

# 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

Blackboard  
learn™

Compliance Assist  
powered by campuslabs

elumen

LiveText

WAYPOINT  
OUTCOMES

taskstream

Tk20

weave  
ONLINE

tracdat.

rGrade

(\* From RiCharde, 2009)

# Assessment Ability

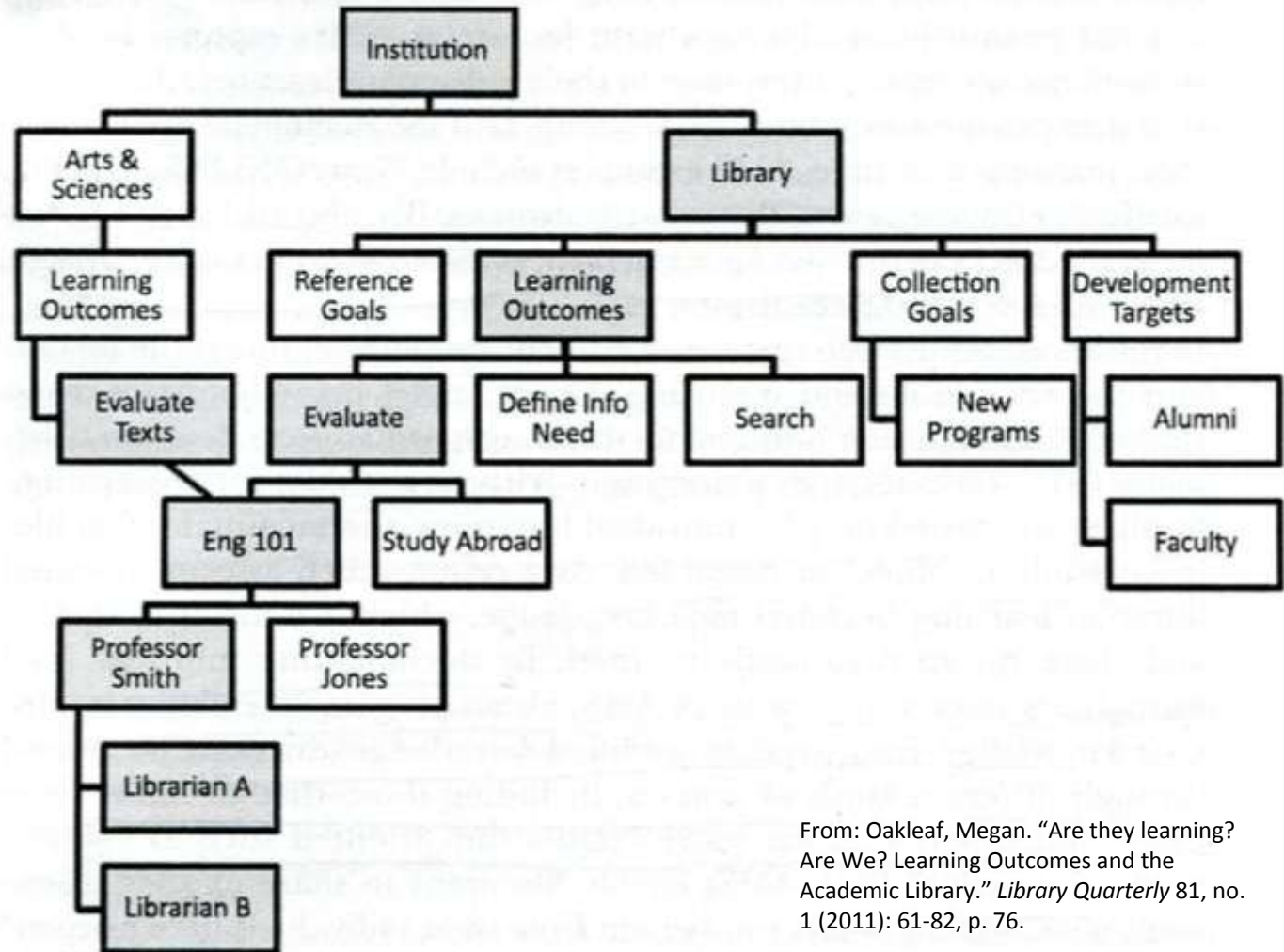


- Summative / Formative
- Individual student level / Unit level
  - Individual student-level data:
    - maintaining a record of assessment progress
    - supporting individualized interventions strategies
  - Unit level data:
    - providing information to improve departments, programs, etc.
- Collecting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

# Outcomes Alignment

Connecting outcomes horizontally across units

Connecting outcomes vertically within units



From: Oakleaf, Megan. "Are they learning? Are We? Learning Outcomes and the Academic Library." *Library Quarterly* 81, no. 1 (2011): 61-82, p. 76.

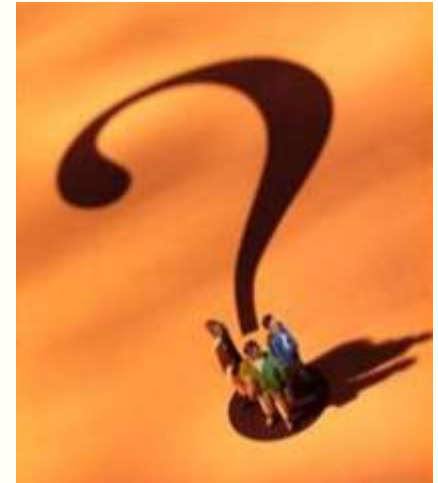


# Reporting & Action-Taking Support

- 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!



Powerpoint, handouts, and full paper available at:  
<http://meganoakleaf.info/acrl2013amspaper.pdf>

# Works Cited & Further Reading

Hutchings, Pat. "The New Guys in Assessment Town." *Change* 41, no. 3 (2009): 26-33.

McCann, Ann L. "Factors Affecting the Adoption of an E-assessment System." *Assessment & Evaluation in Higher Education* 35, no. 7 (2010): 799-818.

Oakleaf, Megan. "Are they learning? Are We? Learning Outcomes and the Academic Library." *Library Quarterly* 81, no. 1 (2011): 61-82.

Oakleaf, Megan. *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago: ACRL, 2010.

Parish, Darlene Ann, Schyndel, Malka, and Erdman, Jacquelyn Marie. "Using a Database as an Assessment Reporting Tool." *Technical Services Quarterly* 26, no. 3 (2009): 207-216.

RiCharde, R. Stephen. "Data Management and Data Management Tools." In *Assessing Criminal Justice/Criminology Education: A Resource Handbook for Educators and Administrators*, edited by Barbara Peat and Laura Moriarty. Chapel Hill: University of North Carolina Press, 2009.

Smith, Peter. "Assessment Data Management System and Introduction to Library Strategies." Paper presented at the Joint Conference of the Washington and Oregon Association of College and Research Libraries, Pack Forest, Washington, October 27-28, 2011.

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