Our Story:
We Contribute to Student Learning @ GW

• Student Course Evaluations
• Annual Faculty Survey
• Focus Groups
• The BIG Read
• I feel comfortable using GW libraries for research
Student Course Evaluation Form

• I know how to find subject specific scholarly articles.

• In addition to this course, I took one or more classes this semester that required significant research.
Faculty Survey: Library Sessions

• How effectively did the library sessions:
  • Meet the information needs of students
  • Meet your expectations
  • Support course content

• Did the research sessions enhance the course?:
  • Tailored instruction to course assignments
  • Library sessions were scheduled at appropriate junctures
Annual Faculty Survey: Student Learning

How would you rate the average quality of student research conducted for this class?

- Selected appropriate materials
- Utilize both print and electronic materials
- Thoroughness of research in papers
Focus Group: Graduating Seniors

1. Think back to your freshman year. If you had a library session then, did you find that instruction valuable?

2. How have you used the information literacy skills during your time at GW?
3. Are there other courses that should include library instruction?

4. Pretend you are counseling a future GW student. What information literacy skills would you highlight as valuable to their future coursework?
Formative Program Assessment: The BIG Read

• Writer shows ability to frame and investigate a research question or problem and gather evidence to find answers.
Partnering on The BIG Read

• Writer demonstrates appropriate use of traditional library and emerging technological sources.
• Writer cites sources with integrity and correctly according to disciplinary expectations.
Keep Your Story Simple
Get Your Ducks In A Row

Know your Audience
Quantitative Data
Personalize your Story
Take Your Story on the Road

Any Assessment is a Messaging Tool
Formative Assessment is about Learning
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