

Demonstrating the Value of the Library: Assessment Tools & Techniques

Teaching & Learning

ALA 2011 New Orleans
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- **Tool Options**

Oakleaf, Megan. "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools." *portal: Libraries and the Academy*. 8(3). 2008.

- **Selecting Tools**

Oakleaf, Megan and Neal Kaske. "Guiding Questions for Assessing Information Literacy in Higher Education." *portal: Libraries and the Academy*. 9(2). 2009.

- **Frameworks**

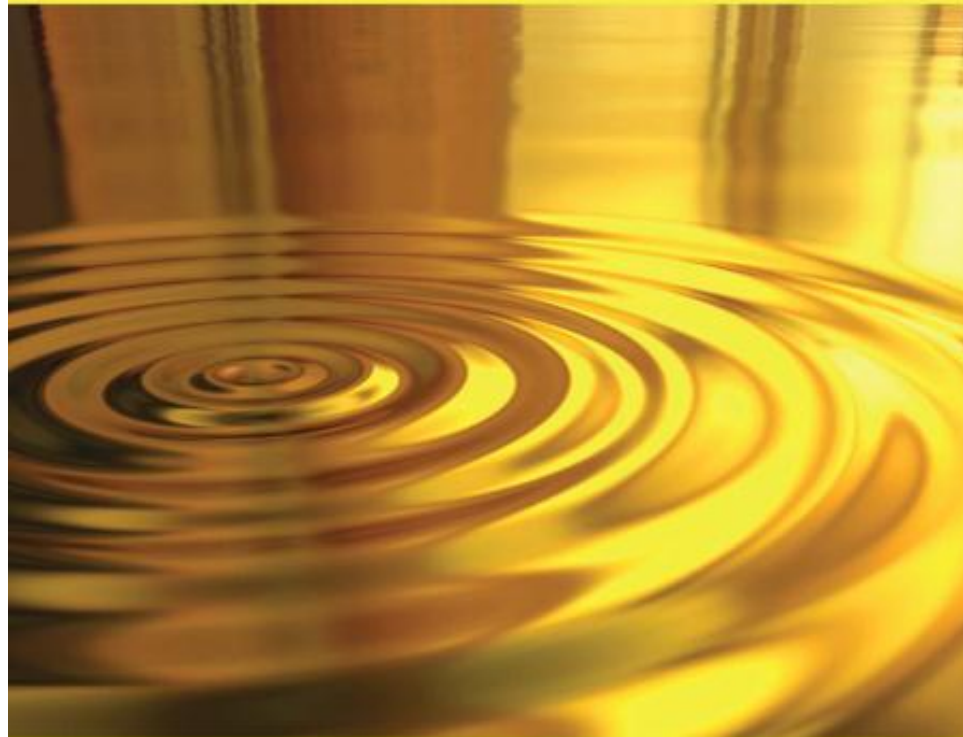
Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65(4). 2009.

- **Planning Documents**

Oakleaf, Megan. "Writing Information Literacy Assessment Plans: A Guide to Best Practice." *Communications in Information Literacy*. 3(2). 2010.

THE VALUE OF ACADEMIC LIBRARIES

A Comprehensive Research Review and Report



ACRL Association of College
& Research Libraries
A Division of the American Library Association

*Prepared by Dr. Megan Oakleaf, Syracuse University
for the Association of College and Research Libraries*

Products

Service

Collections

Experience

Mediation

Enabling

Resources

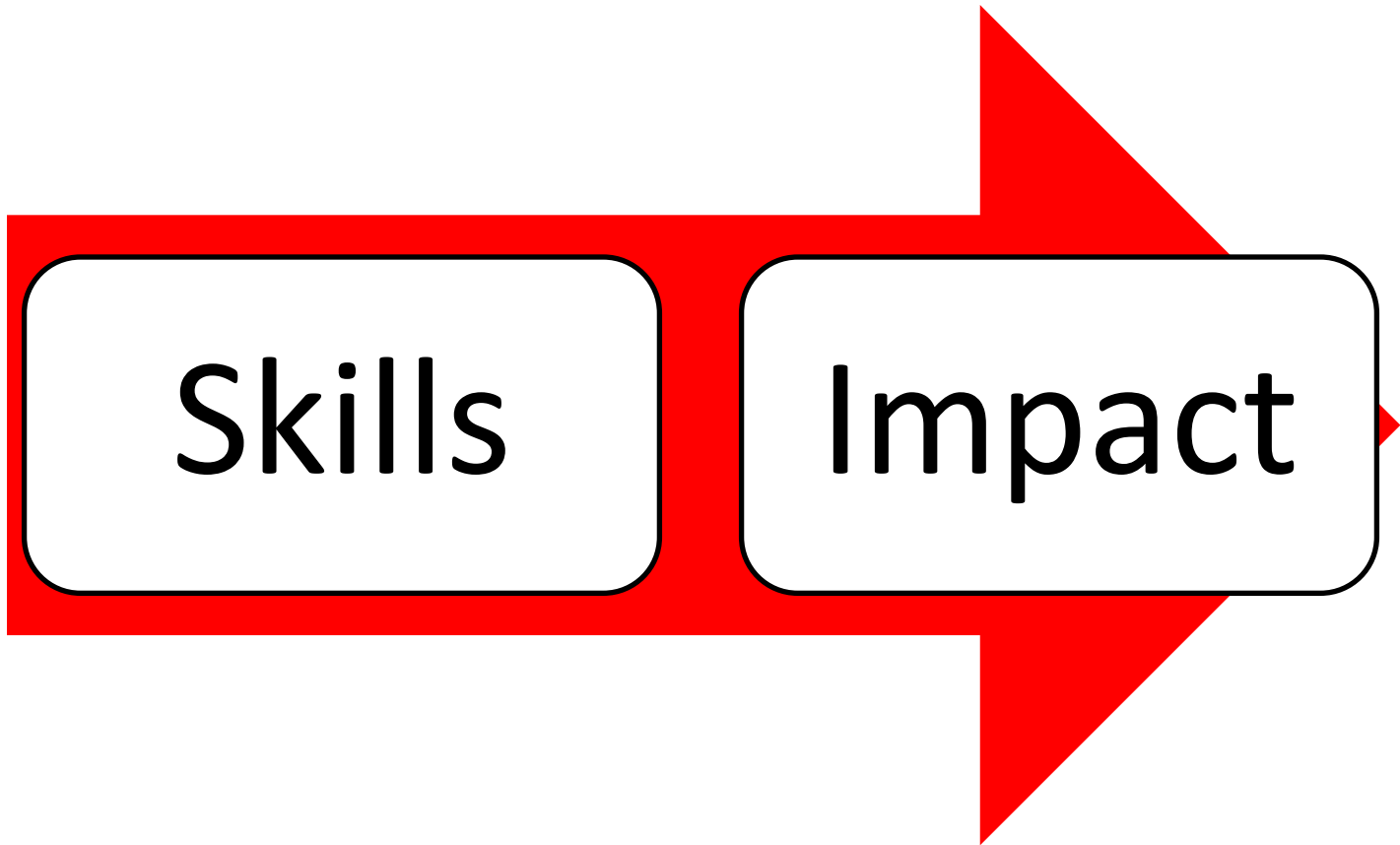
Educational Impact

Facility

People

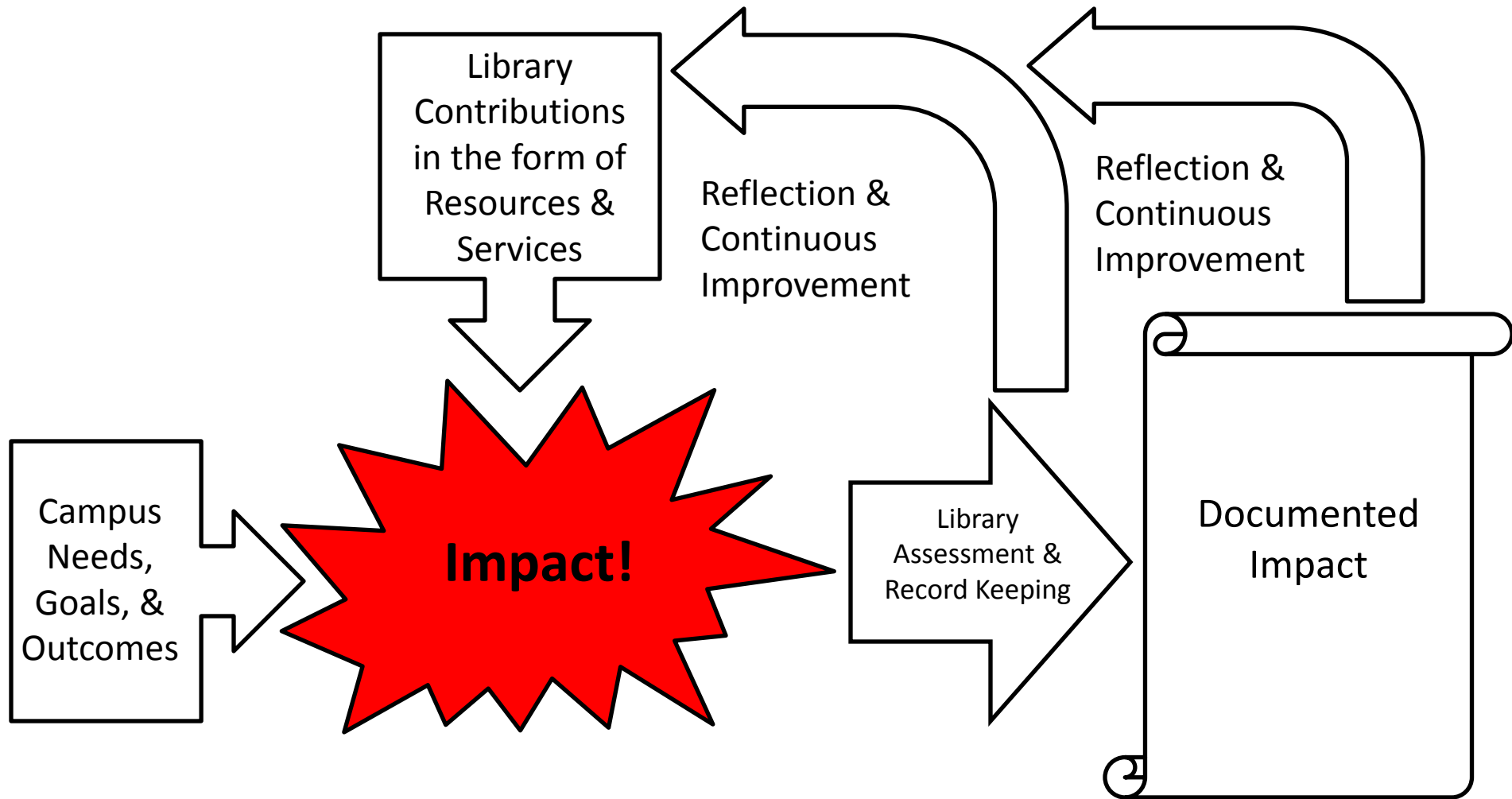
Access

Sense-Making



Shift in Focus of
Learning Outcome Assessments

This is **not** business as usual.



Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.



Skills

Impact

- **student** enrollment
- **student** retention & graduation
- **student** career success
- **student** GPA/test achievement
- **student** learning outcomes
- **student** experience/engagement
- **faculty** research productivity
- **faculty** grants
- **faculty** teaching
- **institutional** reputation & prestige



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What does this **mean**?

It means...

Many of our current IL assessment efforts do not resonate with those who are interested in student learning at an institutional level.

- Satisfaction surveys
- Fixed-choice test-based approaches
- Episodic, sporadic performance assessment

What does this mean for **teaching**?

Assessment within Pedagogy



“ADDIE”



“Understanding by Design”

1. Analysis
2. Design
3. Development
4. Implement
5. Evaluate

1. What do you want students to learn? (outcome)
2. How will you know if they've learned it? (assessment)
3. What activities will help them learn and, *at the same time*, provide assessment data? (teaching method)

Instructional
Design

Learning and assessment should
happen at the **same time**.

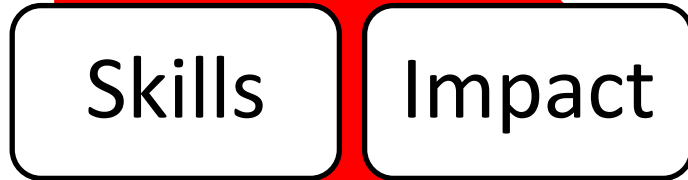
- | | |
|--|--|
| <ul style="list-style-type: none">● research journals● reflective writing● “think alouds”● self or peer evaluations● research drafts or papers● open-ended question responses● works cited pages● annotated bibliographies● speeches● multimedia presentations● posters● exhibits | <ul style="list-style-type: none">● group projects● performances● portfolios● library assignments● worksheets● concept maps● citation maps● tutorial responses● role plays● lab reports● blogs● wikis |
|--|--|

What are good artifacts of student learning for assessment?



Product vs. Process

We can make this type of assessment
coherent and longitudinal
by using
Assessment Management Systems.



What areas of institutional interest are impacted by learning outcomes?

- student enrollment
- student retention & graduation
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Using performance assessments
coherently and longitudinally,
we can fully engage
the **institutional** perspective.



Regional & Program Accreditation

- Assessment of Higher Education Learning Outcomes (AHELO)
- National Institute for Learning Outcomes Assessment (NILOA)
- New Leadership Alliance for Student Learning & Accountability
- University & College Accountability Network (U-CAN)
- Valid Assessment of Learning in Undergraduate Education (VALUE)
- Voluntary Framework for Accountability
- Voluntary System of Accountability
- Lumina Foundation Projects
- Common Core State Standards Initiative



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