UNLV | ACADEMIC AFFAIRS
Academic Assessment

3-Year Academic Assessment Report Cover Sheet
Email to: assessment@unlv.edu

Program Information
Program Assessed:

Department: Educational Initiatives

College: UNLV Libraries

Department Chair: Rosan Mitola

Date Submitted:

Semesters and Year Covered in this Report:

Contact Person for This Plan
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
    - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
    - activities requiring originality, critical analysis and expertise.
    - the development of extensive knowledge in the field under study.

- ***FOR 2022: Did the program assess learning outcomes related to workforce outcomes/career attainment? If so, what was assessed, and what were the findings?***
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Process: Please provide a brief narrative of the assessment process for this course. Include a description of the type of student work assessed (e.g., research papers, exams, etc.), the number and roles of people involved in the process, any tools used for the assessment (e.g., checklists, rubrics, etc.), and how student learning was evaluated.

The goal of this project was to assess outcome #4 (Extend) in graduate student workshops through student reflection as well as some of the same assessment methods created for the co-curricular events. *Extend:* Students will contribute to the scholarly conversation at an appropriate level and credit the contributing work of others in their creation of new information.

The project team consisted of Samantha Godbey (lead), Mark Lenker, Sue Wainscott, and Su Kim Chung. Members came from the Library Liaison Program, Educational Initiatives, and Special Collections Public Services. The project team met beginning in August 2019 to discuss plans for the project; all meeting notes can be found here. The project plan can be found here.

In Fall 2019, meetings were held to plan the project. The group settled on the following data sources: a post-workshop survey of participants in the UNLV Libraries workshop series and the research portfolio or other products from the Graduate College's certificate program participants. Mark included the following question on the Fall 2019 post-workshop survey: How does this workshop help you pursue your research/professional goals? Also in Fall 2019, Samantha met with Katelyn Dibenedetto, Nevena Cvijetic and Valarie Burke about the possibility of accessing the student research portfolios or adding a question related to our learning outcome to the student reflection. The student reflection as is had no guidance or requirements, and further was only completed in the spring. They were unenthusiastic about how useful these portfolios and reflections would be to our project.

In early spring 2020, we moved forward with our plan to survey students in the workshop series. We planned to survey students at the end of each workshop in the official series. Samantha also sent a message to Library All explaining the project and requesting that anyone involved in non-course instruction consider contributing to our project by providing our question in their end-of-workshop assessments. We received no responses from Library All. Mark shared with the group the responses from Fall 2019's workshop series. Mark had received only 19 responses (not unique students) to the post-workshop survey. Not all responded to our question and when answered responses were brief. The survey had been sent to approximately 120 students. The last meeting of the project team was held in February 2020. In March 2020, campus largely closed due to COVID-19. Effective March 13, all face-to-face workshops were canceled for the semester, and most workshops were canceled altogether. No surveys were distributed in Spring 2020.

Results: Please provide a brief summary of the results of your assessment process. Include both what you learned about your students' achievement of the specified learning outcomes and what you learned about the assessment process itself, if applicable.

In summer 2020, graduate workshop coordination responsibilities moved from Educational Initiatives to the Liaison group. In July, the series was renamed the Library Workshop Series and the emphasis starting in Fall 2020 shifted to include undergraduates, graduates, and faculty. No surveys were distributed in Fall 2020.

The initial plan for this assessment project was to collect data primarily in 2020. Due to the pandemic, no data was collected during this time. Further, as of July 2020, the workshop series no longer targets graduate students but is being marketed much more broadly. Therefore, this project focusing on graduate student workshops is no longer feasible.

Conclusions: Please describe how the results of this assessment process might be used to revise instruction in this course and/or refine the assessment process in future years.

This work must be revisited due to the COVID-19 pandemic.