The Next BIG IDEA
2012 GWLA Student Learning Outcomes by Type

- 65% for All 3 levels
- 61% for College/Department
- 57% for Campus
- 26% for Library
- 9% for None
Assessment of Student Learning Outcomes by Type

- Campus: 26%
- College/Department: 30%
- Library: 48%
- all 3 levels: 26%
- None: 17%

Legend:
- Campus
- College/Department
- Library
- all 3 levels
- None
<table>
<thead>
<tr>
<th>Deconstructing the Process of SLO Assessment into:</th>
<th>Building Partnerships through:</th>
<th>Embracing Change and Opportunities by:</th>
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<tr>
<td>Designing and articulating SLOs (library, course, program, institutional levels)</td>
<td>Collaborating with faculty, departments, and administrative groups</td>
<td>Identifying drivers and challenges and opportunities within the cultural context</td>
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<td>Jumping on opportunities and events uncovered</td>
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<td>Distributing and disseminating SLO information and results</td>
<td>Articulating roles and responsibilities</td>
<td>Broadening the scope of practice</td>
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<td>Improving communication between libraries and other campus audiences</td>
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<td>Conducting research to measure progress (use the assessment cycle to document and measure)</td>
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Deconstructing the Process of SLO Assessment into:

- Designing & Articulating SLOs (library, course, program, institutional levels)
- Implementing and integrating SLOs at all levels
- Designing assessment and collecting results
- Distributing and disseminating SLO information and results
Building Partnerships through:

- Collaborating with faculty, departments and administrative groups
- Developing relationships with campus professional partners and units
- Evaluating and leveraging organizational culture (opportunities and barriers) and areas for synergy
- Articulating roles and responsibilities
- Improving communication between libraries and other campus audiences
Embracing Change and Opportunities by:

- Identifying drivers and challenges and opportunities within the cultural context
- Participating in professional development to broaden scope of practice and understand the higher education context
- Jumping on opportunities and events uncovered
- Broadening the scope of practice
- Utilizing support from campus units (e.g. teaching center, institutional research)
- Conducting research to measure progress (use the assessment cycle)
How are GWLA libraries informing the articulation of student learning outcomes at the institutional level?

- Collaborating with programs/departments to create SLOs
- Being mindful of culture to better integrate (terminology, processes in place)
- Aligning library outcomes to AACU, Gen ED SLOs
- Building on faculty departmental collaborations
- Offering to help faculty/departments develop SLOs
- Offering workshops to help faculty develop SLOs
What methods are GWLA Libraries using to articulate student learning outcomes?

- Intersecting IL SLOs with gen ed and 1st year programs (critical thinking)
- Aligning to ACRL standards
- Looking for opportunities where they might have more control (ex. Writing and composition programs)
- Partnering with programs
- Paralleling departmental SLOs
- Forming internal groups to collaborate on SLOs and assignments
WHAT WE LEARNED!
What assessments are GWLA institutions using to measure student learning outcomes?

- Instruments – iSkills, CLA, AAC Gen ED standards, rubrics, pre-post surveys
- Standards from disciplinary accrediting bodies
- Counting – numbers of sections/students (but not measuring SLOs)
- Authentic assessment – grading papers, rubrics for bibliographies and citations, AACU value rubrics
- Interactive tools, e.g. “guide on the side”
- LMS tools, tracking
- Focus Groups
What assessments are GWLA libraries using?

- LibQual+ and other survey tools beyond SLOs
- Processes internal to the library that parallel department assessment
- Assessing through campus-wide assessment offices and collecting institution-wide assessment
- Longitudinal qualitative studies
How do GWLA libraries contribute to student learning?

- By supporting and aligning to Gen Ed curriculum work
- By collaborating with faculty on assignment design
- By teaching credit and instructional sessions on information literacy
The Symposium

Student Learning Outcomes Task Force

Librarians Partnering for Student Learning

Introduction

The Student Learning Task Force is pleased to present a three-day symposium exploring how GWLA libraries are implementing student learning outcomes and assessment. Presentations will address the following themes: scaling assessment, impact, being proactive, and a place at the table. The symposium is focused on bringing together the GWLA Instructional and assessment librarians and library instruction program leaders to focus on exemplary practices in teaching and assessment of information literacy and the impact of libraries on student learning. Attendees will participate in workshops and break out sessions around student learning outcomes, learning assessment, campus collaborations and partnerships, as well as how GWLA institutions have demonstrated library impact on student learning. Participants will also have the opportunity to engage and network with their peers from across the Alliance and to contribute to the development of a GWLA research question that aims to document the impact or value of libraries on student learning.

Keynote Speakers

The keynote is bound to be engaging and informative as we are privileged to have Patricia Iannuzzi and Chris Heaney speak!

Patricia Iannuzzi, Dean of Libraries at UNLV, will share her thoughts about the challenges and opportunities in creating a campus-wide information literacy agenda and Chris Heaney, Director of General Education at UNLV will share his story of the curriculum reform journey at UNLV and the libraries role in that process.
Future
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