Committee on Learning Assessment

2000-2009: Provost-Appointed Committee
2009-2011: Faculty Senate “Special” Committee
2011-2012: Faculty Senate Standing Committee
Diagram of AU Assessment Process

The Committee is the center of the process, interacting with many groups on campus.
Committee Membership

- Representatives from all schools and colleges
- Library has representation
- Director of Office of Institutional Research is an ex officio member
Committee Responsibilities

- Oversee assessment process
- Provide assistance and resources to faculty
- Review assessment reports and provide feedback
- Faculty development
Members of the Committee, an outside employer, and faculty and staff colleagues gave a panel presentation on aligning internships with program learning outcomes.
The Assessment Process and the Library

Where do we fit in?
Our Strategy

- Put our focus where the university is, on program assessment
- Help programs meet their learning outcomes
- Target programs for outreach
Example 1: Justice, Law, Society

- Ability to Evaluate Research
  - Analyze Key Concepts
  - Know Elements of Good Research
  - Evaluate Relevance and Credibility
Example 1, continued

- **Measure:**
  - Review of selected items from multiple choice test, JLS 280; survey of graduating seniors; faculty meeting

- **Cycle:**
  - JLS Assessment Committee reviews JLS 280 tests every 4 years, results to faculty at assessment meeting
Students will demonstrate informational literacy by having the ability and skills to effectively and legitimately use various sources of information required for functioning in a global, information society.
Example 2, continued

- **Measure:**
  - Existing assignments in upper level courses that require a significant amount of primary research for their completion. Insert additional requirement on existing project rubrics.

- **Cycle:**
  - This outcome will be assessed on an ad hoc basis, at least once during six years.
Research Project

How are instruction coordinators affected by the higher education accreditation process?

How important is assessment documentation external to the library?
Accreditation Survey

- Stratified sample of institutions from all six regional accrediting bodies

- Invitations to library instruction coordinator, information literacy librarian, or equivalent

- Questions seek to gauge awareness of the institution’s accreditation process and use of assessment documentation external to the library
Respondents Who Looked at External Documentation: Totals

Have You Looked At Student Learning Assessment Documentation?

- Yes: 60%
- No: 37%
- Not Sure: 3%
Respondents Who Looked at External Documentation: By Region

Have You Looked At Student Learning Assessment Documentation (percentages)?

- **Northwest**
  - Yes: 50%
  - No: 45%
  - Don’t Know: 5%

- **Northeast**
  - Yes: 90%
  - No: 5%
  - Don’t Know: 5%

- **Middle States**
  - Yes: 70%
  - No: 10%
  - Don’t Know: 20%

- **Southern**
  - Yes: 50%
  - No: 45%
  - Don’t Know: 5%

- **North Central**
  - Yes: 50%
  - No: 45%
  - Don’t Know: 5%
How Important Do You Consider External Assessment Documentation?

- 0%: 0%
- 1-NOT IMPORTANT: 4%
- 2: 15%
- 3: 25%
- 4: 56%
- 5-VERY IMPORTANT: 0%
Importance of Assessment Documentation to Respondents, cont.

Percent Who Consider External Documentation "Very Important"
Thank You, and Stay Tuned!

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