“Are We Meeting our Learning Outcomes?”
Using Assessment to Drive Effective Instruction Design and Revision

Background
- Freshman Composition I & II (ENGL 1303 & 1304)
- Mostly graduate student instructors
- Standardized learning outcomes
- Non-standardized assignments
- Non-standardized objectives for One-Shot library sessions
- 50+ One-Shot sessions each semester
- Taught by a variety of library instructors
- Non-standardized IL curriculum

Project
Two Content Areas
Learning Objectives
Identify & develop search terms from their topic
Strategically combine search terms in library research

Learning Objectives
Differentials & locate select information source types
Modules
Modules
Assessment

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Assessments
Example #1: In-class observation

DISCUSSION QUESTION
Describe the content of your source type.

Revise discussion question(s).

Why?
Students were focusing on physical characteristics of source types instead of content.

Example #2: Collected worksheets

We salvage abandoned or recycled worksheets in order to assess student use of instructional aids.

Revise instructions, layout, & content.

Why?
1.) To clarify instructions and move emphasis to process, minimizing confusion.
2.) To add instructional content and aids.

Example #3: Formal assessment

Minute Paper
Question 1: What is one thing you learned today about searching with keywords?
Question 2: What is one thing you learned today about information source types?
Question 3: What are you still confused about?

Knowledge Test
Keywords
Keyword identification using the sample topic: “How is Alabama’s immigration law effecting its agriculture industry?”

Information Sources
Multiple Choice Question #1

Assessment Results

Revise the assessment.
Why? Vague and inconclusive data.

Revisions
DISCUSSION QUESTIONS
1.) Describe the purpose of your source type.
2.) Describe the type of content in your information source.
3.) What audience is this source targeting?