

We're Teaching, But Are They Learning?

The University of Washington Libraries Learning Goals Project

Why Libraries-wide Student Learning Goals?

- Articulates the Libraries direct contribution to student learning to the UW community.
- Provides a framework for the collaborative assessment of student information literacy learning.
- Findings from the assessment projects will enhance faculty and librarian teaching practices to better address student needs.

Step-by-Step Process

1. Conducted inventory of student learning outcomes from library, educational, and professional organizations.
2. Facilitated a process across a series of meetings to synthesize ideas gleaned from the learning goals reviewed.
3. Categorized learning goals into broad information literacy competencies with measurable outcomes.
4. Wrote a narrative articulating the significance of IL and lifelong learning, and describing the philosophy of the UW Libraries instruction program.
5. Solicited then incorporated feedback from the entire UW Libraries community through meetings and forums.
6. The learning goals were approved by UW Libraries Cabinet, demonstrating administrative support.

What are the University Libraries Student Learning Goals and Outcomes?

Learning Goal 1: The University Libraries fosters critical inquiry and thinking skills in students.

Students who think critically acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, and synthesize information.

Learning Goal 2: The University Libraries supports students in the creation of new knowledge and contributions to the greater scholarly and research community.

Students who produce new knowledge acquire the skills needed to make effective use of multiple information sources and to participate in the collaborative production of intellectual property.

www.lib.washington.edu/teaching/goals

Pilot Assessment Project

- In Spring 2012 we began a year-long pilot assessment project with the UWS Expository Writing Program.
- In collaboration with EWP instructors, we began to assess student learning outcomes to evaluate our teaching and student learning.
- The findings from the pilot will be used to improve our teaching practice and make evidenced-based decisions about our teaching program.



The Student Learning Assessment Cycle. Adapted by Gilchrist, from Pierce College Accreditation/Assessment Teams. Lakewood & Puyallup, WA. 2005

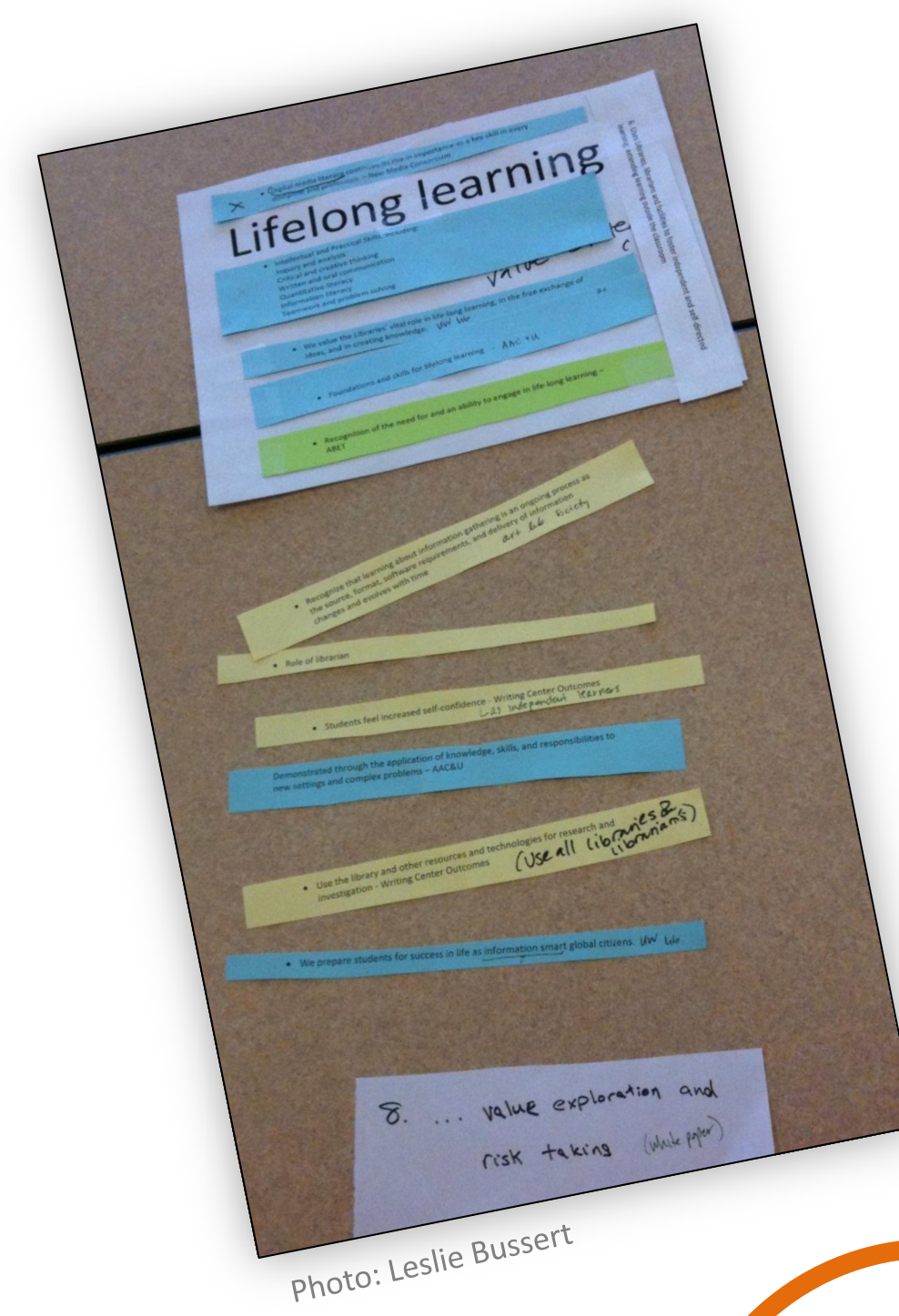


Photo: Leslie Bussert

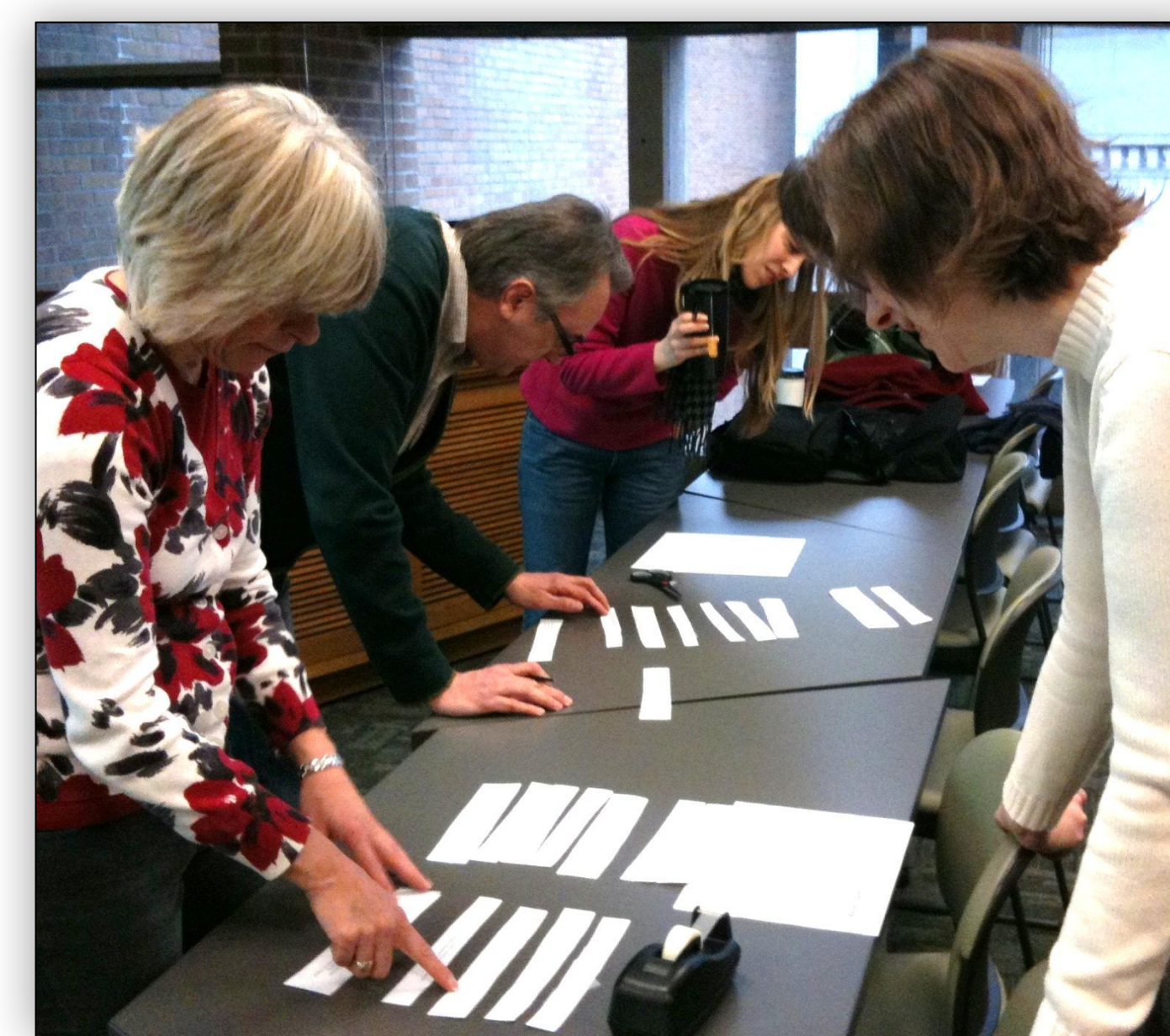


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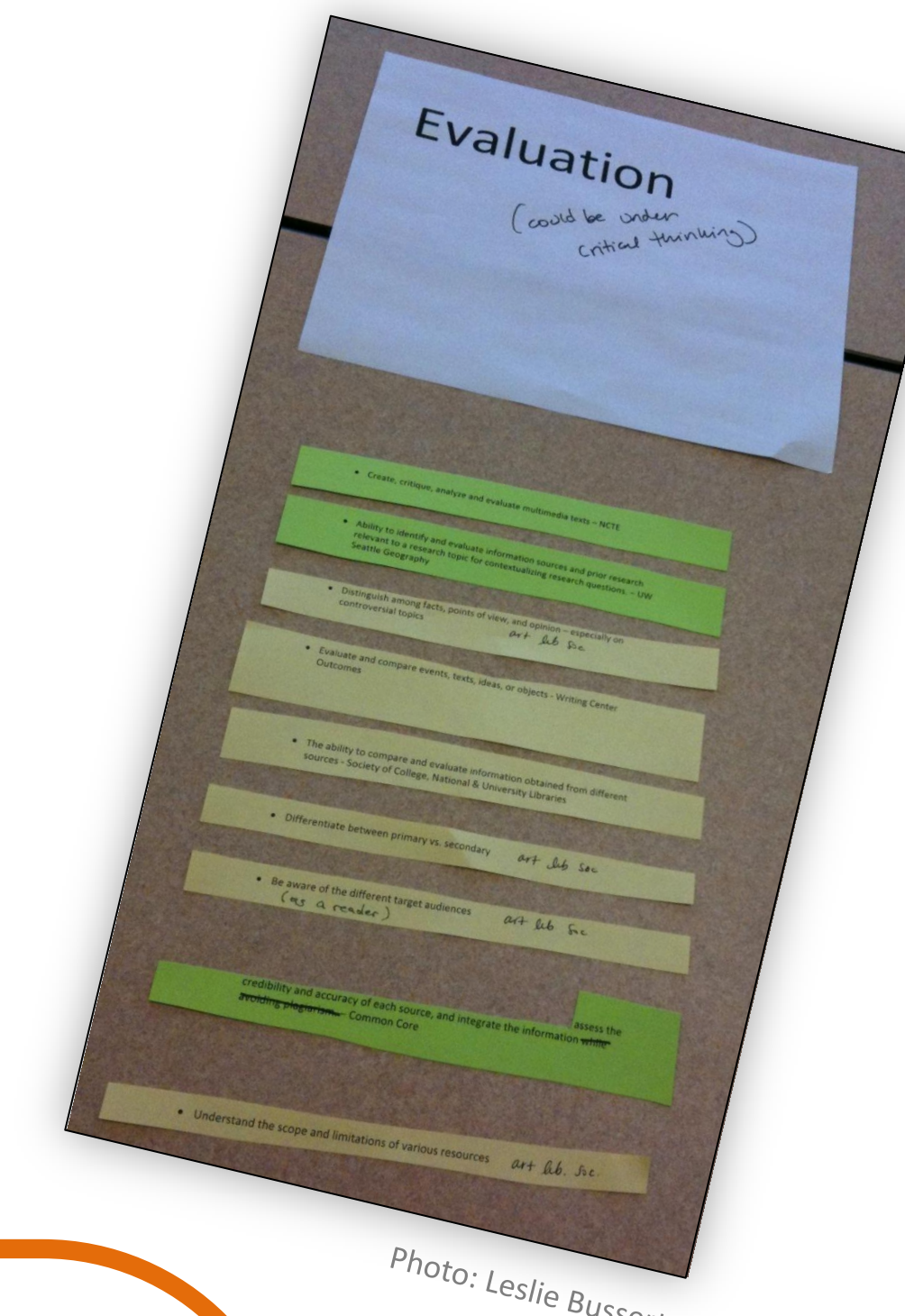


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Impacts

- Within the UW Libraries, enhanced the perceived value of the instruction program and its contribution to the broader institutional mission.
- The learning goal development process encouraged diverse voices across the Libraries to positively contribute to the teaching and learning program.
- “Teaching and Learning” is now one of the four UW Libraries’ strategic directions, driving long-term planning and distribution of resources.

Future Directions

- Gaining faculty and instructor endorsement and collaboration in assessing individual learning outcomes.
- Adapt learning goals for unique student populations, programs, disciplines, etc.
- Promotion of the learning goals across all three campuses.
- Collaboration with campus stakeholders invested in assessment, such as teaching & learning centers or writing centers.
- Utilizing an Assessment Management System to map our instruction to the learning goals.

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