INDIANA UNIVERSITY SOUTHEAST

Career Readiness & Advanced Information Literacy

From High Impact Practices to Programmatic Assessment

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Introduction
Setting the Context

Contextualizing Change

- **A Little About the Campus**

- **A Little About the Library**

- **Federal Work–Study Program**

Theory & Background

Enhancing Retention, Persistence, & Completion

Career Readiness Competencies

- Phase I → Phase II

- National Association of College & Employers (NACE)

- Career Readiness

- *What can students do for us?*

- *What can we do for students?*

IU Southeast Library Work-Study
NACE Career Readiness Competencies

#		NACE Career Readiness Competencies
	INTERPERSONAL SKILLS	
1	Relationships: Supervisors and Colleagues	Builds collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
		Demonstrates personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understands the impact of non-verbal communication on professional work image.
		Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from personal mistakes.
		Values, respects and learns from diverse cultures, races, ages, genders, sexual orientations and religions.
		Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
2	Communication Skills	Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
		Able to express ideas to others.
	JOB KNOWLEDGE	
	Library Policy	
3	Borrowing and Circulation Policies (IU Southeast Library Website)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
4	Privacy, Confidentiality, and Intellectual Freedom	Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from personal mistakes.
	Library Procedure	
5	Vetting Circulation, Reference, and IT Questions	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
6	Holds	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
7	Course Reserves	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
8	Interlibrary Loans	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
9	Book Drop (Opening Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
	Cash Drawer	
10	Preparing and Counting Money (Opening Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
11	Book Sale Purchases	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
12	Making Change	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
13	Closing and Counting Money (Closing Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
	Miscellaneous	
14	Processing Pick List (Opening Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
15	Running Fixers (Closing Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
		Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
16	Locking and Unlocking Doors (Opening and Closing)	Not Applicable
	TECHNOLOGY	
	Integrated Library System (ILS): Workflows	
17	Checking Out: Stacks and CULAB	Leverages existing technologies ethically and efficiently to solve problems, completes...

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		tasks, and accomplishes goals.
18	Checking Out: Holds	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
19	Checking Out: Media	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
20	Checking Out: Course Reserves	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
21	Checking Out: Interlibrary Loan	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
22	Checking Out: New and Display	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
23	Discharging: Stacks and CULAB	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
24	Discharging: Media	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
25	Discharging: Course Reserves	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
26	Discharging: Interlibrary Loan	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
27	Discharging: Browsing	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
28	Discharging: Book Drop (Opening Only)	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
29	Renewing Items (In-Person and On the Phone)	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
30	Marking Items Used	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
31	Patron Registration	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
32	User Modification	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
	Telephone Etiquette and Procedures	
33	Transferring Calls	Leverages existing technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals.
	CUSTOMER SERVICE	
34	Approachability and Attitude	Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
		Able to express ideas to others.
		Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from personal mistakes.
		Values, respects and learns from diverse cultures, races, ages, genders, sexual orientations and religions.
		Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
35	Answering Telephone Calls: What to Say and How to Say It	Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
		Able to express ideas to others.
		Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from personal mistakes.
		Values, respects and learns from diverse cultures, races, ages, genders, sexual orientations and religions.
		Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
	SHELVING	
36	Shelve Items Appropriately and Correctly in All Collections	Able to obtain, interpret and use knowledge, facts and data during the process.

IF THE STUDENTS FAIL, IT'S BECAUSE WE'VE FAILED THEM

Career Readiness Competencies

CUSTOMER SERVICE		
34	Approachability and Attitude	Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
		Able to express ideas to others.
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Career Readiness Competencies

	Miscellaneous	
14	Processing Pick List (Opening Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
15	Running Floors (Closing Only)	Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
		Able to obtain, interpret and use knowledge, facts and data during the process.
		Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

Data–Informed Decision Making

- Survey: 2015 – 2021

- **52%** Response Rate

- Demographics:

  - ✓ **56%** = Graduated from Southeast
  - ✓ **28%** = (then) Current Students
  - ✓ **12%** = Left Before Completion
  - ✓ **4%** = Declined to Answer

Data–Informed Decision Making

77% graduated from Southeast (2021)

79% graduated from Southeast (2022)

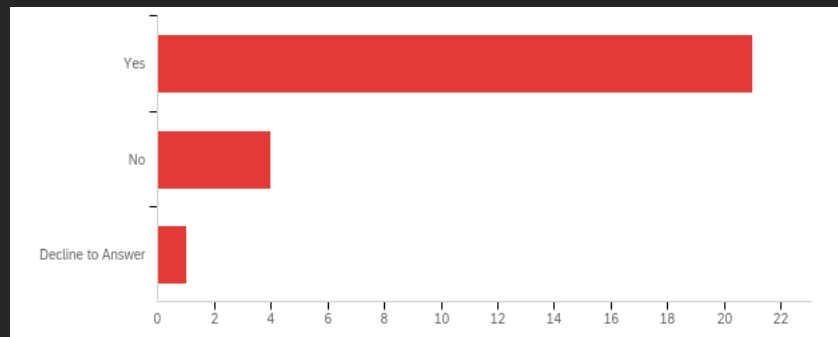Graduation Rates for Southeast (CollegeFactual):

- ✓ 6–Year = **35.4%**

- ✓ 4–Year = **14%**
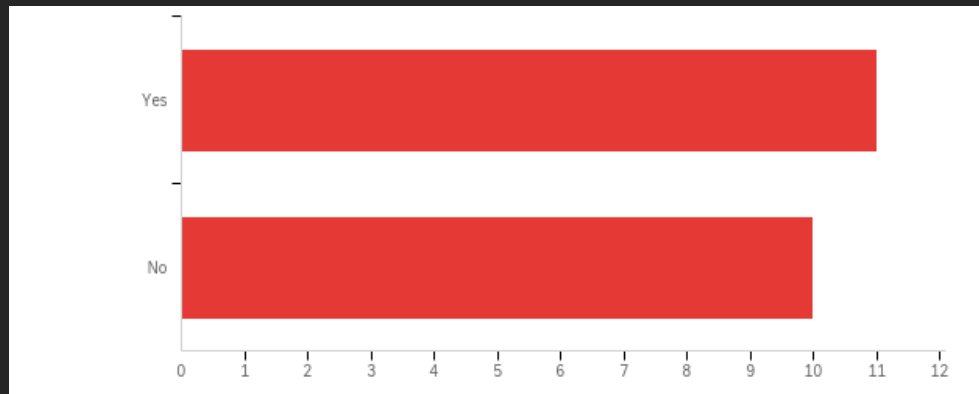
National Graduation Rates (NCES):

- ✓ 6–Year = **63%**

Q7 – Are you currently employed outside of a library setting?

#	Field	Choice Count
1	Yes	80.77%
2	No	15.38%
3	Decline to Answer	3.85%

Q6 – Are you currently employed in a job related to your major?

#	Field	Choice Count
1	Yes	52.38%
2	No	47.62%

Q11 – Approximately how long did you work for the Library?

#	Field	Choice Count
1	1 - 2 Semesters	25.00%
2	3 - 4 Semesters	25.00%
3	4 - 6 Semesters	29.17%
4	7 - 8 Semesters	12.50%
5	9+ Semesters	8.33%

Data–Informed Decision Making

"I would have liked more insight into all library services. I work in a library now and it has made me realize how little I knew of the IUS system."

"I wish there were more tasks to do such as paperwork or projects to keep me busy"

"Given a project to complete or development."

"Managing resources and multi–tasking"

"Ways to energetically greet and interact with diverse individuals"

"Team Work, Problem solving and Student service"

"Although I did develop team skills while working here, I feel that I could have developed it a bit more"

Data–Informed Decision Making

"I didn't feel like I was properly trained. I knew what needed to be done, I just didn't get how to do it."

"Much of the work felt like "busywork" meant to fill empty time. A stronger sense of personal involvement in the operations of the library would have been preferable."

"Trying to remember how to do things you only do every couple of months, especially when working the front desk without another student to help."

Program Goals	Student Learning Outcomes	Assessment
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.	Students will provide high-quality ready-reference and research services in collaboration with librarians and staff to diverse populations of patrons.	• Module 1 Assessment • Module 7 Assessment • Module 9 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test
	Students will take active roles in peer mentoring to develop meaningful, team-focused relationships with coworkers.	• Modules 1 Assessment • Module 5 Assessment • Skills Pre- and Post-Test • Evaluating My Peers Evaluation
Understand and demonstrate personal accountability and effective work habits, and act in the interest of the larger community and workplace.	Students will arrive for work on time, complete scheduled shifts, manage allotted personal days, and communicate effectively with colleagues and supervisors when needing time off.	• Module 1 Assessment • Module 14 Assessment • Formative Evaluations • Formal Annual Evaluations
	Students will develop and engage with patrons, both face-to-face and using technology, using efficient, high-quality patron/customer service skills.	• Module 3 Assessment • Module 4 Assessment • Module 5 Assessment • Module 6 Assessment • Module 7 Evaluation • Module 12 Assessment • Module 13 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.	Students will interpret the information and research needs of patrons and develop appropriate plans of action to fulfill those information needs.	- Module 5 Assessment - Module 7 Assessment - Formative Evaluations - Formal Annual Evaluations - Skills Pre- and Post-Test
	Students will understand, explain, and enforce policies.	- Module 3 Assessment - Module 4 Assessment - Module 5 Assessment - Module 6 Assessment - Module 12 Assessment - Module 13 Assessment - Formative Evaluations - Formal Annual Evaluations
Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.	Students will identify and employ techniques of high-quality face-to-face communication, both with patrons and colleagues.	- Formative Evaluations - Formal Annual Evaluations - Skills Pre- and Post-Test - Module 4 Assessment - Module 5 Assessment

		• Module 6 Assessment • Module 12 Assessment
	Students will identify and employ techniques of high-quality communication that is not face-to-face, both with patrons and colleagues.	• Module 4 Assessment • Module 6 Assessment • Module 12 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test
	Students will be able to communicate with and instruct patrons during reference and research interactions to help them fulfill their unique information needs.	• Module 4 Assessment • Module 5 Assessment • Module 6 Assessment • Module 7 Assessment • Module 12 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test
Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.	Students will use the Library's computer software to provide circulation services (e.g. circulating materials, creating borrowing cards for community patrons, renewing materials, renewing patron accounts, paying fees, and data-entry).	• Formative Evaluations • Formal Annual Evaluations

Demonstrate advanced information literacy and research skills.	Students will use appropriate tools and technologies to identify, access, evaluate, and use information effectively.[1]	• Module 7 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test
	Students will use information responsibility, in accordance with legal and ethical principles.[2]	• Module 7 Assessment • Formative Evaluations • Formal Annual Evaluations • Skills Pre- and Post-Test
Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind.	Students will develop knowledge on the purpose and importance of professional codes of ethics and be able to articulate those in real-world experiences.	• Module 2 Assessment • Skills Pre- and Post-Test
	Students will keep appropriate information, records, and interactions confidential, in accordance with the ALA	• Module 2 Assessment • IU-Wide Training Modules: FERPA, Data Protection & Privacy, HRMS Data Use • Skills Pre- and Post-Test

[1] Aligns with the IU Southeast General Education Student Learning Outcome for Information Literacy.
[2] Aligns with the IU Southeast General Education Student Learning Outcome for Information Literacy.

	Library Code of Ethics and FERPA.	
	Students will contribute to the workplace culture of respect for both colleagues and patrons.	• Module 9 Assessment • Module 11 Assessment
Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.	Students will be able to define and identify microaggressions and employ techniques to minimize them in the workplace, when working both with diverse populations of patrons and colleagues.	• Module 9 Assessment • Formative Evaluations • Skills Pre- and Post-Test
	Students will be able to define and identify implicit biases and employ techniques to minimize them in the workplace, when working both with diverse populations of patrons and colleagues.	• Module 9 Assessment • Formative Evaluations • Skills Pre- and Post-Test
Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking.	Students will identify how the knowledge and skills developed and honed while working in the Library are transferable to careers in their chosen majors/fields.	• Module 1 Assessment • End of Training Essay • Formative Evaluations • Skills Pre- and Post-Test

High Impact Practices (HIPs)

- Higher–level, purpose–driven projects and research interactions.

- Work alongside/with Library Faculty to develop mentor–mentee relationships.

- Engage in peer–to–peer research consultations.

- Supervise junior colleagues.

Implementing Change

Shifting Perspectives and Practices

Connecting the Pieces: Making Change

Stuck in the Past

- **Two–Desk Model**
  - ✓ **Circulation vs. Reference**

Need for Change

- **Fusion: Single–Desk Model**
  - ✓ **Reduction in Workforce**
  - ✓ **Single Access Point**

Connecting the Pieces: Making Change

Recognize the Educational Nature of Our Mission

Expanding Responsibilities

- **Service Desk**
    - ✓ **Circulation** *and* **Reference**
- **Empowering Student Employees**

Connecting the Pieces: Making Change

Harnessing **Canvas** (our LMS)

- ✓ **Program Goals & SLOs**
- ✓ **Training Modules by Topic**
- ✓ **Theory: Beyond Libraries**

Hands–On Training Prioritized

- ✓ **Access Services → Student Employees**
- ✓ **Faculty Librarians → Student Employees**
- ✓ **Student Employees → Student Employees**

Connecting the Pieces: Making Change

Module 0: Pre–Assessment

Module 1: Welcome & Tour

Module 2: Privacy & Data Compliance

Module 3: Policies & Procedures

Module 4: Communication (Phone)

Module 5: Compassion & Service Models

➢ Block & Proctor (2020)

Module 6: Communication (F2F)

Module 7: Information Literacy

Getting Started

Welcome back! We hope you learned a lot from Module 1 and that you're excited to begin delving into the nitty gritty of working in the Library. In this module, you'll be introduced to some really important concepts that will help you provide ethical service to our patrons:

1. Professional codes of ethics, with emphasis on the American Library Association (ALA) Code of Ethics.
2. Privacy and confidentiality of records, with emphasis on the Family Educational Rights and Privacy Act (FERPA).
3. IU Compliance training that will help you handle data and sensitive information ethically.

Before moving forward, take a look at the Student Learning Outcomes below and how they relate to larger Program Level Goals. As you move through this module, remember to brainstorm and reflect on how these can be applied to careers in your major.

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Learning Outcomes

Module Level Learning Outcomes

After completing this module:

- Students will explain the purpose and importance of professional codes of ethics and be able to articulate those in real-world experiences.
  - **PLG: Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind.**
- Students will keep appropriate information, records, and interactions confidential, in accordance with the ALA Library Code of Ethics, FERPA, and Indiana University policies.
  - **PLG: Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind.**
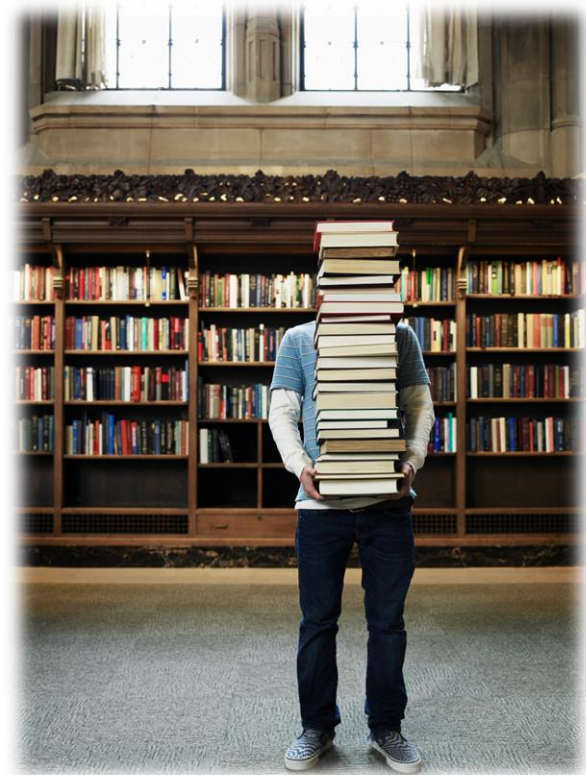
Connecting the Pieces: Making Change

Harnessing **Canvas** (our LMS)

- ✓ **Program Goals & SLOs**
- ✓ **Training Modules by Topic**
- ✓ **Theory: Beyond Libraries**

Hands–On Training vs. Theory

- ✓ **Access Services → Student Employees**
- ✓ **Faculty Librarians → Student Employees**
- ✓ **Student Employees → Student Employees**

Connecting the Pieces: Persistence & Retention

Creating Tiers

- ✓ Peer Research **Assistant**
- ✓ Peer Research **Associate**
- ✓ Peer Research **Mentor**

Increasing Responsibility & Pride

Increasing Pay: A Mindset

- ✓ $10.15/hr
- ✓ $10.25/hr
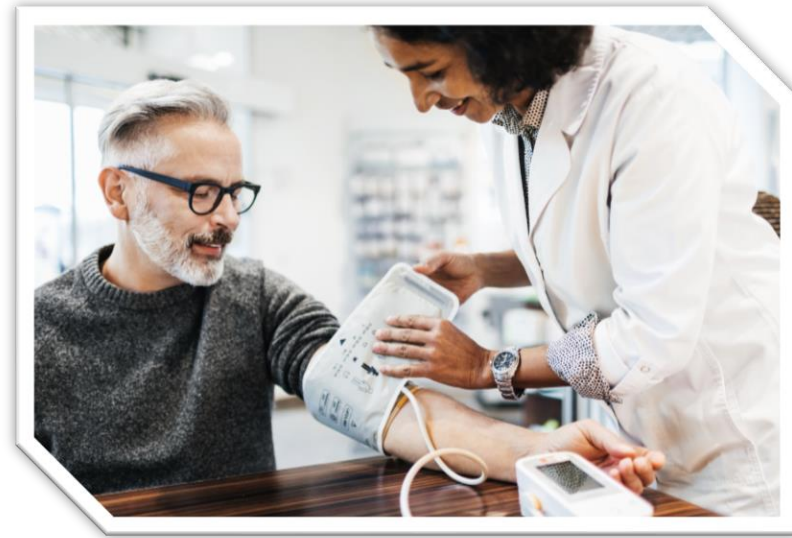- ✓ $10.50/hr

Connecting the Pieces: Making Change

Service Desk Triage

- ✓ **Answer questions within scope of knowledge/skills**

- ✓ **Understand professional limits or weaknesses**

- ✓ **Refer to Access Services Staff**

- ✓ **Refer to Librarians**

- ✓ **Build confidence and relationships with peers, faculty, and staff**

Assessment & Evidence of Student Learning

aka – So What?

Assessing Student Learning: So What?

"One of the Program Level Goals that interests me is the first bullet point within the list of goals. This Program Level Goal states, "Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities." I personally believe that this Program Level Goal will apply to a career (mental health counselor) within my major, psychology, because as a mental health counselor, it would be extremely important to work towards a common goal with my client, yet understand and appreciate that they may have different viewpoints on topics or approaches than I may have. I honestly did not realize that this was a skill that I could learn through the library, and I find it very interesting how closely it can relate to a career within my major."

Assessing Student Learning: So What?

"'Demonstrate advanced information literacy and research skills.' I think this goal stood out to me as a Psychology major because of all of the research necessary in my field. Psychology is an ongoing science that is making new discoveries and is requiring constant reevaluation, reeducation, and implementation of that knowledge. Not only would a skill like proper research be beneficial but also information literacy. This will benefit me because knowing how to look for the correct information in a text and take from it will be mandatory to being a practicing Therapist. I need to be able to learn from previous studies, learning new therapy techniques, and be able to reference a material when needed."

Assessing Student Learning: So What?

Data Protection and Privacy: The average pre–test score was **68.16%** and the average post–test score was **94.82%**, demonstrating student learning increased by **39.13%**.

Policies: **General and Library Specific**: The average pre–test score was **16.39%** and the average post–test score was **81.94%**, demonstrating student learning increased by **400.00%**. This was the largest increase.

Principles of Telephone Customer Service: The average pre–test score was **64.19%** and the average post–test score was **96.30%**, demonstrating student learning increased by **50.03%**.

Principles of Customer Service: The average pre–test score was **52.96%** and the average post–test score was **78.15%**, demonstrating student learning increased by **47.56%**.

Assessing Student Learning: So What?

Average Score Increase: Pre-Test & Post Test

- Data Protection & Privacy
- Policies: General and Library Specific
- Principles of Telephone Customer Service
- Principles of Customer Service
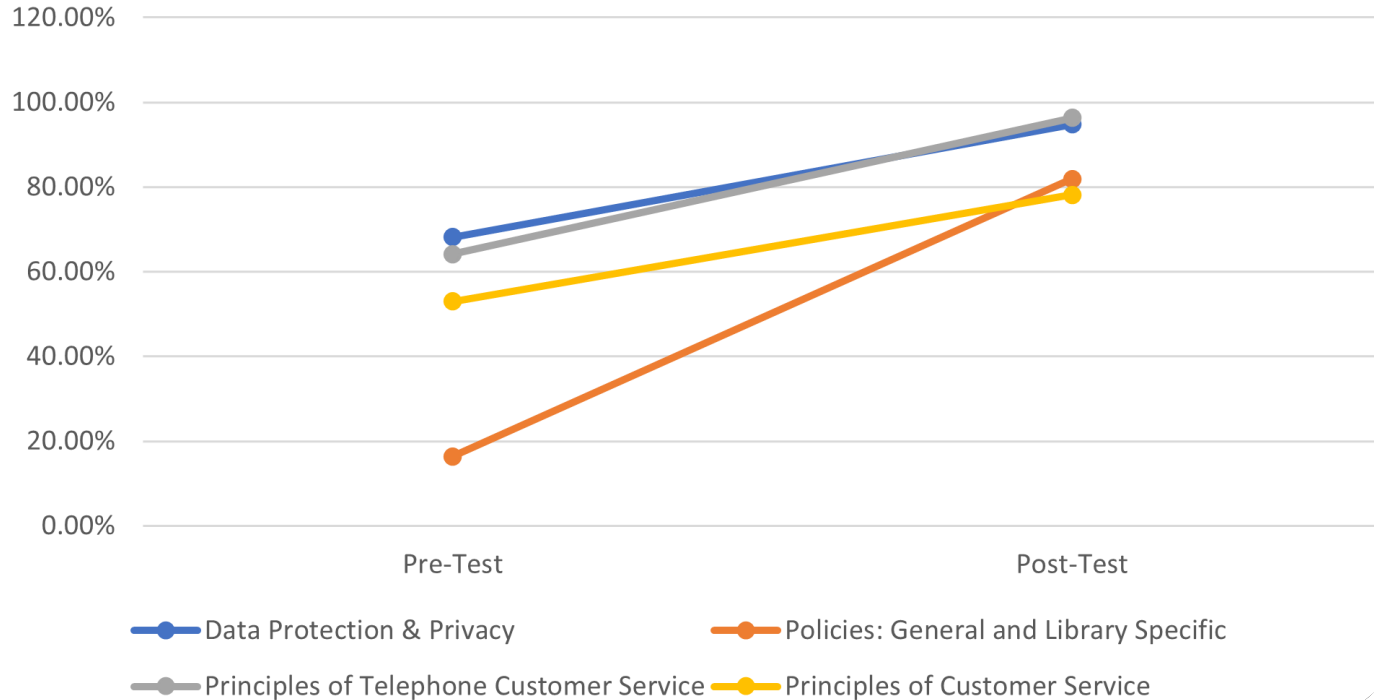
Assessing Student Learning: Information Literacy

Average (Mo) score for all eligible students is at least **2**

Average (Mo) score for each student across all categories:

- ✓ **66.7%** (*N* = 6) scored an average (Mo) of **3**

- ✓ **33.3%** (*N* = 3) scored an average (Mo) of **2**

- ✓ **No** student assessed had an average (Mo) below **2**

Rank	Student	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8	Category 9	Category 10
Mentor	Student #1	1	3	3	3	3	3	3	3	3	3
Associate	Student #2	2	3	3	3	3	3	2	3	3	3
Mentor	Student #3	1	3	3	3	3	2	2	2	3	2
Assistant	Student #4	2	3	2	1	3	2	0	2	3	1
Assistant	Student #5	3	3	2	3	3	2	1	2	2	3
Associate	Student #6	3	2	2	1	3	2	0	2	3	3
Mentor	Student #7	2	3	2	3	3	3	2	2	3	2
Assistant	Student #8	2	2	3	3	3	3	2	2	3	2
Assistant	Student #9	3	3	2	1	3	2	1	2	3	2
	Mo	2	3	2	3	3	2	2	2	3	3

Rank	Student	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8	Category 9	Category 10	Categories Scoring 3
Assistant	Student #4	2	3	2	1	3	2	0	2	3	1	3
Assistant	Student #5	3	3	2	3	3	2	1	2	2	3	5
Assistant	Student #8	2	2	3	3	3	3	2	2	3	2	5
Assistant	Student #9	3	3	2	1	3	2	1	2	3	2	4

Rank	Student	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8	Category 9	Category 10	Categories Scoring 3
Associate	Student #2	2	3	3	3	3	3	2	3	3	3	8
Associate	Student #6	3	2	2	1	3	2	0	2	3	3	4

Rank	Student	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8	Category 9	Category 10	Categories Scoring 3
Mentor	Student #1	1	3	3	3	3	3	3	3	3	3	9
Mentor	Student #3	1	3	3	3	3	2	2	2	3	2	5
Mentor	Student #7	2	3	2	3	3	3	2	2	3	2	5

Culture of Assessment

NACE Career Readiness Competencies

Library Tasks

Training

Pre and Post–Tests & Evaluations

Program Goals

Learning Outcomes

Learning Outcomes

Learning Outcomes

Practices

Practices

Practices

Measurement Tools

Measurement Tools

Assessment Data

Closing the Loop: Continuous Improvement

INDIANA UNIVERSITY SOUTHEAST

Telling Our Story

- Regional Accreditation

- Assessment and Continuous Improvement: Capturing Data Snapshots

- Conversations with Stakeholders

- Examples Moving Forward

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**Questions?
Comments?
Concerns?**