



Integrating Library Assessment Into Curriculum Reviews

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ABSTRACT

A critical component of assessment in higher education is the ongoing analysis of learning outcomes in relation to the ideals and goals of the institution's mission. Periodic curriculum reviews monitor program quality and integrity as well as future directions. Liaison librarians are well positioned to take a strong role in this process by making explicit connections between the library's contributions and an academic department's disciplinary focus. This poster outlines the evidence and data sources used at the University of Puget Sound to document the integration of the library's services and resources into a department's curriculum and its impact on student learning.

BACKGROUND

At Puget Sound, scheduled five year reviews are intended to ensure that curricula of departments, schools, and programs continue to meet the educational needs of students and the objectives of the university. In conducting its self-study, each department is asked to assess its purpose, requirements, courses, and long range plans.

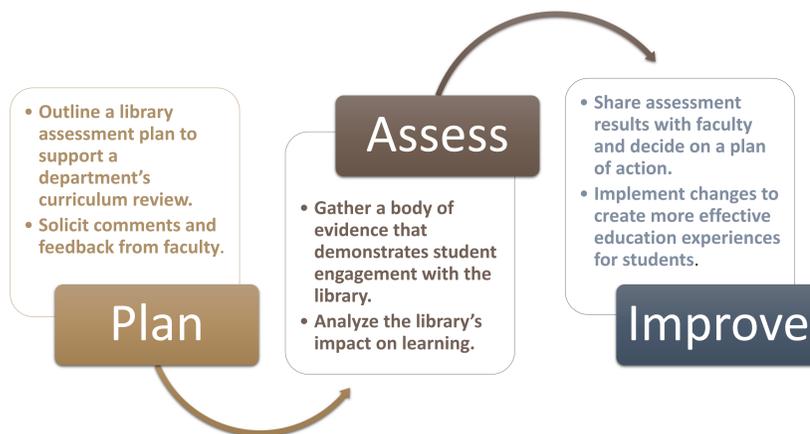
Among the review questions, faculty are required to respond to the following:

- Explain how the use of library and information resources is integrated into the learning process in your curriculum.

Liaison librarians use this opportunity to deepen the interplay between the library and campus learning by preparing departmental reports that document the following:

- Level of currency, depth, and breadth of library resources to support the curriculum
- Student engagement with the library, including instructional activity, resource usage, and reference transactions
- Recommendations to rethink or refine the library's role in the curriculum for purposes of continuous improvement

LIBRARY REVIEW PROCESS



ASSESSMENT TOOLS & ARTIFACTS

These standardized templates are designed to help liaison librarians gather evidence for the library report to academic departments.

Information Literacy Departmental Analysis--Template

This template is designed to help the liaison librarians complete the information literacy portion of the library's contribution to the curriculum review for individual academic departments.

To complete this template, you will need:

- A basic curriculum map for your department that includes information about where library instruction efforts intersect with the department's course offerings
- Reference statistics and reference trends for your department
- If available, subject-specific information literacy recommendations from national organizations, such as ACRL

Recommended length of narrative: two to five pages

Suggested Outline for Narrative:

- I. Introduction and Executive Summary
- II. Current Situation (past five years)
 - a. Major (and tracks within majors)
 - i. Instruction statistics for library
 - ii. Subject and course pages (numbers and usage)
 - iii. Reference statistics and trends (as tied to department)
 - iv. Does sequencing take place?
 - b. Core curriculum (the length of and details provided here will depend greatly on how many courses the department contributes to the core)
 - c. Electives/Other
- III. Recommendations
 - a. Any outside subject-specific recommendations or guidelines for information literacy? (ACRL, etc.)
 - b. Sequencing
 - c. Suggestions for making more use of specific library collections?

Monograph Collection Description Template

___ Program ___ Department Name:

Education outcome

___ Masters

___ Major

___ Tracks?

___ Minor

___ Other

___ # Classes contributing to core curriculum

___ # Faculty

Curriculum review date: ___ Liaison Librarian: ___ Last Updated: ___

Description of Monograph Collection(s)

Size of the collection (print and electronic)

Core bibliography identified?

Major subject headings:

LC class numbers and ranges:

Narrative description of collection:

Special strengths of collection:

Identified areas for development:

Curriculum Audit - Core Curriculum

Department: _____

Core Code	Course # and Notes	IDENTIFY	ACCESS	EVALUATE	USE	UNDERSTAND

Curriculum Audit Notes: May include professor's name and information about content, sequencing, etc. • **Identify:** Identify an information need (keyword/topic selection, knowing that all info is not created equal) • **Access:** Access/Find the information (databases, search strategies) • **Evaluate:** Evaluate the information (analyzes, interprets, refines/reworks search strategy based on interpretation of results) • **Use:** Use information for a specific purpose (organize, articulate, integrate, manipulate, communicate) • **Understand:** Understand legal, economic & ethical implications of information use (know free info v. fee based, copyright/citation issues).

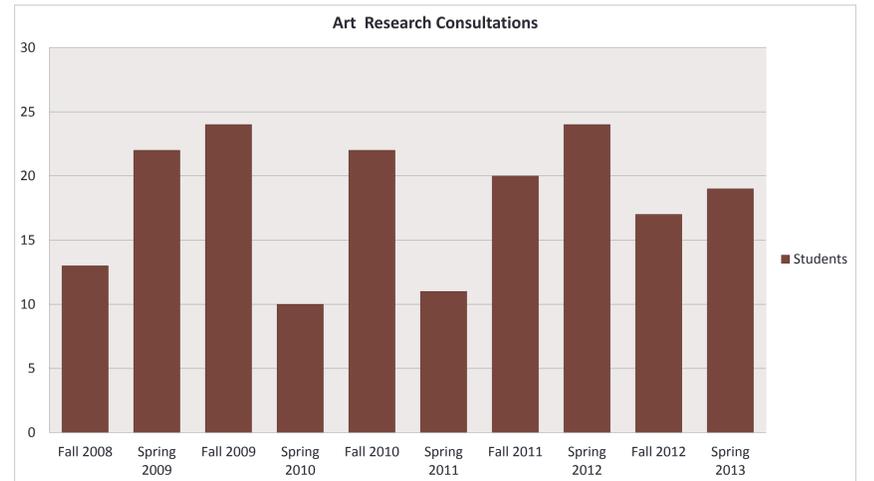
OUTCOMES

As a result of the library's participation in the curriculum review process, academic departments are able to:

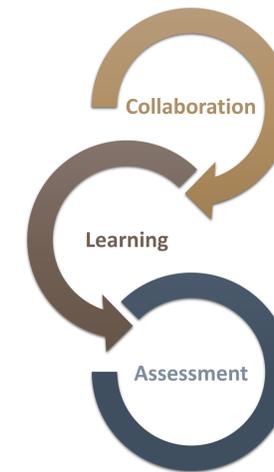
- Meet the requirements of the review by providing evidence of the library's existing contributions to departmental goals and student learning
- Track the integration of information literacy into the curriculum's content and sequence
- Identify collection strengths and areas that need to be developed to support the curriculum
- Provide accurate information about the library to the Curriculum Committee
- Measure the level of student-library engagement within the context of a specific discipline

IMPACT

Research Consultation Impact: Art student participation in research consultations with a librarian contributes to identifying and evaluating a variety of potential sources for the development of a research topic as demonstrated by the student's bibliography.



Library Instruction Impact: Theatre 275 student engagement in a series of library instruction sessions contributes to improved use of information resources for theatre research as measured by group projects and presentations.



Theatre faculty and liaison librarian design a final group project integrating a substantive research component into the design of a current production of a play.

Students engage in research involving a play's context, production history, critical reception, playwright, images, and artistic choices through a series of planned instructional activities led by the liaison librarian.

Theatre faculty evaluates the production project and liaison librarian provides feedback on the group presentation. Together they discuss ways to refine and improve the assignment to enhance learning outcomes.

CLOSING THE LOOP

Some examples of actions taken by academic departments:

- Consulted with librarians about the adequacy of existing resources for new courses
- Invited librarians to participate in department planning meetings
- Collaborated with librarians in developing new approaches to integrating information literacy more fully into the curriculum, courses, and assignments
- Requested library workshops to enhance faculty professional development