

University Library

Program Review and Assessment Committee (PRAC) Annual Report. 2023 (AY 22-23)

Library Educational Services

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Introduction/Overview

This PRAC report will cover two “units” within University Library (UL): Library Educational Services, and the University Library Student Employment Program (STEP).

Educational Services

University Library Educational Services is the teaching unit of University Library. Fourteen [liaison librarians](#) collaborate with disciplinary instructors and faculty in course-embedded instruction focused on developing undergraduate and graduate students’ information literacy (IL) habits of mind. Information Literacy is the set of skills needed to find, analyze, evaluate, use, and create information effectively and ethically.

Course-embedded instruction is different from credit-bearing IL courses. Librarians partner with disciplinary instructors and faculty in their courses. What this collaboration looks like varies widely, librarians can be in roles similar to co-teachers, guest speakers, and Center for Teaching and Learning instructional consultants. Here are some examples of what librarians do in course-embedded instruction:

- Lead targeted IL instruction for disciplinary classes in-person or online.
- Make suggestions for tweaking assignments and also help with assignment design to scaffold in appropriate IL outcomes.
- Partner with instructors and faculty to review submitted student work, particularly cited sources, annotated bibliographies, etc.
- Create [subject](#) and [course-specific research guides](#) to point students to appropriate resources.
- Add assessment quizzes for library tutorials to Canvas course sites.
- Meet with students individually or in small groups for research consultations.

Student Employee Program

University Library continues to be one of the largest employers of students on the IUPUI campus. In 2023 we experienced a significant increase in numbers of applicants for student jobs, and our total number of student employees returned to pre-pandemic levels. Our long-term goal is to provide all University Library undergraduate and graduate student employees with a work environment and experience that foregrounds engaged learning, fosters a sense of belonging, and supports students' personal, academic, and career success as they define it.

In alignment with both UL and campus strategic priorities, the process of developing the library's Student Employment Program (STEP) seeks to be as focused on equity, belonging, and learning as the resulting program itself. To that end, in AY 22-23 we outlined a five-year plan for development and implementation of the program that engages student employees as co-creators and leaders, principally through the creation of a cohort of student Research and Design Partners. This plan draws on the documented potential of student employment as a high-impact practice, and adopts a Students as Partners (SaP) approach, grounded in reciprocal relationships and processes that recognize students' experience and expertise, and identify them as co-constructors of their work-learning experience at UL.

Participation in high-impact practices remains inequitable, and research shows that low-income students who work while in college are more likely to have jobs that don't provide the skills and experience necessary for well-paid careers post-graduation. Financial difficulties and a low sense of belonging hinder retention at IUPUI. Thus, both the development of a student employment program at UL and, as importantly, the process of developing it in partnership with students, is a means of increasing participation in engaged, high-impact learning experiences; providing students who need to work with both a paycheck and the skills and experiences to support their post-graduation careers; and intentionally developing a culture of welcome and care that promotes interpersonal connections and a sense of belonging for all student employees—a hub for what Felten and Lambert term “relationship-rich education.”¹

Learning Outcomes

Educational Services

University Library Educational Services developed [information literacy \(IL\) learning outcomes](#) in July 2015. IL learning outcomes are based on national standards, the Association of College and Research Libraries (ACRL) [Framework for Information Literacy for Higher Education](#).

A full list of learning outcomes is available in our [2021 PRAC Report](#). Here we have only listed the learning outcomes we are assessing in this cycle/report.

The information literate IUPUI student is familiar with the following frame:

2. **Information Creation is a Process** where information exists in different formats, which has an impact on how it is used and shared. The underlying processes of creation and the final product should be critically evaluated to determine the usefulness of the information.

By the time an undergraduate student graduates or at the graduate level, the information literate IUPUI student should be able to:

¹ Felten, Peter, and Leo M. Lambert. 2020. *Relationship-Rich Education: How Human Connections Drive Success in College*. Baltimore: Johns Hopkins University Press.

2. Information Creation is a Process

- Articulate the capabilities and constraints of various processes of information creation.
- Critique the presentation of information within disciplines.
- Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.).
- Distinguish between format and method of access.
- Select sources that best meet an information need based on the audience, context, and purpose of various formats.

As noted, the context of liaison librarian instruction is course embedded. UL cannot offer credit bearing courses. Since each school, discipline, major, etc., has different learning outcomes, liaison librarians map the disciplinary curriculum and outcomes to the UL IL Learning Outcomes. Additionally, librarians work to scaffold IL through the curriculum (from first year through senior and graduate) so that students are exposed to increasingly complex concepts. Here are examples of liaison curriculum maps for the School of Science Departments of [Chemistry](#) and [Psychology](#).

Student Employment Program

As Montenegro and Jankowski point out, equity-minded assessment requires meaningful student involvement from the outset, including in determining learning outcomes.² And as Healey, Flint, and Harrington note, a partnership-based approach to learning design constitutes an open-ended and creative process that is perforce unpredictable in its outcomes.³ Thus, the provisional learning outcomes provided in the 2022 PRAC report, and the frameworks from which they are drawn, continue to inform the development of STEP. However, reflecting the evolution of our program design process to one driven by shared inquiry with student collaborators, the work of the first cohort of student Research and Design Partners will certainly result in a winnowing, prioritizing, and possibly full-scale revision of STEP learning outcomes from a student-led perspective.

The learning outcomes for the Research and Design Partners themselves, as outlined in their position description, focus on:

Communication

- Listen actively and ask effective and appropriate questions.
- Choose language and presentation options that are clear, concise, and appropriate for your purpose and intended audience.

Problem-solving

- Identify problems and develop appropriate solutions.
- Implement and evaluate solutions.
- Collaborate with others to define and achieve shared goals.

² Montenegro, Eric, and Natasha A. Jankowski. 2020. *A New Decade for Assessment: Embedding Equity into Assessment Praxis* (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

³ Healey, Mick, Abbi Flint, and Kathy Harrington. 2014. *Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education*. York, UK: Higher Education Academy.

- Recognize productive failure.

Intercultural Competency

- Demonstrate awareness of your own positionality.
- Recognize and appreciate cultural differences.
- Apply principles of equity, belonging, and access in research and design.

Those outcomes, however, will be amended by the Research and Design Partners when they start work and collaboratively identify goals for their learning and employment experience at UL, and those goals in turn will be revised or added to through intentional reflections and in response to how that experience unfolds, given that its nature and direction is not pre-determined.

Connection to the Profiles of Learning for Undergraduate Success

Educational Services

University Library Educational Services has aligned our learning outcomes with the IUPUI Profiles of Learning for Undergraduate Success. A complete mapping is available in our [2021 PRAC Report](#). Here we have only provided the mapping for the outcomes we are assessing in this cycle/report.

Information Literacy Framework Concepts	IUPUI UL Learning Outcomes By the time undergraduate students graduate, they will be able to:	IUPUI Profiles of Learning for Undergraduate Success
Information Creation as a Process	<ul style="list-style-type: none"> • Articulate the capabilities and constraints of various processes of information creation. • Critique the presentation of information within disciplines. • Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.). • Distinguish between format and method of access. • Select sources that best meet an information need based on the audience, context, and purpose of various formats. 	<p>Innovator</p> <ul style="list-style-type: none"> • Investigates. • Creates and designs. • Makes decisions. <p>Problem Solver</p> <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates.

Student Employment Program

The learning outcomes for the STEP Research and Design Partners align with the Profiles of Learning for Undergraduate Success as follows.

STEP Research and Design Partners Learning Outcomes	IUPUI Profiles
<p>Communication</p> <ul style="list-style-type: none"> • Listen actively and ask effective and appropriate questions. 	<p>Communicator</p> <ul style="list-style-type: none"> • Listens actively • Builds relationships

<ul style="list-style-type: none"> Choose language and presentation options that are clear, concise, and appropriate for your purpose and intended audience. 	<ul style="list-style-type: none"> Conveys ideas effectively <p>Problem solver</p> <ul style="list-style-type: none"> Collaborates <p>Community contributor</p> <ul style="list-style-type: none"> Builds relationships
<p>Problem-solving</p> <ul style="list-style-type: none"> Identify problems and develop appropriate solutions. Implement and evaluate solutions. Collaborate with others to define and achieve shared goals. Recognize productive failure. 	<p>Problem solver</p> <ul style="list-style-type: none"> Thinks critically Collaborates Analyzes, synthesizes, and evaluates Perseveres
<p>Intercultural Competency</p> <ul style="list-style-type: none"> Demonstrate awareness of your own positionality. Recognize and appreciate cultural differences. Apply principles of equity, belonging, and access in research and design. 	<p>Communicator</p> <ul style="list-style-type: none"> Listens actively Builds relationships <p>Problem solver</p> <ul style="list-style-type: none"> Collaborates <p>Community contributor</p> <ul style="list-style-type: none"> Respectfully engages own and other cultures Behaves ethically

Brief discussion of curriculum or co-curricular experiences

Educational Services

Liaison librarians collaborate with disciplinary instructors and faculty to teach IL competencies. We teach both undergraduate and graduate students primarily through their disciplinary curriculum via the following methods/mediums:

- In-person
- Online synchronous via Zoom.
- Asynchronous via Canvas modules, online videos, and/or web-based tutorials.

In AY 2022-23, librarians taught N=375 instruction sessions. Sixty-six percent were in-person, 21% were online-synchronous, and 12% were online-asynchronous. Whenever possible, instruction is aligned with course assignments. For example, a course has a research paper assignment so the liaison librarian will teach or develop asynchronous learning objects to develop students’ IL competencies in areas such as developing a research question, searching relevant databases to find sources to support an argument, and evaluating the information found.

In addition to course-embedded instruction liaison librarians also provide point-of-need instruction via research consultations. These are normally with one or a small group of students and are targeted towards specific aspects of an assignment. For example, a student is having trouble narrowing their topic into a research question, a student needs help finding relevant sources, etc. In AY 2022-23, librarians recorded N=723 research consultations.

Student Employment Program

In AY 22-23 STEP continued to provide professional development, social opportunities, and recognition for all UL student employees, while also while re-envisioning our program development process to be more equity-driven and values-aligned—defining STEP not as a program that UL provides *for* student employees, but one that is co-created *with* student employees.

Programming for the year—planned with STEP student assistants—involved orientation sessions; workshops on stress and time management and on identifying skills and selling them to future employers; finals stress relief and end of the semester gatherings; a lunch celebrating our graduating student employees; and the launch of a student employee of the month initiative.

The principal outcome of the year, however, was the articulation of a five-year plan for developing STEP as a genuinely student-centered and educationally purposeful program whose foundation is equity, access, and belonging, and which places reciprocal learning relationships—peer-to-peer student interactions and student-staff collaborations—at the heart of the process.

This evolution in our approach centers on the yearly recruitment of a cohort of four to seven student Research and Design Partners—a cohort that will ideally consist of both undergraduate and graduate students, and of both current and new UL student employees. Research and Design Partners will have the opportunity to pursue inquiry-driven and applied research and assessment, contributing their existing expertise and experience while also encountering new methodologies and concepts relevant to their UL work context. They will participate in an on-going and partly co-constructed curriculum of training as determined by the direction their inquiries take.

The Research and Design Partners will work with the Director of Student Employment as Engaged Learning, with each other, and with library student employees, staff, and faculty to assess the current experience, learning, and needs of UL student employees; identify program goals and outcomes; and design and build a program to meet them.

In parallel with the student-led program design process, we will continue to work with library supervisors and units to develop student positions throughout UL that provide intentional and meaningful experiential learning opportunities.

Overview of our assessment cycle

Educational Services

This year we are assessing only the IL frame *Information Creation is a Process* as well as some general overall assessment results.

<i>IL Frame</i>	<i>Assessment Year</i>
Authority is Constructed and Contextual	2022
Information Creation is a Process	2023
Information has Value	2024
Research as Inquiry	2025
Scholarship is a Conversation	2026
Searching is a Strategic Exploration	2027

As noted above, there are five Information Literacy learning outcomes connected to the Information Creation Frame:

- Articulate the capabilities and constraints of various processes of information creation.
- Critique the presentation of information within disciplines.
- Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.).
- Distinguish between format and method of access.
- Select sources that best meet an information need based on the audience, context, and purpose of various formats.

Student Employment Program

The assessment cycle for our revised design plan for STEP will of necessity be multi-layered, with different elements of the program and its development being assessed on different schedules.

Formal assessment of the learning and job performance of student Research and Design Partners, in accordance with their mutually determined learning outcomes, will occur after the Fall semester and at the end of the academic year. Continuous informal formative assessment will constitute an integral element of Partners' work-learning experience, congruent with high-impact practices' requirement for frequent, timely, and constructive feedback, and structured opportunities for reflection.

Assessment of STEP as a program, its progress, effectiveness, and impact on student employee learning, will evolve in focus and structure through the five years of the new development plan. In AY 23-24, the first year of the plan, assessment will focus, per Hutchings' taxonomy of questions in SoTL, on "what is," seeking via student-led inquiry to understand the current landscape of student employment and the experience of student employees at UL.⁴ The results of these initial assessments of students' work-learning experiences and environment will inform the development of the goals and outcomes necessary to assess the effectiveness of the program elements iteratively designed and introduced in subsequent years.

The final year of the STEP design plan (AY 27-28) will include cumulative assessment of the Research and Design Partners cohort initiative, and creation and implementation of sustainable assessment practices for the resulting peer-created and peer-led program.

Description of assessment methods and approaches

Educational Services

Librarians employ a range of assessment methods and approaches. They are encouraged, when possible, to use both direct and indirect assessments to assess student learning. One common method librarians use to gather both direct and indirect assessment of student learning is via a worksheet (direct) and end-of-class evaluation (indirect).

⁴Hutchings, Pat. 2000. "Introduction: Approaching the scholarship of teaching and learning." In Pat Hutchings (Ed.), *Opening Lines: Approaches to the Scholarship of Teaching and Learning*. Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.

Due to the nature of our instruction (e.g., course-embedded not stand-alone credit bearing courses) our assessments are generally formative. We do not regularly have access to summative assessment measures (e.g., final projects or papers) and end-of-class course evaluations (e.g., Blue).

Direct Assessments

Librarians most commonly use worksheets (both in-person and online) as a direct assessment of student learning. Sometimes worksheets are evaluated using rubrics. For a worksheet example, see this [first-year seminar example](#). For a rubric example, see this [first-year worksheet rubric](#). Another common direct assessment is via classroom assessment techniques such as 3-2-1 and one-minute reflections. Librarians sometimes also utilize pre- and post-tests. Asynchronously, librarians use Canvas quizzes, Quick Checks, and discussions.

Indirect Assessments

Library Educational Services has common end-of-class and post-research consultation evaluation surveys. Both of these evaluations are intended to assess student perceptions of in-person teaching and in-person, or Zoom, research consultations. We also have a common end-of-semester evaluation sent to faculty and instructors. To gather data on online-asynchronous instruction, Educational Services has two additional evaluations, one for students and one for instructors, specifically targeted towards Canvas integrated learning objects.

Librarians regularly review evaluations to help inform future instruction. Librarians also self-report which IL Frames they are teaching to in each instruction session.

Student Employment Program

In accordance with STEP's foundational focus on both equity-informed practices and student employee learning, program outcomes and the means by which they are assessed will be collaboratively determined, with student partners taking an equal role in co-creation and administration of outcome-appropriate assessment methods. Opportunities for reflection and self-assessment will be key components of student Research and Design Partners' work-learning experience.

Self-assessment and peer assessment demonstrably support students' development of evaluative skills, reflective judgment, agency, and self-authorship. As such, student Research and Design Partners will peer review each other's reports, public writing, and presentations; complete formal self-assessments of their learning progress twice a year; and write informal reflections on their learning, shared with each other, on a weekly basis through posts on MS Teams. As part of their formal self-assessment, they will also update and reflect on the changes in their resumes.

Methods for initial "what is" assessment of student employees' learning and experience at UL in AY 23-24 will depend on conversations with the first cohort of Research and Design Partners around what questions we need to ask, and how best to answer them. However, again with equity-informed assessment practices in mind, those methods will be varied, generating both quantitative and qualitative data, focused on student employees' perspective, and designed, delivered, and analyzed by student employees.

In AY 22-23 we once again ran our annual survey of UL student employees.

Key findings from assessments of learning

Educational Services

End-of-Class Evaluation (N=649)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I learned something new that will help me succeed in my classes.	63%	33%	3%	1%	0%
I feel more confident about completing my assignment(s).	53%	42%	5%	0%	0%
I intend to apply what I just learned.	67%	31%	2%	0%	0%
I am more aware of the library's resources and services.	63%	34%	3%	0%	0%

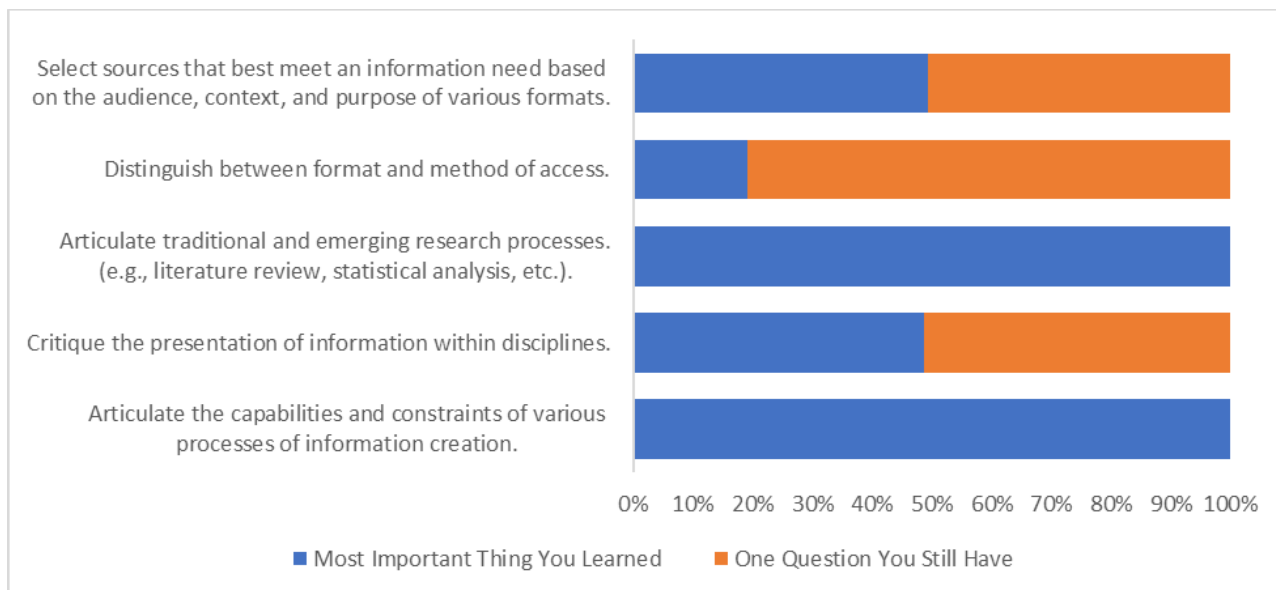
	Excellent	Very Good	Average	Poor
How would you rate the librarian's overall teaching effectiveness?	74%	23%	3%	0%

The End-of-Class Evaluation includes two open-ended questions. (1) What was the most important thing you learned during this class? (2) What is one question that remains unanswered? Responses were categorized into the six Frames to determine which broad concepts students identified. Responses related to the Frame Information Creation is a Process were then analyzed to determine trends and patterns.

Of the N=597 responses to the question “What was the most important thing you learned during this class?”, 10% (n=60) mentioned concepts related to learning outcomes under the frame Information Creation is a Process. Of the n=104 substantive responses (of N=487 total) to the second open-ended question, “What is one question that remains unanswered?”, 18% (n=19) mentioned concepts related to learning outcomes under the Authority frame. See chart (below) for percent of responses related to learning outcomes.

Overall, students most identified learning related to the outcome “select sources that best meet an information need” (62%; n=37). Fifteen percent (n=9) each identified learning related to “articulate the capabilities and constraints of various processes of information creation” and “critique the presentation of information within disciplines.” Five percent (n=3) identified learning related to “distinguish between format and method of access.” Three percent (n=2) identified learning related to “articulate traditional and emerging research processes.

Their unanswered questions primarily related to the outcome related to “selecting sources that best meet an information need.” Unanswered questions related to the learning outcomes “articulate the capabilities and constraints of various processes of information creation” and “articulate traditional and emerging research processes” were not mentioned at all.



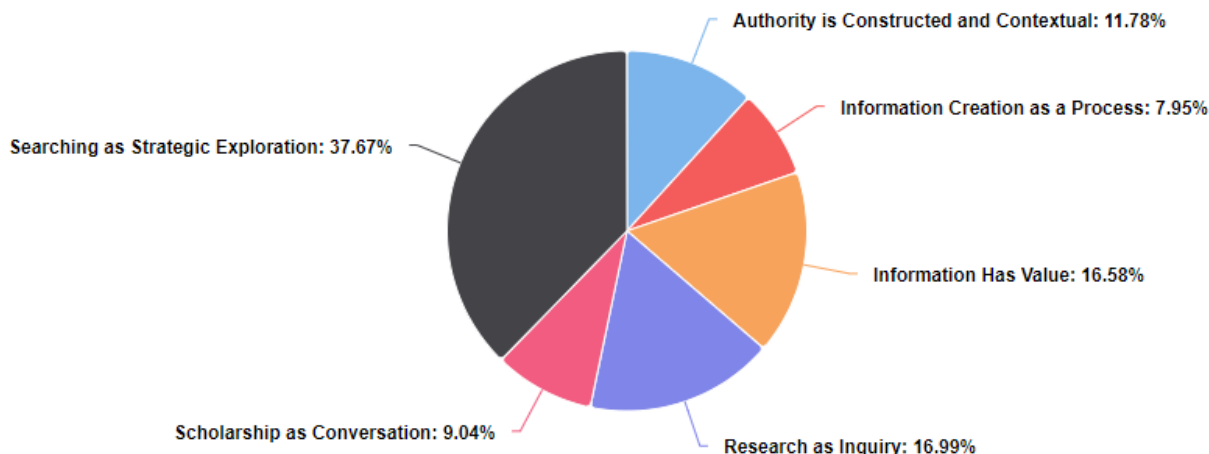
Asynchronous (Learning Object) Student Evaluation (N=14)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
From library materials in Canvas, I learned something new that will help me succeed in my classes.	22%	64%	14%	0%	0%
From the library research materials in Canvas, I felt more confident about completing my assignment(s).	36%	50%	14%	0%	0%
I have applied or intend to apply what I learned in the library research materials in Canvas.	57%	36%	7%	0%	0%

The Asynchronous Evaluation also includes two open ended questions. (1) What was the most important thing you learned from the library research materials in Canvas? (2) What is one question that remains unanswered? No responses mentioned learning related to the Information Creation frame.

Librarian Self-Reported Data

Here is the breakdown of self-reported data of which IL Frames librarians taught to in AY 2022-23. As in previous years, librarians are self-reporting teaching the Searching frame more than the others. Again, this year's report is only focusing on the IL Frame Information Creation as a Process which librarians reported teaching in 8% of classes.



When analyzed by course level, learning outcomes related to Information Creation as a Process were overwhelmingly taught in upper-level (300 and 400-level), capstone, and graduate courses.

Research Consultations (N=29)

Although librarians recorded N=723 research consultations in AY 2022-23, only N=29 students completed the post-research consultation evaluation. Of respondents, students reported the research consultation helped them feel more confident in their research. Students indicated they felt better prepared to meet IL learning outcomes related to the Information Creation Frame, specifically selecting and using sources that best meet an information need.

	Very Confident	Confident	Average	Not Confident
How confident in your research did you feel before the session?	0%	3%	60%	37%
How confident in research are you now, after your session?	14%	73%	13%	0%

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Overall, I feel the session was helpful for my needs.	84%	13%	0%	0%	3%

<i>As a result of the session, I feel better prepared to...[Check all that apply]</i>	<i>Frame</i>	
Evaluate the information I encounter (for example, finding appropriate sources for your assignment, distinguishing between primary and secondary or popular and scholarly sources).	Authority is Constructed and Contextual	22%
Select and use sources that best meet my information need (aka my thesis, topic, or research question).	Information Creation is a Process	28%
Cite my sources.	Information has Value	7%
Formulate a research question.	Research as Inquiry	9%
Recognize differences and changes in a topic or discipline (for example, knowing theories change and evolve over time and that there are different	Scholarship is a Conversation	4%

perspectives on the same topic, identifying landmark works and authors on a topic).		
Design or refine searches.	Searching is a Strategic Exploration	29%

Faculty End-of-Semester Evaluation (N=62)

In Spring 2022, we implemented a faculty [end-of-semester evaluation](#) to help us better understand the connections between our teaching and student course performance.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Library instruction in my course supported my students' abilities to complete the course assignment(s).	86%	11%	3%	0%	0%
I saw evidence of application of the library instruction in my students' work.	50%	34%	15%	1%	0%

Open-ended responses were coded for comments related to the Information Creation frame. Asked "In your opinion, did librarian involvement in your course have a positive impact on students' course experience and/or classwork?" (N=56) several comments specifically noted learning related to Information Creation.

- "[The librarian] provid[es] a jump start in their review of the literature, location of illustrative dissertations..."
- "[S]tudents (particularly freshmen) were able to navigate to course guides to find peer-reviewed research for assignments and presentations."
- "[The librarian] brought a rigorous approach that was appropriate for beginning students to the internet investigation assignment in my course."
- "[The librarian] did an amazing job introducing them to library research and supported them through two assignments that required them to find and use primary literature."

A couple of comments noted room for improvement related to Information Creation learning outcomes.

- "The assignment in my class focused heavily on utilizing a variety of types of sources (as well as evaluating validity and reliability), and citing sources. The librarian session didn't cover these topics as much as I would have liked."
- "The research assignment itself was not a success, but only because it was new and I overestimated my students' research skills (they still used questionable sources or less useful ones). Next time, I would use even more library training and resources for my students (and perhaps get guidance on the assignment from a librarian)."

Direct Assessment

Our [common rubric](#), used primarily in first year courses, contains a section on finding an article. This relates to the Information Creation learning outcome "Select sources that best meet an information need based on the audience, context, and purpose of various formats." In evaluating N=144 worksheets from 22-34 AY courses, students scored an average of 2 (out of 3) on the rubric. This is in line with what we expect first-year students should be able to do. In general, of those who scored lower on the rubric, while they found sources, those sources did not always best meet the information need.

Here are additional examples of assignments and learning objects librarians have created which teach learning outcomes related to the Information Creation Frame: [CHEM-C 344](#), [ENG-W 131](#), [INTL-I 100](#), [JOUR-J 460](#), [PSY-B 312](#).

Student Employment Program

One of the principal findings from the AY 22-23 survey of UL student employees was that our means of assessing student learning and of the impact on students of working at UL, was inadequate. Our survey response rate continued its year-on-year decline, to ~25%, and while those respondents were employed across a range of different library departments, and all respondents agreed that skills they were learning at the library were helping them succeed academically, respondent numbers were insufficient to confidently identify library employment's impact on student learning.

Discussion

Educational Services

This is the first year we focused on learning outcomes related to the Information Literacy Frame *Information Creation is a Process*. In this assessment cycle, focused on the Information Creation frame, from indirect and direct evidence, students seem to be identifying learning related to the outcome: Select sources that best meet an information need based on the audience, context, and purpose of various formats. Students identify learning related to the other four outcomes to a much lesser extent. This is not surprising. "Select sources" is the only learning outcome related to the Information Creation frame in the [General Education Information Literacy Learning Outcomes](#). In general, the learning outcomes under the Information Creation frame are geared more towards upper-level and graduate students. While we have indirect evaluation data for those learning outcomes, we usually do not have direct evidence of student learning in upper-level and graduate classes. This is due to the nature of course-embedded Information Literacy instruction which relies heavily on active learning and worksheets. Worksheets are generally not as prevalent, nor welcome, in upper-level classes, often viewed with disdain by students. Beyond that, librarians do not usually have access to course assignments where we might assess learning related to these outcomes.

Student Employment Program

The insufficiency of our survey—a top-down assessment measure, with which students weren't engaged—was one of the factors influencing our decision to review our program development and assessment approach, and to adopt a more equity-consistent, student-involved, partnership model. The experience of the majority of our student employees was not reflected in our survey results, and it became apparent that to build a program that effectively and equitably supports the growth and learning of all student employees we needed a different suite of assessment measures and greater student engagement.

Planned Improvement Initiatives

There are several improvement areas University Library has identified from this assessment cycle that we will be implementing or discussing how to implement in AY 2023-24.

Educational Services

In general, students are meeting learning expectations related to the Information Creation frame. In last year's PRAC report we indicated we were planning to remap our [general education learning outcomes](#).

Due to the upcoming IU-Purdue split and uncertainty with the general education curriculum and courses, that work is on hold until at least Fall 2024. We did develop a research guide linking library resources to [UN Sustainable Development Goals](#). We also examined our research guides for inclusive language which supported the [IUPUI University Library Equity, Diversity, Inclusion Strategic Plan](#) DEI Performance Indicator 1, Action 1.10: Sustain and develop new LibGuides (research and teaching guides) supporting researching and teaching topics that help meet IUPUI’s DEI goals to, “Ensure curriculum content and pedagogical strategies reflect a commitment to diversity... that reflect the full diversity of the human experience and commentary on it...and Promote culturally competent practices.”

Supporting library and IUPUI priorities related to DEIJA, and to help us ensure the classroom climate is welcoming to all students, we updated the common end-of-class and post-research evaluations just prior to the 23-24 academic year. Two new questions were added: Did you feel welcome; and, Did you feel respected. In next year’s PRAC report we will have data to report.

Student Employment Program

As detailed above, STEP program design and implementation will be significantly changed in AY 23-24, as part of a five-year initiative to develop a student-designed and student-led program of support for UL student employees.

To summarize, that initiative encompasses:

- Adopting a Students as Partners pedagogical and learning design approach to developing STEP.
- Hiring an annual cohort of 4-7 student Research and Design Partners.
- Research and Design Partners working with the Director of Student Employment as Engaged Learning, student employee peers, and library staff and faculty, to:
 - Plan and conduct research to understand the needs, experiences, and learning of UL student employees.
 - Conduct research into possible means of supporting library student employees.
 - Assess the effectiveness of measures to support student employee learning and success.
 - Identify goals and outcomes for STEP.
 - Collaboratively create a program—grounded in equity, access, and belonging—to meet those goals and evaluate its success.
- Expanding access to high-impact student employment both through the Research and Design Partners cohort and through the student employment program they design with their peers.
- Aligning assessment measures with equity-informed assessment practices, most crucially through student co-construction of outcomes and assessment.

University Library and the Record

In AY 23-24, STEP will add the Research and Design Partner position to the Record, and use it as a model for development and submission of additional student positions as high-impact experiences.