

Agenda

- Overview of a collaborative research project that focused on the role of the library in designing, implementing, assessing and disseminating student learning outcomes (SLOs)
- Phase 1: Qualitative analysis and findings from the first part of the study collected from 20 Greater Western Library Alliance (GWLA) institutions
- Phase 2: Taking the preliminary qualitative study findings to the Grounded Theory level

The Collaborative Research Project

Survey data from 23 of 32 GWLA libraries responded

- Questions on presence of student learning outcomes (SLOs) and if SLOs are assessed
- Learned that there was a disconnect between having SLOs and assessing SLOs

Interview data from 20 libraries

- Questions on SLO practices at the library, department/program and institutional levels
- Teams of paired interviewers interviewing one person at each institution
- Seven librarian researchers doing qualitative research also working in teams

Survey Numbers

Table 1: Response Frequencies for survey questions 1 & 2 about the presence of information literacy SLOs and assessment of SLOs at 3 different institutional levels

N=23	Campus-Wide SLOs	College/Department SLOs	Library SLOs	At All 3 Levels	Not at any Level
Presence of SLOs - Yes	13 (57%)	14 (61%)	15 (65%)	6 (26%)	2 (9%)
Assessment of SLOS - Yes	6 (26%)	6 (26%)	11 (48%)	4 (17%)	7 (30%)

Findings:

Survey showed the gap between the presence of SLOs and the Assessment of SLOs

The Winnowing Down of Categories

The 17 Original Categories ...	become	The 5 Final Themes
<ul style="list-style-type: none"> • Collaborations • Communication Issues • Departmental Relationships 		<ul style="list-style-type: none"> • Collaboration & Communications Issues
<ul style="list-style-type: none"> • Strategies for Planning, Implementing & Integrating SLOs • Culture and Priorities Issues 		<ul style="list-style-type: none"> • Strategies for Planning, Implementing & Integrating SLOs
<ul style="list-style-type: none"> • Curriculum and Instruction • Tools-Instruments-Resources for SLOs • IL Topics • Professional Development 		<ul style="list-style-type: none"> • Curriculum and Instruction
<ul style="list-style-type: none"> • Roles/Responsibilities for Assessment and SLOs • Accountability & Reporting of SLOs 		<ul style="list-style-type: none"> • Roles/Responsibilities for Assessment and SLOs
<ul style="list-style-type: none"> • Structures, Policies, and Administration • Leadership 		<ul style="list-style-type: none"> • Structures, Policies, and Administration
<ul style="list-style-type: none"> • Categories Dropped Due to Low Frequency Numbers: <ul style="list-style-type: none"> • Challenges • Opportunities • General (SLO catch all) • Change Related 		

Deconstructing the Process of SLO Assessment into:	Building Partnerships through:	Embracing Change and Opportunities by:
Designing and articulating SLOs (library, course, program, institutional levels)	Collaborating with faculty, departments, and administrative groups	Identifying drivers and challenges and opportunities within the cultural context around SLOs
Implementing and integrating SLOs at all levels	Developing relationships with campus and professional partners and units	Participating in professional development to broaden scope of practice and understand the higher education context
Designing assessments and collecting results	Evaluating and leveraging organizational culture (opportunities and barriers)and areas for synergy	Jumping on opportunities and events uncovered
Distributing and disseminating SLO information and results	Articulating roles and responsibilities	Broadening the scope of practice
	Improving communication between libraries and other campus audiences	Utilizing support from campus-wide units (e.g., teaching center, institutional research)
		Conducting research to measure progress (use the assessment cycle to document and measure)

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[GWLA Working Groups](#) >

Student Learning Outcomes Task Force

Librarians Partnering for Student Learning

■ ■ ■ Leadership, Practice & Culture ■ ■ ■

- [Event Schedule](#)
- [Registration Information](#)
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Introduction

The Student Learning Task Force is pleased to present a three day symposium exploring how GWLA libraries are implementing student learning outcomes and assessment. Presentations will address the following themes: scaling assessment, impact, being proactive, and a place at the table. The symposium is focused on bringing together the GWLA instructional and assessment librarians and library instruction program leaders to focus on exemplary practices in teaching and assessment of information literacy and the impact of libraries on student learning. Attendees will participate in workshops and breakout sessions around student learning outcomes, learning assessment, campus collaborations and partnerships, as well as how GWLA institutions have demonstrated library impact on student learning. Participants will also have the opportunity to engage and network with their peers from across the Alliance and to contribute to the development of a GWLA research question that aims to document the impact or value of libraries on student learning.

Keynote Speakers

The Keynote is bound to be engaging and informative as we are privileged to have Patricia Iannuzzi and Chris Heavey speak!



Patricia Iannuzzi, Dean of Libraries at UNLV, will share her thoughts about the challenges and opportunities in creating a campus-wide information literacy agenda and Chris Heavey, Director of General Education at UNLV will share his story of the curriculum reform journey at UNLV and the Libraries' role in that process.



Keynote Theme

[Creating a Campus-Wide Information Literacy Agenda](#)

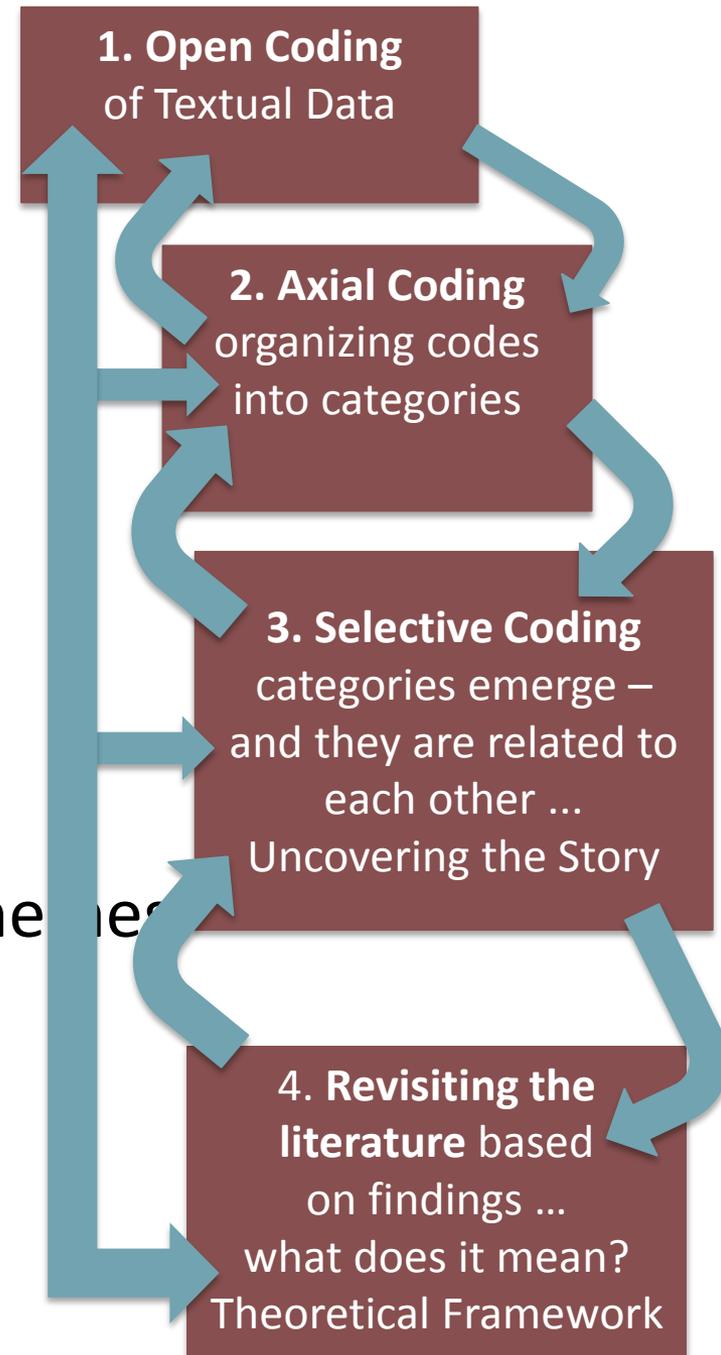
What is Grounded Theory?

1. **Inductive not Deductive** – draws findings or theory from the data

2. Uses a “**Constant Comparative Method**” – where analysis of the data is a recursive process of coding, category formation, and theme development

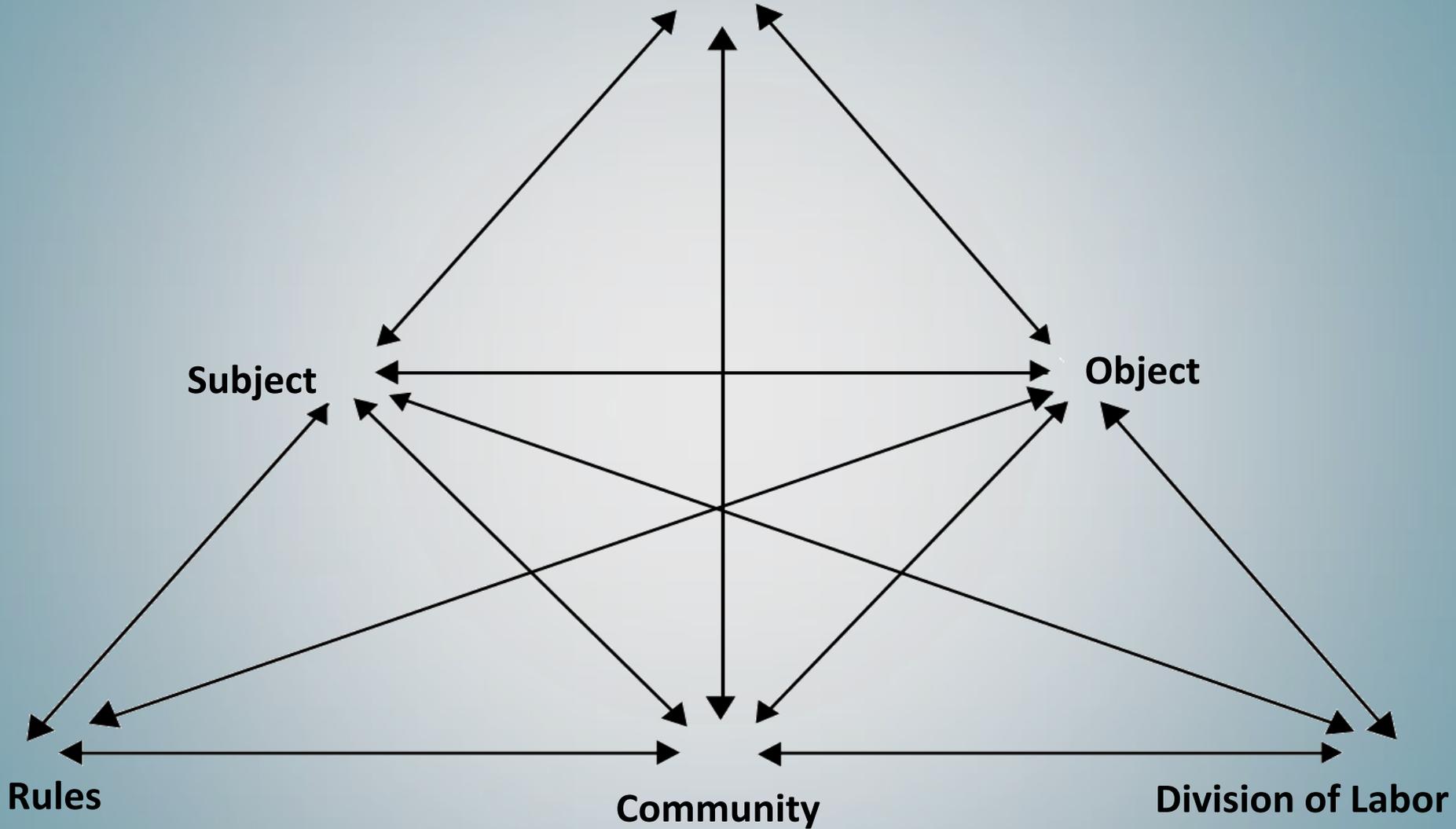
3. Involves **Relationship Seeking** between the codes-categories and the themes

4. And going back to the literature to **align what you have uncovered to theory**



Activity Theory (Engestrom, 1999)

Instruments/Tools/Artifacts



Activity Theory: Librarians & IL SLOs

Mediating with Tools/Artifacts/Instruments

Mediating with Tools/Instruments	
Social	Technical
Planning	LMS
Designing	Tutorials
Implementing	Assessment Tools
Assessing	Rubrics
Disseminating	Research data

**Subject:
Librarians**

**Object Space:
Assessment
of IL SLOs**

Outcomes

Rules & Policies

Community

**Division of Labor:
Roles and
Responsibilities**

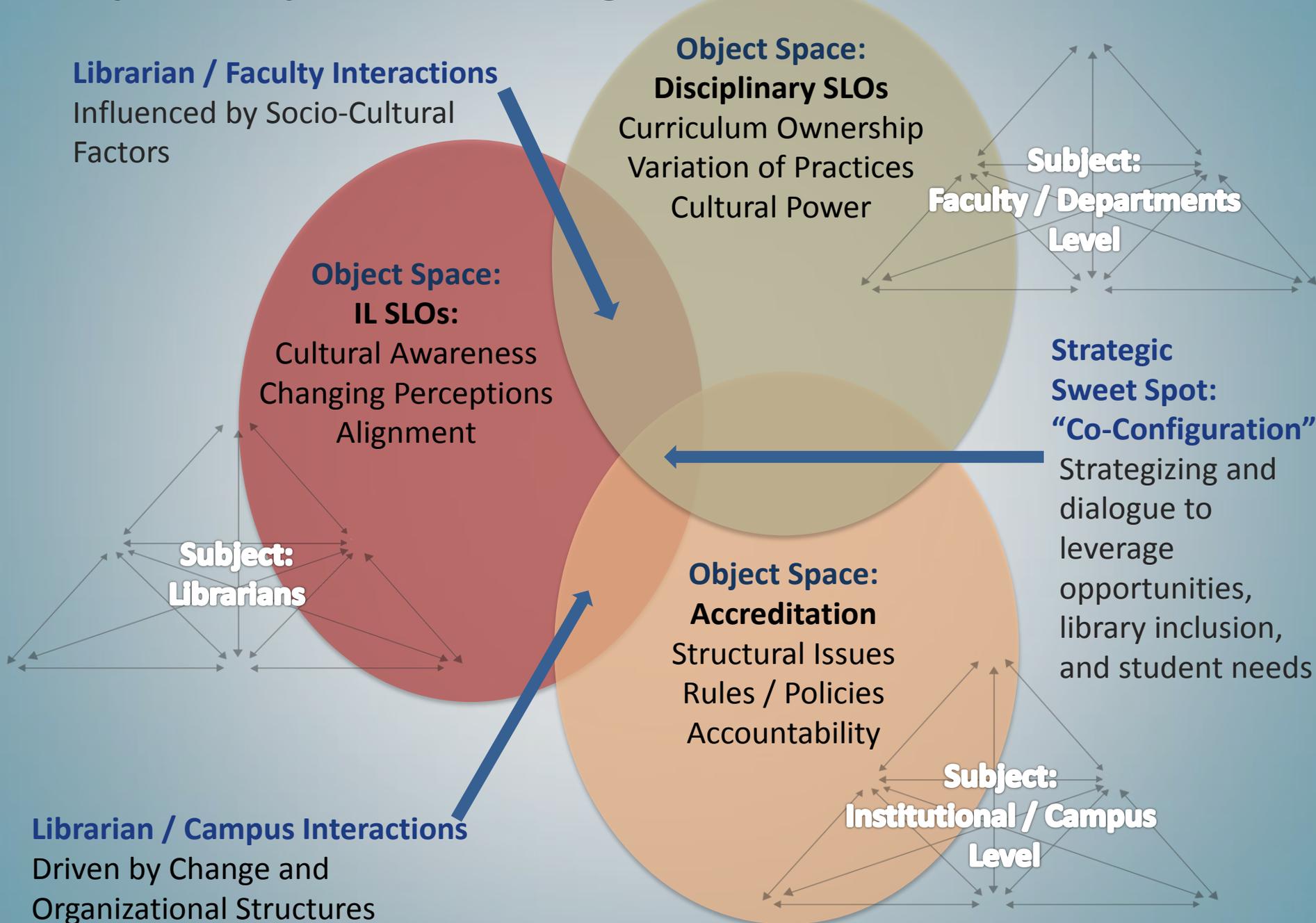
- ACRL Standards
- Staffing & budget issues
- Institutional and library culture
- Disciplinary traditions variations
- Importance of having a place at the decision table
- Access to students

- Librarian working groups
- Multiple libraries campuses
- Committee service
- Departmental & other campus unit partnerships
- Structural interactions & connections

- Types of roles: teacher / designer / assessor
- Responsibility levels: leader, co-partner, or support roles
- Committee service responsibilities
- Professional practice expectations
- Changing roles

- Develop awareness and buy-in around IL SLOs
- Establish a culture of assessment and continuous improvement
- Align to and integrate w/institutional outcomes
- Maintain transparent communication channels about SLOs
- Enhance and grow partnerships
- Recognize opportunities
- Become leaders & change agents
- Measure impact on student learning

Example of Expansive Learning: 3rd generation Activity Theory (Engestrom, 1999)



Next Steps

- Possible future research questions
 - Use findings to target specific themes for analysis
- Recommendations going forward
 - Use findings to reflect on and analyze your own socio-cultural library-faculty-institutional context
- What our corresponding paper will include that was not presented here
 - Use findings to craft a process for institutional reflection and analysis

TOOLS

So we have a tool kit online that ... faculty ... browse for learning objects to support the learning, the outcomes, and we know that people use that and don't ever contact us.

And then they're trying to get people ... involved in things like the curriculum committees, and the Literacy and Critical Inquiry Committee

COMMUNITY

So in order for us to ... to show impact ... we need to actually know what it is we are doing and so that's the first step and then certainly the assessment and determination of the value of our collaboration is going to be coming after that.

ROLES

POLICIES/RULES

The Office of the Provost ... has made it very clear that every school has to have evidence based learning outcomes. And that of course does include information literacy at the departmental level.



AWARENESS

I'm not sure where different departments are ... So I think it's probably happening, some at you know, academic unit level, but I can't verify that.

... a typical story, the accreditors wanted more articulation and that kind of thing. So there was like a taskforce formed out of the Faculty Senate to do that.

DRIVERS

So I think and I guess I would say that one of the main challenges of not having institutional culture is that, we don't get to start at the level of, "this is a good idea let's make it happen", instead we have to start at ... "have you heard about this, let me tell you why it's good idea".

CULTURE

OWNERSHIP/POWER

Giving librarians more training and tools around how to assess student learning ... we can be, feel, more empowered, if you will to, work with the departments on their student goals and outcomes.

Collaborative Qualitative Research:

A Consortium Approach to Exploring the Complexity of Student Learning Outcome Practices Across Multiple Institutions

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Related Bibliography

A. Library Culture and Professional Practices (some articles of relevance based on our findings)

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- Einfalt, J., & Turley, J. (2013). Partnerships for success: A collaborative support model to enhance the first year student experience. *The International Journal Of The First Year In Higher Education*, 4(1), 73-84. doi:10.5204/intjfyhe.v4i1.153
- Moselen, C. & Wang, L. (2104). Integrating Information literacy into academic curricula: A professional development programme for librarians at the University of Auckland. *The Journal of Academic Librarianship*, 40, 116-123
- GWLA wiki** (<https://sites.google.com/a/gwla.org/greater-western-library-alliance/Committees/slo>) and **Bibliographies** based on 4 Greater Western Library Alliance (GWLA) conference tracks based on themes from the collaborative research data of impact, scaling assessment, being proactive and a place at the table

B. Activity Theory and Expansive Learning

- Chu, F. T. (2007). Bridging the LIS-practitioner gap: Some frames for research. *Library Philosophy and Practice*, June, 1-8. (Activity theory is one frame for connecting theory and practice)
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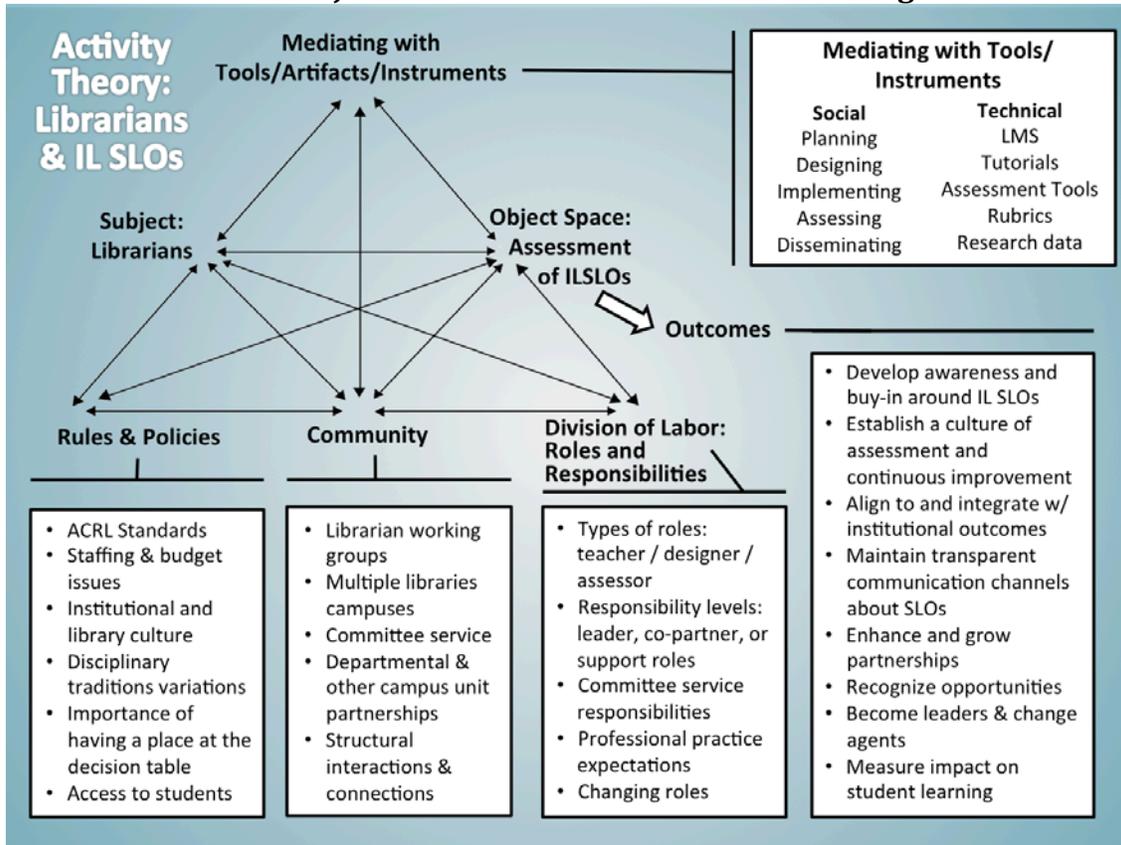
C. Qualitative Research & Grounded Theory

- Charmaz, K. (2006). *Constructing grounded theory : A practical guide through qualitative analysis*. London ; Thousand Oaks, Calif.: Sage Publications.
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- Corbin, J. (2008). *Basics of qualitative research : Techniques and procedures for developing grounded theory* (3rd ed.). Los Angeles, Calif.: Sage Publications.
- Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13(1), 3.

Phase 1 of the Research Project: Framework developed from the Analysis of 20 GWLA institutional Interviews

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Phase 2 of the Research Project: In Search of Theoretical Grounding



Example of Expansive Learning: 3rd generation Activity Theory (Engestrom, 1999)

