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Creating a Campus-Wide Information Literacy Agenda

Patricia A. Iannuzzi

Dean of Libraries, University of Nevada, Las Vegas, patricia.iannuzzi@unlv.edu

Chris Heavey

chris.heavey@unlv.edu

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Creating a Campus-Wide Information Literacy Agenda

Patricia Iannuzzi, Dean, University Libraries
Chris Heavey, Director, General Education
University of Nevada, Las Vegas

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Big picture

What is happening – how we can and DO help

SLO articulation – integration – assessment of
student learning – faculty development...

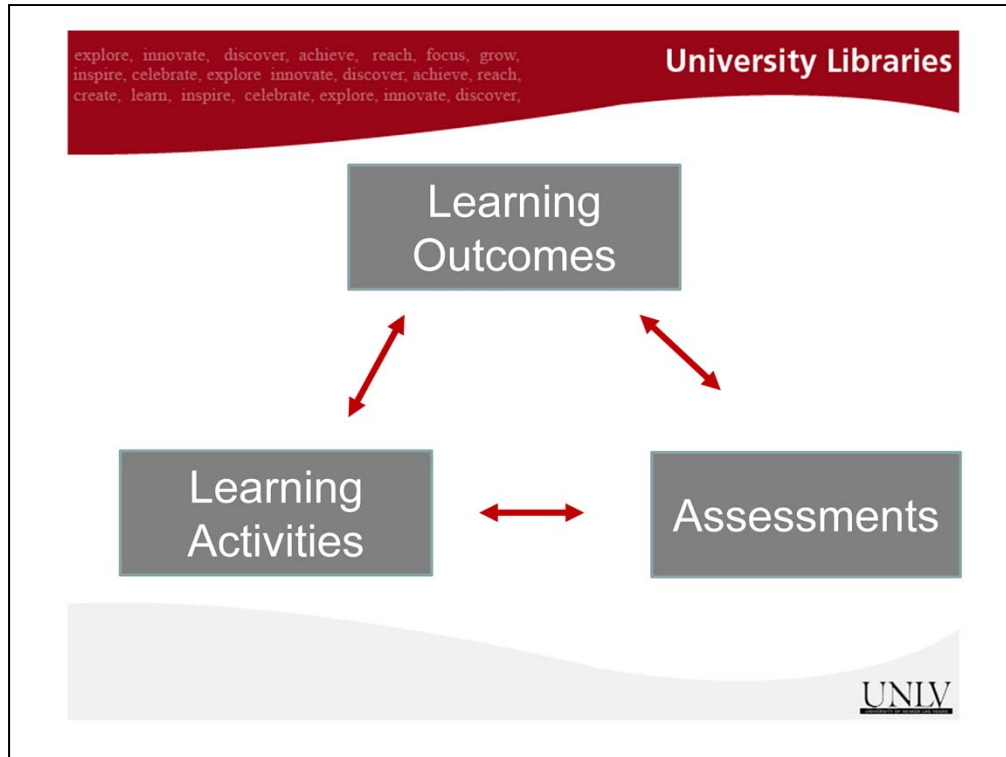
Sensitivity to campus culture.. Opportunistic –
strategic hooks..

Some of what happened at UNLV

=====

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Information literacy stands beside critical thinking and oral and written communication as fundamental proficiencies required for academic, professional, and personal success. These lifelong learning abilities overlap and intersect in many ways and far beyond library communities. Higher education associations, regional and disciplinary accreditation bodies, and even employers are demanding evidence that students graduate with these skills. Yet colleges and universities struggle with articulating the desired learning outcome in specific ways that align with assessment practices and the collection of evidence of student achievement. Engaging faculty in rethinking curriculum beyond their courses, and even beyond their major, to create a coherent pathway for students to develop and reinforce these skills, is one of the greatest challenges in curriculum conversations. Libraries can help. But we need to be clear on our own role, sensitive to our unique campus cultures, and opportunistic about ways we can identify the unique strategic hooks for our own institutions in order to help advance the conversations and ensure the libraries place at the center of student learning.



Fundamentally boils down to alignment of these three

but we need to plan for the entire student experience..

How are we articulating embedding and gathering evidence through the library experiences, the courses, the program, and then at the institutional level? This was the core of our GWLA project – trying to find out what our campuses were doing – at each level – and what data was being collected..

Many pieces -- gathering evidence in specific places but not in others -- some of you only assess info lit from within the libraries.... Or not at all -
- some have a core course in gen ed – others are struggling with linking these skills to the major

So allow me to share one more model of the pieces of this puzzle – and how our assessment plans need to be comprehensive to address the parts of the pieces:

My model for the state of undergraduate education reform is a building -- the roof of my structure is what the student should know when they leave us -- content knowledge, skills and abilities, behaviors and attitudes.. (in this case essential learning outcomes from AAC&U)

Every institution needs to start with a clear articulation of the learning outcomes desired – whether you use the frame offered by AACU or WASC or DQP or Common Core... you clusters of learning outcomes that need to be described in measurable ways for your institution...

the foundation for student learning is engagement-- engaging students in educational experiences that motivate them -- rooted in practices that research has shown lead to higher levels of student motivation and learning.. (such as first year experiences, service learning, undergraduate research, internships, etc)

Motivating students through a curriculum that provides a coherent pathway with milestone markers for the students to assess for themselves how they are doing – with learning outcomes clearly articulated in the first year – in the middle – and at the end -- basically “what we teach”

But what we teach is not enough *for students to develop* critical thinking and information literacy – related abilities – its also how we teach -- How students are inspired and engaged through learning strategies designed to encourage their passion and curiosity – teaching

methods that are student centered – active, reflective, – rooted in real life. Courses that align those learning outcomes with activities and assessments so that if a faculty member says they want students in their course to have specific information literacy skills – what are they? What is reasonable within a course? What activities and assignments will support their development? What assessments are applied to measure their achievement?

And then the importance of engaging students to take steps for their own development through experiences available external to the curriculum – but intentionally linked to it through campus collaborations.

This image is a reminder of the complex framework for learning that extends far beyond the content of the course. And that no single column or even two – can support the end result ...

Libraries have a role in all areas – in the curricular through course integration of learning outcomes – in the faculty – through helping faculty design assignments that place library collections and information literacy at the heart of student learning – through the co-curricular – the real and virtual places we create for students to learn independently – or with us – outside of the classroom.

But so do other academic partners on campus.

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*identify the arguments and interests on all sides of an
issue...gather relevant facts and appreciate their relevance*

*Certain familiar **qualities of mind and habits of thought** may
help resolve a wide range of problems ...every student would
benefit from acquiring them...*

Derek Bok "Our Underachieving Colleges: A Candid Look at How Much
Students Learn and Why They Should Be Learning More," 2006.

a. information literacy b. critical thinking c. communication

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As many of you note, faculty buy in is a challenge – but I say – start where they are... most faculty want their students to develop these abilities – you need to find the framework that works for the culture of your campus...

So find one resonates – and don't worry about the labels – everyone does – and it's a red herring..

Here is an activity I like to use to both demonstrate the irrelevance of label

A b or c?

Back in 2006 – derek Bok – President emeritus Harvard...made this statement – I can't tell if its about information literacy or critical thinking – frankly I don't care – it describes a set of outcomes that we are talking about.. And perhaps provides a frame that would resonate on your campus...

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articulates and applies criteria for evaluating both the information and its sources, including: analyzes the structure and logic of supporting arguments or methods; recognizes prejudice, deception, or manipulation

From Information Literacy Competency Standards for Higher Education, Standard 3, performance indicator 2

- a. information literacy b. critical thinking c. communication

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*presents evidence in an order that contributes
to a persuasive and coherent argument*

From Collegiate Learning Assessment - Common Scoring
Rubric – Part 2 Written Communication

a. information literacy b. critical thinking c. communication

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*Identifies, categorizes, evaluates and cites
multiple information resources necessary to
engage in projects, papers or performance
in his or her program...*

**From Lumina Foundation, *Degree Qualifications Profile*
*Intellectual Skills***

- a. information literacy b. critical thinking c. communication

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Synthesize information from multiple relevant sources...

Core Standards: writing
<http://www.corestandards.org/>

a. information literacy b. critical thinking c. communication

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We are speaking the same language – but using different words.. And the biggest barrier is our own soapbox...

I have been talking to librarians about this for 20 years – we want info lit in the curr – across the curr – etc.. And we are not alone – the critical thinking community – the writing across the curriculum community – the oral communication experts – the multicultural learning professionals -- and then suddenly we have a curriculum stuffed with agendas – bits and pieces of very important content and approaches – but nonetheless often lacking integration .. Or worse – important parts get left out because classroom instructors say “enough” – no more credits added – no more class time on “add ons” -- I need room for my important content from the

major...

ACRL Standards Revision



- *Simplified, comprehensible, include affective, emotional learning outcomes, complementary literacies, implicit focus on format, student as content creator and curator*
- provide continuity with the American Association of School Librarians' *Standards for the 21st Century Learner*

http://digitalscholarship.unlv.edu/lib_articles/436/

And speaking of red herrings – I was asked to address the question about the ACRL standards revision.. I don't want to go on – I have a specific position – I just wrote a perspectives piece in *Communications in Information Literacy*.. These are the recommendations and the direction they are going.. I don't support the current direction...

Time for redefining is over – lots of models out there - 13 years ago if I were to give this presentation I would have one frame --- the standards – since then we have had AACU, DQP, Common Core, and others... I believe that a refocussing on definitions is a red herring – the real challenge is having tools to help institutions like yours embed them

developmentally – beginning middle and end – with
corresponding rubrics and standardized performance based
tests

So that's all I want to say about articulating outcomes – we have lots of models – pay attention to culture – and if your campus already has them, find info lit in them...

Now, remember this? What we teach -- Beginning middle and end...

I am going to turn this over to Chris to talk about what we did at UNLV

Building our University Undergraduate Learning Outcomes

- 2007 Campus-wide retreat
 - Identified broad areas for student learning
- Spring 2008 formed Gen Ed Advisory Committee
 - Refined into five learning outcomes
- Summer 2008 sent two teams to AAC&U
- Fall 2008 vetted UULOs and explored High-Impact Practices
- Spring 2009 vetted in meetings across campus
- refined....vetted...refined...discussed....
- Spring 2011 adopted by Faculty Senate

University Undergraduate Learning Outcomes – UULOs

- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness
- Citizenship and Ethics

University Undergraduate Learning Outcomes

The five University Undergraduate Learning Outcomes (UULOs) define what all UNLV students should know and be able to do when they graduate. Because students engage with the UULOs in both their general education and academic majors, the UULOs help make the undergraduate experience intentional and coherent.



Intellectual Breadth and Lifelong Learning

Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning. Specific outcomes for all students include:

1. Demonstrate in-depth knowledge and skills in at least one major area.
2. Identify the fundamental principles of the natural and health sciences, social sciences, humanities and fine arts.
3. Apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities and fine arts to define, solve, and evaluate problems.
4. Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems.
5. Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.
6. Achieve success in one's chosen field or discipline, including applying persistence, motivation, interpersonal communications, leadership, goal setting and career skills.



Inquiry and Critical Thinking

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.
4. Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze and evaluate reasoning and construct and defend reasonable arguments and explanations.



Communication

Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession. Specific outcomes for all students include:

1. Demonstrate general academic literacy, including how to respond to needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
2. Effectively use the common genres and conventions for writing within a particular discipline or profession.
3. Prepare and deliver effective oral presentations.
4. Collaborate effectively with others to share information, solve problems, or complete tasks.
5. Produce effective visuals using different media.
6. Apply the up-to-date technologies commonly used to research and communicate within one's field.

Global/Multicultural Knowledge and Awareness

Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them. Specific outcomes for all students include:

1. Demonstrate knowledge of the history, philosophy, arts, and geography of world cultures.
2. Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality, both in American and international contexts.
3. Apply the concept of social justice.
4. Demonstrate familiarity with a non-native language or experience living in a different culture.
5. Function effectively in diverse groups.
6. Demonstrate awareness of one's own place in and effect on the world.

Citizenship and Ethics

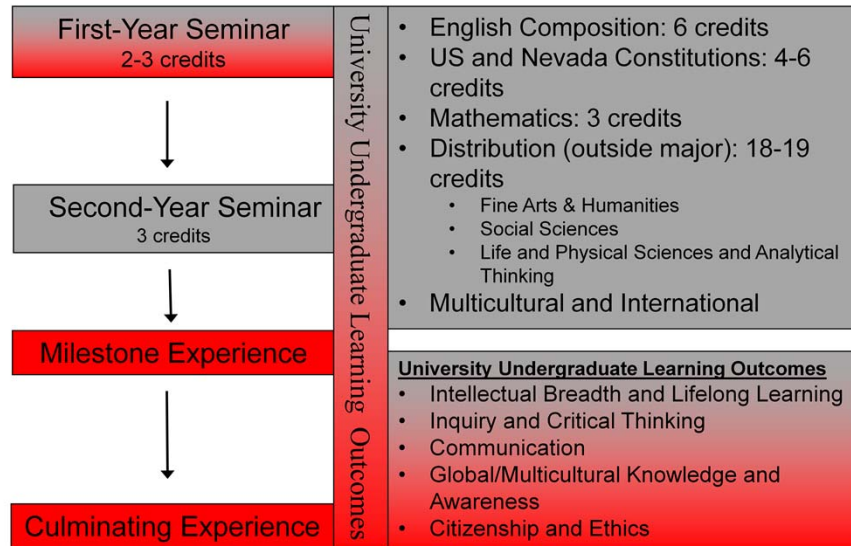
Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives. Specific outcomes for all students include:

1. Acquire knowledge of political, economic, and social institutions.
2. Identify the various rights and obligations that citizens have in their communities.
3. Apply various forms of citizenship skills such as media analysis, letter writing, community service, and lobbying.
4. Explain the concept of sustainability as it impacts economic, environmental, and social concerns.
5. Examine various concepts and theories of ethics and how to deliberate and assess claims about ethical issues.
6. Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

Building a Model to Deliver the UULOs

- Vertical Integration
- Beginning, Middle, End
- Communication
- Partnership
- Support

Vertically Integrated Education at UNLV



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Color code: Gen Ed Gen Ed/Major Major

<http://generated.unlv.edu/>

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*Reinventing Undergraduate Education:
A Blueprint for America's Research*

- Make Research-Based Learning the Standard
- Construct an Inquiry-Based Freshman Year
- Build on the Freshman Foundation
- Remove Barriers to Interdisciplinary Education
- Link Communication Skills and Course Work
- Use Information Technology Creatively
- Culminate with a Capstone Experience
- Educate Graduate Students as Apprentice Teachers
- Change Faculty Reward Systems
- Cultivate a Sense of Community

Boyer Commission on Educating Undergraduates in the Research University
http://www.niu.edu/engagedlearning/research/pdfs/Boyer_Report.pdf

Thanks Chris

And because we are almost all Carnegie
research 1 in this room – I am going to remind
you of this bit of ancient history that is
remarkably relevant today....

recommendations – made 12 years ago... and I
have been using this slide in various iterations
that long...

I don't know about you – but we have worked

on – or are working on all but the last two at UNLV – and some may see it as coincidental – but I know it was intentional on the part of SOME people (but that's another story about how libraries can lead on their campus)

Back to this model – only did the one column... how many of us are challenged by faculty buy in?

Not just about what we teach – but how we teach...

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Video of Faculty

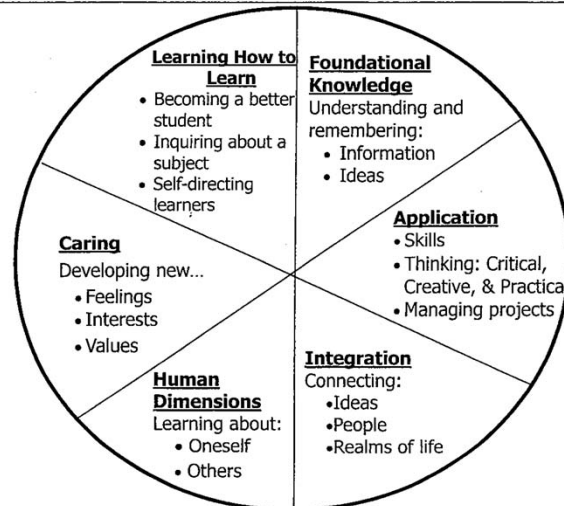
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Taxonomy of Significant Learning

L. Dee Fink *A Self-Directed Guide to Designing Courses for Significant Learning*



Fink's model – embed librarians as partners – create the table – the space - partner on articulating outcomes – assignments that scale and align – assessments..

most comfortable in foundational knowledge area but this model provides a frame for faculty to compare their own course goals to see if they have them in various areas of the taxonomy with an expectation of learning outcomes with corresponding activities and assessments in other areas...such as critical thinking and learning how to learn, and developing feelings or passion for the subject matter.. And most important – being explicit about all three areas and ensuring alignment -- clear articulation of learning outcomes, alignment with activities designed to scaffold learning, and assessments that are clear in how performance is going to be measured

Bringing the Model to Life

- Partnership, Communication, Support
- Library expertise with faculty development
 - Institute on Inquiry-Based Learning
- Staged Implementation:
 - First-Year Seminar – Fall 2012
 - Second-Year Seminar – Fall 2013
 - Milestone Experience – Fall 2014
 - Culminating Experience – Fall 2015

Faculty Institutes

- First-Year Seminar
 - April 2-4, 2012
- Second-Year Seminar
 - January 14-16, 2013
- Milestone Experience
 - January/February 2014
- Culminating Experience

Finally – the last pillar of my temple for student learning is the co=curricular environment... how do assess the value added from these experiences that happen external to the curriculum..

We also have a breakout on this topic – so I am not going to belabor the point

Pedagogy of Place





Bridging The Gap – UNLV Libraries Adds Value To Student Employment Experience



Library student assistants participate in an interactive communication exercise where one person is the communicator and the other person is the listener. The goal is for the listener to understand the instructions from their partner as to how to place a distinct set of shapes in a specific order. Both partners had the opportunity to experience their current verbal communication and listening skills in action and under a time crunch.

Direct Instruction



Faculty Development



Planning –Curriculum Mapping

Instruction Framework Working Group Report – Appendix II
UULO's with ACRL Outcomes Describing Beginning, Middle and End levels of Student Performance

UULO Two: Inquiry and Critical Thinking – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

Objective Two: Access and collect the needed information from appropriate primary and secondary sources

Beginning	Middle (Beginning +)	End (Beginning/Middle +)
Identifies keywords, synonyms and related terms for the information needed. (2.2.B.)	Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, field work). (2.1.A.)	Identifies gaps in the information retrieved and determines if the search strategy should be revised. (2.4.B.) / Reviews search strategy and incorporates additional concepts as necessary. (3.7.B.)
Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline. (1.2.E.)	Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system. (2.1.D.)	Repeats the search using the revised strategy as necessary. (2.4.C.)
	Uses specialized online or in person services available at the	

Librarians ed role – teaching (students directly) = planning (curriculum mapping) – partnering (course design and assessments)...

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*set a specific level of performance **expected** at graduation
and gather evidence of the achievement of that level of
performance*

Assessment for Learning

ongoing, diagnostic, formative

Assessment as Learning

actively involves students in their own assessment

Assessment of Learning

summative assessment at end of a period of time

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Chat a bit about assessment

Setting outcomes more ubiquitous – measuring them
less so...

Bulk of work now is on that alignment – at all levels...

What can libraries do... think about these phrases –
understand them – apply them locally --

For example

Project at UNLV Erin Rinto did to partner with comp

program – develop a rubric for info lit – collect sample work
– assess – and use results to inform assignment and
training of GAs who teach...

Performance based – mostly at course level – librarians
partner with faculty on assignment design – active and
authentic..

Summative – can be standardized – or can be a direct
assessment of a body of student work... we used lskills on
a group of exiting hotel students – got results and used to
inform conversations with faculty..

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Assessment Tools

- Rubrics
- Performance Assessments
- Standardized Tests (fixed choice)

*Does your tool assess higher
order thinking skills?*

Oakleaf, Megan. "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools." *portal: Libraries and the Academy*. 8(3). 2008. 233-253.

What assessments are available? So everyone is looking for the silver bullet... can we just test for information literacy? And if you do, what data does it yield and what do you do with the results?

This is from a wonderful article by Megan on the dangers and opportunities in approaches for both fixed choice and performance based assessments..

Standardized Tests

- SAILS (and other fixed choice library instruction)
- ISkills (performance)
- CAAP (fixed choice)
- CLA (performance)
- CATalyst for Change (NSF) (performance)

And “standardized tests” are varied – some are fixed choice and some are performance, and some are mixed..

Here are a few that I have selected to highlight – and I expect you will learn more about others from my colleagues..

We probably all have opinions based upon our experiences.. I will share some of my own..

SAILS – not info lit – lib instruction.. Multiple

choice – stripped out all higher order... - otherwise excellent instrument – valid and reliable -- I think this is a good test to use if multiple assessments are being used and there are rubrics or other instruments in place to assess the higher order skills

ISkills

Performance based, not multiple choice; interactive tasks that are real time, scenario based, and use simulated technology [Web search engines, databases, emails, spreadsheet, presentation slides]

provides a variety of reports (including comparison)

evaluates critical thinking in the digital environment with scores in seven sections...Define, access, evaluate, manage, integrate, create, communicate

CAAP Critical thinking test - 40-minute test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments.. Each passage is accompanied by a set of multiple-choice test items. A total score is provided for the Critical Thinking Test; no subscores are provided...

32 multiple choice..based on passages read..

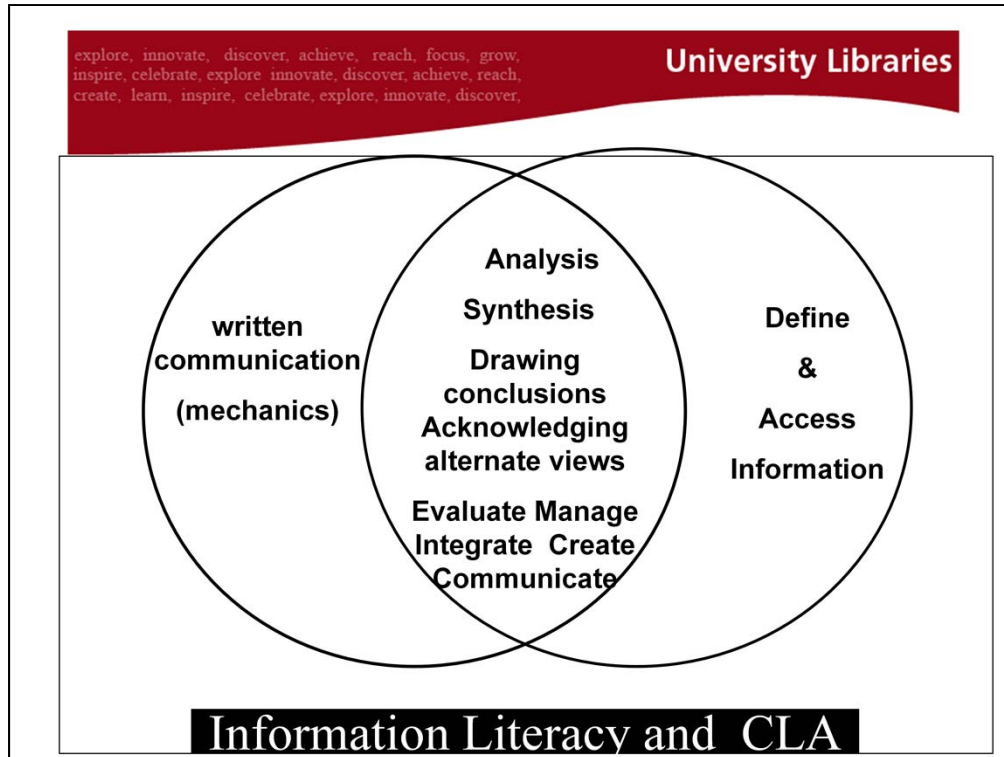
Analysis of elements of an argument -- .53--.66 -17--21 items

Evaluation of an argument --.16--.28 5--9 items

Extension of an argument .. .19 6 items

CLA -- According to the common scoring rubric for CLA, CLA does not cover outcomes defined in ISkills as defining and accessing information – specifically *articulate a need for information that defines a hypothesis or problem in operational terms, develop and apply a systematic strategy for ethically and legally finding, retrieving, and sorting information from a variety of relevant resources, representing a wide range of perspectives, acknowledging sources appropriately*

CAT train trainer – faculty teams to score – labor intensive - difficult to scale



According to the common scoring rubric for CLA, CLA does not cover outcomes defined in ISkills as defining and accessing information – specifically *articulate a need for information that defines a hypothesis or problem in operational terms, develop and apply a systematic strategy for ethically and legally finding, retrieving, and sorting information from a variety of relevant resources, representing a wide range of perspectives, acknowledging sources appropriately*

And info lit does not address the craft of writing..

Rubric Sources



www.railsontrack.info



Lets talk a little bit about rubrics – there are three major sources for info lit and related rubrics..

VALUE rubrics -- institutional, RAILS

Rubric Norming Process – from RAILS

1. Think aloud through scoring several examples.
2. Ask raters to independently score a set of examples that reflects the range of services libraries produce.
3. Bring raters together to review their scores to identify patterns of consistent and inconsistent scores.

4. Discuss and then reconcile inconsistent scores.
5. Repeat the process of independent scoring on a new set of examples.
6. Again, bring all raters together to review their scores to identify patterns of consistent and inconsistent scores.
7. Discuss and then reconcile inconsistent scores. This process is repeated until raters reach consensus about applying the scoring rubric. Ordinarily, two to three of these sessions calibrate raters' responses

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972

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Assessing Student Learning

- Course Level
- Program Level
 - Objective data: e.g., retention
 - Perceptions of student learning
 - Demonstration of student learning

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