DEVELOPING LIBRARY LEARNING OUTCOMES

Reflecting on instruction across the library

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WHY BOTHER?

The value of library-wide learning outcomes

Visibility of library instruction and assessment

Intentional outcomes-based instruction

Something the entire library can all work toward

Assessment planning and buy-in
Our library serves on two university assessment groups:
Assessment Advisory Board
Co-curricular Learning Outcomes Assessment Committee

Annual assessment reports required by the university

10-year accreditation cycle includes requirement to assess each learning outcome at least one time

University-wide effort in 2017-18 to condense and revise learning outcomes for all academic departments and units
FOCUS AREAS

Professional Frameworks and Guidelines

ACRL Framework for Information Literacy
SAA Guidelines for Primary Source Literacy
Media Smarts Digital Literacy Fundamentals
METHODS

Surveyed all library staff who teach (broadly)
Excluded one-off instruction
Collected 215 learning outcomes, average 2-5 per course
Organized learning outcomes into themes
Drafted and revised
STUDENTS WILL BE ABLE TO

ACTIVE VERB

Bloom's Taxonomy
THE OUTCOMES

Students engaging with Library services, workshops and events will be able to:

1. Explain the socio-political landscape of information, including who creates it, who controls it and where to find it.

2. Articulate the value of information inquiry.

3. Develop effective search strategies for finding information.

4. Evaluate the appropriateness of information sources based on their format, structure, and purpose.

5. Compile information ethically, following the standards of a scholarly discipline.
NEXT STEPS

IMPLEMENTATION

Shared with Library Review Board

Library staff workshops focused on instruction

10-year assessment cycle planning