Implementing an Instruction Program Assessment Plan: Stakeholder buy-in and first-year goals

**Introduction**

**Purpose**
- Best practices and practical steps for implementation
- Methods of building stakeholder buy-in
- Practical steps to measuring impact on "student success"
- Lessons learned

**Background**
- 15 liaison and branch librarians, 2 dedicated instruction librarians
- UH “Tier One” and “Student Success”
- Prior to 2010
  - Minimal library classroom assessment
  - No method for gathering assessment statistics
  - No formalized instruction goals

**Christina H. Gola**
Head of Liaison Services for Instruction & Outreach since 2010
chgola@uh.edu
Experience:
- Seven years coordinating library instruction and teaching information literacy
- First time implementing an assessment plan

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**Process**

**1 Initial Dialogue**
- Wrote down fears
- Peer response
- Hung up fears on “Tree of Fears”

**2 Simple Goals**
1. All teaching librarians incorporate assessment in at least one high impact instruction session and report results
2. Collectively use assessment in at least 25% of instruction sessions per semester

**3 Reporting Method**

**4 Continuous Training**

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**Discussion & Results**

**Why Not LOs in Year One?**
- Little experience with assessment cycle
- Avoid too much focus on learning outcomes
- Respond to fears and past experiences with learning outcomes
- Practice with assessment was key to recognize the value of assessment

**Results**
- Exceeded Goals!
  - 100% participation
  - Fall - 29% of classes assessed
  - Spring - 67% of classes assessed
- Benefits of assessment realized
- Desire for improvement - to be accomplished with learning outcome training in Fall 2012
- More willing and vested interest in process

**References**