



### **Assessment of Library Instruction Using Performance Based Software**

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The purpose of our study was to provide an empirical analysis demonstrating the value of one-shot library instruction assessment and student learning. We developed software called Library Instruction Software for Assessment (LISA). LISA is performance based software that captures student navigation of the research skills taught in library instruction sessions. The methodology is an outcome-based quantitative study using LISA. Our software also captured student comments which gave us qualitative assessments of the instruction as well. We administered a pretest at the beginning of the library instruction session for a baseline of student knowledge. At the end of the library instruction session, we administered the posttest to assess whether students learned the library skills taught in the library instruction sessions. At the end of the semester some classes returned for a post posttest to measure if students had retained the skills taught in the library instruction session. During the two year study LISA provided us with 575 usable results of both quantitative and qualitative assessments of university student research skills taught in library instruction sessions.

Although 94.7% of university students report using online library resources of an average of once a month and 81.6% use social networking sites daily, only 3% of the students in our pretest could perform a successful subject search in the online catalog. Only 11% of students were successful after library instruction in the posttest. Librarians added an active learning component to the library instruction. In the posttest after addition of active learning, 38% of students were able to successfully perform a subject search in the online catalog. 64% of students successfully searched in a database in the posttest.