

Linscheid Library Instruction Assessment Plan

As an active partner in the academic life of East Central University, Linscheid Library shall deliver course, program and audience specific instruction and assessment based on the *Standards and Best Practices for Library Instruction*.

In an effort to uphold the standards and best practices for library instruction, four methods will be utilized to evaluate and assess the library's instruction program. Data from all four methods of evaluation will be maintained by the Library Director. All four methods of evaluation will commence during the fall 2008 semester.

Peer Evaluation:

- Each librarian will be observed by a peer or peers once per semester.
- An observation rotation schedule, set by the Instruction Librarian, will be followed.
- Observation during the fall semester must take place by **November 1**. Observation during the spring semester must take place by **April 15**.
- The instructing librarian and the observer will agree upon the date and time of the session to be observed.
- The instructing librarian will provide the observer with any necessary background on the session.
- The instructing librarian will provide the observer with a link to the online course-specific research guide, which should include any handouts, 24 hours prior to the session.
- The observer will fill out the Peer Instruction Evaluation Form.
- The observer will meet with the instructing librarian within 48 hours after the session to provide a copy of and discuss the evaluation.
- The observing librarian will send the evaluation form to the Library Director.
- Data from the peer evaluations will be maintained by the Library Director.

Student Evaluation:

- Student evaluations are for subject specific instruction sessions only. Librarians will not administer the evaluation forms to UNIV 1001 or UNIV 3001 courses.
- At a minimum, each librarian will administer the form to **one class** per semester.
- The instructing librarian will collect the forms from his/her class and give a copy to the Library Director.
- Data from the student evaluations will be maintained by the Library Director.

Faculty Evaluation:

- Each librarian will administer the form to all subject specific classes. Faculty evaluations are for subject specific instruction sessions only. Librarians will not administer the evaluation forms to UNIV 1001 or UNIV 3001 courses.
- For all instructions taking place in the library, the instructing librarian will direct faculty to the lock box located in the instruction room to place the evaluation in. For instructions held outside of the library, the instructing librarian will provide a campus envelope addressed to the Library Director for the faculty member to return the evaluation form to the library.
- Data from faculty surveys will be collected and maintained by the Library Director.

Self-Assessment:

- This form aims to provoke instructor reflection on his/her teaching.
- This form is to be used at the discretion of the instructing librarian.
- At least **one** self-assessment form must be completed each semester.
- The instructing librarian will provide copies of the self evaluation to the Library Director.
- Data from the self evaluations will be maintained by the Library Director.

Documentation to consult:

- Standards and Best Practices for Instruction Librarians
- Peer Evaluation Rotation Schedule
- Library Instruction Faculty Evaluation Form
- Library Instruction Peer Evaluation Form
- Library Instruction Self Evaluation Form
- Library Instruction Student Evaluation Form

Library Instruction Standards and Best Practices

As an active partner in the academic life of East Central University, Linscheid Library shall deliver course, program and audience specific instruction and assessment based on the ACRL *Standards for Proficiencies for Instruction Librarians and Coordinators*.

Classroom

- The Library will present instructional content in diverse ways and modified teaching methods to match the class style and setting.
- In order to achieve this, the Library will adhere to the following best practices:
 1. Introducing oneself to the class.
 2. Presenting information in a lesson plan or syllabus to guide the instruction session.
 3. Using appropriate technology for each session.
 4. Explaining objectives for the class and how the session will be conducted.
 5. Avoiding jargon and using vocabulary appropriate for the level of students.
 6. Being enthusiastic about the subject.
 7. Being flexible about changing teaching plans while class is in progress.
 8. Allowing for questions and other interruptions.
 9. Making sure equipment is in working order before class begins.
 10. Learning to cope with technical problems or other emergencies.
 11. Telling the students to follow up with you or other librarians if they need assistance after class.
 12. Learning to use classroom technology.
 13. Observing other librarians' instruction sessions to get ideas for teaching.
 14. Inviting peers to observe instruction sessions and getting feedback from them.
 15. Sharing teaching skills and ideas with other librarians.
 16. Cleaning up the instruction room after use: pick up trash and push in chairs.
 17. Turn off equipment if you are the last person to be using it that day.

Instructional Design & Materials

- The Library shall design instructional materials to meet the common learning characteristics of our students.
- In order to achieve this, the Library will adhere to the following best practices:
 1. Assisting learners in assessing their own information needs.
 2. Helping learners develop skills to identify, locate, and evaluate sources.
 3. Designing effective assessments of student learning.
 4. Clearly structuring and organizing classroom and online materials.
 5. Prefacing instructional materials with learning objectives.
 6. Basing instruction on the level of research expected of the class, i.e., very general or very subject specific.
 7. Attempting to provide universal access: when possible, make electronic and paper formats available.
 8. Attending workshops and conferences to improve skills.
 9. Familiarizing oneself with the literature and resources for a subject you are not accustomed to teaching.
 10. Preparing class materials such as syllabi, handouts, online research guides etc.
 11. Requesting a class count from the faculty member prior to the instruction session. Make sure you have plenty of syllabi or materials on hand.
 12. Including some form of student assessment.

Standards for Collaboration with Faculty/Administration

- The Library will meet the information literacy needs of the University by collaborating with teaching faculty about course assignments and the resources to be introduced in the instruction session.
- In order to achieve this, the Library will adhere to the following best practices:
 1. Communicating with faculty and school administration to plan and implement library instruction, and designating core classes best suited for instruction.
 2. Responding to faculty requests for instruction as soon as possible.
 3. Promoting library instruction to all departments, not just liaison areas.
 4. Sending out flyers and emails advertising library instruction, and place research guides, subject specific posters and other literature in the departments.
 5. Working with departments' web developers to provide links back to subject specific library web pages.
 6. Attending faculty meetings to let professors know the benefits of library instruction.
 7. Always offering to conduct the same library instruction the next semester for the same professor.
 8. Sending instruction evaluations to faculty following the instruction session.
 9. Provide and market quality instruction in accordance with the ***Instruction Assessment Plan***.

Administrative Standards

- The Library shall maintain and report accurate statistics of instruction activities.
- In order to achieve this, the Library will adhere to the following best practices:
 1. Maintain records of library instruction sessions.
 2. Provide other librarians with statistics and other information.
 3. Improve services based on data.

**Linscheid Library
Peer Evaluation Rotation Schedule**

The rotation schedule will be set each semester by the Instruction Librarian, and stored on the library k drive.

Linscheid Library
Peer Instruction Evaluation Form

Refer to the attached *Appendix: Best Practices for Instruction*

Librarian: _____

Observer: _____

Date: _____

1 = does not meet expectations 2 = meets expectations 3 = exceeds expectations
You must provide support for a rating of 1 or 3

1. Librarian presented overview of the session and stated the purpose of the session

1___ 2___ 3___ Comments: _____

2. Librarian had a clear organizational plan and presented topics with a logical sequence

1___ 2___ 3___ Comments: _____

3. Librarian concluded the session by summarizing the main ideas

1___ 2___ 3___ Comments: _____

4. Librarian demonstrated a command of the subject matter

1___ 2___ 3___ Comments: _____

5. Librarian encouraged student questions

1___ 2___ 3___ Comments: _____

6. Librarian gave satisfactory answers to student questions

1___ 2___ 3___ Comments: _____

7. Librarian incorporated student responses into instruction session

1___ 2___ 3___ Comments: _____

8. Librarian asked questions to monitor student progress

1___ 2___ 3___ Comments: _____

9. Librarian's language was understandable/free of jargon

1___ 2___ 3___ Comments: _____

10. Librarian's articulation and pronunciation were clear

1___ 2___ 3___ Comments:_____

11. Librarian made minimal use of verbalized pauses and catch phrases (er, ah, etc)

1___ 2___ 3___ Comments:_____

12. Librarian spoke extemporaneously

1___ 2___ 3___ Comments:_____

13. Librarian's voice was easily heard

1___ 2___ 3___ Comments:_____

14. Librarian effectively used body movement and gestures

1___ 2___ 3___ Comments:_____

15. Librarian made eye contact with students

1___ 2___ 3___ Comments:_____

16. Librarian was confident and enthusiastic

1___ 2___ 3___ Comments:_____

17. Librarian defined unfamiliar terms/library jargon

1___ 2___ 3___ Comments:_____

18. Librarian limited use of repetitive phrases

1___ 2___ 3___ Comments:_____

19. Librarian's instructional materials were designed and used effectively

1___ 2___ 3___ Comments:_____

20. Librarian provided a link to the course-specific online research guide 24 hours prior to session

1___ 2___ 3___ Comments:_____

What was the instructor's major strength as demonstrated in this observation?

What suggestions do you have for improving upon this instructor's skill?

Linscheid Library
Student Instruction Evaluation Form

Librarian _____

Date _____

Please let us know what you think of the library instruction session by completing the questions below. Thank you!

1. This session was helpful for the research assignment for my class

- Yes
- No
- Some
- Not sure

2. The instructor's explanations were:

- Always clear
- Usually clear
- Somewhat clear
- Rarely or never clear

3. The instructor made the library welcoming and approachable for my class

- Yes
- No
- Some
- Not sure

4. How would you describe the class instruction?

- Organized
- Unorganized
- Somewhat organized
- Not sure

5. The library instruction session was:

- Too long
- Too short
- Just right
- Not sure

Please comment on what you found most useful about the instruction session:

Was there something you wanted to learn that was not covered?

Other comments:

**Linscheid Library
Faculty Instruction Evaluation Form**

Librarian _____ Date _____

1. The librarian was effective, well organized, and gave a clear presentation.

Agree Neutral Disagree

2. The librarian's instructional materials were designed and used effectively.

Agree Neutral Disagree

3. The librarian made it clear how database searching relates to course assignments(s).

Agree Neutral Disagree

4. The librarian demonstrated the importance and relevance of the material covered.

Agree Neutral Disagree

5. The students' reactions to the instruction session were positive.

Agree Neutral Disagree

6. Considering the material covered, the instruction session was:

Too long Just right Too short

7. Was the library instruction session

Too remedial Just right Too advanced

8. Would you recommend a library instruction session to your colleagues?

Yes No

9. What were the librarian's major strengths?

10. What could be done to improve library instruction?

11. How can Linscheid Library better promote its instructional services to faculty?

Linscheid Library
Self Assessment Instruction Evaluation Form

Librarian _____ Date _____

Please rate yourself on a scale of 1 to 3, 1 being the lowest and 3 being high, on each of the questions below. This form aims to provoke instructor reflection on his/her teaching.

1=Does not meet expectations 2=Meets expectations 3=Exceeds expectations
You must provide support for a rating of 1 or 3

1. I generate and answer questions well in class.

1___ 2___ 3___ Comments: _____

2. I organize my course well and make the objectives clear.

1___ 2___ 3___ Comments: _____

3. I restate questions or comments to clarify for the entire class.

1___ 2___ 3___ Comments: _____

4. I present clear and relevant examples in class.

1___ 2___ 3___ Comments: _____

5. I encourage students to participate in class.

1___ 2___ 3___ Comments: _____

6. I analyze previous classroom experience to improve my teaching.

1___ 2___ 3___ Comments: _____

7. I try to function creatively in teaching my class.

1___ 2___ 3___ Comments: _____

8. I remind students to come to me for help whenever it is needed.

1___ 2___ 3___ Comments: _____

9. I relate to students easily.

1___ 2___ 3___ Comments: _____

10. I actively help students who are having difficulties.

1___ 2___ 3___ Comments: _____

11. I meet with students informally out of class when necessary.

1___ 2___ 3___ Comments: _____

12. I strive to gain student interest in the subject matter.

1___ 2___ 3___ Comments: _____

Reflective questions

1. What are some areas that you would like to improve upon in your instruction? What would you like to learn more about that would improve your teaching techniques? If you feel that you are experiencing burnout, please address why.

2. What are some activities that the library instruction team could develop that would help in these identified areas and/or promote instructional development?