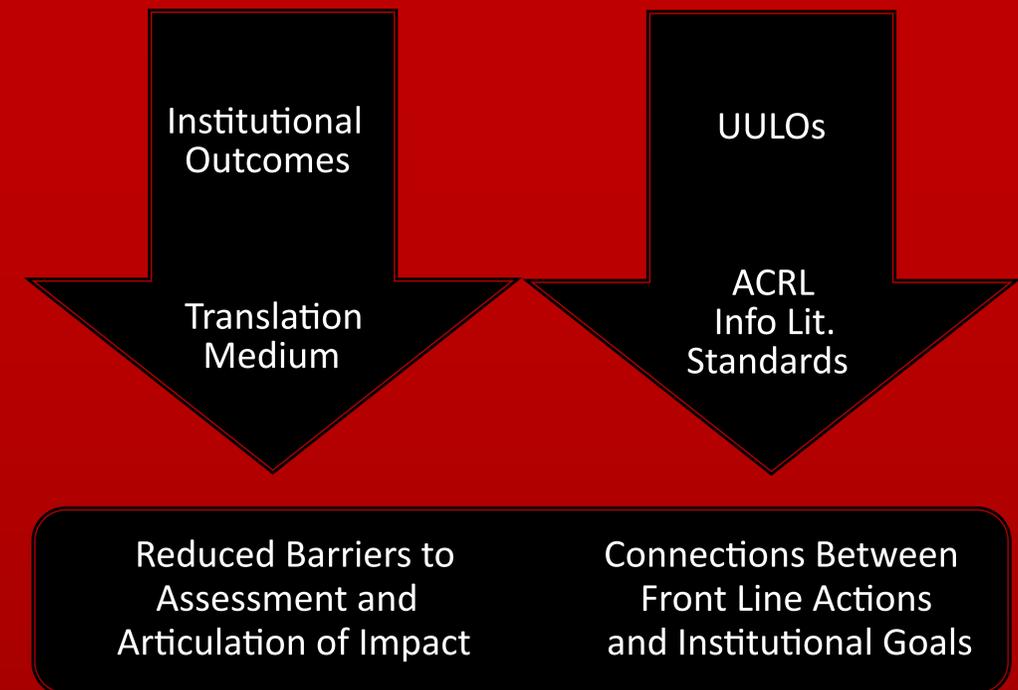


Found in Translation: Articulating Campus-Wide Learning Outcomes and Assessing Impact with ACRL Performance Indicators

UULO Two: Inquiry and Critical Thinking—Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.		
Objective one: Analyze problems, articulate questions or hypotheses, and determine the need for information.		
Beginning	Middle (Beginning +)	End (Beginning/Middle +)
Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need. (1.1.A.)	Explores general information sources to increase familiarity with the topic. (1.1.C.)	Defines or modifies the information need to achieve a manageable focus. (1.1.D.)
Identifies key concepts and terms that describe the information need. (1.1.E.)	Develops a thesis statement and formulates questions based on the information need. (1.1.B.)	Reviews the initial information need to clarify, revise, or refine the question. (1.4.A.)



Background:

From 2007-2011, University of Nevada, Las Vegas embarked upon a process of revision of the general education curriculum; librarians were fully integrated and provided leadership to this process. First, the University Undergraduate Learning Outcomes (UULOs) were created to articulate the transferable, intellectual abilities fundamental to academic, personal and professional success in all disciplines. Next, a new suite of courses at the beginning, middle, and end of the curriculum was adopted through which to integrate the UULOs. UNLV librarians quickly recognized that for the UULOs to truly live in the curriculum and in student experience they would have to identify the areas where they can contribute expertise to student learning at a meaningful level of specificity.

Purpose:

A small team of librarians used performance indicators from the ACRL Information Literacy Competency Standards for Higher Education to describe beginning, middle, and end-level student performance against UNLV's Universal Undergraduate Learning Outcomes (UULOs).

By articulating developmental levels of student performance against the UULOs, the team sought to achieve three goals:

- Increase librarian awareness of how their instruction directly contributes to the achievement and assessment of campus-wide goals;
- Illustrate the ways that librarians can address learning outcomes that do not fall directly within the traditional domains of information literacy instruction (ex. global/multi-cultural awareness, civic engagement and ethics);
- Reduce the barriers to assessing the impact and value of the librarians' efforts.

Approach:

After identifying UULOs that could potentially be addressed through information literacy instruction (the UULO-Library Core), a librarian created a template to facilitate the process of translating the selected UULOs into ACRL performance indicators. The template consisted of a three-column matrix, one column for each level of student performance (beginning, middle, and end). The librarian then completed a template for each UULO by selecting performance indicators that described student action for each stage of development and entering them into the appropriate columns. The completed templates were then vetted. After several iterations, the results were finalized and presented to the library in the context of an instruction framework document and at a number of meetings and professional development offerings.

Findings:

The project was successful in describing each UULO in terms of beginning, middle, and end levels of performance using the ACRL indicators, even for those that fell outside of the traditional domains of information literacy instruction. The goal of the project was to illustrate possibilities for librarian ownership and assessment of campus-wide learning outcomes, so the developers erred on the side of inclusivity and presented as many ways to meet a particular UULO as possible. The number of performance indicators associated with a particular UULO varied according to the scope and nature of the UULO in question. Some were written very broadly, others were highly discreet. Some related directly to information literacy or library research, and others fell well outside the traditional domains of librarianship and required a bit of creativity to address.

Practical Implications/Value:

The project has had a positive impact on conversations among the librarians regarding developmental student learning and the tools and techniques used to assess the impact of library instruction. The UULO-Library Core is being used to map library instruction for First Year Seminars being offered Fall 2012 (the first phase implementation of General Education revision) and provides continuity among ongoing efforts to document the library's contribution to student learning. Although the project's outputs are campus-specific, the ideas and process that led to their creation will be valuable for other libraries interested in documenting the impact and value of their instructional efforts.

For More Information:

http://www.library.unlv.edu/about/instruction_framework

Course Number/Name: XYZ100—Adventures in Curriculum Mapping	UULO 1.5	UULO 2.1	UULO 2.2	UULO 2.3	UULO 2.4
Instructors: Professor Bunsen Honeydew Assistant Professor Beaker		B			
Semester/Year: Fall/2011	UULO 2.5	UULO 2.6	UULO 3.1	UULO 3.6	UULO 5.6
	B				
(B = Beginning / M = Middle / E = End)					

Outcome/Performance Indicator	CAT	Formal Assessment	Teaching Strategy
UULO 2.1 (B) Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need. (1.1.A.)		Paper Proposal (Faculty)	Introduced by faculty as a pre-assignment for library session. Students workshop topics with GAs in discussion sections.
UULO 2.1 (B) Identifies key concepts and terms that describe the information need. (1.1.E.)	Worksheet & Reporting Out (Librarian)	Research Log (Faculty—Rubric)	Video: Selecting the Right Number of Keywords Activity: Brainstorming keywords for what they ate for lunch today. Discuss trends (names, places, categories, events, etc.).
UULO 2.5 (B) - Selects information that provides evidence for the topic.	Worksheet & Reporting Out (Librarian)	Annotated Bibliography (Faculty—Rubric)	Activity: Using generated keywords for my lunch, students work in pairs to use recommended resources to locate potential sources. Report out to class.
Notes: Most students came to class with a well-formed topic thanks to the pre-assignment. They liked the video.			