Choosing & Using Assessment Management Systems: What Librarians Need to Know

Jackie Belanger (Univ. Washington Bothell)
Megan Oakleaf (Syracuse University)
Carlie Graham (Syracuse University)
So many AMSs, so little time

1. Cost*
2. Ease of use*
3. Interactivity*
4. Assessment ability
5. Outcomes alignment
6. Repository capacity
7. Data management
8. System integration
9. Support services
10. Reporting
11. Action-taking support

(* From RiCharde, 2009)
Assessment Ability

- Summative / Formative
- Individual student level / Unit level
  - Individual student-level data:
    - maintaining a record of assessment progress
    - supporting individualized interventions strategies
  - Unit level data:
    - providing information to improve departments, programs, etc.
- Collecting course feedback
- Development, application of specific assessment approaches, e.g., rubrics
Outcomes Alignment

Connecting outcomes horizontally across units

Connecting outcomes vertically within units

Reporting & Action-Taking Support

- Supporting “closing the loop” decision-making and action-taking

- Aggregating or collating evidence, data, or documents to make assessment information more easily understood

- Creating reports or other representations of assessment data that can be tailored to a variety of institutional or external stakeholders

- Generating assessment plans, developing action lists or status reports
What do I do now?

- Does my library have student learning outcomes & an assessment plan?
- Does my institution use an AMS?
- Can the library be granted permission to access the system?
- Are other units on campus using the system? How are they using it?
- If my institution is not using an AMS, are there plans to get one?
- If there are no plans, what can the library do to track & manage our assessment data?
- How can we connect our outcomes, assessments, and strategic plans to those of our institution?
Thank you!


Stock-Kupperman, Gretel. Email message to authors, February 5, 2013.