

Assessment Process Template: University Library

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
 - What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
 - Where are the students learning the intended program outcomes?
 - What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
 - What did you learn from past assessment activities?
 - How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
 - Are the students learning what you want them to learn?
 - How will you know that your students are learning the program outcomes?
 - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment [website](#), attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

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Identifying Information

School/College: University Library

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Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**

(identify an individual or team who will coordinate the implementation of the plan)

The assessment will be led by the Library Student Learning Assessment Team supported by the Library Assessment unit within the library.

2. **How will assessment information be shared within the department/program?**

(typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)

The Library Student Learning Assessment Team will submit assessment information to the Library Executive Committee and conduct presentations and discussions at Library Division meetings and Library Faculty meetings. This will be conducted on an annual basis.

3. **What is the plan for production of an annual summary report?**

(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

The Library Student Learning Assessment Team will compile the annual summary report. The Office of User Services will oversee the assessment data collection, discussion and recommendations to be implemented in coming academic years.

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Step 2: Student Learning Outcomes

The University Library integrates and manages knowledge to enable learning and the creation of new knowledge. The campus-level Illinois Student Learning Outcomes are consistent with the University Library mission. The library's approach to address Illinois Student Learning Outcomes is identified below.

Illinois Student Learning Outcomes

1. Intellectual Reasoning and Knowledge

Definition: Illinois students will acquire broad and deep knowledge across academic disciplines and fields.

Library: Learners will know how to collect, analyze, and communicate information, including knowledge of significant information sources and systems, and determine the extent of information needed to complete research assignments and acquire knowledge at Illinois.

Specifically, library learners develop the ability to use information tools to identify, retrieve, evaluate and use information while demonstrating awareness of the legal and ethical considerations involved in doing so. The library designs and teaches information literacy instruction for many undergraduate and graduate courses. Library instruction is integrated into Composition I courses (e.g. Rhetoric 105, CMN 111, ESL 112 and ESL 115), discipline-specific introductory and capstone courses (e.g. History 200 and History 498) and graduate-level courses such as the ESL 500s and research methods courses across disciplines.

2. Creative Inquiry and Discovery

Definition: Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.

Library: Learners will understand legal, social and technological issues surrounding information, its sources and tools, and apply ethical practices to promote inquiry and creativity.

Regardless of major, undergraduate students are provided with basic library use instruction in their first and second year, focusing on creating search strategies and understanding the current information landscape. They are introduced to the library organization and structure, fundamental information tools including the general library website, the online catalog, indexes/databases, and reference materials. Upper-division undergraduate students are taught fundamental information strategies and tools within their disciplines, appropriate to their major, minor, and/or concentration fields of study. First-year graduate students are provided with basic orientation to the University Library structure, the general library website, and the online catalog. Throughout the course of their studies, graduate students receive additional instruction which further details advanced information tools, skills, and strategies in their disciplines.

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3. Effective Leadership and Community Engagement

Definition: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.

Library: Learners will demonstrate transformative leadership skills and commitment to the development and improvement of library and information services for all as well as the profession of librarianship.

Graduate assistants working in the library (pre-professional graduate assistants) receive on-the-job training; collaborate with librarians on teaching, research, service development and various projects depending on the graduate assistants' interests and library needs. These pre-professional experiences enable the library graduate assistants to lead and innovate in their workplaces and the communities. Undergraduate student assistants also receive training on customer service guidelines and professional ethics such as patron privacy and confidentiality policies.

4. Social Awareness and Cultural Understanding

Definition: Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability.

Library: Learners will apply best practices in developing and implementing inclusive information services, collections and spaces.

"Respect cultural and other personal differences" is one of the library service guidelines [<https://www.library.illinois.edu/staff/administration/services/great/>]. The library regularly provides diversity training as well training on how to work with users with disabilities, international students, etc. These training programs are often conducted in collaboration with campus partners such as the iSchool or Office of Diversity, Equity, and Access (ODEA) and open to the campus and community.

5. Global Consciousness

Definition: Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.

Library: Learners will discover and engage in the conversations on diverse global issues.

The library host events such as the Chai Wai Series, open to the campus and the community, has brought local, national, and international experts to the campus and held public discussions related to climate, human rights, gender-based violence, and global health issues.

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Step 3: Library Instruction Curriculum Mapping

Curriculum Map					
<u>Sample Library Instruction and Experiences</u>	Intellectual Reasoning and Knowledge	Creative Inquiry and Discovery	Effective Leadership and Community Engagement	Social Awareness and Cultural Understanding	Global Consciousness
RHET 105 library instruction	X	X			
ESL 112/115 library instruction	X	X			
ESL 500-level library instruction	X	X			
Savvy Researcher workshops	X	X			
Experience: student as scholar - library reference and consultation*	X	X			
Experience: co-curricular programming and events**			X	X	X
Experience: graduate assistantships, internships and practicums	X	X	X	X	

* "Reference and consultation" are library services that provide information or assistance to discover and access information sources. These services are designed to support the learning experiences of Illinois students through research and inquiry.

** The University Library plans and sponsors a variety of co-curricular programming and events. For example, in addition to hosting public events, the Library is an active partner in undergraduate research programs. The Library also collaborates with academic support programs such as the Writers Workshop, Center for Academic Resources in Engineering (CARE), and the ACES Collaborative Learning Center.

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Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) *and* any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

Minute Paper

Library instruction sessions are regularly assessed using the Minute Paper classroom assessment technique, which requires learners to reflect on the instructional content they have learned or the content they are still not clear about. The Savvy Researcher workshops in particular often use the minute paper technique. Library instructors use the information collected through the minute paper to evaluate the quality of content and instructor effectiveness. The data are also used to adjust lesson plans and to determine if learning outcomes/objectives set for library instruction sessions are met.

Concept Maps & Annotated Bibliographies

During the 2015-2016 academic year, two Undergraduate Library librarians conducted a research project focused on an assessment of first-year international students in ESL 112 and 115. A concept map worksheet was completed by the students prior to library instruction. The concept map worksheet assists students in creating a search strategy and identifying keywords to be used in searching library databases. The librarians reviewed and assessed the concept maps. The project also collected and assessed the students' annotated bibliographies after the library instruction in order to determine the students' ability to search and evaluate sources. Based on the data from the concept maps, the librarians determined that the ESL students experienced difficulty articulating a topic, identifying the main concepts associated with that topic and brainstorming applicable keywords and alternative keywords. Through examining their annotated bibliographies, the librarians found that while the students were successful in locating credible sources, they had difficulty articulating "why" the sources were credible and provided reliable information. These findings were used to improve the in-class instruction as well as enhance learning materials available via the class library guide (LibGuide).

User Surveys

University Library conducts campus-wide surveys to assess user needs and practices related to teaching and learning. We use the data to improve our work and services in various areas. In 2016 we administered a graduate student survey. One of the findings from the survey was that while 58% of the non-STEM participants (graduate students who were not pursuing degrees in STEM fields) have attended library instruction, only 36% of the STEM participants have attended library

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instruction. In order to identify STEM graduate students' needs and better design library instruction with a STEM focus, we used the survey data to identify specific research skills that STEM graduate students want to acquire as part of their graduate studies. We found that the STEM participants placed less value on typical information literacy skills (e.g. locating academic sources of information or evaluating academic sources of information) and placed significantly higher value on skills such as generating hypotheses and managing/preserving data, media or other primary source materials. Another important finding was that the STEM participants valued the importance of sharing their research among scholars (inside and outside of their fields). We have shared these findings with librarians who work closely with graduate students.

Instruction Statistics

Here is a snapshot of course-integrated and course-related library instruction provided during academic year 2017-2018 and the attendance. The full list is attached as an appendix (see Appendix 1: Academic Year 2017-2018 Library Instruction).

Department	Courses Receiving Library Instruction	Total Library Instruction Sessions Taught	Total Students Attendance
Rhetoric and Composition	101, 102, 105, 233	181	3,434
Communication	101, 111	107	1,832
ESL	105, 111, 112, 115, 500, 501, 502, 505	90	1,246
School of Art and Design	ARTD 546, 222,260... & ARTH 241, 395, 495 ...	32	698
School of Music	110, 528...	39	704
History	102, 170, 200 ...	26	453
English	202, 208, 396...	24	376
Media and Cinema Studies	101, 199, 504	47	1,384

Graduate Assistant Exit Interviews

The University Library provides each Graduate Assistant (GA) with a performance evaluation during the term of appointment, and an Exit Interview prior to its conclusion. An Exit Interview includes a self-assessment provided by a GA and an evaluation of the GA's supervisor. This is a way for both graduate assistants and library supervisors to report the GAs' accomplishments and their perception of the educational value of the pre-professional experience. Here is an excerpt from a recent exit interview:

“My time as a GA in [unit name redacted] has been a formative professional experience that directly led to my post-graduation career path in health sciences librarianship. While I found my coursework to be useful, I genuinely believe that working with the librarians in [unit name redacted], completing projects and maintaining the space on a day-to-day basis, is what prepared me to enter the workforce.”

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Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at **least three questions** you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Question 1:	<i>What do students learn during library instruction sessions?</i>	
	Student Learning Outcome:	<i>Illinois SLO 1, 2</i>
	Sources/Methods for acquiring evidence:	<i>A sample of Minute papers and library instruction lesson plans. Develop/adopt a rubric for assessing minute papers.</i>
	Timeline:	<i>2018-2019 develop/test/pilot the rubric for assessing minute papers. If this method yields useful information, repeat every year.</i>
Question 2:	<i>After attending library instruction session(s), how do students apply what they learned during the session?</i>	
	Student Learning Outcome:	<i>Illinois SLO 1, 2</i>
	Sources/Methods for acquiring evidence:	<i>Interview librarians who gave library instruction sessions that generated output of some kind: in class worksheets, pre or post assignments, or a final project.</i>
	Timeline:	<i>Interview librarians in spring 2019, collect output examples and create a rubric in summer 2019, have participating librarians adapt the rubric for their instruction in fall 2019. If this method yields useful information, repeat every year.</i>
Question 3:	<i>How do library instruction, events, or co-curricular programming activities bring Social Awareness and Cultural Understanding & Global Consciousness to our students? What learning goals, if any, do these activities achieve?</i>	
	Student Learning Outcome:	<i>Illinois SLO 4, 5</i>
	Sources/Methods for acquiring evidence:	<i>An inventory of library instruction/events/co-curricular programming activities in this area.</i>
	Timeline:	<i>Pilot the inventory in 2018-2019 academic year.</i>
Question 4:	<i>How do undergraduate students access materials for coursework or research?</i>	
	Student Learning Outcome:	<i>Illinois SLO 1, 2</i>

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	Sources/Methods for acquiring evidence:	<i>Administer the Ithaca S+R Undergraduate Student Survey</i>
	Timeline:	<i>Conduct the survey in fall 2018. Conduct data analysis in spring 2019. Share results with librarians and other stakeholders during the 2019-2020 academic year.</i>

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Appendix I

Academic Year 2017-2018 Library Instruction