Seeing the Forest and the Trees

Integrating Curriculum - Integrated Learning Outcome Development and Assessment with an Academic Review Process

Illinois State University, Milner Library
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Outline

01  Project Overview
02  Observations
03  Next Steps

Link to supplemental materials and slides
Project Overview
Project Overview

- Illinois State University Context
- Long Term Goals
- Summer Workshops
- Funding
Illinois State University Context

Information Fluency (IF): “A holistic approach to how students learn to interact with information related to their studies and personal lives. Our programming creates a foundation to build teaching and learning opportunities that encourage engagement and higher order thinking.”

- The ability to critically think while engaging with, creating, and utilizing information and technology regardless of format or platform.
- Recognize the need for information;
- Formulate a plan to obtain the information including appropriate technologies to be used;
- Discover, identify, and retrieve information from multiple venues and in multiple formats;
- Evaluate and select relevant and credible information;
- Synthesize obtained information or create new information using various technologies;
- Present or publish an information product to an audience using an appropriate platform.
Long Term Goal: Connection to Curriculum

- Curriculum - integrated IF learning outcomes across beginning, intermediate, and advanced courses
- Moving beyond one-shot instructional sessions
- Foundation for instructional relationship between department and library
- Better experience for students and classroom faculty
- Assessment of learning outcomes tied to the curriculum provides a direct measure of student learning
Have you developed curriculum-integrated information literacy outcomes?

- Yes
- No
- Discussed, but not implemented
Long Term Goal: Program Review

- What is Program Review?
- Interaction with library is a required component in self-study
- Library faculty advocacy
Does your library play an active role in the Program Review Process? (choose all that apply)

- Representation on (a) committee(s) involved with the Program Review process
- Ability to affect the self-study (or equivalent guidelines
- Subject librarians are contacted to provide information for the Program Review self-
- Limited role
- No role
- Unsure

https://forms.office.com/r/VapZYHaAbE
Summer Workshops

Eight, 90-minute sessions over four weeks

Lecture, practice activities, peer conversations, and work time

Week 1: Introduction / Learning Outcomes
- Prior to Week 2: Draft learning outcomes developed and ready for peer feedback

Week 2: Categorizing Learning Outcomes
- Prior to Week 3: Draft structure of objectives and skills tied to learning outcomes completed

Week 3: Mapping Learning Outcomes
- Prior to Week 4: Curriculum mapping finalized

Week 4: Assessment Planning
- After Week 4: Final, draft learning outcomes ready for presentation and discussion with classroom faculty colleagues
Summer Workshop Participant Selection

Fifteen to twenty programs are reviewed each year in the Program Review process.

Prioritization:
• Departments with specific recommendations to work with subject librarians on IF
• Good working relationship between subject librarian and department
• Evidence of healthy curricular development (e.g., curriculum mapping, robust assessment plans, accreditation standards)

Goal to have programs from each of the six academic colleges
• 1st year – three colleges represented
• 2nd year – fourth college represented
• 3rd year – colleges from 1st & 2nd years
Post-Summer Workshop

Classroom faculty present draft outcomes to dept. colleagues

Reviewed draft submitted to workshop organizers for feedback

Classroom faculty share post-feedback learning outcomes

Finalized learning outcomes

Following years: Iterative development and assessment of learning outcomes
Funding

First year – University Assessment Initiative Award Grant
- Department transfers for classroom faculty to participate
- Refreshments
- Books on learning outcome development added to library collection

Following years – Milner Library
Observations
Observations

Example pairings discussed today (Summer 2022 cohort):

- Creative Technologies
- Criminal Justice
- Communication Sciences & Disorders

Subsequent pairings (later year/s):

- Marketing
- Health Sciences
Observations - Before

Recruitment, existing relationships, integration

- Funds transferred to departments can present challenges
- Summer schedules presented a challenge
- Availability and interest
Observations - During

Challenges of communicating our skills and expertise

- Workshop helped with creating a common language
- Multi-layered communication involved….
- ...Gaining understanding of each others’ skills and expertise
- ...Brainstorming connections between library and department
- In order to choose and develop appropriate learning outcomes
Observations - During

- Homework
- Staying focused on IF
  - Focused on learning outcomes
    - scope creep;
  - What can librarians or libraries realistically
Observations - After

- Continued relationship building
- Difficulties getting feedback from departments
Example Learning Outcomes

Criminal Justice

V1: Students will evaluate the information presented within the main points of a source in order to determine if the information presented is relevant and credible to their arguments.

V2: Students will synthesize information, applying “source awareness” in order to create accurate and original oral and written arguments.

V3: Students will develop an understanding of how to read and comprehend different types of sources in order to incorporate evidence into their work.
Example Learning Outcomes

Creative Technologies

V1: Two examples:
• Define constraints, timeline, and essential steps to take, and use them to develop a plan/schedule in order to meet deadlines and remain within project scope.
• Generate multiple ways of resolving a design need or task in order to propose the best way forward for that specific context.

V2: Two examples:
• Synthesize information from external sources into one’s own work/processes in order to develop and articulate one’s own values as a creator.
• Cite sources and creative influences in order to contextualize one’s own creative work as part of a broader conversation.

Potential future improvements: Further clarity of language; refine what assessment would look like in relation to the action verbs (e.g. *contextualize*)
Example Learning Outcomes

Communication Sciences & Disorders

Ex1: Students will identify professional sources in order to locate relevant (field or related) professional content.

Ex2: Students will identify interpersonal research opportunities in order to build networks for professional inquiry.
  • Students will develop self-awareness for (reflecting upon) their search processes.
  • Students will identify an incomplete research process/product.
  • Students will identify the nature of a problem associated with their research.
  • Students will identify appropriate people/strategies/solutions for assistance.
  • Students will locate resources for culturally diverse perspectives (e.g. institutions, authors, organizations).
Do you assess curriculum-integrated learning outcomes as a direct measure of student learning?

Yes

No
Next Steps
Three challenges in continuing this effort

- Resources
- Sustainability
- Campus Integration
Examples and Supplemental Resources

- Open/Shared Folder
  - Includes Learning Outcomes
  - CSD Assessment Grant
- CSD Module 1 & CSD Module 2
- Information Fluency at ISU
In conclusion…
Thank You

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