

The A-Team: Making a Plan Come Together Across Campus

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“A CRIME WE DIDN’T COMMIT”

- 33,000 students, many are non-residential, returning, first generation, or at-risk
- University College coordinates the early assistance programs such as Summer Success Academy, Bridge, and Themed Learning Communities
- Instructional teams are made up of a lead faculty member (from departments or schools, or from University College), a student mentor, an academic advisor, and a librarian
- ACRL & PULs (Principles of Undergraduate Learning)
- FYS Template:
<http://research.uc.iupui.edu/EvaluationReports/FirstYearSeminars.aspx>

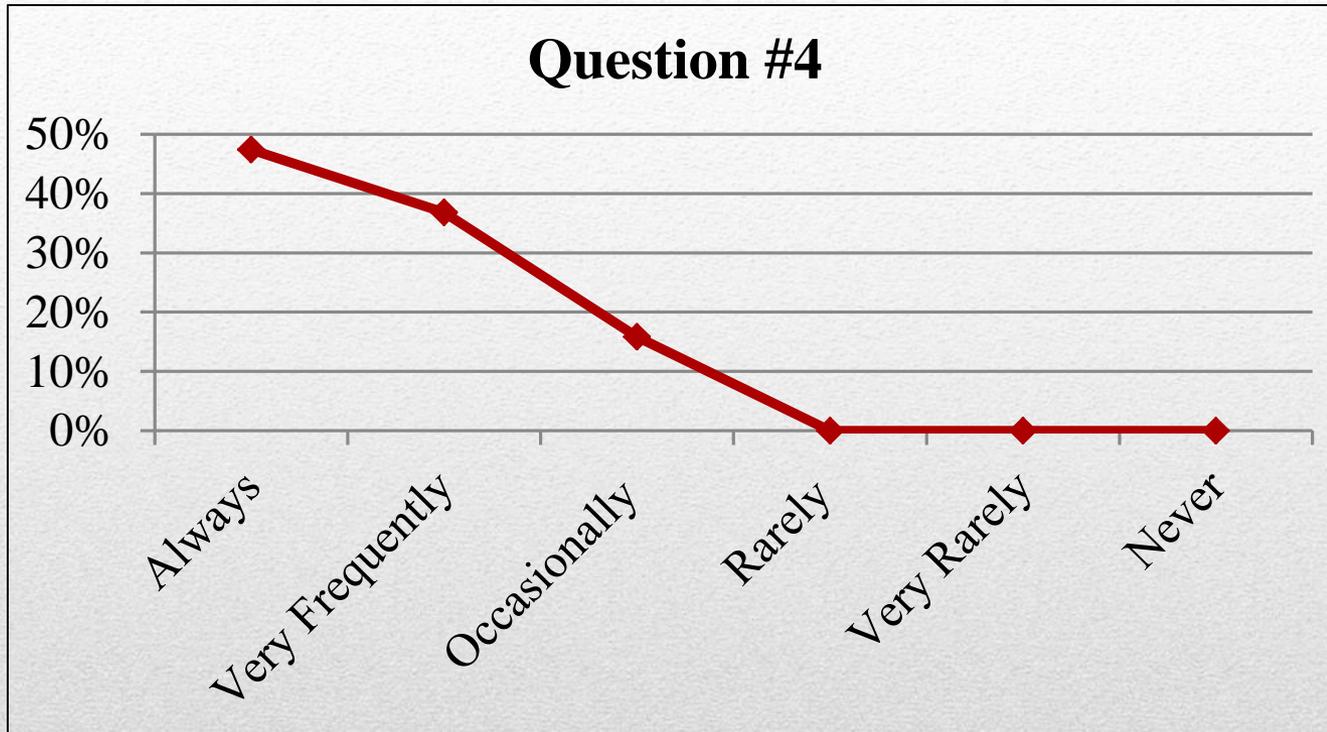


IUPUI University Library



WE'RE ON A MISSION

Learning Outcomes and Classroom Instruction





OUT OF NECESSITY

- PRAC (Program Review and Assessment Committee)
 - Trudy Banta
 - \$2500 grant; professional development, graduate student
 - Analyzing Your Instruction Environment: A Workbook
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- University Library faculty, staff, and administrators contribute to the evaluation instrument to provide for better understanding of the instructional environment.

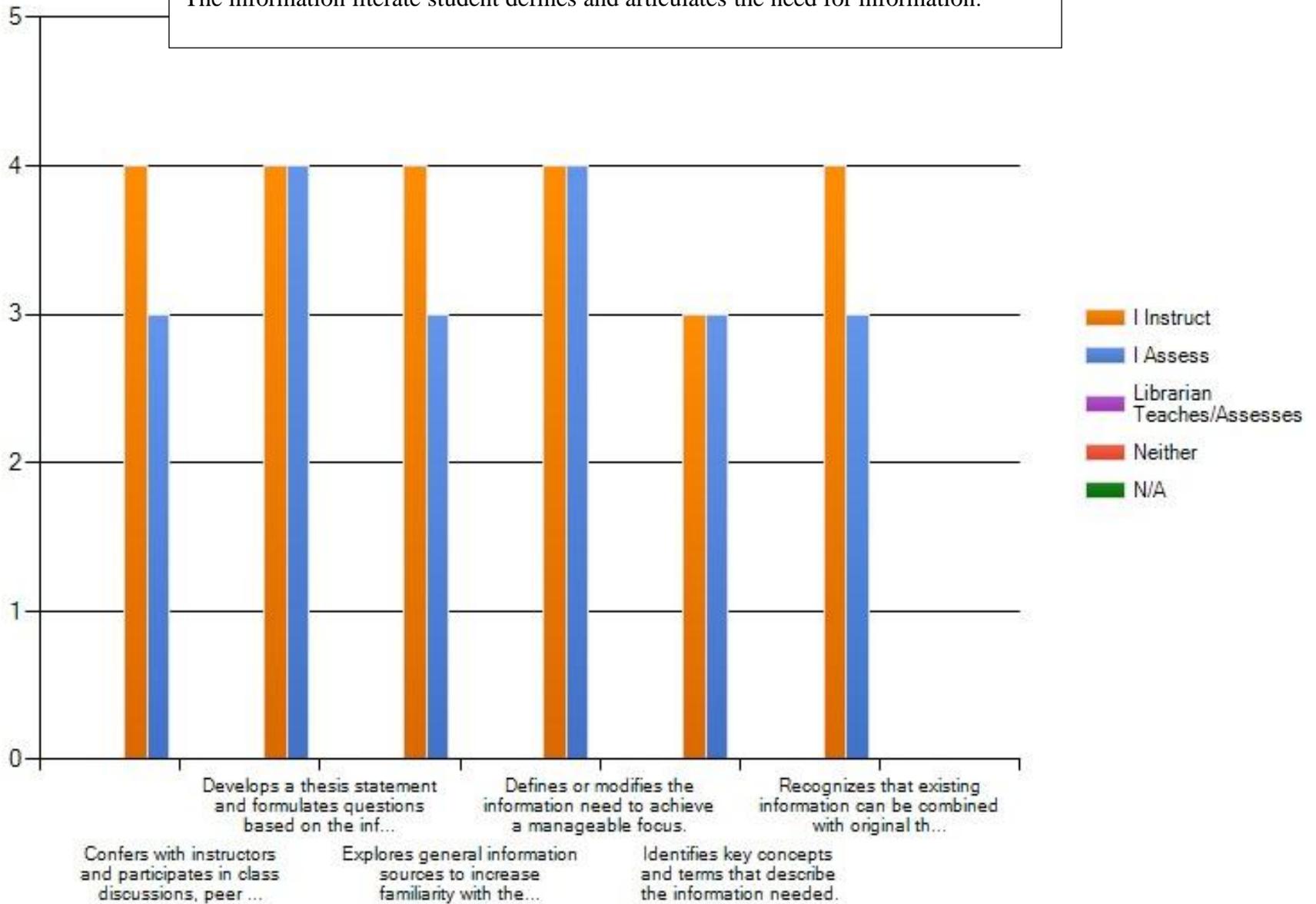
- Focus groups will categorize and describe pedagogical approaches, goals, emphases, or common themes that are included in the instructional environment or information literacy program which will allow the library to evaluate their current structure, mission, or focus.

Intended Outcomes

- Preliminary pilot data from the faculty members in the group included:
- 100% reported that they encouraged students to contact the librarian for help prior to class beginning, as well as follow up with a librarian or seek help in the library
- only a small percentage (30%) of the participants claimed that a librarian visited their class

Information Literacy Community of Practice

Figure 2: (Standard One, Performance Indicator One):
The information literate student defines and articulates the need for information.



- Faculty Teach or Assess: 59.5%
- Librarian Teach/Assess=2.5%
- Neither=24%
- N/A=5%

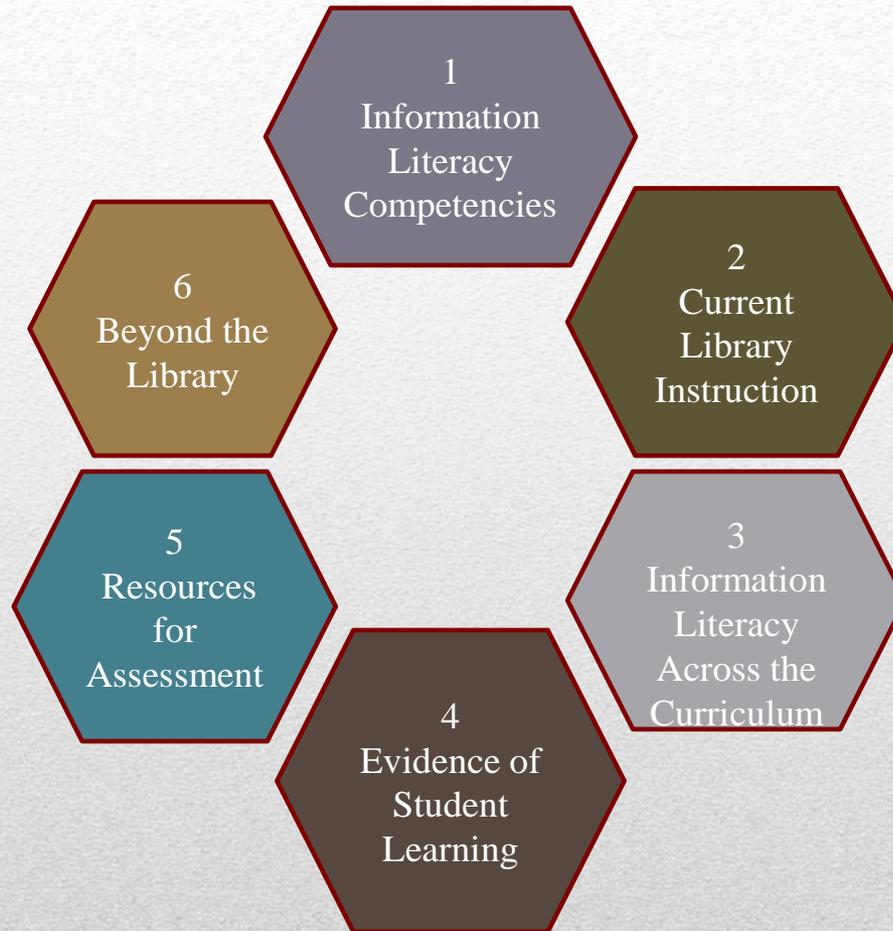
Pilot Results: Faculty



NILOA TRANSPARENCY FRAMEWORK

IUPUI University Library Information Literacy Program:

A Framework for Instruction and Assessment



- Start conversations with campus administrators, what accreditation teams are looking for as evidence of student learning/engagement with library services early, and what information literacy means to faculty and administrators across campuses.
- Focus on issues of data collection, transparency in documentation, and better practices for collaborating and communicating with faculty.
- Potential results of this project include sharpening the marketing, programming, and services around demonstration, data, and discussion, rather than around speculative and anecdotal information
- More visible info lit information, including assessment practices, assignments, etc.
- Revision/re-visit data and surveys in 3-5 years, depending on final recommendation from PRAC; yearly reporting like other academic units
- Centralized location for documenting stats, reports, activities
- Determine responsibility for representing how the library contributes to student learning, and how to track, record, display, and make decisions, based on learning outcomes, appropriate qualitative and quantitative research, and flexibility to revise, plan, and allocate according to needs.

Future plans

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See you in Indianapolis!

Questions

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Resources
