Developing an Assessment Plan for 100-level Information Literacy Courses at the University of Northern Colorado
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LIB Credit Courses at University of Northern Colorado
100-level Student Learning Outcomes

Students will be able to:

1. Develop a research process
2. Demonstrate effective search strategies
3. Evaluate information
4. Develop an argument supported by evidence
Why Develop an Assessment Plan?

- Assess shared SLOs
- Valuable conversations
- Improved teaching and student learning
Process for Developing the Assessment Plan

Step 1: Develop Signature Assignment
Step 2: Pilot Signature Assignment
Step 3: Determine Analysis Procedure
Step 4: Set Achievement Benchmark
Step 5: Document Assessment Method
## Assessment Plan

<table>
<thead>
<tr>
<th>Plan Component</th>
<th>SLO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method</strong></td>
<td></td>
</tr>
<tr>
<td>What is the assessment</td>
<td>Concept Map</td>
</tr>
<tr>
<td>method?</td>
<td></td>
</tr>
<tr>
<td>Is the method direct or</td>
<td>Direct Method</td>
</tr>
<tr>
<td>indirect?</td>
<td></td>
</tr>
<tr>
<td>What is the benchmark</td>
<td>75% of students will achieve Surface</td>
</tr>
<tr>
<td>for each method?</td>
<td>or Deep Learning</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>When are data collected?</td>
<td>Fall, Spring, Summer Semester</td>
</tr>
<tr>
<td>What is the frequency?</td>
<td></td>
</tr>
<tr>
<td>In what venue is each</td>
<td>LIB 123, LIB 151, LIB 160, LIB 170, LIB 180</td>
</tr>
<tr>
<td>method collected?</td>
<td></td>
</tr>
<tr>
<td>Who collects data?</td>
<td>Faculty member teaching</td>
</tr>
<tr>
<td>Plan Component (cont.)</td>
<td>SLO 1</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>What types of data are collected?</td>
<td>First and last day concept maps</td>
</tr>
<tr>
<td>What types of analyses will occur?</td>
<td>Qualitative analysis based on Hay’s (2007) criteria</td>
</tr>
<tr>
<td>When does analysis occur?</td>
<td>May Assessment Retreat, Odd years</td>
</tr>
<tr>
<td>Who will analyze the data?</td>
<td>Curriculum Committee</td>
</tr>
<tr>
<td><strong>Data Reporting</strong></td>
<td></td>
</tr>
<tr>
<td>Who are data results shared with?</td>
<td>Curriculum Committee, Libraries Administration</td>
</tr>
<tr>
<td>How are data results shared?</td>
<td>Discussions with Curriculum Committee and written report</td>
</tr>
<tr>
<td>When are data results shared?</td>
<td>Report due in July of analysis year</td>
</tr>
</tbody>
</table>
Lessons Learned

- Timeline
- Flexibility
- Documentation
- Buy-in
Planned Project Timeline

SLO 1
- Step 1
- Step 2-5
- Assess SLO

SLO 2
- Step 1
- Step 2-5
- Assess SLO

SLO 3
- Step 1
- Step 2-5
- Assess SLO

SLO 4
- Step 1
- Step 2-5
- Assess SLO
Actual Project Timeline

SLO 1
- Step 1
- Step 2-5
- Assess SLO

SLO 2
- Step 1
- Step 2
- Step 1-2
- Step 1-2
- Step 3-5
- Assess SLO

SLO 3
- Step 1
- Step 2-5
- Assess SLO
- Revisit Step 3-5
- Assess SLO

SLO 4
- Step 1
- Step 2-3
- Step 4-5
- Assess SLO
Revising the SLOs

Original SLOs (2015)
1. Develop a research **strategy**.
2. Access information using library resources.
3. Evaluate information.
4. Participate in scholarly discourse within a discipline or field of study.

Current SLOs (2017)
1. Develop a research **process**.
2. Demonstrate effective search strategies.
3. Evaluate information.
4. Develop an argument supported by evidence.