

MILEX Meeting – September 3, 2010
Loyola Graduate Center, Columbia, MD
10 a.m. – noon

Present: Blummer; Casey; Cooperstein; Crest; Dhanasar; Ford; Gadsby; Gass; Green; Kiel; MacDonald; McEvoy; Meck; Nixon; Pfau; Polley; Sade; Simmons; Simpson; Thompson; Whitlock

Sarah Crest opened the meeting.

- Provided a brief intro to library assessment

Discussion on Assessment

- Patti Pfau – Went to ALA assessment workshop
 - See <http://www.harford.edu/Library/tutorials/>
 - Uses a goal matrix from which she draws her goals for her sessions
 - Has created 12 tutorials @ w/ a quiz – looks at the data at the end of the semester and changes questions to meet holes
 - Section on handouts – to reflect changes in response to needs assessment
 - Circular assessment – once you have goals/objectives/assessment
 - ENGL101 teach classes – same quiz to faculty who don't normally come to the library
 - Went to Dean of Humanities – all going to give quiz when students hand in term paper – teach about a 1000 students
 - At what point do you teach faculty IL? Send faculty a copy of the quiz –
 - How do faculty react to teaching from the same script? It was rough at first. Now everyone helps create the Powerpoint – so everyone starts with the same thing
 - Engl 012 and 101 – tutorials are online
- Stephen Ford
 - Can get into tutorial but please don't take as it will mess with statistics www.salisbury.edu/library/instruction/tutorials/engl103/thanks.htm
 - Stephen handed out doable - 40 sections @ semester in ENGL103
 - Based on ACRL standards
 - Engl103 now have this as a four credit model
 - One of options for course was IL, which is a GenEd requirement
 - The faculty idea understanding of IL tended to be evaluating sources ONLY
 - They were redesigning their content
 - Identified articles they could use and also an IL question in the final for the course
 - First thing that we had to set were our goals
 - Decided to extend use of time by creating a tutorial before instruction session designed around learning goals - takes about 15 minutes or less
 - Assuming that a pre-test would help created survey in Survey Monkey dealing w/ learning goals
 - Pretest is part of the tutorial – a day or two before library session – want students to use this as a prep tool – some faculty choose not to have students do pretest, get a % of students
 - Half of classes are taught by TAs or adjuncts

- This year library will send an email to students in each class to elicit more response for pretest
- Goes through Survey Monkey and then hops automatically into the pretest – gives them a certificate of completion
- Followed by a series of questions - Stephen used javascript and html coding to create it
- Instruction is based on the objectives
 - Librarians use different techniques for teaching objectives
 - One librarian does a game
- Did aggregate assessment because it was easier
- Posttest is administered during the last five minutes of the session – same general idea as the pretest
- Survey monkey gives a summary of results w/ %
- Analysis has shown significant differences between pre- and post- with 40% - 80% correct answers
- Stephen will post the assessment results on the website
- Curious about – students know about library catalog before they come in and think that it governs the article databases as well.
- That they separate the two is important
- In the fall, Salisbury has a librarian planning day to discuss data from previous term – formative assessment
- Confusion of using the federated search
- Have seen more buy-in by faculty
- How much time did it take to analyze data? Survey Monkey provides percentages, also tried to compare questions and what it meant – had long discussion with librarians discussing this @ 3-4 hours
- Can't understand why students can't differentiate between catalog and databases – maybe need more visuals
- 369 student results
- Target assessment/instruction w/ content of course – in mid-October
- Ginny Polley
 - Core curriculum was no longer re-workable - move to do the GenEd stuff
 - Create campus-wide learning goals- one includes IL goals
 - Whole campus is looking at accessible goals – At the moment we use a one-minute paper at the end of library sessions asking: What new thing did you learn? What further questions do you have?
 - There was an information fluency workshop for the English dept, which Ginny attended

Question arose: Has anyone had the opportunity to evaluate student portfolios w/ faculty?

- Susan does bibliographies – Sarah Crest asked if she has rubrics for bibliographies
- Patti Pfau – works w/ drama faculty looking at working bibliographies. She hasn't assessed them. Then she sees the final product.
- It was noted that most often we're only able to do summative assessment, need to be able to do formative assessment of process
- Susan has students print out search strategies to see the process
- Mention of Teresa Neeley's book on assessment for ALA as a resource
- Shak – learning outcomes in every program at BCCC – trying to get a buy-in from faculty

- Patty McDonald – At TU, there are plans for collective revision of core curriculum with librarians involved
- Sarah Crest is using LanSchool for on the spot assessment – Is there something new that you learned? How was the session useful?

Question arose: Who is going to analyze the data?

- Brandy has a librarian that will work with ENGL for use of electronic resources –
- Shannon uses Student Voice – they do the analysis – it's in real time and can have unlimited simultaneous users – do refresh at beginning of class – can graph it, see numbers, percentages, can use identifying info

Question arose: How can we move toward more meaningful interactions with our students?

- An important aspect of finding out how the students are doing is so that you can make changes in your instruction that make a difference in their learning
- Susan C noted that rubrics allow you to be a little more consistent in assessment- passed out her rubric
- Shana pointed out that assessment directly after is more assessment of teaching rather than of what the students have actually learned – she has done some pre-assessment hoping to initiate some interest – she showed the students the results before she starting discussing this

Business meeting:

- Treasurer's report
 - Simmona Simmons is the new treasurer – Joanna Gadsby will be assistant treasurer
 - Simmona wanted to add to the record many thanks to Sean Henry for all of his work for two years and also for useful information that he has passed along
 - Simmona reported that we have \$5,328.68 in our MILEX account
 - Regarding membership dues, if you joined MILEX as a part of the 2009 Spring workshop, you are good for a year
 - She would like people to complete a new form each time they renew membership in order to help with record- keeping – a printed form is fine
- If we have an interesting topic – we need to get a workshop going – Susan Cooperstein will serve as lead, Sharon/Ginny promotion, Sharon on food, Sarah Crest on program paper, Simmona/Joanna will serve ad hoc

NEXT MEETING: Loyola Graduate Center at Timonium, November 12th, from 10 a.m. to noon

- Bring schedule to the meeting so that we can plan Spring meetings – early April (MLA is May) – April 8th maybe
- Need to make some bylaws dealing with membership

Respectfully submitted,
Sara Nixon, MILEX Secretary

9/2010