Librarians at SCSU developed a 3-credit course combining critical thinking and information literacy. Critical Thinking in Academic Research, LIB 280, satisfies the critical thinking requirement of SCSU’s Liberal Education Program (LEP).

SCSU requires academic programs to have assessment plans describing how & when they will assess program outcomes. Also, departments with courses in the LEP must assess those courses according to the student learning outcomes in the LEP.

Multiple library faculty teach LIB 280 in several formats including paired with composition courses, adapted for the Honors Program, and online. Librarians determine the pedagogy for their sections.

Faculty selected common textbook, *Asking the Right Questions* by Brown & Keeley, to facilitate collaborative teaching activities.

Faculty met several times to determine how to meet assessment requirements. We decided to use a common final project that addresses course, library, and LEP outcomes. Then we met some more.

And met some more. Finally, we adapted an assignment from the instructor’s manual for our textbook. The original version addressed only critical thinking and not information literacy. We created a grading rubric and piloted the assignment. Initial results offered hope. We met some more and finalized the assignment and rubric for use in our Fall 2018 sections.

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### No Cat Herding Needed: Collaborative Outcomes-Based Assessment in the Library

**Robin Ewing**

**Introduction**

SCSU’s Liberal Education Program (LEP) requires academic programs to have assessment plans describing how & when they will assess program outcomes. Also, departments with courses in the LEP must assess those courses according to the student learning outcomes in the LEP.

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**Outcomes alignment**

**Liberal Education Outcomes**

- Recognize the elements of reasoning
- Analyze and evaluate arguments
- Construct search strategies
- Identify and describe common fallacies

**Library student learning outcomes**

- Identify different types of authority
- Execute a plan for locating information
- Students will evaluate information using critical thinking

**Course learning outcomes**

- Recognize the elements of reasoning
- Analyze and evaluate arguments
- Construct search strategies
- Identify and describe common fallacies

**Next steps**

1) Adapt grading rubric for assessment
2) Determine target levels for student achievement
3) Prepare student artifacts for assessment
4) Review artifacts using rubric
5) Revise rubric and assignment as needed
6) Revise Library student learning outcomes

**Squad**

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