

Instruction & Assessment Plan, 2014-2017

University of Wyoming Libraries Reference and Instruction Services Department

Mission

The mission of the instruction program at the University of Wyoming Libraries is to promote information literacy as necessary for academic success, personal and professional decision-making, civic participation, and life-long learning. Information literacy is defined as the ability to locate, evaluate, and use information effectively and ethically. Students – both on campus and remote – are the primary audience for our instruction program. Because information literacy is best taught by integrating it into courses and disciplines across the curriculum, the Libraries endorse the University's inclusion of information literacy as a component of a general education.¹ Librarians and course instructors share responsibility for cultivating information-fluent students, employing a variety of instructional situations and methods. UW uses the *Information Literacy Competency Standards for Higher Education*², developed by the Association of College and Research Libraries (ACRL), as guidance for teaching and assessment of general information literacy outcomes and ACRL-recognized standards for information literacy skills and concepts significant to specific disciplines.³

Goals and Objectives

Graduates of the University of Wyoming should be able to:

- Demonstrate the ability to gain access to information using a variety of sources
 - Identify sources that will meet their information needs
 - Find known items via title or author
 - Use subject specific tools (i.e., databases)
 - Find and use resources to meet professional information needs after leaving UW
- Understand and evaluate information effectively and efficiently
 - Evaluate sources for relevance and authority
 - Evaluate a resource's arguments and research methods
- Explain why and demonstrate when and how to document sources
 - Explain why sources are cited
 - Cite sources appropriately and consistently

These information literacy skills will be developed across the curriculum at University of Wyoming, not just in library instruction, but in various general education and major courses and especially in communication intensive courses.

The library instruction program at UW Libraries takes a multi-pronged approach to teaching information literacy skills.

- We meet with classes when students are beginning a research project in order to teach research skills and tools necessary for the class assignment. We focus our general library instruction on writing and research classes in the University Studies program.
- We also offer support for upper-division and graduate classes, through relationships built by liaison librarians.
- We work with faculty and instructors to develop research assignments, syllabi, and curricula that model best practices in information literacy and critical thinking.

¹ <http://www.uwyo.edu/unst/>

² <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

³ <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/projpubs/infolitdisciplines/index.cfm>

- We provide online instructional materials for classes, teaching research skills.
- We teach credit-bearing research classes LBRY 3010: Research from a Distance and LBRY 3020: Navigating the World of Information.
- We offer a series of library workshops for faculty, graduate students, and other interested researchers.

In the following curriculum map, we are tracking when the learning outcomes above are introduced, reinforced, and mastered in the University of Wyoming information literacy instruction program for undergraduates.

Information Literacy Curriculum Map I=Introduce, R=Reinforce, M=Master		C1	C2	C3
Gain access to information	Students will be able to identify sources that will meet their information needs	I	R	M
	Students will be able to find known items via title or author on the web or in a database.	I	R	M
	Students will be able to identify and use article databases relevant to their major field of study.		I	R
	Students will be able to find and use resources to meet professional information needs after leaving UW.			I
Understand & evaluate	Students will be able to evaluate information sources for relevance and authority.	I	R	M
	Students will be able to evaluate a resource's arguments and research methods.		I	R
Document sources	Students will be able to explain why sources are cited in academic writing.	I	R	M
	Students will be able to cite sources appropriately and consistently.	I	R	M

Meeting Our Goals and Objectives

The Research & Instruction Services department will offer a menu of online learning objects and face-to-face lesson plans for each of the learning outcomes in the table above and will reach out to faculty members in various disciplines and colleges to provide teaching materials to courses at the appropriate levels.

In order to meet the goals and the objectives of the instruction program, librarians will continue to collaborate with the University Studies Program (USP) and individual faculty to:

1. integrate IL across the curriculum in increasing complexity to meet the needs of undergraduate and graduate students.
2. teach credit-bearing courses, including online and in-person sections.
3. design and offer a variety of classes, tutorials, workshops, and course guides to students.
4. offer workshops for faculty (in conjunction with ECTL) on integrating information literacy into courses, using library resources effectively, and managing citations for personal/professional research.

- develop learning outcomes and assess student learning for classes taught.

We are committed to an inclusive and active pedagogy that places students and student learning at the center of our instruction efforts. We will gather additional information on learning goals and objectives from faculty and students via needs assessment surveys, focus groups, etc.

Administrative & Institutional Support

- The University Studies Program supports information literacy as an embedded component in the first-year seminar and in the three communications courses required of all students.
- Library administration works in collaboration with the Head of Research and Instruction to ensure that the instruction mission and strategic plan are included in the Libraries’ and University’s academic plan.
- The Instruction and Assessment Coordinator and the Head of Research and Instruction have responsibility for leadership of the instruction program.
- The Instruction and Assessment Coordinator works in partnership with research and instruction librarians to promote, implement, integrate and assess the Libraries’ instruction program. In addition, they work to integrate information literacy across the curriculum.
- Reference and instruction librarians receive administrative support for professional development.

Assessment

Purpose of assessment

Librarians play an active role in the instructional mission of the University of Wyoming, and assessing student learning in information literacy is a way of measuring our impact on the instructional mission. In library instruction, we strive to meet specific learning outcomes (Appendix I), and we will regularly check student understanding to measure how we are meeting those learning outcomes.

All Research & Instruction librarians will participate in assessing student learning in library instruction sessions. The Instruction & Assessment Coordinator will provide leadership for assessment projects and the department’s graduate assistant will provide support in the form of evaluating student work and tracking data from assessment projects.

Timeline—Future projects

Fall 2014: We will work with selected first-year classes to assess student learning via online learning objects versus in-person library instruction.

Spring 2015: We will assess an outcome related to gaining access to information in C1 classes.

Fall 2015: We will assess an outcome related to understanding and evaluating information in C2 classes.

Table—Past projects

Library Goal and Assessment	Timeline	Measure	Assessment Results	Projected Cycle/Comment
Students will be able to evaluate information sources for	Assess during Fall 2013; have results ready to present in Spring	English 1010 lesson plan and activity – students	Rubric will allow sorting into beginning and developing categories. This skill is introduced	We will conduct this assessment with 5-10 sections of ENGL 1010 in Fall 2013

relevance and authority. Assess in ENGL 1010 classes.	2014. Revise and repeat in Spring 2014.	complete Google Form	in C1 class. Melissa, Kaijsa, and GA will evaluate results with rubric. Results will be shared with department.	and plan to repeat with revisions in Spring 2014.
Learn what faculty value about library instruction and why they invite librarians to participate.	Planned during Fall 2012, survey and focus groups took place Spring 2013. Results presented Summer and Fall 2013.	Survey, focus group.	Faculty value librarian expertise, find that students are more successful with research projects following library instruction sessions.	Will consider repeating at 2-year intervals.
Students will evaluate sources for relevance and authority.	Fall 2012	Worksheet completed in 1000-level L classes. Rubric.	Students don't necessarily have time to find and evaluate a source in 50- or 75-minute sessions. Students have trouble articulating reasons for choosing sources.	Worksheet and rubric adapted for use in ENGL 1010 assessment project for Fall 2013.
Assess student use of iPads for concept mapping.	Spring 2012	Observation and evaluation of concept maps—paper vs. iPad.	Students produce more complete and complex concept maps on paper rather than on a tablet. The technology may prove a barrier and the app may not have been the right choice. For now, we'll stick with paper and pencil for this activity.	Monitor trends for tablets in library instruction. Use more for orientation-type activities.
Students will develop keywords to find useful sources.	Fall 2011	Worksheet completed in 1000-level L classes. Rubric.	Students do well enough at developing relevant and appropriate keywords to find useful sources. No need to spend so much class time on keyword development. Also, encourage students to use just 2-3 keywords or phrases.	Modify worksheet and lesson plan to emphasize refining search and evaluating sources. Leads to Fall 2012 assessment project.
Transcript analysis and student focus groups to learn how library instruction impacts student success.	Spring 2011	Academic transcript analysis and focus groups	Students would like a freshman instruction session to introduce the library and upper-level library instruction for discipline-specific resources. Transcript analysis reveals statistically significant positive correlation between upper-division library instruction and higher GPA at graduation.	Focus more attention on upper-division library instruction opportunities. Pointed out departments and programs that underuse the library.
Students will choose an appropriate database, develop keywords, and	Fall 2010	ES 1000 pre- and post-test, worksheet and rubric.	Choosing an appropriate database: 31% beginning proficiency, 51% developing, 18% exemplary. Developing keywords: 8% beginning, 36% developing, 56%	Lesson plan modified for Fall 2011.

define a scholarly article. Assess in ES 1000 classes.			exemplary. Defining scholarly article: 27% beginning, 37% developing, 33% exemplary.	
Needs assessment of outreach faculty to learn how library can better meet needs.	Spring 2010	Surveyed instructors on where students learn library research skills, barriers to library use, services they would like the library to offer.	195 instructors received the survey, 69 responded for a 35% response rate. Responses came from 33 different departments. Outreach faculty value library services and resources Many Outreach instructors are not aware of all of our services There are more “categories” of Outreach instructors than we had considered	Targeted marketing letter sent. Met with Academic Coordinators in Fall 2010.
Students will be able to identify sources that will meet their information needs. Assess in ENGL 1010 classes.	Fall 2009	Citation analysis of ENGL 1010 research papers. Gathered 89 student bibliographies and coded according to source type and provider.	Students with no library instruction used an average of 6 sources each, and 26% of students used only one source or one search tool (e.g., JSTOR or Opposing Viewpoints). Students with library instruction used an average of 7.6 sources each, and only 10% used just one source or one search tool. 86% of student sources were electronic	Changes to lesson plan implemented in Spring 2010.

Ongoing:

- LBRY 3010 and 3020 pre- and post-test assessment starting with Fall 2010 (all who teach LBRY 3010 and 3020)
- Participant feedback gathered at each Library Workshop offered, starting with Fall 2010
- Student evaluations at the end of instruction sessions (all Research & Instruction librarians)

Projects

Other assessment projects we may pursue:

- Measuring LibGuide use.
- Seeing final research project results from students in classes we work with.
- Explore working with Campus Assessment Coordinators to see student work from communications courses.
- Examine ways that library use may correlate with student retention.
- Survey UW graduates regarding information skills required and used in work life.

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 Fall 2013

Appendix I: Suggested Learning Outcomes

Skills taught at different levels

In library instruction sessions, librarians can help students develop cognitively appropriate information literacy skills. The following are specific, discrete skills and concepts that we teach in information literacy instruction at University of Wyoming Libraries. These skills and concepts fit into the framework of the curriculum map (page 2), and identify additional library skills traditionally taught by librarians.

First-year seminar	Communications 1	Communications 2	Communications 3	Graduate students
services offered by the library	find known items by title or author	find known items	lifelong professional resources (non-UW subscriptions)	use research handbooks
resources offered by the library	come up with a researchable topic and articulate a research question	find sources to meet information needs	citation mapping and advanced strategies for literature searches	citation mapping and advanced strategies for literature searches
how to use and/or borrow library materials	identify useful keywords	use controlled vocabulary	use controlled vocabulary	use controlled vocabulary
library organization	find background information, context, and definitions	use subject specific databases and/or encyclopedias	use subject specific databases	use subject specific databases
	evaluate sources for relevance & authority	evaluate sources for relevance & authority	evaluate sources for relevance & authority	citation management
		evaluate arguments and research methods	evaluate arguments and research methods	writing a literature review
	explain why sources are cited	explain why sources are cited	introduce major journals in area	current awareness
	practice citing sources	cite sources appropriately	cite sources appropriately	

Subject liaisons will also work with faculty members and instructors on subject specific learning outcomes for students in various majors.