UNLV | ACADEMIC AFFAIRS
Academic Assessment

3-Year Academic Assessment Report Cover Sheet
Email to: assessment@unlv.edu

Program Information
Program Assessed:

Department: Educational Initiatives

College: UNLV Libraries

Department Chair: Rosan Mitola

Date Submitted:

Semesters and Year Covered in this Report:

Contact Person for This Plan
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- *FOR 2022: Did the program assess learning outcomes related to workforce outcomes/career attainment? If so, what was assessed, and what were the findings?*
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Process: Please provide a brief narrative of the assessment process for this course. Include a description of the type of student work assessed (e.g., research papers, exams, etc.), the number and roles of people involved in the process, any tools used for the assessment (e.g., checklists, rubrics, etc.), and how student learning was evaluated.

As part of the University Libraries 2019-2021 Assessment Plan for Student Learning Project Plan, we assessed if students felt connected to and empowered by library spaces, resources, faculty, and staff by gathering data from students who attended large-scale library events throughout fall 2019 and early spring 2020. The assessment team (composed of Chelsea Heinbach, Francesca Marineo, and Rosan Mitola) developed a survey that could be used across different events and that allowed event organizers to customize qualitative reflective questions that would assist in gathering information about what students gained by attending an event. Due to the onset of Covid-19 in March 2020 and the shift to remote learning, project data collection halted.

At 5 large-scale library events, a variation of this form was used to gather student feedback at the conclusion of an event:

[Insert Event Name] Event Form

Mark your level of agreement with the following statement:

As a result of attending this event, I feel more connected to the library's resources, spaces, and/or faculty and staff than before.

	Not at all	Slightly	Moderately	Considerably	A great deal
Select one:					

As a result of attending this event, how are you feeling? *[Note: this question was not used at one of the 5 events]*

What knowledge or skills did you gain from this experience? *[Note: this question was only asked at two student social mixers]*

While we hoped to administer this event survey across more events, and ask additional questions that were designed to address different kinds of event learning outcomes, such as "as a result of this workshop or event, what action will you take? (e.g., in your research project, class work, or everyday life)", we were able to gather 865 responses across 5 events and we were able to test this survey tool. We collected the bulk of the event responses through a paper form that students completed at the conclusion of the event. After each event, a library staff member entered and transcribed the responses into a Google form. In 2021, the head of educational initiatives downloaded the responses and inputted them into a spreadsheet for further analysis. The head of educational initiatives and a teaching and learning librarian reviewed the qualitative data for themes.

In order to evaluate the statement: As a result of attending this event, "I feel more connected to the library's resources, spaces, and/or faculty and staff than before." The head of educational initiatives sorted the data by event and tallied the responses to total how many event attendees responded that they felt a great deal, considerably, moderately, slightly, or not at all more connected.

Results: Please provide a brief summary of the results of your assessment process. Include both what you learned about your students' achievement of the specified learning outcomes and what you learned about the assessment process itself, if applicable.

Across five library events, with 865 student responses (66.70% of which resulted from the popular therapy dog program), 80.81% or 699 responses reflected that they felt a great deal (46.59%) or considerably (34.22%) more connected to the library's resources, spaces, and/or faculty and staff than before. Only .81% or 7 responses reported they did not at all feel more connected and 18.38% reported moderately or slightly more connected. These results indicate that the Libraries' co-curricular learning activities and student engagement efforts are increasing students' connection to the Libraries.

As a result of attending library events, we looked at recurring feelings reported by students. These included:

Relaxed (190), happy (142), great (96), good (86), less stress (73), calm (59), better (51), happier (37), confident (14), and relieved (14).

As a result of attending either a transfer student mixer (for transfer students to connect with other transfer students and the library) or a sophomore social (for second year students to get reconnected with their UNLV experience and library resources), students reported gaining a variety of knowledge from the experience. Specific responses tied to the library included:
    "I learned more about the library's resources, the new ones, it's really awesome."

"I learned about the resources the library has to offer."
"I learned that there are more resources available at the library, for more people of all kinds, than I originally thought."
"I learned that the library has a resource specialist for my major."
"I learned to interact with the library staff."
"I learned about more research opportunities."
"I now know there is a makerspace and the writing center can go over my papers."

Conclusions: Please describe how the results of this assessment process might be used to revise instruction in this course and/or refine the assessment process in future years.

This project aimed to assess whether students feel more connected to library spaces, faculty, and/or resources as a result of the various types of co-curricular programming, activities, and learning experiences the UNLV Libraries provides. While this particular part of our three-year student learning assessment project did not singularly focus on student learning, research shows that learning and engagement improves when students feel connected to campus and more aware of the resources available to them. The community and awareness built from co-curricular events will likely encourage students to connect with their classmates and engage with people and resources that are available to help them.

Due to the nature of the COVID-19 pandemic, we were not able to collect as much data as we had originally planned. Therefore, we hope to continue assessing this further over the next few years. However, even from our limited data, we learned that the majority of students who attend library co-curricular events felt more connected to the library's resources, spaces, and/or faculty and staff than before, and as a result we plan to re-energize the Libraries' student engagement and co-curricular learning program to pre-pandemic levels.

The Libraries have a robust library instruction program that works across the curriculum to teach students information literacy and critical thinking skills. With the initial results from this research, we will use this data to argue for the expansion of and prioritization of additional co-curricular learning opportunities and programming.

Again, due to the limited time frame we had available to us as a result of the COVID-19 pandemic, we were not able to review data from as wide of a variety of events as we had hoped, nor were we able to consider how students responded differently to different types of events. In the future, we will ask similar questions of students who attend largely social events such as mixers and therapy dogs and students who attend co-curricular workshops with more tangible student learning

outcomes connected to them. We hope to gain insight into the ways these types of events work together to create a holistic approach to student support.

Appendices: Please attach any applicable assignment descriptions, rubrics, results tables, or graphic representations of results.

Would like additional review? Yes No Maybe

Interesting notes about the work: