**Closing the Assessment Loop:**

**Lessons Learned about Managing the Information Literacy Assessment Cycle & Acting on Results**

**Build Partnerships**
- Start small. Begin with existing relationships to build and strengthen assessment efforts.
- Think strategically. Once existing relationships are mobilized, develop and sustain a suite of additional partnerships to look beyond the library.
- Engage in discussion and collaboration with colleagues in and outside the library.
- Evaluate learning outcomes relevant to many campus partners.
- Cultivate campus partnerships that can help disseminate results and promote information literacy assessment efforts across campus.

**Manage Results**
- Conduct informal, ongoing reviews of results with a few key partners to make significant improvements to student learning.
- Communicate results and improvements, and continuously document changes to instruction, assignments, and the assessment process.
- Write an assessment report. Include information such as rubric data, feedback from students and faculty, and reflections from library instructors.
- Share assessment reports with campus and peer librarians.
- Keep assessment results valid and accessible to stakeholders.
- Document changes to instruction, assignments, and rubrics.

**Improve Teaching & Learning**
- Align instruction to student learning outcomes and rubrics.
- Identify troublesome skills and concepts for students in order to facilitate instruction efforts in those areas.
- Improve and clarify potentially confusing prompts or assignments.
- Engage students in learning activities that generate formative assessment artifacts.

**Sustain the Assessment Program**
- Engage with colleagues across campus to use assessment data for planning and decision making (close the loop) in order to evolve towards a culture of assessment.
- Maintain a team approach to sustain ongoing cycle of assessment by designing an integrated information literacy framework that allows for accommodating shifting assessment priorities.
- Allow plenty of time for planning and coordination.
- Provide ongoing dialogue to sustain buy-in from campus partners.
- Share results to build credibility in the assessment program.
- Create assignments and assessments that can be used by multiple instructors from semester to semester in order to facilitate instruction and assessment efforts.

**Institutional Examples**

**Belmont University**
- The Informative Information Assessment LibGuide where questions are posed and facilitated by librarians and administrators.
- Develop written, rubric-based assessments that can be used by multiple instructors from semester to semester, allowing for sharing previous cycle’s instruction and assessment results and to continue to build capacity in both assessment techniques and instruction strategies.
- Assessment results prompted Belmont University’s General Education Information Literacy Assessment LibGuide.
- The General Education Information Literacy Assessment Program has produced significant results that are used to refine instruction and assessment.
- The Library Assessment LibGuide has been used in several courses.
- The General Education Information Literacy Assessment LibGuide is used in several courses.
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**Dominican University**
- The Information Literacy Assessment LibGuide is used in several courses.
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**Towson University**
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**References**


