SETTING A FOUNDATION OF INSTRUCTIONAL ASSESSMENT

Building and Revising a Student Learning Assessment Plan

Ashley Blinstrub
Student Success & Inclusion Librarian
George Mason University
She, Her, Hers

Maoria J. Kirker
Teaching & Learning Team Lead
George Mason University
She, Her, Hers

GEORGE MASON UNIVERSITY

Ashley Blinstrub
Student Success & Inclusion Librarian
George Mason University
She, Her, Hers

Maoria J. Kirker
Teaching & Learning Team Lead
George Mason University
She, Her, Hers

Learning Outcomes

- Describe the collaborative process of revising assessment plans
- Examine ways to engage and empower librarians and library staff in the assessment process
- Be able to create a framework for a student learning assessment plan

Session Outline

1. Pre-plan steps
2. Creating the initial plan
3. Short Q & A
4. Revising the plan
5. Q & A

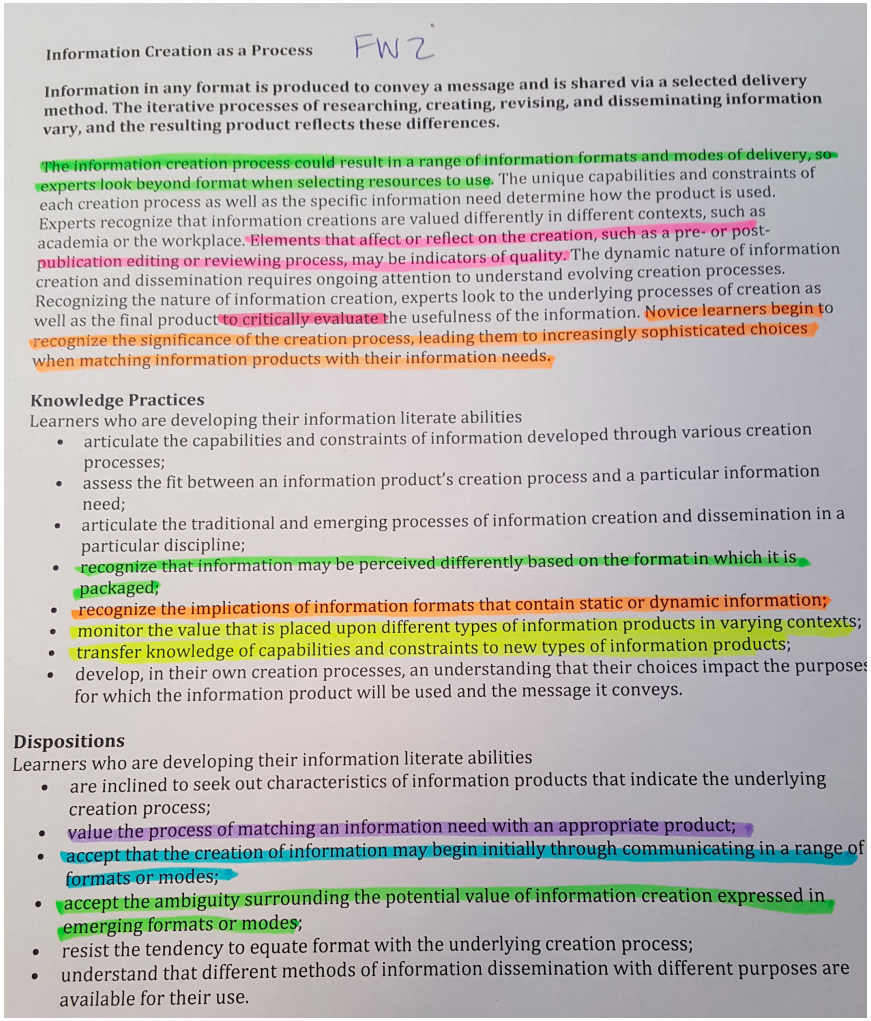
George Mason University

INITIAL STEPS

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations

- Creation of initial programmatic learning outcomes

Summer 2015



Information Creation as a Process FW 2

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.

Knowledge Practices

Learners who are developing their information literate abilities

- articulate the capabilities and constraints of information developed through various creation processes;
- assess the fit between an information product's creation process and a particular information need;
- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;
- recognize that information may be perceived differently based on the format in which it is packaged;
- recognize the implications of information formats that contain static or dynamic information;
- monitor the value that is placed upon different types of information products in varying contexts;
- transfer knowledge of capabilities and constraints to new types of information products;
- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

Dispositions

Learners who are developing their information literate abilities

- are inclined to seek out characteristics of information products that indicate the underlying creation process;
- value the process of matching an information need with an appropriate product;
- accept that the creation of information may begin initially through communicating in a range of formats or modes;
- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;
- resist the tendency to equate format with the underlying creation process;
- understand that different methods of information dissemination with different purposes are available for their use.

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations

- Creation of initial programmatic learning outcomes

Summer 2015

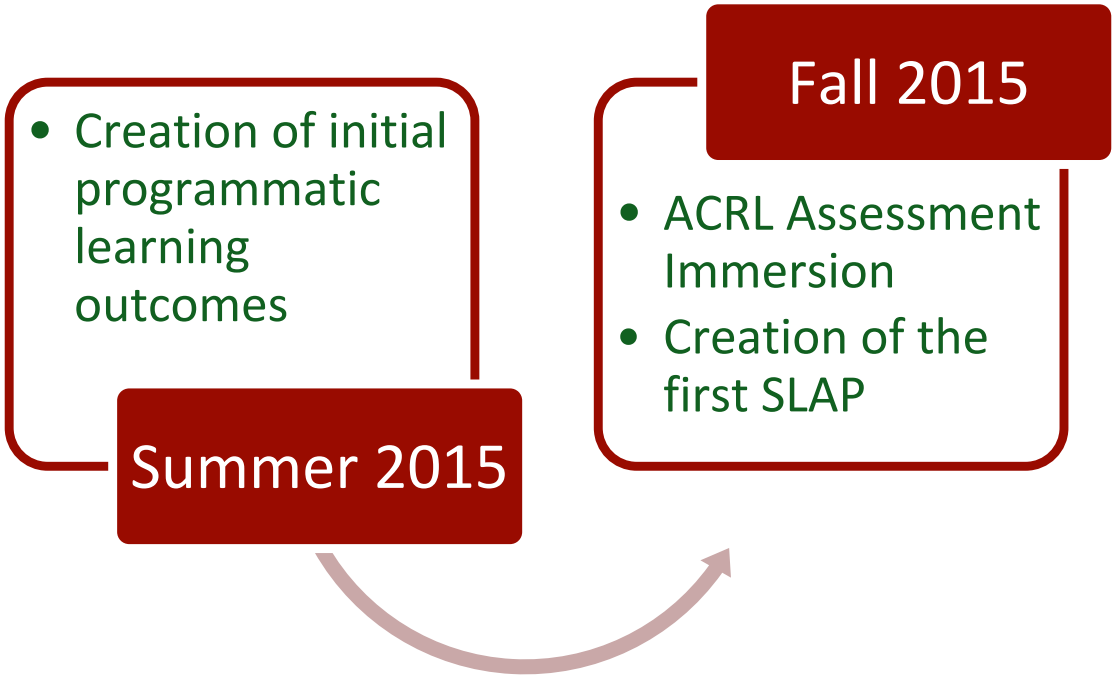
TIPS

★ This is foundational and how you create these sets the tone for the remainder of the plan

★ Collaborate whenever possible

★ Patience is key. This will not happen overnight…or even over one semester.

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations



Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations

Summer 2015

- Creation of initial programmatic learning outcomes

Fall 2015

- ACRL Assessment Immersion
- Creation of the first SLAP

TIP

★ Don't reinvent the wheel.

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations

Summer 2015

- Creation of initial programmatic learning outcomes

Fall 2015

- ACRL Assessment Immersion
- Creation of the first SLAP

TIP

★ Don't work in a vacuum. Use your networks or find a network.

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations

Summer 2015

- Creation of initial programmatic learning outcomes

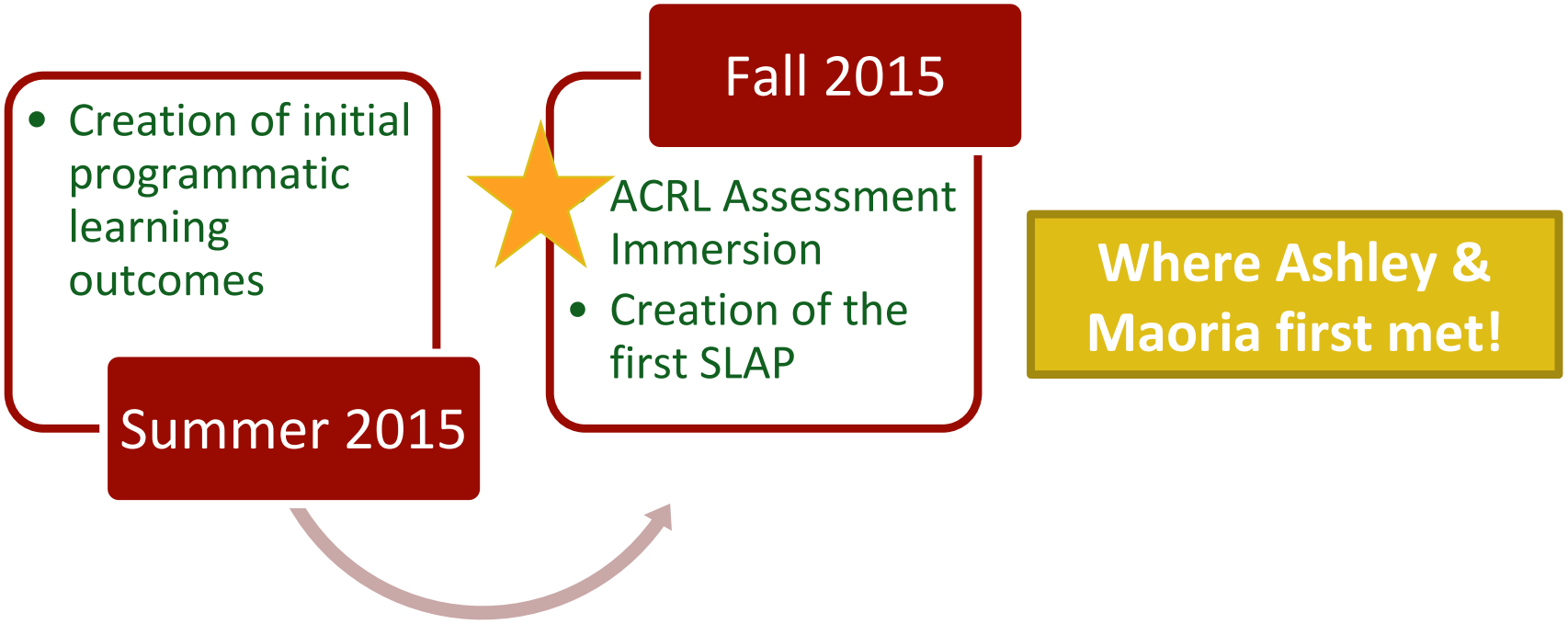
Fall 2015

- ACRL Assessment Immersion
- Creation of the first SLAP

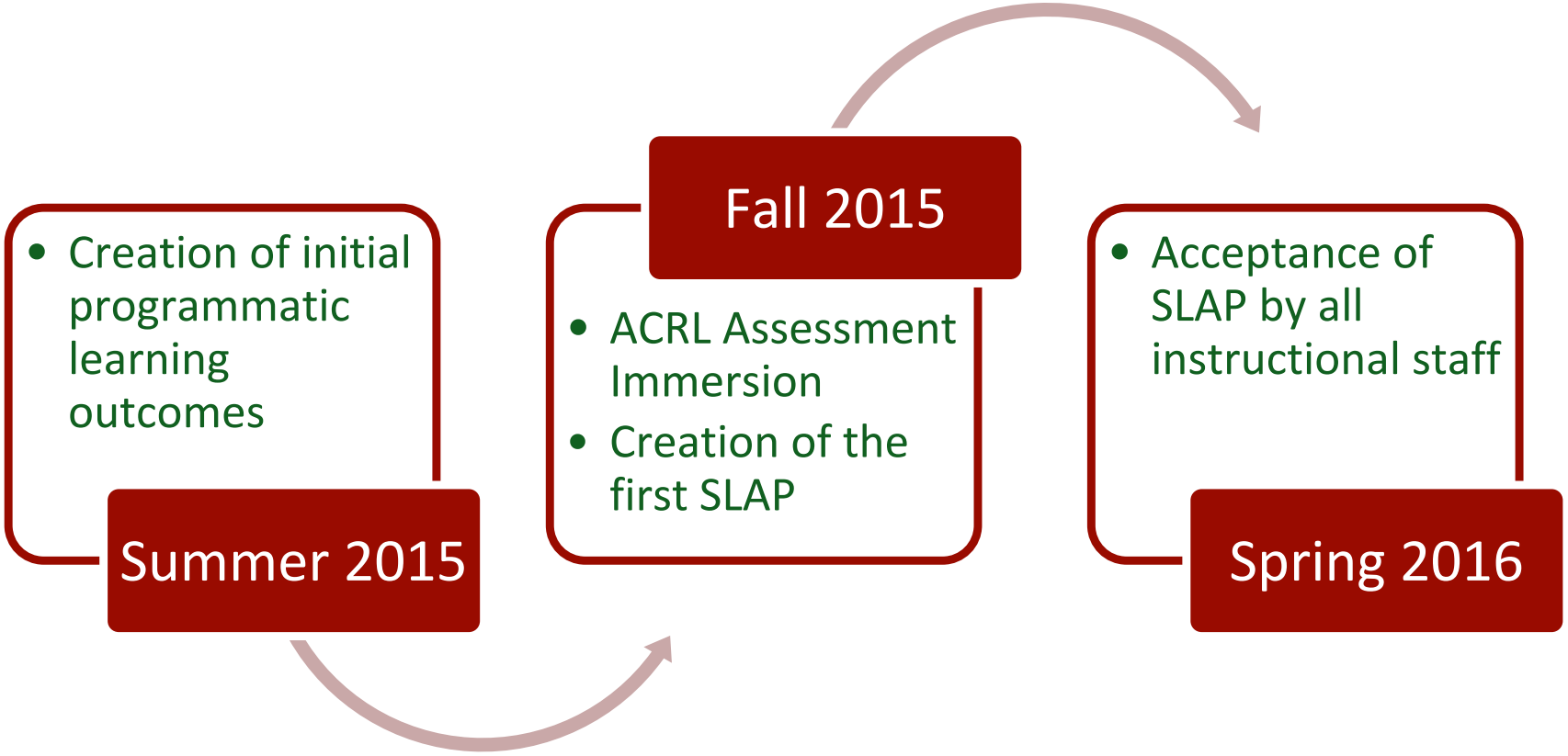
TIP

★ You have to start somewhere. Begin where your people are at today.

Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations



Spring 2015, Fall 2015, & Spring 2016: One-Minute Papers and Instructional Evaluations



ACCESS OUR DOCUMENTS

HTTPS://TINYURL.COM/LOEX2020MASON

THE STUDENT LEARNING ASSESSMENT PLAN

VERSION 1.0

Student Learning Assessment Plan

1. Purpose
2. Theory
3. Strategic Connections
4. Structures
5. Resources
6. Data Policies
7. Outcomes
8. Timeline for Continuous Improvement

Student Learning Assessment Plan

1. Purpose
2. **Theory**
3. Strategic Connections
4. Structures
5. Resources
6. Data Policies
7. Outcomes
8. Timeline for Continuous Improvement

Assessment as learning to teach

"The practice of focusing on student learning goals and outcomes, assessing student attainment of learning outcomes, and implementing instructional changes to increase student learning leads to the ongoing improvement of teaching skills."

- Oakleaf, 2009, p. 541

Student Learning Assessment Plan

Assessment as learning to teach

"The practice of focusing on student learning goals and outcomes, assessing student attainment of learning outcomes, and implementing instructional changes to increase student learning leads to the ongoing improvement of teaching skills."

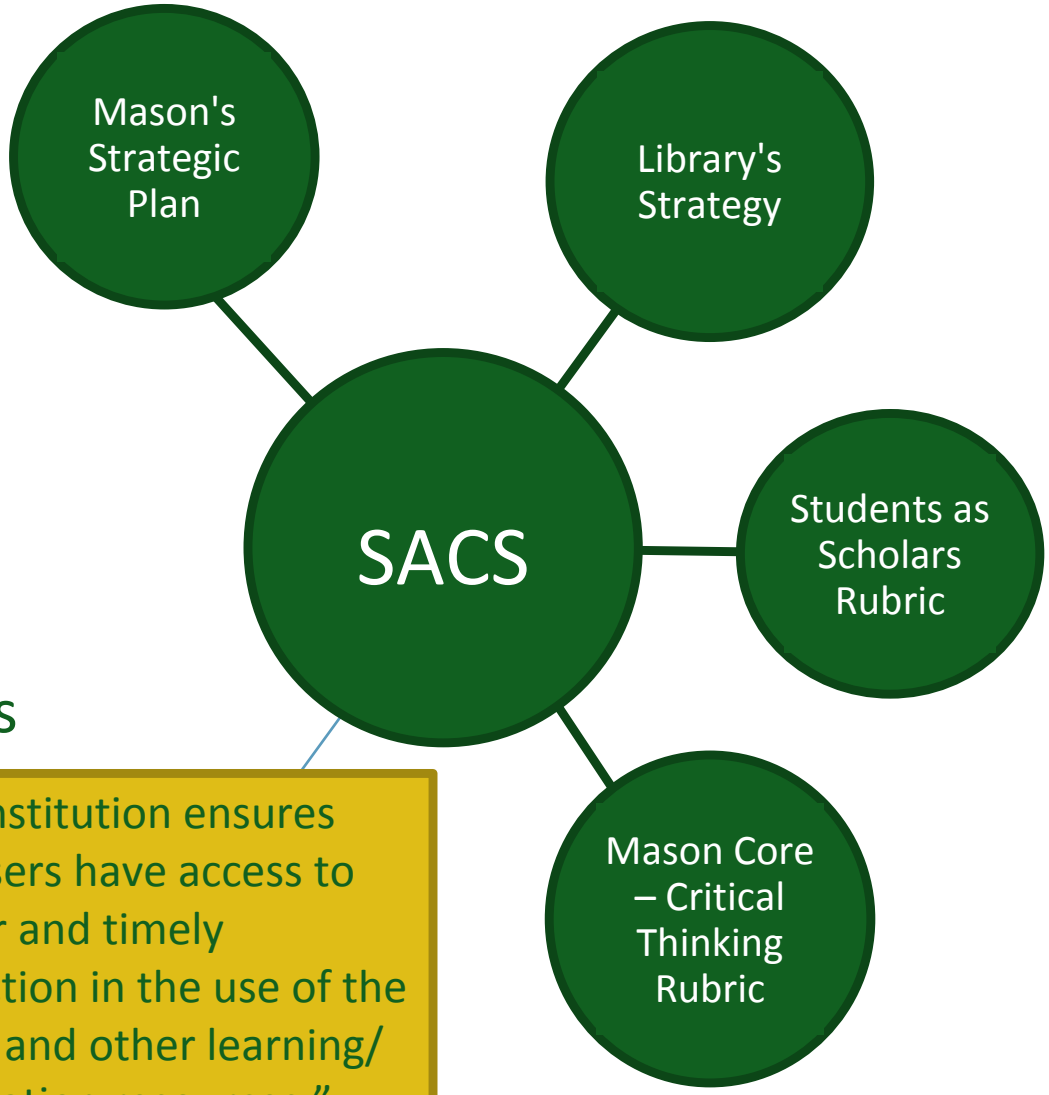
- Oakleaf, 2009, p. 541

TIP

★ Meet your people where they're at today.

Student Learning Assessment Plan

1. Purpose
2. Theory
3. **Strategic Connections**
4. Structures
5. Resources
6. Data Policies
7. Outcomes
8. Timeline for Continuous Improvement



"The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/ information resources."

Student Learning Assessment Plan

1. Purpose
2. Theory
3. Strategic Connections
4. Structures
5. Resources
6. Data Policies
7. **Outcomes**
8. Timeline for Continuous Improvement

OUTCOME THREE

Students identify multiple knowledge sources in order to compare, contrast, and synthesize diverse perspectives.

- Students describe various research methods utilized in their discipline.
- Students expand their information searches through cited reference searching techniques.
- Students compare how scholarly perspective changed over time on a particular topic within a discipline.

ACRL Framework for Information Literacy in Higher Education

Student Learning Assessment Plan

TIP

★ Sub-outcomes to support the larger programmatic outcome will help instructors grasp onto something more tangible.

OUTCOME THREE

Students identify multiple knowledge sources in order to compare, contrast, and synthesize diverse perspectives.

- Students describe various research methods utilized in their discipline.
- Students expand their information searches through cited reference searching techniques.
- Students compare how scholarly perspective changed over time on a particular topic within a discipline.

ACRL Framework for Information Literacy in Higher Education

Student Learning Assessment Plan

1. Purpose
2. Theory
3. Strategic Connections
4. Structures
5. Resources
6. Data Policies
7. Outcomes
8. **Timeline for Continuous Improvement**

Academic Year	Outcomes Assessed
AY 17	Outcome 2: Evaluation
	Outcome 4: Open-minded inquiry
AY18	Outcome 1: Searching
	Outcome 5: Political, social, economic, & professional contexts
AY19	Outcome 3: Diverse perspectives
	Outcome 6: Library is more than books

(Tips for) Cultivating Buy-In

Institutional mandate

Opportunities for feedback

Meeting people where they're at

Demonstrating trust

CHALLENGES

Institutional mandate

Opportunities for feedback

Meeting people where they're at

Demonstrating trust

The First Three Years

The Good

Everyone did it!

The First Three Years

The Good

Everyone did it!

This was
the *actual* goal.
So... we did it!

The First Three Years

The Good

Everyone did it!

This was
the *actual* goal.
So... we did it!

The Bad

Disproportionate coverage of outcomes

The First Three Years

The Good

Everyone did it!

This was
the *actual* goal.
So... we did it!

The Bad

Disproportionate coverage of outcomes

Design flaw: Pairing "easy" outcomes with "difficult" ones created
this problem.

The First Three Years

The Good

Everyone did it!

This was the *actual* goal. So... we did it!

The Bad

Disproportionate coverage of outcomes

Design flaw: Pairing "easy" outcomes with "difficult" ones created this problem.

The Meh

Not all submissions were assessment data

The First Three Years

The Good

Everyone did it!

This was the *actual* goal. So... we did it!

The Bad

Disproportionate coverage of outcomes

Design flaw: Pairing "easy" outcomes with "difficult" ones created this problem.

The Meh

Not all submissions were assessment data

Lack of detailed training, an assessment toolkit, & confusion with customer satisfaction surveying.

QUESTIONS

5 MINUTE Q & A

CONTINUING THE STUDENT LEARNING ASSESSMENT PLAN

VERSION 2.0

Revision Timeline

Fall 2019

Beginning Revisions

- Student Success and Inclusion Librarian Hired (me)
- Review and evaluate assessment reports
- Begin Revisions of Assessment Plan

Spring 2020

Create New Documents

- Instructional Coordinator Hired
- Revision of Learning Outcomes
- Creation of Assessment Toolkit
- Begin Curriculum Map

Early Summer 2020

Finalize Curriculum Map

- Present documents to librarians and ask for feedback
- Final revisions

Late Summer 2020

Trainings

- Train on how to use the document
- Start Assessment Community of Practice

Beginning Revisions

Gathering Feedback

- Reviewed previous assessment reports
- Surveyed users of the plan
- Talked with the creator of the plan

TIPS

★ When revising, it is important to start off by seeing how folks used the original document and what was learned from it

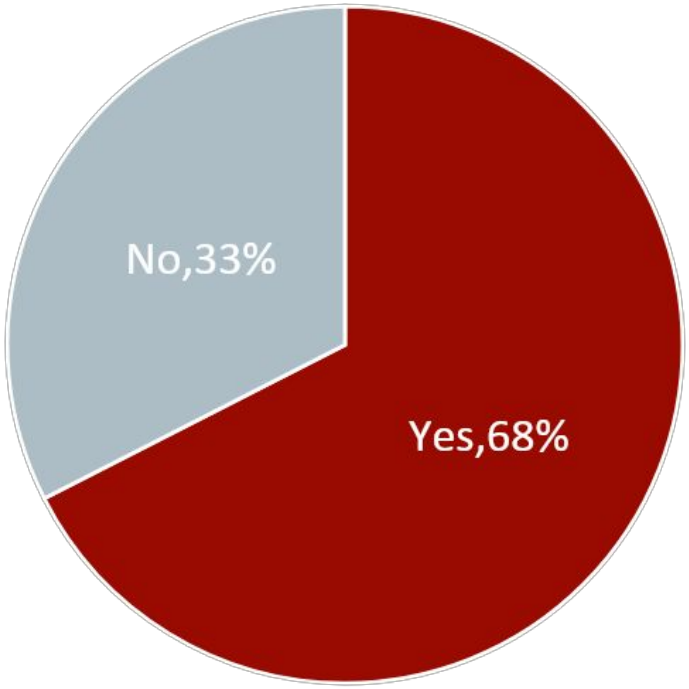
★ If available, chat with the person who created the original plan to see what they would have done differently

Beginning Revisions

Gathering Feedback

- *Reviewed previous assessment reports*
- Surveyed users of the plan
- Talked with the creator of the plan

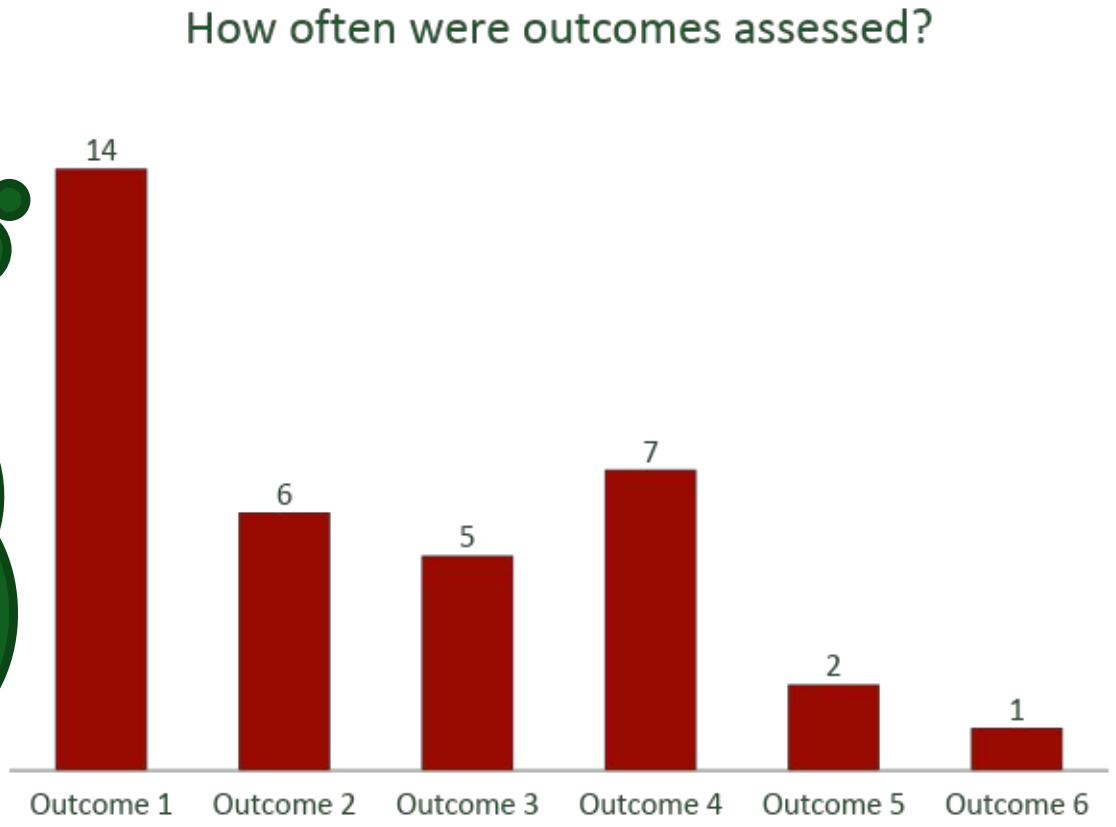
Did the assessment report measure student learning?



Beginning Revisions

TIP

★ Pair outcomes by theme instead of by easy/difficult



Beginning Revisions

Gathering Feedback

- *Reviewed previous assessment reports*
- Surveyed users of the plan
- Talked with the creator of the plan

Assessment Project Examples
• Pre-Test/Post-Test
• Quiz
• Evaluation of Classroom Learning Activity
• Looked at graded assignments

Beginning Revisions

Gathering Feedback

- Reviewed previous assessment reports
- *Surveyed users of the plan*
- Talked with the creator of the plan

Results showed that some library staff:
• Didn't know how to apply the plan to their specific courses
• Wanted ideas of how to measure the learning outcomes
• Didn't know that the plan existed
• Weren't sure what to do with the data and next steps with their projects
• Didn't know how to assess some learning outcomes

Beginning Revisions

Gathering Feedback

- Reviewed previous assessment reports
- Surveyed users of the plan
- *Talked with the creator of the plan*

After meeting with Maoria, I learned:
• Librarians and Library Staff mixed up instructional evaluation and student learning assessment
• The reports were filled out well and generally librarians and library staff were on board with the assessment process
• Changes in policy/groups since the creation of the plan

First Revisions

1. ~~Purpose~~
2. ~~Theory~~
3. Strategic Connections
4. Structures
5. ~~Resources~~
6. Data Policies
7. Outcomes
8. ~~Timeline for Continuous Improvement~~

First Revisions

1. Strategic Connections	Updates
2. Structures	Updates
3. Data Policies	Updates
4. Outcomes	Complete Revisions

New Documents

TIP

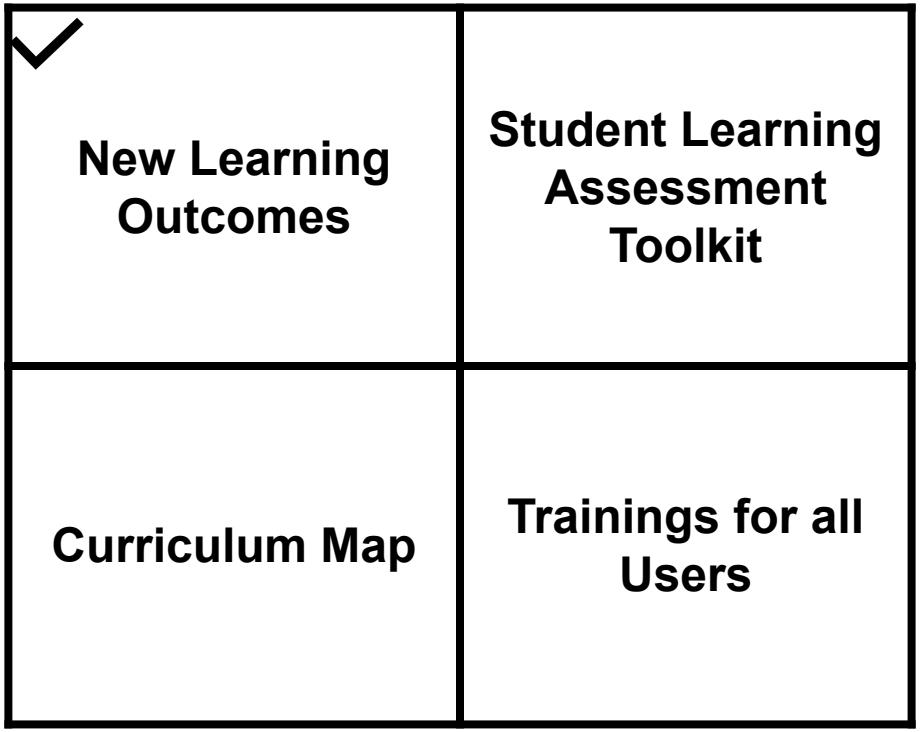
- Include multiple perspectives in your planning process in the form of teams working to create documents and surveys of understanding/feedback

New Learning Outcomes	**Student Learning Assessment Toolkit**
Curriculum Map	**Trainings for all Users**

New Documents

Had to wait for new Instruction Coordinator to start on Learning Outcomes

- Team of 6 worked together to brainstorm outcomes
- Ensured they were able to be assessed
- Added descriptions and sub-outcomes so they would be easily understood



New Documents

Original Outcomes

1. Students navigate the complex information landscape in order to locate information.
2. Students evaluate a knowledge source to determine its suitability for their information need.
3. Students identify multiple knowledge sources in order to compare, contrast, and synthesize diverse perspectives.
4. Students will seek out evidence to inform challenging decisions while developing an open-minded approach to inquiry.
5. Students recognize how political, social, economic, and professional contexts shape knowledge sources in order to engage in scholarly conversation within and across disciplines.
6. Students will recognize that the Library's value exceeds traditional information sources in order to transfer their knowledge to experiences beyond the classroom.

New Outcomes

1. Students will articulate their information need. **(Research as Inquiry / Searching as Strategic Exploration)**
2. Students will locate resources using appropriate search tools and strategies for their information need. **(Research as Inquiry / Searching as Strategic Exploration)**
3. Students will critically evaluate information and where it comes from. **(Authority is Constructed and Contextual / Information Creation as Process)**
4. Students will synthesize information from multiple sources. **(Research as Inquiry)**
5. Students will describe the information creation and dissemination process. **(Information Creation as Process / Information Has Value)**
6. Students will identify the legal, economic, and social context of the use and creation of information. **(Information Has Value / Scholarship as Conversation)**

TIPS

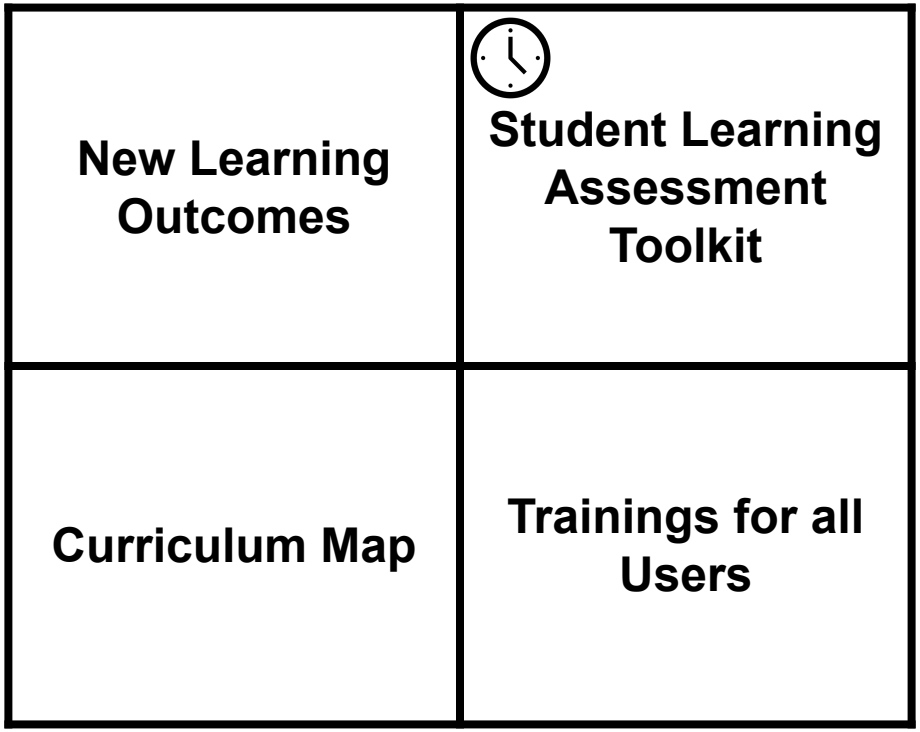
- ★ Tie outcomes directly to the framework
- ★ Include sub-outcomes
- ★ Include directions on how to use outcomes

New Documents

In-Progress

Team of 6 worked together to brainstorm ways to assess each of the outcomes

- Splitting the work into smaller groups to brainstorm ideas and then edit
- I will then finalize all assessment projects



New Documents

TIPS

- ★ Giving people examples of how assessment projects will diversify projects
- ★ Enhance understanding of how to apply the plan to their classes

New Learning Outcomes	**Student Learning Assessment Toolkit**
Curriculum Map	**Trainings for all Users**

New Documents

In-Progress

Initial Meeting Complete

- Goal is to help librarians and library staff differentiate the outcomes for their different levels of instruction

New Learning Outcomes	Student Learning Assessment Toolkit
Curriculum Map	Trainings for all Users

New Documents

In-Progress

- Team working together to develop trainings for librarians and library staff
- Gathering feedback from them to make some edits

New Learning Outcomes	**Student Learning Assessment Toolkit**
Curriculum Map	**Trainings for all Users**

Revision Goals

- Increase the rate of measuring Student Learning from 68% to 80%
- Increase participation of librarians and library staff in assessment efforts

    Give librarians and library staff the tools they need to create meaningful instructional assessment projects

QUESTIONS

ASHLEY BLINSTRUB: ABLINSTR@GMU.EDU

MAORIA KIRKER: MKIRKER@GMU.EDU

Resources

Bowles-Terry, Melissa, and Cassandra Kvenild. *Classroom Assessment Techniques for Librarians*. Association of College and Research Libraries, a Division of the American Library Association, 2015.

Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation; Bradford*, *65*(4), 539–560. http://dx.doi.org.mutex.gmu.edu/10.1108/00220410910970249

Oakleaf, Meagan. "Writing Information Literacy Assessment Plans: A Guide to Best Practice." Communications in Information Literacy 3, no. 2 (2010): 80-90. https://pdxscholar.library.pdx.edu/comminfolit/vol3/iss2/4/

Southern Association of Colleges and Schools Commission on Colleges (2017). The Principles of Accreditation: Foundations for Quality Enhancement. https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf