

IUPUI Program Review and Assessment Committee

Assessment Project Proposal/ Cover Page

Name and Rank/Title of Project Director:

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Project Title:

“Library Instruction: An Environmental Scan”

Project Dates:

May 1 of 2012 through April 30 of 2013

Project Checklist:

Statement of support from the department chair or school dean by e-mail to tbanta@iupui.edu - as a separate file not included in the proposal.

Simple budget : A detailed budget is not necessary. Nevertheless, please include a brief paragraph/details indicating how you intend to spend the grant money.

IRB (Institutional Review Board) approval is **not** required for the **proposal**, but must be obtained prior to transfer of funds **if the proposal is selected**.

Abstract:

This project is designed to provide for a much deeper understanding of the information literacy skills, standards, organization, and programmatic structure of instruction at University Library. Through this project, the development of focus groups made up of faculty, librarians, administrators, and students will collaborate to utilize an existing document (“Analyzing Your Instruction Environment: A workbook” from the Association of College and Research Libraries; *see Appendix A*), which is made up of checklists and rubrics to assess all elements of instruction provided through University Library, including learner characteristics, instruction statistics, library resources, and physical spaces for teaching and learning.

Purpose of the Project:

To date, UL librarians have had limited incentives or support to gather data and/or report results showing faculty collaboration, student learning, or adherence to campus-wide assessment and evaluation initiatives. A thorough environmental scan of the instructional setting will gather the necessary documentation and data needed to evaluate the setting, staffing, collections, documents, instruction, standards, mission, and goals of the University Library. The primary objective of this analysis is to minimize the randomness of evidence used in decision-making, and to alert leaders to developments and issues that may affect the organization as a whole; the library is an integral part of the Indiana University system, and our ability to be flexible, change with the needs of the learner, and support the faculty by recognizing trends is essential to proactive planning. The purpose of this project is two-fold:

1. To engage both University Library faculty and staff in the responsibility, development, and accountability for the Information Literacy Program and instructional/outreach activities.
2. To involve other campus entities in the understanding of the University Library mission and instructional goals, including the relevant IUPUI Principles of Undergraduate Learning, and exposure to the professional information literacy standards at the national level.

Through the environmental scan, there will be additional evidence through documentation and data, which can also be used for accreditation purposes, housed in a centralized and transparent framework in an online platform. Marketing, programming, and services will be shaped around demonstration, data, and discussion, rather than around speculative and anecdotal information.

Intended Outcomes of the Project:

This environmental scan project will focus on the following outcomes:

1. University Library faculty, staff, and administrators will contribute to the evaluation instrument to provide for a better understanding of the instructional environment.
2. Focus groups will categorize and describe pedagogical approaches, goals, emphases, or common themes that are included in the instructional environment or information literacy program which will allow the library to evaluate their current structure, mission, or focus. This will be substantiated with data collection, including faculty participation/interviews, student participation in focus groups, and surveys.

In addition, the Association of College and Research Libraries stated that through these types of evaluation efforts, the important outcomes of an academic library instructional program may include these questions (and answers):

- Is the academic performance of students improved through their contact with the library?
- By using the library, do students improve their chances of having a successful academic career?
- Are undergraduates who used the library more likely to persist to graduation, and go on to graduate school?
- Does the library’s instructional program result in a high level of “information literacy” among students?
- As a result of collaboration with the library’s staff and librarians, are faculty members more likely to view use of the library as an integral part of their courses? (ACRL, 1998)

Data Analysis:

The University Library Instructional Services Council, composed of tenure-track and tenured librarians, and under the direction of the Associate Dean of Teaching, Learning, and Research, will be analyzing their findings to develop an overall picture of the current state of the instructional environment. This final report will point to deficiencies as well as competencies, and put structures in place that support and mobilize the information literacy program, in addition to suggestions for improvement strategies for instruction, assessment, professional development, or administrative support.

In addition, the Information Literacy Community of Practice, under the direction of Kate Thedwell (Gateway courses) will serve as an advisory board in this process (see Appendix C).

Evaluation and Dissemination of the Results:

Evaluation and results of the findings from the focus group discussions/reports, surveys, and documentation will be added to the improved information literacy website, based on the NILOA transparency framework, and will be disseminated through appropriate internal channels such as

the Center for Teaching and Learning, PRAC committee, etc., as well as developed into possible literature for professional publication/conference presentations.

Intended Use of Findings for Program Improvement:

Improvement strategies for the facilitation of student learning will be developed and integrated into the instruction/information literacy program courses as a result of the focus group recommendations. The library will continue to review this document or structure as well as the professional literature and guidelines, in a periodic review period (i.e. 3-5 years) as the professional literature and guidelines (ACRL/ALA), or University Library organizational structure dictates.

Budget:

We will use the \$2,500.00 dollars to subsidize our environmental scan/evaluation efforts in the following ways:

- Librarians who are members of the University Library Instructional Services Council (Project Coordinators) will receive additional funding in professional development for directing focus groups, developing the documentation framework (online) and writing the final activity report (4 library faculty x \$500 each) = \$2,000.
- Graduate student support to coordinate meetings, and research documentation needed for the checklist/rubrics for 1 semester (fall, 2012)=\$500

Resources

American Library Association. (2011, October). *Guidelines for instruction in academic libraries*.

Association of College and Research Libraries, Instruction Section. Retrieved from

<http://www.ala.org/acrl/standards/guidelinesinstruction>

American Library Association. (2011). *Analyzing your instructional environment: A workbook*.

Association of College and Research Libraries, Instruction Section. Retrieved from

<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl>

[/directoryofleadership/sections/is/iswebsite/projpubs/aie/aie.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/aie/aie.pdf)

National Institute for Learning Outcomes Assessment. (2012). *Providing evidence of student*

learning: A transparency framework. Retrieved from <http://learningoutcomesassessment>

[.org/TFfield.htm](http://learningoutcomesassessment.org/TFfield.htm)

Association of College and Research Libraries. (1998). *Task force on academic library outcomes*

assessment report. Retrieved from <http://www.ala.org/acrl/publications/whitepapers/task>

[forceacademic](http://www.ala.org/acrl/publications/whitepapers/taskforceacademic).

APPENDIX A

Table of Contents, “Analyzing Your Instructional Environment: A Workbook”

(ACRL, 2011)

Introduction

I. Programmatic Approaches to Analyzing Instructional Programs

II. Learner Characteristics

General Characteristics

Personal / Social Characteristics

Academic information

III. Current Library Instruction

A. Statistics

B. Mapping the Library’s Information Literacy Curriculum

IV. Information Literacy Across the Curriculum

Research-based Courses in the Academic Disciplines:

V. Resources for Library Instruction and Information Literacy

VI. Modes and Methods of Instruction

VII. Beyond the Library

A. Campus environmental scanning

B. Macro-level environmental scanning

Bibliography

Appendix: Regional Accreditation Agencies

APPENDIX B

Timeline for Implementation

Dates	Activity
May-June 2012	Review of the “Analyzing Your Instructional Environment” document and determine the appropriate sections to be used for review. Formation of focus groups by Instructional Services Council; contact faculty, staff and students to be involved in environmental scan by survey/email
July-August 2012	Groups are given task/mission for each particular section and determine # of meetings (this will vary depending on each portion of the workbook that the group is charged with reviewing.)
September 2012-February 2013	Focus groups complete their sections under the direction of one of the members of the Instructional Services Group (librarian); formulate their data/report and submit. Additional review through the Information Literacy Community of Practice Advisory.
March 2013-April 2013	All reports are gathered and summarized into a final report to be submitted by the Instructional Services Council.

APPENDIX C

ADVISORY BOARD for INFORMATION LITERACY INSTRUCTIONAL PROGRAM

UNIVERSITY LIBRARY, IUPUI

Mission and Charge

Membership:

Members of the advisory board will be made up of faculty and librarians who are part of the Gateway to Graduation Information Literacy Community of Practice, as well as student members. The advisory board will be under the direction of the University Library Dean.

Mission:

The mission of the Advisory Board is to thoroughly examine the documentation concerning the revisions of the “University Library Information Literacy Strategy” (Program), conducting an environmental scan with utilizes the ALA/ACRL “Analyzing Your Instructional Environment” workbook. It is through their careful consideration of time, energy, and focus that a broad but scalable review of the instructional service provided through the library and its many parts will be conducted.

Charge:

The advisory board will review the activities of the six working (focus) groups to be made up of faculty, librarians, and students from the IUPUI campus. Each group will be charged with using the “Analyzing Your Instructional Environment” workbook as the evaluative piece. Samples of assignments, websites, narrative, or other documentation may be utilized in completing this task. In addition, the PRAC committee (Programmatic Research and Curriculum) will also be consulted throughout this evaluation period. Additional academic units, such as the Center for Teaching and Learning or Center for Research and Learning may also be part of the evaluative process.

Resources

The advisory board and its subcommittees must also take in consideration the “Guidelines for Academic Program Review” (Oct, 2011: www.planning.iupui.edu), in addition to the ACRL workbook. Additional resources will also be made available through the UL Instructional Services Council.