Institutional Assessment and SLIS

Linking the University Strategic Plan to Student Learning Outcomes at the Institution, School and Program Levels

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April 26, 2008
Today’s Agenda

- Overview of Matching Institutional Strategic Initiatives to Division, School, and Program Goals and Outcomes
- Following through on the assessment cycle
- Documenting results and improvements
- Creating a systematic and sustainable process
What are the Campus Strategic Concentrations?

- Strengthening Graduate Studies
- Enhancing the Undergraduate Experience
- Improving Facilities
- Building Human Resources
- Raising Visibility and Reputation
What Are SLIS Goals?

- Provide excellent education in theory and practice of LIS
- Explore and integrate innovative technology
- Engage in ongoing dialog to anticipate changing needs
- Advance the frontiers of knowledge and practice in LIS
- Serve the field, the community, the region, and the world
The SLIS MSLS Program Develops Graduates Who...

- Organize, disseminate, manage, and preserve information
- Use information technologies to and articulate the role of IT to facilitate information mgt
- Serve information seekers in a global society
- Appreciate education and service
- Interpret and apply research results
- Articulate the economic, political, cultural and social importance of the information profession
- Dedicate themselves to professional growth, continuous learning, and application of new knowledge.
Current Assessment: Institution Level

- National Survey of Student Learning
- Career Exit Surveys
- Course Evaluations
Current Assessment: SLIS

- Comprehensive examination
- Annual syllabi review
- Course evaluations
- Student and Alumni Survey
- Meetings with adjuncts
- Practica
Current Assessment: SLIS Practicum Course

- Gain professional experience
- Keep a reflective journal
- Use site visit results
- Write final paper
- Submit evaluation
Linking Institutional Goals to College, Department and Course

Strategic Goals

College, Department and Program Goals

Course and Unit Goals

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### Linking Strategic Concentrations to School Mission and Goals

<table>
<thead>
<tr>
<th>Strategic Concentration</th>
<th>SLIS Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen Graduate Studies</td>
<td>Provide excellent education in the theory and practice of LIS, instilling the SLIS and CUA core values of reason, faith and service, collaboration, community, innovating, and excellence.</td>
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## Linking Strategic Concentration to School and Program Goals

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<tr>
<th>Strategic Concentration</th>
<th>SLIS Goal</th>
<th>MLIS Program Goal</th>
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<tbody>
<tr>
<td>Strengthen Graduate Studies</td>
<td>Provide excellent education in the theory and practice of LIS, instilling the SLIS and CUA core values of reason, faith and service, collaboration, community, innovating, and excellence.</td>
<td>Educate highly competent, ethical librarians and other information professionals.</td>
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### Linking Program Goals to Learner Outcomes

<table>
<thead>
<tr>
<th>MLIS Program Goal</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| Educate highly competent, ethical librarians and other information professionals. | - Organize, disseminate, manage and preserve information  
- Use information technologies to facilitate information management |
## Linking Program Goals and Learner Outcomes to Assessment Methods

<table>
<thead>
<tr>
<th>MLIS Program Goal</th>
<th>Program Objective</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Educate highly competent, ethical librarians and other information professionals. | • Organize, disseminate, manage and preserve information  
• Use information technology to facilitate information management | • Comprehensive Exam  
• Practicum final paper scored with a rubric |
Connecting the Dots

- Strategic Goal
- School Goal
- Program Objective
- Learning Outcome
- Assessment
- Analysis
- Improvement
- Measurement

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Using Data to Demonstrate Outcomes

- Practicum paper
- Rubric criteria over three years
- Results show improvement
- Document changes made in instructional content

Practicum Paper Results

<table>
<thead>
<tr>
<th></th>
<th>Spring 2006</th>
<th>Spring 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>3.0</td>
<td>3.5</td>
<td>3.2</td>
</tr>
<tr>
<td>Organize Info</td>
<td>2.5</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Manage Info</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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## Documentation of Change/Results

<table>
<thead>
<tr>
<th>Method</th>
<th>Year</th>
<th>Findings</th>
<th>Change</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Final Paper scored with Rubric</td>
<td>2006</td>
<td>Weak in organizing information</td>
<td>Added practicum requirement to include project on organization of information</td>
<td>Mean supporting evidence rubric score increases by 0.50</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>Increased evidence of organizing information</td>
<td></td>
<td>Mean supporting evidence rubric score increased by 0.75</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>Increased evidence of organizing information</td>
<td></td>
<td></td>
</tr>
</tbody>
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Assessment Methods

- Formative Assessment
- Summative Assessment
- Benchmarking
- Direct Methods
- Indirect Methods
Formative and Summative Assessment

Formative
- Post-lecture summaries
- Unit exams
- Periodic evaluations of teaching

Summative
- Final paper
- End of semester exam
- End of semester evaluations of teaching
Benchmarking

- Peer comparisons
- National norms
- Goals and proposed achievements
# Direct and Indirect Methods of Assessment

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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<tbody>
<tr>
<td>Assignments and homework</td>
<td>Course evaluations</td>
</tr>
<tr>
<td>Term papers</td>
<td>Service learning hours</td>
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<tr>
<td>Capstone projects</td>
<td>Focus groups</td>
</tr>
<tr>
<td>Senior Theses</td>
<td>Job placement</td>
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<tr>
<td>Performance tests</td>
<td>Student surveys</td>
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**Quantitative vs. Qualitative Information**

<table>
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<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical Data</td>
<td>Discrete groupings</td>
</tr>
<tr>
<td>Can express change over time</td>
<td>Prose/narrative</td>
</tr>
<tr>
<td>Allows statistical analyses</td>
<td>Richer than numbers</td>
</tr>
<tr>
<td>Understandable</td>
<td>Not easily subjected to statistical analyses</td>
</tr>
<tr>
<td>Good foundation</td>
<td>Still reliable and valid</td>
</tr>
</tbody>
</table>
Grades and Grading

Grades are good indicators of learning if they are linked to learning goals.

- Alone, are not direct evidence of learning.
- Equity and inflation.
- Use syllabus, test blueprints, and scoring rubrics to connect grades to goals.
Some Assessment Methods

- Pre/post tests
- Embedded questions
- Mid Semester performance review
- Longitudinal studies
- Course evaluations
- Student surveys
- Muddiest point
- Reflective essays
- Classroom Assessment techniques
- Performance rubrics
- Practicum or intern
- Open ended items with two or three readers and rubric
- Pass rates
- Placement rates
Getting Started

And

Keeping Going

Identify Program Goals

Identify Opportunities To Achieve Goals

Select Assessments Methods

Develop Time Line for Assessment

Implement Assessment Process

Collect, Analyze, Utilize and Share Data

Identify and Implement Improvements

Assess Improvements

Link Program Goals to Upper Levels

Assess Improvements

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Creating a Systematic and Sustainable Process

- All units have goals and measurable outcomes
- All units link goals to program, division, and institutional goals
- All units identify and implement appropriate methods of assessment and data collection
- All units participate in a cycle of assessment, analysis, reporting and improvement
- Institution designates coordinating office/staff to facilitate and oversee assessment cycle
- Institution demonstrates buy-in and commitment to assessment, on all levels.
Questions and Answers