National Institute for Learning Outcomes Assessment

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NILOA: Who we are and what we do
Overview of Assessment and Libraries
- Assessment of student learning
- Library assessment projects
Assessment Resources
Library Specific Assessment Resources
- NILOA’s work with libraries and assessment
Challenges and Opportunities
Discussion
NILOA’s mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Occasional Papers
- Website
- Resources
- Measuring Quality Inventory
- Policy Analysis
- Degree Qualifications Profile
- Environmental Scan

- Newsletter
- Listserv
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Calendar and News
National Trends

- Origins of assessment
- Shifts from plans and processes to results and use
- Regional accreditation as a driver
- Accountability and transparency

- Tool as opposed to an end
- From institutional sample to every student
- Improvement focused
- Integration, coherence
- Embedded throughout
- High-impact practices
Assessment of Student Learning

- Assessment is the systematic collection, review, and use of information about educational outcomes undertaken for the purpose of improving student learning

- Improvement/Accountability
- Mission focused
Stakeholders and Roles

• Boards
• Administrators
• Staff
• Faculty
• Students and families
• Community
• Accreditors
• State and government
• National organizations
Libraries and Assessment

- National
  - RAILS
  - Assessment in Action: Academic Libraries and Student Success
  - LibQUAL survey
  - ACRL Assessment Immersion Program
  - Library Assessment Conference
### INFORMATION LITERACY VALUE Rubric

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmarks (full or partial level performance).

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Determine the Extent of Information Needed</td>
<td>Accesses information using effective, well- designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
</tr>
<tr>
<td>Access the Needed Information</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
</tr>
<tr>
<td>Evaluate Information and its Sources Critically</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
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<tr>
<td>Use Information Effectively to Accomplish a Specific Purpose</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
</tr>
<tr>
<td>Access and Use Information Ethically and Legally</td>
<td>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
<td>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
</tbody>
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Libraries and Assessment

- Locally
  - Virginia Tech: http://www.lib.vt.edu/about/dept/assessment.html
  - University of South Carolina: http://library.sc.edu/assessment/
  - University of Maryland: http://www.lib.umd.edu/ues/infolit/assessment
  - Duke University: http://library.duke.edu/about/assessment/
  - Emory University: http://web.library.emory.edu/assessment
Welcome to NILOA

Click here to register for the April 26th webinar with Cliff Adelman

In the News | Archive

Learning to Adapt
Mon, Apr 15, 2013 - 08:00 am
Peter Stokes in Inside Higher Ed
Adaptive learning which uses forms of computer-aided instruction may have the potential to positively impact higher education by allowing the learner to adapt to the curriculum in more effectual ways.

NILOA 2013 National Survey of Chief Academic Officers
Fri, Apr 12, 2013 - 08:00 am
The survey was launched this week. To see a copy of the survey, please click here.

Under California Bill, Faculty-Free Colleges Would Award Exam-Based Degrees
Thu, Apr 11, 2013 - 08:00 am
Allie Bidwell in The Chronicle of Higher Education
The California Assembly will be considering a bill later this month that would create a new university that will allow students to obtain knowledge from any source and pay a fee to take exams for credit.

Boston College

Boston College is NILOA's Featured Website for its Centralized Assessment Repository and Communication.
NILOA and Library Assessment

Library Assessment @ Illinois

Assessment at UIUC

Library Assessment Committee
Membership and minutes of the committee

Current Assessment Projects
A list of ongoing activities at the University of Illinois

Library-Wide Surveys
Information on library-wide surveys, including LIBQUAL+

Departmental Library Statistics
Data from departmental libraries, including MPAL's WOREP report

Faculty Publications
Bibliography of assessment publications by UIUC faculty

Assessment Resources

Survey Tools
Websites, such as SurveyMonkey, which can generate online surveys

Desk Tracker Information
Documentation on custom fields and Excel tools to aid in data processing

READ Scale
Information on the implementation of the READ Scale at UIUC

Assessment Bibliography
Fundamental publications on assessment in the context of libraries

Assessment at Other Institutions
Links to other assessment programs, including several research universities

Data Sources

UIUC Demographic Data
Sources of demographic data at UIUC

Library Unit Annual Reports
The annual reports of library units [UIUC NetID required]

ARL Resources
Assessment resources at the Association of Research Libraries

ACRL Metrics
ACRL and NCES library statistics from 2000 to present [UIUC NetID Required]

NCES Academic Libraries
The National Center for Education Statistics collects data biennially from over 3,700 postsecondary institutions

http://www.library.illinois.edu/assessment/
Challenges

- Deciding how best to assess, what, and when
- Making changes versus improving student learning
- Connecting library usage to improve student learning
- Sharing results
- Gaining traction
- Telling our stories
What Remains to be Done

• Review and make sense of data
• Use results to improve
• Connect with larger institutional learning outcome projects
• Involve multiple stakeholders
• Create a culture of improvement
Evidence-based Storytelling

Evidence of student learning is used in support of claims or arguments about improvement and accountability told through stories to persuade a specific audience.
Institutional Quote

• Good assessment is undertaken to inform students of their learning and where they are in the path to their goals. It is done to improve our practice and reflect on our processes. Bad assessment is undertaken to evaluate faculty or individual performance and done for compliance and accountability.
Reflective Questions

• What assessment activities are taking place currently and what are most useful?
• How do you share and communicate assessment information?
• How do you support and provide leadership for this work?
• Who is involved in assessment and how are decisions about academic assessment made?
• Who is responsible for assessment on campus or in a program?
Gathering Useful Data

• What is it you want to know?
• What can this population realistically tell you?
• Will the results give you actionable data?
• Do you have the power to change anything based on the results?
Discussion

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- http://learningoutcomesassessment.org/