

## 3-Year Academic Assessment Plan Cover Sheet

**Program Information:**

Program Assessed	UNLV Libraries Instruction
Department	Educational Initiatives
College	UNLV Libraries
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: <http://provost.unlv.edu/Assessment/map.html>
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- 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.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please contact the Office of Academic Assessment if you have questions or need assistance.

## Introduction

The University Libraries are committed to teaching and assessing student learning outcomes pertaining to UULO 2: Inquiry and Critical Thinking. We have five programmatic student learning outcomes that capture crucial concepts and skills students need in order to succeed in college and as lifelong learners. We contribute to these outcomes directly through curricular and co-curricular instruction and programs. We also contribute to these outcomes indirectly by leading professional development opportunities for disciplinary faculty such as the Faculty Institute, a regular two-day intensive workshop that covers various pedagogical topics. We have identified opportunities to assess our contributions to student learning in three areas: courses utilizing creative research projects designed during Faculty Institutes, co-curricular workshops and events, and graduate workshops.

In the past, we have focused primarily on our curriculum-integrated instruction at the 100-level, and in this assessment cycle we hope to learn more about our contributions to student learning through co-curricular events and workshops at the undergraduate and graduate levels. At the undergraduate level, we are interested in learning about the ways students connect to the library, and at the graduate level we hope to learn about how the library contributes to students' self-perceived transition from student to scholar. In addition to our focus on co-curricular learning and connection, we hope to learn about our contributions to student learning through the Creative Research Assignments Faculty Institutes. We will review student work that was informed by one of these institutes in order to determine how students synthesize materials and contribute to the scholarly conversation through creative means.

The libraries contribute to student learning across disciplines at all levels. They also hold a unique space in the university as a "third place" where students can participate in serendipitous learning as well as intentionally seek out specific learning opportunities that fall outside the curriculum. The learning outcomes we teach and assess are likewise applicable across years and disciplines, giving us an opportunity to take a longitudinal view of the development of inquiry and critical thinking in our students through the various methods to which librarians contribute. Our assessment results will be used to inform our lesson plans, workshop and event choices, as well as how we partner with faculty to design research assignments.

## Student learning outcomes

*These program level SLO's contribute to the overarching UULO 2: Inquiry and Critical Thinking :  
Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.*

1. **Question:** Students will be able to identify a research question that is appropriate in scope and feasibility in order to guide a research project.
2. **Explore:** Students will be able to develop and apply search strategies in order to locate sources to fill information needs. They will demonstrate flexibility and persistence as they revise their strategies. Students will be able to find information from a variety of types of sources in order to address a research problem.
3. **Analyze:** Students will be able to evaluate information sources for different uses in order to complete research projects. They will apply critical thinking in order to determine the reliability, applicability and responsible use of the resource.

4. **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.
5. **Connect:** Students will feel connected to and empowered by library spaces, resources, faculty, and staff

**Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)? How will the learning outcomes be assessed?**

We will be collecting data for all three projects in the next few years, but will focus on analyzing the data in separate years.

**2019-2020:** Assess outcome #4 in courses where disciplinary faculty have attended the Faculty Institute on Creative Research Assignments. We will review student work against a rubric in order to identify how students are synthesizing information from multiple sources in creative research projects such as podcasts, posters, or videos compared to traditional research papers.

**2019-2021:** Assess outcome #5 in co-curricular events through various methods including surveys, whiteboards prompts, and headcounts. We will create a variety of assessment instruments to choose from depending on the goals of the event or workshop.

**2019-2022:** Assess outcome #4 in graduate student workshops through student reflection as well as some of the same assessment methods created for the co-curricular events.

**University Undergraduate Learning Outcomes (UULO) assessed**

- Our program outcomes are all closely related to the second UULO: Inquiry and Critical Thinking.

**Plan for sharing the assessment results and acting on them (i.e., closing the loop)**

- Based on these assessment results, we will focus our partnerships and teaching with faculty, workshops, and co-curricular events on the demonstrated needs of students. We will share assessment results internally through the assessment office. By examining student work and student reflections in the identified courses, graduate workshops and co-curricular events, we will be able to revisit our original learning outcomes and, if necessary, make revisions. Finally, librarians involved in instruction and outreach can use the results of these assessments to engage in reflective practice regarding their own teaching.