

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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Chris Worland, and Grace Allbaugh
(not in attendance)



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Link to supplemental materials and slides
<https://bit.ly/LOEX-2024-ISU>



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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



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Have you developed curriculum-integrated information literacy outcomes?

Yes

No

Discussed, but not implemented

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Long Term Goal: Program Review


- What is Program Review?
- Interaction with library is a required component in self - study
- Library faculty advocacy



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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

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

Start
of fall

Reviewed draft
submitted to
workshop organizers
for feedback

End
of fall

Classroom faculty
share post-
feedback learning
outcomes

Spring

Finalized learning
outcomes

End of
1st year

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

02



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).



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Do you assess curriculum-integrated learning outcomes
as a direct measure of student learning?

Yes

No

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03



Next Steps

Three challenges in continuing this effort



Resources



Sustainability



Campus
Integration

Examples and Supplemental Resources

- Open/Shared Folder
 - [https://bit.ly/LOEX - 2024 - ISU](https://bit.ly/LOEX-2024-ISU)
 - Includes Learning Outcomes
 - CSD Assessment Grant
- CSD Module 1 & CSD Module 2
- Information Fluency at ISU





In conclusion...

Thank You

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