



# Assessment Can Be Easy Via Blackboard

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- Why assessment and why now?
    - Assessment, and in particular, outcomes-based assessment, is a pressing concern in education today.
    - Perform a search in ERIC with the keyword “assessment” and you will retrieve a whopping 95,211 articles.
    - NCLB has mandated assessment and accountability in public education.
    - In higher education, we are also experiencing this urgency to assess our programs in a meaningful way.
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## □ Why Blackboard?

- Encouraging colleagues and students to participate in an information literacy assessment would be dependent on making the assessment as easy, convenient and integrated into the general course progression as possible.
  - Using the campus' course management system was essential for the assessment's success.
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## □ Today's presentation

- We'll provide background the climate of assessment at UNO that necessitated the need for an on-line information literacy assessment.
  - We'll describe the development of the first on-line information literacy assessment via Blackboard at the Criss Library at the University of Nebraska at Omaha.
  - We'll share why we selected Blackboard and we'll demonstrate how to use the assessment module of Blackboard.
  - We'll share some of the future developments and upgrades in Blackboard.
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- ❑ Assessment at UNO--impacting every level
    - ❑ Institutional level—development of an electronic portfolio (called myMAPP) to measure campus-wide outcomes and to aid in the accreditation process
    - ❑ myMAPP electronic portfolio is the digital repository for all college, program, faculty, staff and (eventually) student performance
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- ❑ What do we know about assessment and how do we learn more?
    - ❑ ACRL--three-week on-line training course in assessment
    - ❑ We used our information literacy instruction in ENGL 116 (Freshmen Composition) as an example for designing an assessment
    - ❑ We gained theoretical knowledge, practice and confidence
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- ❑ Assessment resources on campus
    - ❑ Internal grant funding to develop assessment projects on campus
    - ❑ Campus experts in assessment (faculty in Psychology, Education and English)
    - ❑ Graduate students (Computer Science and Psychology)
    - ❑ ITS Support
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- Drafting the Assessment
    - What type of assessment?
    - How would it be administered?
    - When and where would it be given?
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- What did the assessment need to measure?
  - How effective is information literacy instruction for students in our first year English Composition course, ENGL 116?
  - Are students learning anything?
  - How best do we measure that learning?
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- ❑ What is the best way to measure the effectiveness of our information literacy instruction?
    - We wanted to measure students' information literacy skills **prior** to library instruction.
    - We wanted to measure students' information literacy skills **after** library instruction.
    - And the next question was...
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- How would we deliver the assessment?
    - On-line would be essential
  
  - Criteria we used to make our decision about an on-line assessment software program included:
    - Cost
    - Ease of use
    - Convenience
    - Accessibility
    - Autonomy
    - Technical support
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- We investigated three different assessment software products:
    - **Respondus** –not responsive enough, and no free trial
    - **Perception's Questionmark** –compatibility problems with Blackboard
    - **Blackboard**—assessment module available and already in place on campus
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- Throughout the planning and development of the Criss Library Assessment Project we were continually challenged to think about how using an on-line assessment product would impact:
    - Institutional interests
    - Program interests
    - Librarian interests
    - Student interests
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- ❑ We discovered that this project development was making us assess several things at once:
    - ❑ The **questionnaire** itself (what type of questions to include)
    - ❑ The **on-line assessment software** and how it performed in our environment
    - ❑ The **students** in our ENGL116 library instruction sessions
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- How would using Blackboard for our assessment intersect, impact or influence:
    - Institutional interests
    - Program interests
    - Librarian/classroom instructor interests
    - Student interests
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- Institutional Interests
    - Compatible with myMAPP
      - On-line assessment would be essential for myMAPP
    - Reinforces UNO Strategic Plan
      - Student Focus
    - Strengthens collaboration with the English Department and Faculty Consultants
      - Build on the success of the current Info. Lit. program
      - Utilize experts on campus to learn about assessment
      - Work with English faculty to clarify and prioritize key concepts
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## Program Interests

- What can we do to improve the library instruction curriculum?
    - Focus on key concepts
      - Return to original curriculum developed several years ago
      - Add collaborative and active learning exercises
    - Use data gathered from assessment to inform discussions about the information literacy program in ENGL116
      - We now have empirical data to show what students are learning
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## □ Librarian Interests

### ■ What can we do to improve our individual instruction?

#### □ We focused on content and delivery:

- Librarians reinforced key concepts
- Librarians consistently introduced handouts
- Librarians introduced more collaborative learning exercises

#### □ We now have real data to evaluate instruction

- Librarians can see pre-test scores immediately and adjust from instruction session to session
  - Aggregated scores can reveal trends in performance per question so we can adjust instruction or the way a question is written
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- Classroom Instructor interests:
    - Returned to curriculum developed collaboratively several years before—reinforced solidity of original partnership
    - Classroom faculty are “leaders” in Blackboard so they have access to student scores immediately
      - Faculty can see who has taken the assessment and they can assess how well their students and their class as a whole is doing
      - They can track semester by semester assessment scores to see improvement
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## Student Interests

- What can we do to improve student learning?
    - Provide students with immediate feedback from the questionnaire.
    - Provide students with an opportunity to compare the pre and post questionnaire results.
    - Provide librarians with feedback from the survey so they can be responsive to student comments.
-



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## □ What we did and how we did it...

- We created and administered an on-line pre and post questionnaire measuring students' information literacy skills via Blackboard.
  - We administered surveys to students and to ENGL 116 faculty to assess our effectiveness in delivering library instruction.
  - We gathered data from first semester pilot to review performance (students' and Blackboards').
  - We used data to make improvements in the questionnaire and the survey for upcoming semesters.
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- Now we will show you how Blackboard's assessment module functions...
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- Forty-three easy steps to building a test in Blackboard
    - Build a pool or add question to pool
      - Different resources for questions
    - Build test from pool
    - Add Content Area
    - Add test to content area
      - Modify Test
      - Modify Test Options
    - Test your test
-



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL

**CRISLIBRARYPRESENTATION: Criss Library Presentation - Nora A Hillyer (Leader)**

|   |  |
|---|--|
| <b>Content Areas</b><br><a href="#">Information</a><br><a href="#">Documents</a><br><a href="#">External Links</a>  | <b>User Management</b><br><a href="#">List / Modify Users</a><br><a href="#">Manage Groups</a>   |
| <b>Organization Tools</b><br><a href="#">Announcements</a><br><a href="#">Organization Calendar</a><br><a href="#">Staff Information</a><br><a href="#">Tasks</a><br><a href="#">Send Email</a><br><a href="#">Discussion Board</a> | <b>Assessment</b><br><a href="#">Test Manager</a><br><a href="#">Survey Manager</a><br><a href="#">Pool Manager</a><br><a href="#">Organization Statistics</a> |
| <b>Organization Options</b><br><a href="#">Manage Organization Menu</a><br><a href="#">Organization Design</a><br><a href="#">Manage Tools</a><br><a href="#">Settings</a><br><a href="#">Recycle Organization</a>                  | <a href="#">Gradebook</a><br><a href="#">Gradebook Views</a><br><a href="#">Performance Dashboard</a>  |
| <a href="#">Collaboration</a><br><a href="#">Digital Dropbox</a><br><a href="#">Glossary Manager</a><br><a href="#">Link Checker</a><br><a href="#">Manage Podcast</a>  | <b>Help</b><br><a href="#">Support Manual</a><br><a href="#">Contact System Administrator</a><br><a href="#">Quick Tutorials</a>                               |
| <a href="#">Organization Copy</a><br><a href="#">Import Course Cartridge</a><br><a href="#">Import Package</a><br><a href="#">Export Organization</a><br><a href="#">Archive Organization</a>                                       |  |

Blackboard Academic Suite™

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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > POOL MANAGER

### Pool Manager

Add and import Pools of questions for use in assessments.  
Only pool packages may be imported into the Pool Manager.

Add Pool  Import

| Name  | Date Last Modified |        |        |        |
|---|--------------------|--------|--------|--------|
| <input checked="" type="checkbox"/> Sample ENGL 116 Questions | April 4, 2008      | Export | Modify | Remove |

OK

Done



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## Question 2 Multiple Choice

**Question** Which of the following searches in an online database would likely result in the greatest number of records retrieved?

**Answer**

- children and divorce
- children or divorce
- children not divorce
- divorce

**Correct Feedback** You are correct! The Boolean operator "OR" returns the most records..

**Incorrect Feedback** NO!

## Question 3 Multiple Answer

**Question** Check all that apply. Primary sources may include:

**Answer**

- a. letters
- b. diary
- c. ship's log
- d. minutes of an organization meeting
- e. court decisions
- f. all of the above
- g. I don't know

**Correct Feedback** You are correct!

**Incorrect Feedback** NO!



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[CRISS LIBRARY PRESENTATION \(CRISSLIBRARYPRESENTATION\)](#) > [CONTROL PANEL](#) > TEST MANAGER

## Test Manager

Add and modify Tests. After creation, add the Test to a content area and make it available. Results are recorded in the Gradebook. Only test packages may be imported into the Test Manager.

Add Test  Import

| Name  | Deployed    | Date Last Modified |        |        |        |
|---|-------------|--------------------|--------|--------|--------|
| <input type="checkbox"/> Brockport Assessment | Information | April 4, 2008      | Export | Modify | Remove |

OK



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL\_PANEL > MANAGE ORGANIZATION MENU

## Manage Organization Menu

To view changes, refresh the Menu.

Add Content Area Tool Link Organization Link External Link

|   |   |        |        |
|---|---|--------|--------|
| 1 | Announcements<br><i>Announcements</i>         | Modify | Remove |
| 2 | Information<br><i>Content Area</i>            | Modify | Remove |
| 3 | Staff Information<br><i>Staff Information</i> | Modify | Remove |
| 4 | Documents<br><i>Content Area</i>              | Modify | Remove |
| 5 | Communication<br><i>Communications Area</i>   | Modify | Remove |
| 6 | Discussion Board<br><i>Discussion Board</i>   | Modify | Remove |
| 7 | External Links<br><i>Content Area</i>         | Modify | Remove |



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > INFORMATION

Information

Item Folder External Link Organization Link Test

Select: Learning Unit Go

1 Brockport Assessment Modify Manage Remove

This is a test example.

OK



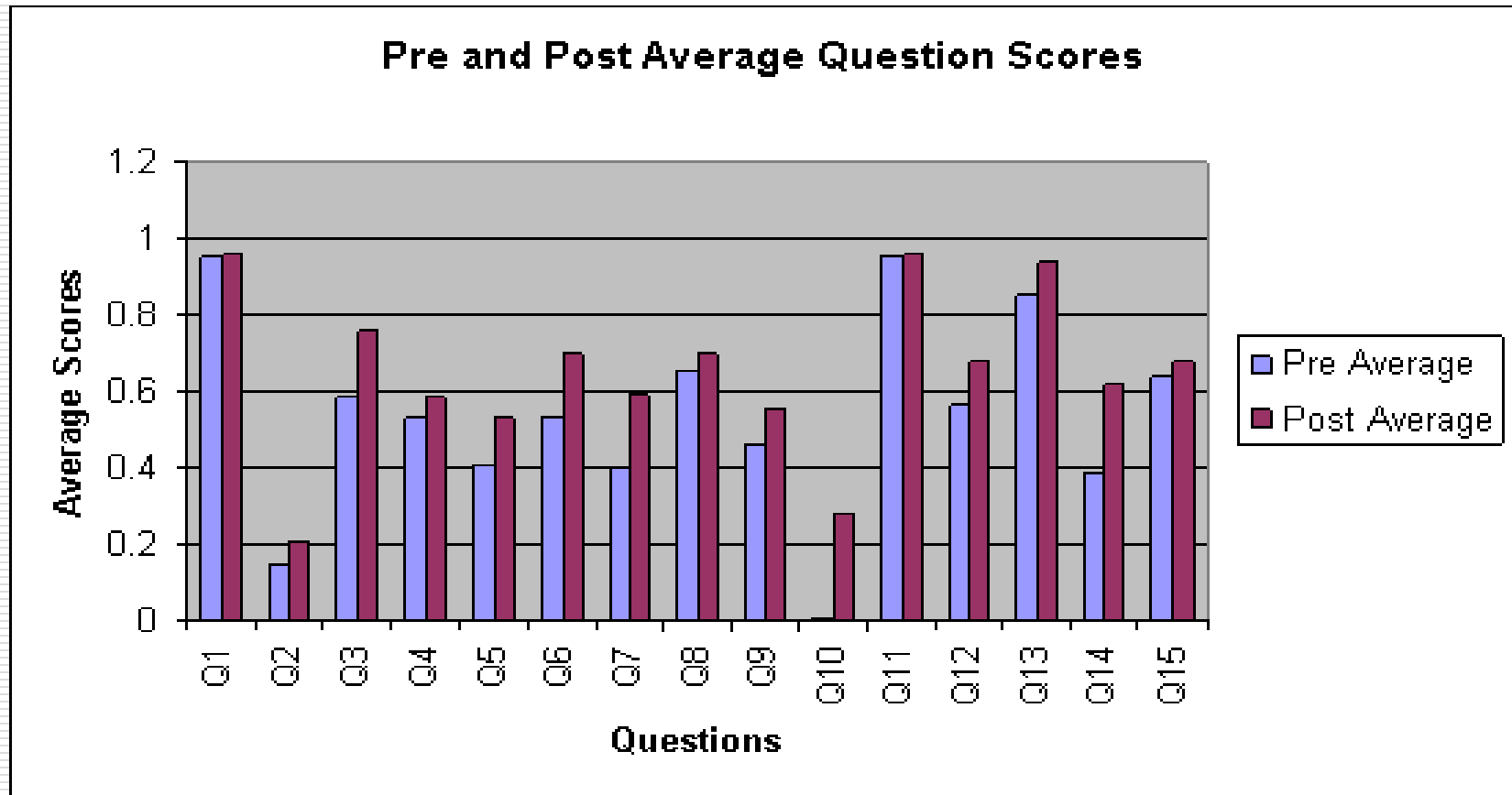
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- Challenges of using Blackboard/What we learned
    - Manual process of adding students
    - Building/using groups in the organization
    - Limited reporting
      - No data analysis
      - Reports from original study
-

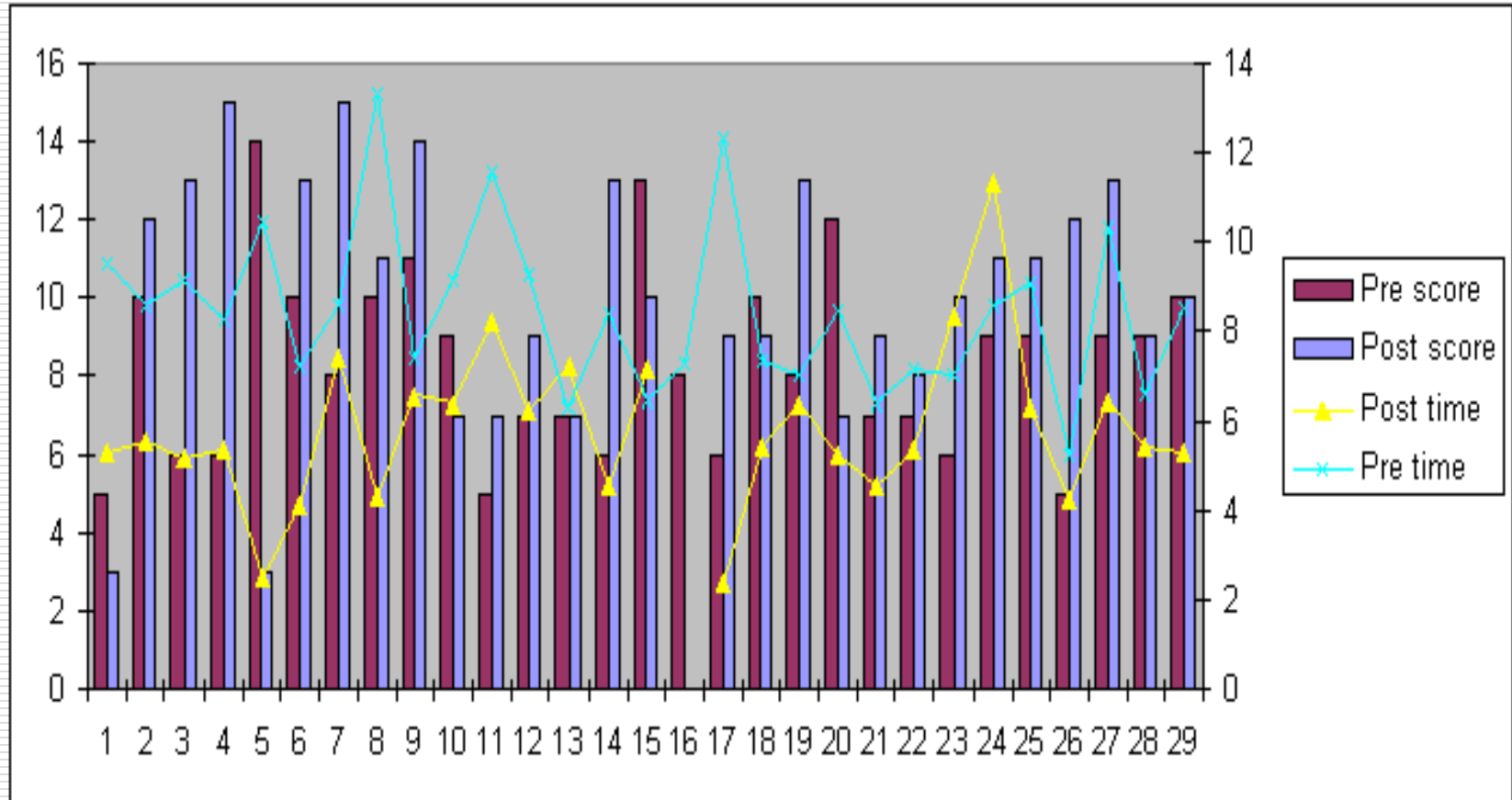


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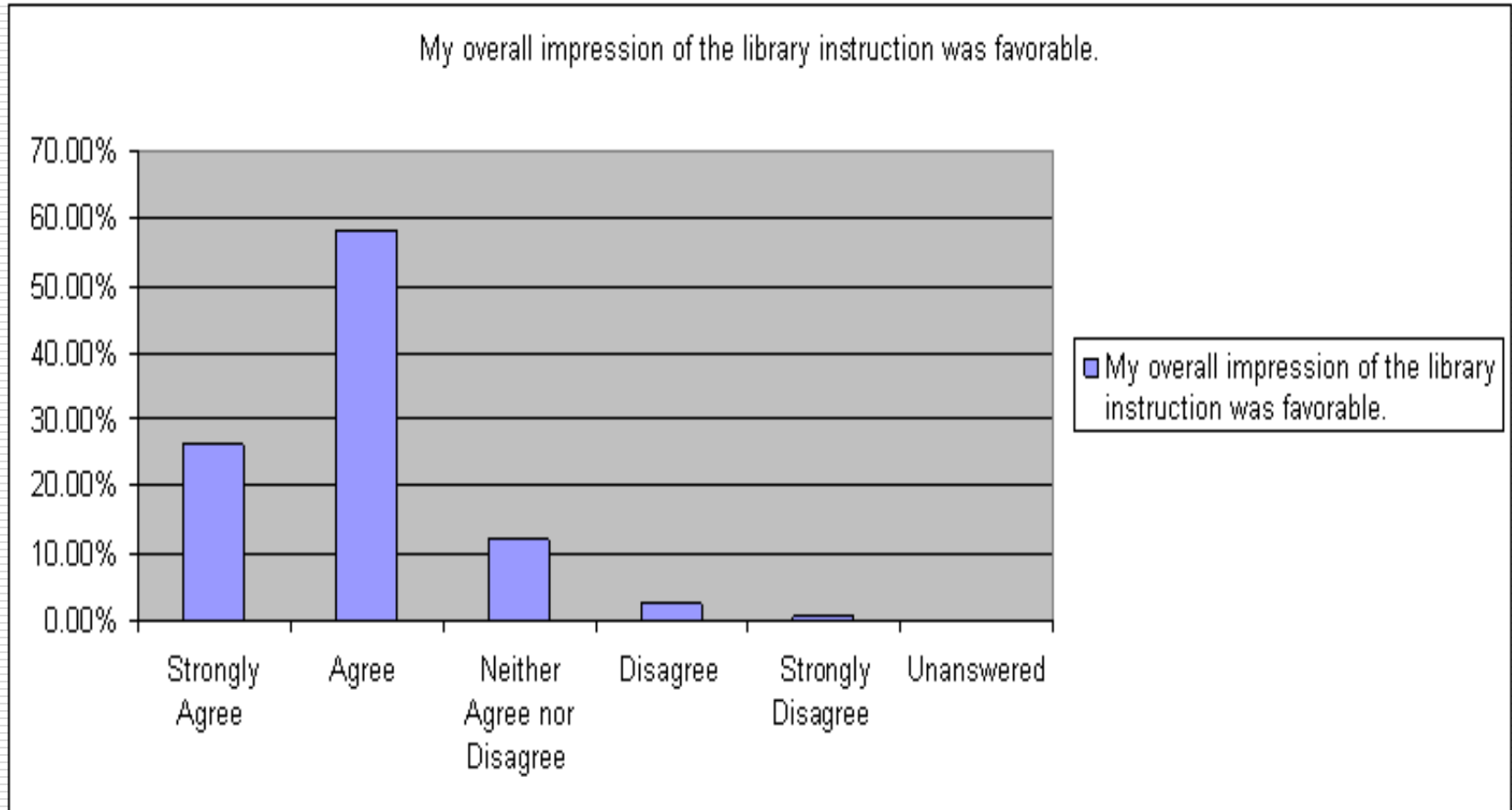
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## Study Size and Results

- 293 Students total
    - Reported on 184 (paired sample t-test)
  - Pre- and post-questionnaires were identical
  - Highest possible score is 15
  - Higher test scores following instruction
    - Pre-questionnaire 8.23
    - Post-questionnaire 9.89
-



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## Study Size and Results

### Impact of instruction and Analysis of Variance (ANOVA)

7.73 pre scores

10.05 post scores

### Internal Consistency Reliability

Consistency displayed by questions

0 = bad 1.00 = good

.699 = reliable

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## Future Developments

### ■ Blackboard Version 8

Available May/June 2008

Gradebook is changing

■ Different organization of groups

■ Want to see data per group

■ Reporting module changing

■ Change manual process of adding students to an automated process

■ Set up visitor accounts to test our tests

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Questions???

Thank you!

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