



LIBRARY INSTRUCTION  
ASSESSMENT AT UNCG  
LIBRARIES

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# DEVELOPMENT OF ASSESSMENT

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- ❖ First proposed in University Assessment Committee
- ❖ Drawn from:
  - ACRL Information Literacy Competency Standards for Higher Education
  - Learning goals from UNCG's General Education Council
- ❖ Customized and revised for UNCG needs
- ❖ Chart of tiered specific outcomes by year created
- ❖ Librarians evaluated as well as campus Information Literacy Council
- ❖ Instructional librarians encouraged to assess sessions, drawing from chart of specific outcomes

# FUTURE STEPS

- ❖ Ongoing revision, based on feedback
- ❖ Survey of faculty to determine instruction success
- ❖ Aiming for increase in assessment measures
- ❖ Examination of assessment by Information Literacy Coordinator
- ❖ Pilot project of examination of final products
- ❖ Research project on information literacy skills/needs of transfer students

University of North Carolina at Greensboro University Libraries  
Learning Outcomes for Information Literacy

	Beginning Outcome	Intermediate Outcome	Advanced Outcome
Determine what information is needed and why	<b>1.1</b> Identify an information need		
	<b>1.2</b> Define an appropriate research question	<b>2.2</b> Construct a research question appropriate for the discipline	<b>3.2</b> Refine the research question based on existing information; Construct a research question of appropriate scope based on existing information
Locate appropriate resources	<b>1.3</b> Choose keywords that retrieve relevant information	<b>2.3</b> Apply vocabulary appropriate to the discipline	<b>3.3</b> Apply controlled vocabulary to retrieve relevant results as appropriate
	<b>1.4</b> Apply the search connector AND to combine keywords	<b>2.4</b> Apply the search connector OR to broaden a search	
	<b>1.5</b> Select relevant books, articles, reference materials, etc.	<b>2.5</b> Identify appropriate subject-specific databases to find relevant information	<b>3.5</b> Identify the core journals or resources in their specialization
	<b>1.6</b> Identify appropriate virtual, human and physical information resources and services	<b>2.6</b> Identify subject specialist for the major field	
Evaluate, synthesize, and critically analyze information	<b>1.7</b> Distinguish between scholarly and popular articles	<b>2.7</b> Distinguish between primary and secondary sources where appropriate	<b>3.7</b> Evaluate the credentials of an author and/or publisher
	<b>1.8</b> Evaluate websites for appropriateness as information sources	<b>2.8</b> Evaluate articles and websites for authority, accuracy, currency, coverage and objectivity	
Communication information ethically and effectively	<b>1.9</b> Communicates information from sources for a specific purpose	<b>2.9</b> Communicates and organizes information from a variety of sources for a specific purpose	<b>3.9</b> Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose.
	<b>1.10</b> Apply the proper citation style to document sources	<b>2.10</b> Apply the standard citation style for the major discipline appropriately	

# ENG 104 Worksheet

Your username (**ksgrigg@uncg.edu**) will be recorded when you submit this form. Not **ksgrigg**? [Sign out](#)

**Select a text you might consider writing about for your final paper.**

This doesn't commit you to anything!

**Find out as much information as you can related to your text, including author, themes, characters, concepts, etc.**

Make notes below.

Continue »



33% completed

Your username ([ksgrigg@uncg.edu](mailto:ksgrigg@uncg.edu)) will be recorded when you submit this form. Not [ksgrigg?](#) [Sign out](#)

## Finding background information

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Use Literary Reference Center Plus (<https://library.uncg.edu/dbs/auth/go.asp?vdbID=645>) on your ENG 104 Research Guide to find a plot summary for your text. Based on the plot summary you found, answer the questions below.

Paste the permalink for the plot summary that you found.

Who wrote this plot summary?

List the literary genres/subgenres associated with your text.

What are some themes/concepts that come up in this plot summary that you might want to explore further?

## Finding Articles

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Based on the ideas you have come up with so far, conduct a new search in Literary Reference Center Plus (<https://library.uncg.edu/dbs/auth/go.asp?vdbID=645>) to find articles on your topic. Find one article that looks relevant. Email it to yourself and then answer the questions below.

**Paste a link to the article you found.**

Look for a permalink or persistent URL.

**Is this article from a scholarly journal or a popular magazine or newspaper?**

Scholarly

Popular

**How did you know whether or not it was scholarly?**

**Create a citation for the source you found.**

**Why did you choose this source? \***

# ISL 101 AToMS

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## ISL Guides

- [Integrated Studies Lab](#) by Jenny Dale
- [ISL 101 \(From Ape Man to Space Man\)](#) by Jenny Dale
- [ISL 101 AToMS](#) by Karen Stanley Grigg
- [ISL 101 Bulls](#) by Amy Harris
- [ISL 101 Cox](#) by Jenny Dale
- [ISL 101 Flood](#) by Jenny Dale
- [ISL 101 Make a Difference House](#) by Jenny Dale
- [ISL 101 MBARC](#) by Amy Harris
- [ISL 101 RINNER](#) by Mark Schumacher
- [ISL 101 Rites of Passage](#) by Amy Harris
- [ISL 101 Sciences, Fall 2013](#) by Karen Stanley Grigg
- [ISL 101 UNCG Teach](#) by Amy Harris
- [ISL 101-07 Von Steen](#) by Lea Leininger
- [ISL 101-17 \(Lennartson\)](#) by Lynda Kellam
- [ISL 101-20 Connection, Collaboration, Inquiry](#) by Jenny Dale
- [ISL 101-22 and ISL 101-23 Spartan Wellness](#) by Lea Leininger

## Getting Help

- Visit the [Ask Us!](#) page to find out how to contact reference librarians at UNCG by phone, email, text, chat, Skype, or in person.
- Contact Karen for help - her contact information is listed on the box to the right.

Comments (0)



## Which Article is Scholarly?

- [The Case Against NASA](#)
- [Impact of an Interactive Aerosol on the African Easterly Jet in the NASA GEOS-5 Global Forecasting System](#)

[View Results](#)  
Comments (0)

## Finding articles

- [Academic Search Complete](#)  
This database contains some education journals, as well as popular magazines and scholarly journals in related areas (like sociology and social work).
- [Web of Science](#)  
Indexes over 8,100 mostly peer-reviewed science journals cover-to-cover, and

## Science Liaison Librarian



**Karen Grigg**

iMinerva

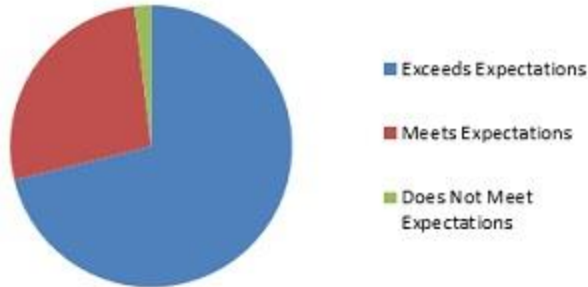
Type here to chat. Press ENTER to send



### Review-Library Workshop for BIO 302

1. **How can you get help from the library? Please choose all that apply.**
  - a. By walking in
  - b. By telephoning
  - c. By using online chat
2. **How can the Web of Science database help your research? Please choose all that apply.**
  - a. Search for scholarly articles in ecology and other sciences
  - b. Sort results by times cited – see prominent results first
  - c. Discover later articles that have cited your source, or the references that your source used
  - d. Can be used off-campus with your UNCG computer account
3. **You've already tried searching Google for the full text of a journal that you want to read. Where do you go next?**
  - a. Your BFF
  - b. Journal list (or red search box) on library home page
  - c. Your professor
4. **What if the library doesn't own the article that you need?**
  - a. Shake your fist to the sky, vowing vengeance.
  - b. Go on a research road trip, driving from library to library until you find one that owns the article.
  - c. Type information about the article into Google repeatedly, until you find the article for free somewhere.
  - d. Fill out an [InterLibrary Loan Request](#), asking library staff to find a copy of the article for you.
5. **What was the most useful information from this session?**
6. **Do you have any remaining questions? Would you recommend that any other**

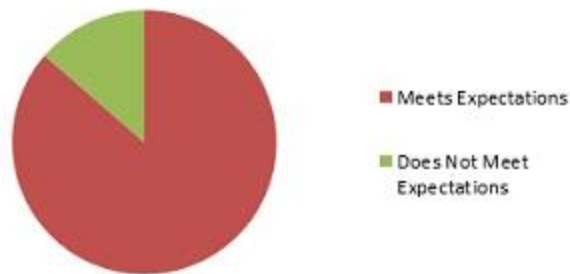
### Student Learning Outcome 1.6



### Student Learning Outcome 1.7: Distinguish between scholarly and popular articles.

I assessed a class of Communication Studies 105 students' ability to distinguish between a scholarly and popular article (22 students). Of these students, 86.4% (19 students) met expectations and 13.6% (3 students) did not meet expectations.

### Student Learning Outcome 1.7





## Reference Instruction Session - Add a Record

Change Active Dataset ▾

Time Stamp: ⓘ

End Time: ⓘ

Entered By:

Internal Note: ⓘ

Class Name and Number? ⓘ

Date of class (please use the format MM/DD/YYYY) \*

Starting time of class \*

Was the class held on the CITI? \*

Yes  No

Was it an online class? \*

Yes  No

Number of Students \*

Length of session (in minutes) \*

Type of Class \*

Graduate  
 Undergraduate  
 Mixed  
 Other

Did you assess this instruction session? \*

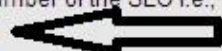
Yes  No

If yes, what type of assessment?

Which SLO's did you assess? (Please use the number of the SLO i.e., 1.3) ⓘ

Please select which librarians were present \*

- AH
- BFW
- GH
- JD
- LK
- LL
- MK
- MS
- NR
- SC





THANK YOU!