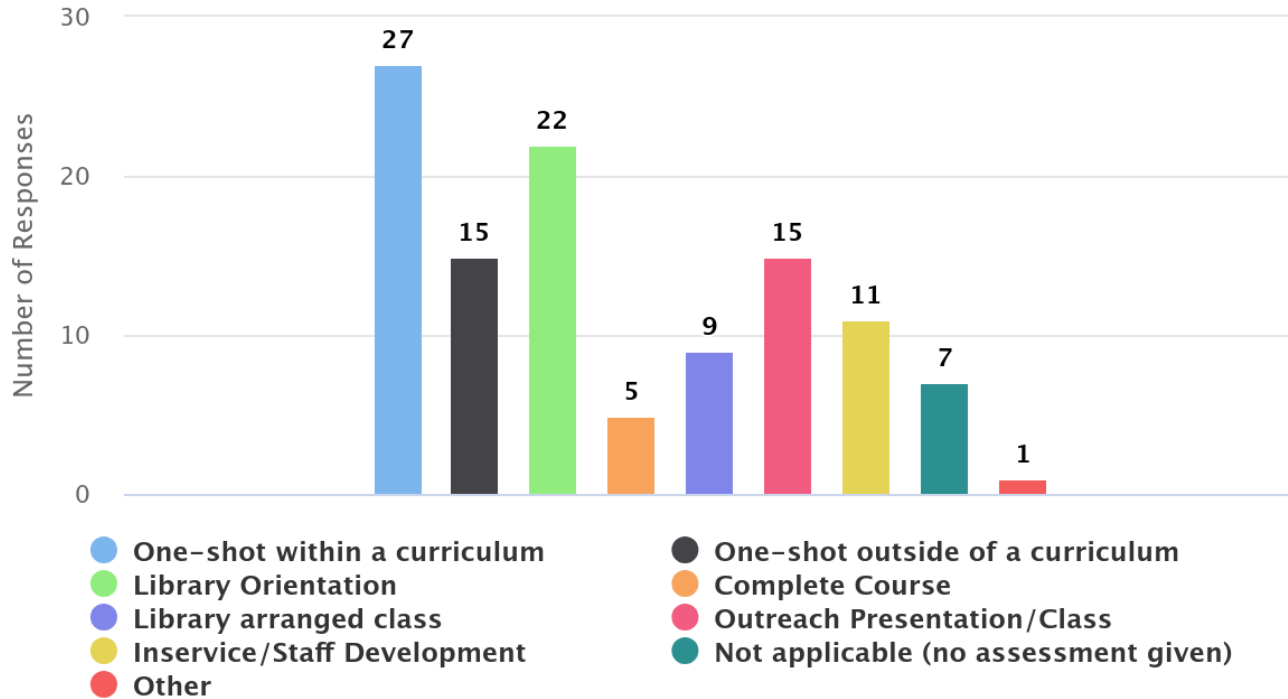
Type of Assessment

What type of assessment(s) do you perform? Mark all that apply.



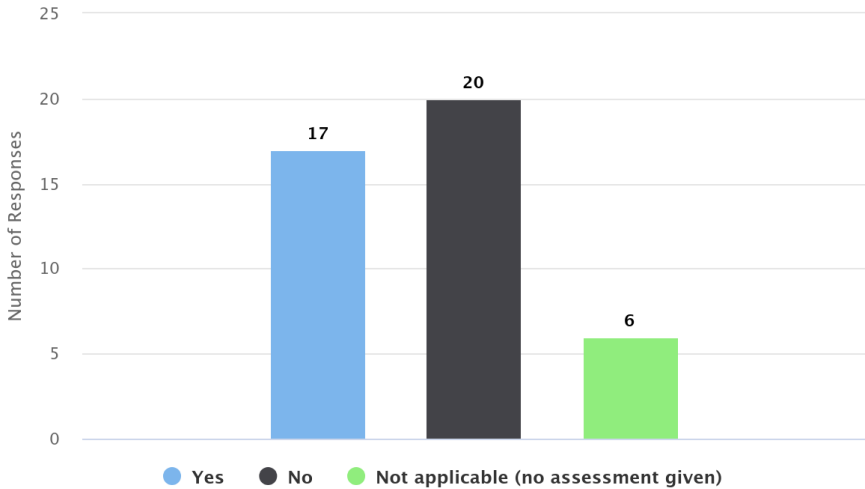
Type of Classes

What types of classes are you teaching that include assessment? Mark all that apply

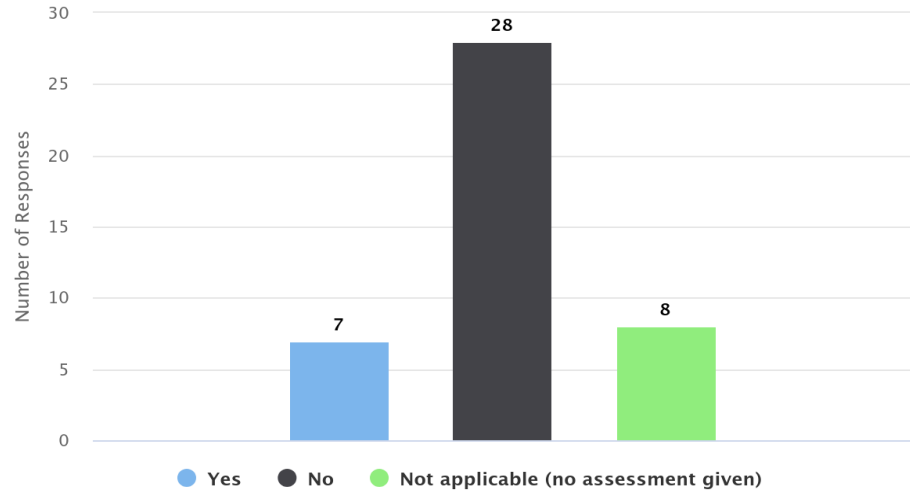


Effective Strategies for Student Engagement & Incentives

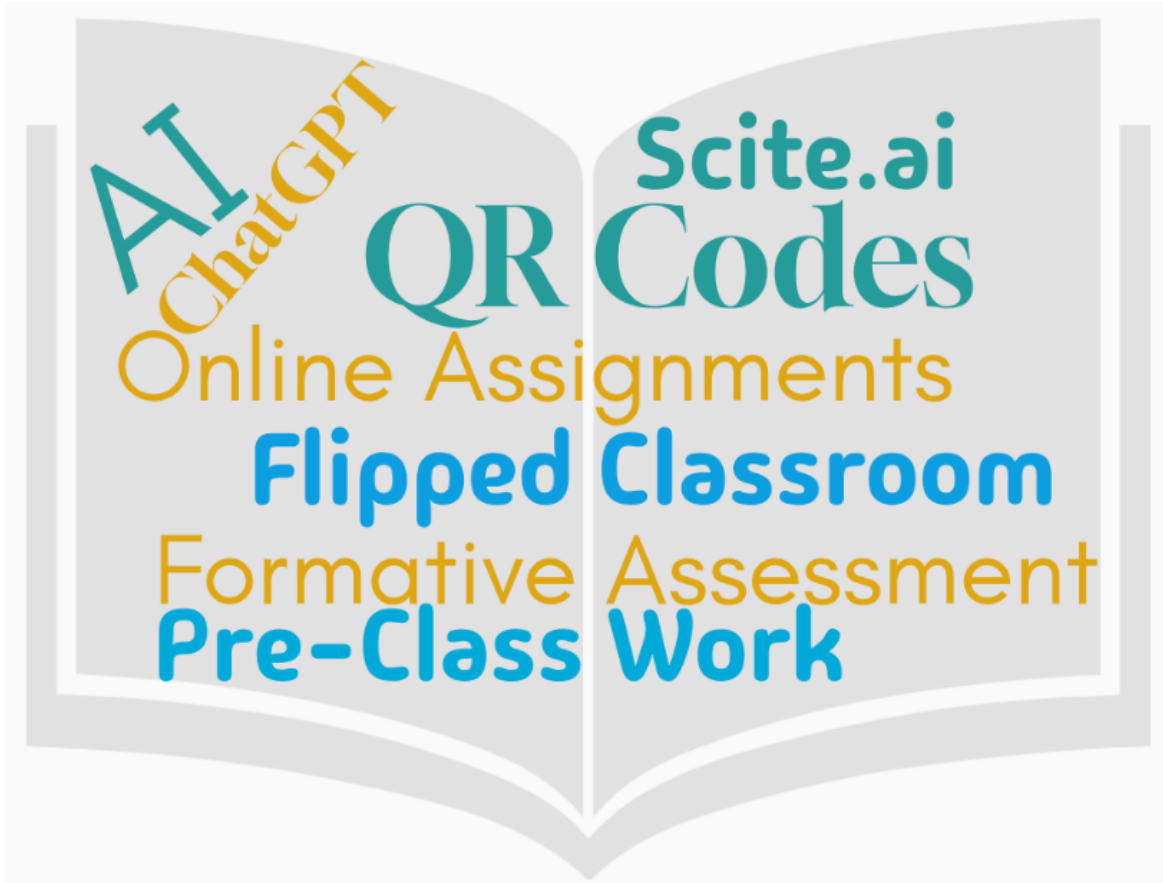
Have you noticed any specific strategies that have been particularly effective in increasing student engagement with learning assessments?



Do you offer any incentives or rewards to students for completing learning assessments?



New and Innovative Approaches



Themes



Time



Outcomes



Experience



Resources

Time

“But at a small place that I'm at right, we wear many hats. And so, when that gets squeezed, unfortunately the summative assessment gets squeezed.”

“And we're not an academic shop, so we really don't want to expend a lot of time and energy on it [assessment] when our take is so low.”



Outcomes (Success, Barriers, etc.)

“Assessments are for a grade. I explain why what they are doing is important but it's hard to know what is motivating the students outside of the grade they are given.”

“To be honest, the hardest group to get to participate is the residents. I think they're just really tired and stressed out and so often they don't want to participate.”



Experience

“...And one thing that because I've been doing this for a very long time, I've been an instruction librarian for 20 years and that's been the full portion of my job. There's always been instruction.”

“Next year I'm aiming for more flipped classroom lectures. Spend more time practicing skills and using problem-based learning. Hopefully, that translates to more impactful learning and more meaningful assessments.”

Resources (People and Things)

“I rely on my coworker for big things in the library, and then I rely on my campus teaching and Learning Center to keep me up to date. Like how to effectively use polling to start a class and that kind of thing.”

“Each month, one of the librarians is in charge of bringing an article to class to the [education] committee with the other 6 librarians and we’ll discuss it.”



Conclusions

- This study is the first step. We hope librarians and library leaders continue to research library teaching assessment.
- Health science libraries are critical in supporting information literacy instruction in curriculum-based and outreach sessions.
- As librarians, we must conduct assessments to show how our students gain information literacy skills, measure our teaching impact, tailor our instruction to our audience's current and future roles, and support program accreditation requirements.



Thanks!

- Emily Vardell and Valerie Vera (RTI Mentor and Peer Coach)
- RTI Yellow Group

Special thanks to all the people who made and released these awesome resources for free:

Presentation template by [SlidesCarnival](https://www.slidescarnival.com/)

Any questions?

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