

Instructional Services Assessment Plan

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Purpose

This plan details the assessment strategy Concordia Library's Instructional Services program. It is shared publicly in order to contribute to sharing assessment practices and acknowledge that we benefited from others sharing information in order to create this plan.

The purpose of the assessment strategy is to:

1. Assess the instruction program in terms of achievement of the instructional services vision and objectives.
2. Integrate assessment into the workflow of delivering instructional activities.

The overarching questions that this plan seeks to address are:

1. Are we meeting the priorities determined by the Re-envisioning Instructional Services project?
2. Are we fulfilling the curriculum plan?
3. Are students participating in the instructional services offerings?
4. Is our instructional content being reused internally and externally?
5. Did students who participated in the offerings accomplish the learning outcomes (overall picture)?
6. Were students who participated in the offerings satisfied?
7. Is the professional development plan working?
8. Is the assessment plan working?

At the current stage, this plan does not include assessment of course-integrated instruction; the primary focus is Library-initiated instruction.

Roles

Organizational roles and committees that contribute to instructional services assessment include:

1. **Instructional Services Committee:** "Owns" this assessment plan. Contributes to periodic reflection and review activities.
2. **Instructional Services Coordinator:** Oversees the assessment plan according to the timeline for continuous assessment. Ensures that necessary data is collected, organized, reviewed, and reported at the planned frequency. Based on findings of the assessment plan, makes recommendations about changes to instructional services or the assessment plan to Library Cabinet, the AUL Teaching & Learning, or the Instructional Services Committee, or implements changes directly when relevant.
3. **Library Assistant for Outreach & Instruction:** Collaborates on collecting, organizing, and reporting on assessment data as part of job responsibilities and as part of the Instructional Services Committee.

4. **Associate University Librarian Teaching & Learning:** Responds to recommendations resulting from assessment activities. Informs the Instructional Services Committee of assessment activities related to library instruction within or external to the Library.
5. **Assistant, Library Assessment:** Assists in devising data collection methods, runs reports, and advises on data organization.

Plan for Continuous Assessment

The plan below provides an overview of the assessment activities that comprise this plan.

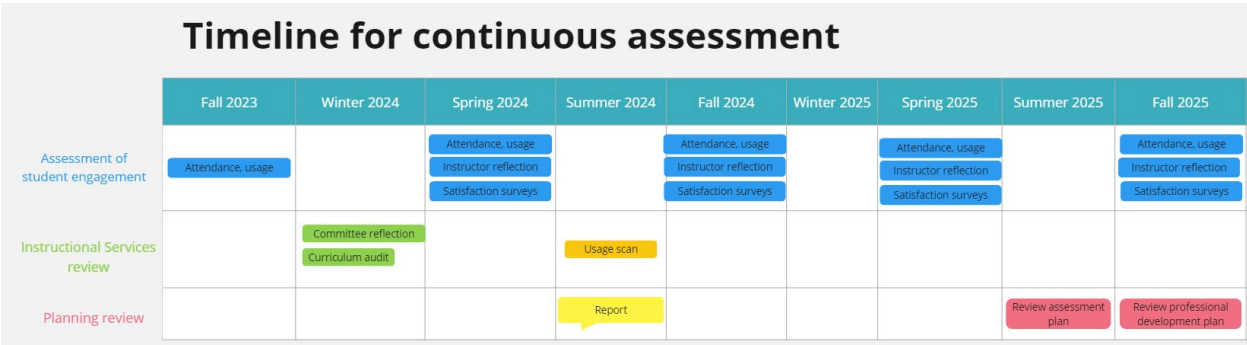
The timeline assures continuous assessment rather than attempting to carry out all activities at once and then doing no evaluation for some time. However, assessment activities can be undertaken at any point, as needed, to answer questions about the program or as new opportunities arise.

Assessment activity	Questions addressed	Responsible for activity	Data sources
<p>Assessment of student engagement</p> <p>Twice per year</p>	<p>Are students participating?</p> <p>Did students accomplish the learning outcomes (overall picture from instructor perspective)?</p> <p>Were students satisfied?</p>	<ul style="list-style-type: none"> • Instructional Services Coordinator • Library Assistant, Outreach & Instruction 	<ul style="list-style-type: none"> • Attendance, usage, and engagement statistics • Instructor reflection rubric (B1) • Student satisfaction surveys
<p>Instructional Services review</p> <p>Every two years</p>	<p>Are we meeting the priorities determined by the Re-envisioning Instructional Services project?</p> <p>Are we fulfilling the curriculum plan?</p> <p>Is our instructional content being reused internally and externally?</p>	<p>Instructional Services Committee</p>	<ul style="list-style-type: none"> • Reflection exercise by Instructional Services Committee (rubric A1) • Curriculum audit (document A2) • Internal and external usage scan

<p>Planning review</p> <p>Every two years</p>	<p>Is the professional development plan working?</p> <p>Is the assessment plan working?</p>	<p>Subcommittee of Instructional Services Committee (2-3 members including chair)</p>	<ul style="list-style-type: none"> • Review of assessment data collected from professional development plan (rubric A6) • Assessment plan review (rubric A5) • Report of overall assessment findings
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Timeline

https://miro.com/app/board/uXjVMt3GoA4=/?share_link_id=28852646307



Appendices A, B, C below include details of how the assessment activities will be carried out and used for decision making.

Dissemination of results

A report that captures overall findings, insights, and decisions made as a result of this assessment plan will be captured report every two years, which will be written by a subcommittee of Instructional Services Committee (2-3 members including chair). The report will be intended for internal use, for example to be shared during instruction-related meetings, all librarians/professionals meetings, or Library Cabinet and LMT meetings. It can also be used to inform aspects of the Re-envisioning Instructional Services project’s communications plan.

The collection of statistics related to instruction that are required for external reporting (e.g., to CARL, PBUQ) are outside the scope of this plan.

List of assessment tools

- [A1 Committee reflection rubric](#)
- [A2 Curriculum audit](#)
- [A5 Assessment plan review rubric](#)
- [A6 Reviewing professional development plan rubric](#)

- [B1 Instructor reflection rubric](#)
- [B2 Example synchronous offering student satisfaction survey](#)
- [B4 Example optional instructor reflection form](#)

- [C1 Asynchronous instructional content assessment rubric](#)
- [C3 Example asynchronous offering student satisfaction survey](#)

APPENDICES

A. Details of instructional services assessment

1. Accomplishment of priorities

Assessment method: Instructional Services Committee members will use the [Committee reflection rubric](#) (A1), every two years

Responsibility: Instructional Services Committee

Decision-making indicators and actions

- Revise or create new offerings if gaps are identified via rubric
- Rubric thresholds:
 - Green (good): Rubric average is 2.5-3 – no action required
 - Yellow (monitor): Rubric average is 1.5-2 – bring results to committee for discussion, conduct follow-up assessment if necessary
 - Red (trouble): Rubric average is 0-1 – consult with committee to develop immediate action plan, conduct follow-up assessment to evaluate steps taken and consider further action

Committee reflection rubric (A1)

Question	Developing 1	Satisfactory 2	Excellent 3	Score
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1. Did we offer instruction in our priority areas?	We offered workshops or online resources at an exploration level for 4 or fewer areas, at a skills application level for 3 or fewer areas, and at an analytical level for 3 or fewer areas	We offered workshops or online resources at an exploration level for all priority areas, at a skills application level for 4 or fewer areas, and at an analytical level for 4 or fewer areas	We offered workshops and online resources at all levels in all 5 priority areas	
2. Are our priority areas still relevant?	2 or fewer of our priority areas are timely, emerging or trending; 4 or fewer of our priority areas are of continued relevance to library instruction	3 or fewer of our priority areas are timely, emerging or trending; all 5 of our priority areas are of continued relevance to library instruction	4 or more of our priority areas are timely, emerging or trending; all 5 of our priority areas are of continued relevance to library instruction	
3. Did students participate?	Fewer than half of our offerings are meeting engagement thresholds	Most, but not all, of our offerings are meeting engagement thresholds	All of our offerings are meeting engagement thresholds	
TOTAL				
AVERAGE				

2. Curriculum plan

Assessment methods: Curriculum audit (A2), every two years

Responsibility: Instructional Services Committee

Decision-making indicators and actions

- Revise or create new offerings if gaps are identified via audit

Curriculum audit (A2)

To complete the audit: complete the table below with the topics addressed and the level of learning for each of the **current** Instructional Services program’s offerings. Then compare this to the **desired** levels in the curriculum document. This will reveal where the current offerings differ from the desired levels and will prompt either a curriculum review or a change to offerings.

Offering	Awareness/ exploration	Skills application	Analytic/ creative thinking

3. Student participation

Assessment method: Twice yearly review of attendance and engagement statistics to identify benchmarking and change over time.

Responsibility: Instructional Services Coordinator and Library Assistant, Outreach & Instruction

Decision-making indicators and actions

- Participation thresholds:
 - Synchronous/live workshops: initial goal of minimum 10 attendees
 - Participation in Library activities for FutureBound credit: initial goal of minimum 10 participants
 - Online material usage: No absolute/objective thresholds, but relative engagement will be assessed in conjunction with the communication plan

4. Reuse and adaptation of instructional content

Assessment method: Periodic scan of reuse of instructional content.

Responsibility: Instructional Services Coordinator and Library Assistant, Outreach & Instruction

Evidence of reuse will be collected through:

- Librarians’ indication through surveys/meetings that they have used it
- Downloads in external OER repositories

- Attribution information found on the internet
- Surveys conducted internally at Concordia (course instructors, partners)
- Notifications received on feedback forms on the website

Decision-making indicators and actions

Initial goal: observable increase over the period of year 1 (baseline) to year 2.

5. Review of assessment plan

Assessment method: Review conducted every two years with [Assessment plan review rubric \(A5\)](#)

Responsibility: Subcommittee of Instructional Services Committee (2-3 members including chair)

Decision-making indicators and actions

- Revise or create new offerings if gaps are identified via rubric
- Initiate review of priorities if gaps are identified via rubric
- Rubric thresholds:
 - Green (good): Rubric average is 2.5-3 – no action required
 - Yellow (monitor): Rubric average is 1.5-2 – bring results to committee for discussion, conduct follow-up assessment if necessary
 - Red (trouble): Rubric average is 0-1 – consult with committee to develop immediate action plan, conduct follow-up assessment to evaluate steps taken and consider further action

Assessment plan review rubric (A5)

Question	Developing 1	Satisfactory 2	Excellent 3	Score
Does the assessment plan provide a framework for determining how the instructional program's vision is being achieved?	Our data collection and interpretation tools allow us to capture some of the successes and failures of the program in meeting its vision.	Our data collection and interpretation tools allow us to capture most major successes and failures of the program in meeting its vision.	Our data collection and interpretation tools allow us to capture all major successes and failures of the program in meeting its vision.	
Does the assessment data collected provide actionable information?	It is difficult, but possible, to connect our assessment data to the decision-making indicators and to take appropriate action.	It is a clear and straightforward process to connect our assessment data to the decision-making indicators, allowing us to make improvements to the program.	Our assessment data, in connection with the decision-making indicators, enrich our decision-making and support clear improvements in the program.	
Are the structures for instruction assessment effective / practical?	The data being collected does not match the needs of the assessment plan or is burdensome to staff.	The data being collected fulfills the needs of the assessment plan, but are still time-consuming for staff.	The data being collected fulfills the needs of the assessment plan, is widely used by staff, and does not represent a significant burden to staff.	
Does the assessment plan generate information that can be communicated to stakeholders within and	The assessment plan's data is useful only within the context of the library, with the exception of some engagement statistics.	The assessment plan's data is very useful within the library and can be used in some situations to communicate	The assessment plan's data is versatile and widely used within the library and in communication with stakeholders beyond the library.	

beyond the library?		with stakeholders beyond the library.		
			TOTAL	
			AVERAGE	

6. Professional development plan

Assessment method: Subcommittee reviews assessment information collected from Professional Development Plan and reflects using [Reviewing professional development plan rubric](#) (A6) every two years. Consult the Professional Development Plan for details about the assessment methods that are used to collect the information that will be brought to the committee.

Responsibility: Subcommittee of Instructional Services Committee (2-3 members including chair)

Decision-making indicators and actions

- Revise or create new offerings if gaps are identified via rubric
- Rubric thresholds:
 - Green (good): Rubric average is 2.5-3 – no action required
 - Yellow (monitor): Rubric average is 1.5-2 – bring results to committee for discussion, conduct follow-up assessment if necessary
 - Red (trouble): Rubric average is 0-1 – consult with committee to develop immediate action plan, conduct follow-up assessment to evaluate steps taken and consider further action

Rubric for reviewing professional development plan (A6)

Question	Developing 1	Satisfactory 2	Excellent 3	Score
Does the professional development plan provide librarians and professional staff with opportunities to develop their general instruction skills?	We offered zero or one learning opportunity related to developing general instruction skills per year.	We offered two learning opportunities related to developing general instruction skills per year.	We offered three or more learning opportunities related to developing general instruction skills per year.	
Does the professional development plan provide opportunities for librarians and professional staff to develop the knowledge and skills necessary to deliver the content the Instructional Services Committee has committed to providing as part of the re-envisioning project?	We offered zero or one learning opportunity related to developing key knowledge and skills for priority instructional areas per year.	We offered two learning opportunities related to developing key knowledge and skills for priority instructional areas per year.	We offered three or more learning opportunities related to developing key knowledge and skills for priority instructional areas per year.	
Does participant feedback indicate satisfaction with the learning opportunities?	Participants gave mostly negative and little positive feedback	Participants gave little negative and mostly positive feedback	Participants gave no negative and significant positive feedback	
Does follow-up communication with participants indicate longer-term effectiveness of the learning opportunities?	Fewer than 50% of participants indicated that participating in the learning opportunities made a difference in their ongoing practice.	51-75% of participants indicated that participating in the learning opportunities made a difference in their ongoing practice.	More than 76% of participants indicated that participating in the learning opportunities made a difference in their ongoing practice.	
			TOTAL	

			AVERAGE	
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B. Details of assessment of synchronous workshops (general workshops)

Data collected in the areas outlined below are reviewed twice per year (fall and spring) by the Instructional Services Coordinator with support from the Library Assistant, Outreach & Instruction.

1. Instructor observation of student learning

This is assessed through instructor observation and/or classroom assessment techniques (formative) and recorded in the [Instructor reflection rubric](#) (B1).

Instructor reflection rubric (B1)

Used to capture an overall assessment for each session.

Question	Developing 1	Satisfactory 2	Excellent 3	Score
Did students accomplish the learning outcomes?	Most students achieved fewer than half of the listed learning outcomes	Most students achieved most of the listed learning outcomes	Most students achieved all listed learning outcomes	
Was engagement satisfactory?	Fewer than half of the students appeared to be engaged in the learning activities	Around half of the students appeared to be engaged in the learning activities	Most of the students appeared to be engaged in the learning activities	
TOTAL				
AVERAGE				

2. Student satisfaction

Students complete a satisfaction survey at the end of the session on the spot or are sent a link by email shortly after the session.

Student satisfaction surveys may be conducted by campus partners such as FutureBound and GradProSkills and the results shared with the Library, so the questions will not always be uniform.

Example synchronous offering student satisfaction survey (B2)

Synchronous workshop student satisfaction survey

The content for this workshop was

- too basic
 just right
 too advanced

What were you hoping to learn from the workshop?

If your friend wanted to attend the workshop, but was unable to, what highlights would you tell them about?

What is one thing you didn't understand or that wasn't covered in enough detail during the workshop today?

Do you have any other comments or suggestions for future versions of this workshop?

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Submit

3. Attendance

Instructors record in LibInsight.

Optional reflection - Example instructor reflection form for a “learn by doing” workshop (B4)

Instructors can also complete an optional reflection form (B4) to provide further details about their perceptions of their own preparedness, engagement with learners, specific assessment methods used, and students' achievement of learning outcomes.

This optional form would be available to all instructional librarians/professionals

Date:

Name of class:

How prepared did I feel? 1-5 likert scale

What was my mindset immediately prior? (list of emotions)

How did the class go? (choose from: great, all right, not great, horrible, etc.)

What did I learn?

What about this class do I want to discuss with others (and with whom)?

Did the students meet the following outcomes? Yes/no/maybe.

How do I know? Observation / discussion / poll or quiz / survey, etc.

1. Apply skills targeted in the workshop.

2. Gain basic understanding of how the targeted topic or technology works.
3. Gain confidence in using technology or digital mindsets.
4. Explore how digital mindsets might impact their life or studies.
5. Learn collaboratively or socially.

Did the students meet learning outcomes in any of the following areas? (Check any that apply):

1. Value Diverse Ways of Knowing: Respect others by considering the value and limitations of all forms of knowledge and learning.
2. Critically Reflect: Reflect on the scope of their own knowledge and investigate perspectives that can broaden that scope.
3. Search Strategically Explore: Search for new and diverse knowledge in inclusive and ethical ways.
4. Identify and Evaluate Sources: Critically evaluate sources of knowledge before using them.
5. Cultivate Digital Mindsets: Mobilize digital technology for personal and professional empowerment.

Reflection questions originally modified from “Instruction Reflection Log” (author unknown)
<https://docs.google.com/forms/d/e/1FAIpQLScmHdKGTSSMBBRWgTlMvHOKAk5JH83gwWYXVU5462LCEub7ow/viewform>

C. Details of assessment of asynchronous learning activities – offering level

Data collected in the areas outlined below is reviewed twice per year (fall and spring) by the Instructional Services Coordinator with support from the Library Assistant, Outreach & Instruction.

The Instructional Services Coordinator will use the [Asynchronous instructional content assessment rubric \(C1\)](#) to record an overall assessment periodically for each asynchronous offering to synthesize the data.

1. Engagement

As indicated in usage statistics and analytics

Asynchronous instructional content assessment rubric (C1)

Used to capture an overall assessment for each asynchronous offering.

Question	Developing 1	Satisfactory 2	Excellent 3	Score
Was there measurable engagement with the interactive elements?	Less than 10% of page views resulted in an interaction	11-25% of page views resulted in an interaction	More than 26% of page views resulted in an interaction	

Do the usage statistics indicate increased views and engagement in response to promotional communications?	No measurable increase can be attributed to promotions	Mixed increase observed (some communications result in an increase and some don't)	Overall trend of increased page views and interactions in response to communications	
Were students satisfied?	Students gave mostly negative and little positive feedback	Students gave little negative and mostly positive feedback	Students gave no negative and significant positive feedback	
TOTAL				
AVERAGE				

2. Response to promotional communications

As indicated in usage statistics and analytics

3. Student satisfaction

Learners will have the option of completing a short poll at the end of each module (C3).

Example asynchronous offering student satisfaction survey (C3)

Asynchronous offering student satisfaction survey

Did this module help you learn something new that's relevant to your studies or future work?

- Yes, definitely
- Yes, somewhat
- Maybe
- No, not really
- No, definitely not

The content in this module was

- too basic
- just right
- too advanced

What would you tell a friend about the module who might be considering looking at it - what was useful, or what wasn't?

Do you have any other comments or suggestions for future versions of this module?

Back

Submit

Decision-making indicators and actions

Rubric thresholds:

- Green (good): Rubric average is 2.5-3 – no action required
- Yellow (monitor): Rubric average is 1.5-2 – consider revising the offering
- Red (trouble): Rubric average is 0-1 – consult with Instructional Services Coordinator to develop immediate action plan, conduct follow-up assessment to evaluate steps taken and consider further action

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