Project title: Assessment in Action: Academic Libraries and Student Success

Partners: Association for Institutional Research (AIR) and the Association of Public and Land-grant Universities (APLU)

Overview

As part of its Value of Academic Libraries Initiative, a multiyear project designed to assist academic librarians in demonstrating library value, the Association of College and Research Libraries (ACRL) began work in October 2012 on "Assessment in Action: Academic Libraries and Student Success" (AiA). A National Leadership Demonstration Grant of $249,330 from the Institute of Museum and Library Services (IMLS) funds the AiA program for three years. The AiA program builds on the outcomes of an IMLS 2011 National Leadership Collaborative Planning grant (LG-62-11-0216-11) by designing, implementing, and evaluating a professional development program to build the competencies of librarians for demonstrating library value.

In the second year of the AiA program, ACRL made progress toward achieving all three stated goals:

1) develop the professional competencies of librarians to assess, document, and communicate the value of their academic libraries primarily in relation to their institution's goals for student learning and success,
2) build and strengthen collaborative relationships with higher education stakeholders around the issue of library value, and
3) contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

Project Activities

In the grant proposal narrative, the primary activities that would meet each goal were listed as:

- Goal 1 activity: Librarians participate in professional development activities and apply the learning to a library value project on their campus.
- Goal 2 activity: Librarians will lead their institutional teams in the design and implementation of a library value project.
- Goal 3 activity: Institutional teams led by their participating campus librarian will design, implement, and evaluate library value projects on their campus, resulting in multiple approaches, strategies, and practices for documenting the library's impact on student learning and success.

We made significant progress on each of these activities, as described more fully below.

First Year Teams

Remaining Curriculum

The first group of 75 AiA teams began in April 2013 and concluded their participation in the program in June 2014. During the last nine months of their experience (covered by this reporting period) the AiA program continued using blended learning, peer-to-peer collegial relationships, and action learning projects. The librarians lead their campus teams in the development and

implementation of a library value project that is informed by the skill-building activities and designed to contribute to assessment activities on their campus. Details on the particular activities participants in the first year of the program experienced in the remaining nine months of their 14-month experience follow.

Webcasts
At key junctures throughout the facilitators present live 90-minute webcasts using online meeting software (Adobe Connect or BlackBoard Collaborate). The webcasts typically were one hour in length and included presentation on a topic and a closing question-and-answer period. The final two webcasts (of five) were:
• Visualizing Data and Poster Design - April 2, 2014
• Communicating Your Results - May 5, 2014

In Person
Librarian team leaders met in person for the second time in conjunction with the 2014 ALA Midwinter Meeting in January. As with the first meeting in June 2013, this second meeting lasted for four hours on Thursday and four hours on Friday. Participants continued to foster a community of practice and developed knowledge and skills in the areas of assessment and leadership through a variety of in-person activities:
• Taking stock of progress (cohort)
• Data analysis (break out)
• Evaluating assessment results (affinity groups)
• Using your results (plenary)
• Planning the 'ask' (affinity groups)
• Makings of a great elevator speech (plenary)
• Deliver elevator speech (cohort)
• Consolidating learning and reflection (plenary)

Asynchronous Forums
Using the Moodle elearning platform, facilitators continued to regularly post questions, resources, and exercises for the AiA librarian team leaders. The bulk of the threaded discussions took place within each cohort of five librarian team leaders, but some open general discussion forums were posted for broader sharing. Sometimes facilitators presented a reading, video, or set of questions to prompt discussion, other times members of the cohort lead and facilitated discussion on key concepts. The discussion topics follow.

Preparation for In-Person: Sustaining Our Community of Practice - January 2014
Reading Bolman and Gallos Chapter on Academic Leadership
Revisiting Relevant Resources
Data Analysis: Jumpstart Your Thinking
Qualitative Data Analysis Recording and Handout
Quantitative Data Analysis Recording and Handout

Cross cohort threaded discussion topics
Sharing your AiA project at conferences, list of relevant conferences and deadlines

Questions about the Poster Development and Feedback Process
Final report questions
Pay It Forward - Recommended Readings for Year 2 AiA Participants

Case Connections
To ensure the program was responsive to the needs of participants, in October 2013 we introduced Case Connections. Communities of practice often learn together by helping one member think through his or her project, coming together to problem-solve from different perspectives and with different experiences. Doing so not only helps solve the immediate challenge, but also allows others to contribute their own stories, experiences, and insights, further enriching their expertise.

During each Case Connection, one team leader's project became the focus. The leader provided a one-page scenario describing the dilemma and ending with 1-3 "burning" questions s/he would like fellow AiA Team Leaders (from all cohorts) to take up. Everyone who chose to participate was asked to read the case in advance of the live session. During an online synchronous work time, the team leader told the story in his/her own words in the first 5 minutes. The next 5 minutes were for fellow AiA Team Leaders to ask clarifying questions so they understood the situation and the team leader's questions. Fellow AiA team leaders then provided insight, perspectives of how they have dealt with the issue, or prompted with questions to consider. Case Connections lasted 30 – 60 minutes total length depending on the depth of each "question."

We invited all team leaders to be the focus of a Case Connection and facilitated them for all who sought out this opportunity. From November – January we held six Case Connections on these topics:
- Assessing student learning of evaluation of sources; benchmarking.
- Developing an instrument to assess student learning; best way to report qualitative data.
- Research design and challenges with correlation/causation.
- Strengthening research design so as to demonstrate library impact.
- Working with a biased faculty member; models of information literacy others are using.
- Swaying the naysayers; grant sources; how to talk about the project when the results are not what was expected.

Informal meet ups
To foster collegial relationships and increase the ability to easily connect, team leaders organized their own informal meet up to connect with one another during the ALA Annual Conference in June 2014 and invited the second year AiA team leaders to join.

Disseminating First Year Project Results
Participants' 14-month long experience culminated in June 2014 when 74 of the selected 75 teams presented posters in conjunction with the ALA Annual Conference in Las Vegas, Nevada. The posters described each team's project and their learning. Most often these were presented by the librarian team leaders, but in some cases another campus team members joined in making the poster presentation. Half the teams presented on Friday afternoon and half on Saturday morning. The timing was purposeful to ensure many newly selected AiA librarian team leaders for year

two of the program could attend. They had only just completed their first in-person session mid-day Friday.

In spring 2014, we focused on supporting AiA librarian team leaders as they prepared to disseminate project results. We started in March by providing a complete timeline for poster development, cohort peer feedback, cross cohort peer view, and final project reporting. To support the team leaders in every step of this dissemination process, we provided concrete guidelines for developing a poster, including information on poster design. A cross-cohort threaded discussion allowed team leaders from any cohort to pose questions and provide answers about the poster development and feedback process. Poster abstracts were June 2 and a public PDF was released on June 10 as part of our promotion of the sessions.

In addition to presenting a poster, institutional teams prepared final project reports, which are being analyzed by Karen Brown. Her synthesis will be disseminated later in 2014 together with a searchable online collection of individual project reports. In our initial grant narrative, we did not include this searchable online collection, but we realized how valuable it would be for others in the community to find reports of assessment projects by type of institution, method used, focus area etc. Final project reports were due via an online form June 23 (see Appendix A for reporting questions). Developing this online reporting tool was an addition not included in the grant narrative. After fully defining the scope and issuing a competitive RFP process, we chose an internal partner in another ALA office to develop the report input form and search interface. The cost for these professional services was nominal and covered by grant funding which had initially been allocated for another professional service that was no longer needed.

 As they prepared those posters and reports throughout the spring, AiA librarian team leaders supported one another through a structured process which started with peer feedback, within each cohort. Once team leaders made revisions, they undertook peer review across cohorts so each team leader, with fresh eyes, provided feedback about two projects outside their cohort. Again, team leaders made appropriate revisions based on this feedback. This iterative process ensured that final posters and project reports were robust and clear.

In addition to these formal mechanisms supported by the AiA program, ACRL is using its other platforms to promote the results of AiA projects in other ways. ACRL's Value of Academic Libraries Committee has invited AiA team leaders and their projects to be featured on the ACRL VAL blog. They asked interested team leaders to answer three questions:
1. What was your greatest challenge during the course of your Assessment in Action project?
2. What is your #1 recommendation for other librarians who want to conduct an assessment project on student learning and success?
3. What is the #1 thing you gained through your participation in Assessment in Action?

In October, our first team leader was featured in the spotlight on the ACRL VAL blog, see http://www.acrl.ala.org/value/?paged=2. ACRL is also working to publish a book on assessment methods with one AiA team leader as editor and other team leaders as contributors. Lastly AiA facilitators are working with ACRL's premier scholarly journal *College and Research Libraries*

to consider publishing a special issue focused exclusively on AiA projects as action research in spring 2016.

And librarian team leaders are finding their own ways to disseminate their findings on campus and locally. At the national level, in August, several AiA year one librarian team leaders presented at the Library Assessment Conference in Seattle, WA.

Bridging First and Second Year AiA Experience

As mentioned above under the section on curriculum, we created a discussion thread to encourage the year one AiA librarian team leaders to "pay it forward" by sharing their favorite readings and sources for year two AiA participants. The first year team leaders planned an informal get together at the ALA Annual Conference and invited the second year team leaders. Many second year team leaders were able to attend poster sessions by the first year team leaders and commented on how helpful it was to see completed projects. We posted rosters for each year in the other year's Moodle online course to further encourage connections across years.

In late October, we asked first year AiA team leaders to help us improve information about the AiA program for prospective applicants for year two. We asked them, specifically, to review the information about how to apply at http://www.ala.org/acrl/AiAapplication and the FAQs for prospective applicants at http://www.ala.org/acrl/AiAapplicationfaq. Then we asked the year one team leaders to give us feedback in three areas:

1. What should we change or emphasize more so that applicants have the clearest possible understanding of the AiA program?
2. What advice would you give to others who are thinking about applying?
3. Looking back on it, now that you are actually in the middle of carrying out your project, what do you wish you had known from the beginning? What would you have done differently at the outset?

The information the team leaders provided was invaluable in improving the webpages about how to apply, and we were able to weave in direct quotes to let their voices be heard. This gave prospective applicants a more fulsome understanding of what it takes to be part of the AiA community and to lead a team based assessment project on campus.

Librarian team leaders in the 2013-14 AiA program shared their advice on how to define a project:

- *"We came up with a project for AiA; I think things would have worked out better if we had already had a project, or at least a research question that we wanted answered."*
- *"I would have created a SWOT analysis ahead of time in an effort to identify my problem areas before starting the (application) process."*
- *"Don't worry about not knowing much about assessment…the program guides you through getting some sort-of assessment off the ground. Have a project (topic) really thought out so you aren't scrambling to implement."*
- *"It's important to get a big picture of the overall planning and implementation before rushing into designing a project. Learning to be a leader is definitely part of the process."*

- *"Use ACRL and AiA to leverage resources you need for your project on campus. We have been able to use the national aspects of this project to generate interest among some faculty members and get things moving that would have never gotten moving without the leverage."*

Librarians in the 2013-14 AiA program shared their advice on leading team projects:
- *"It's a lot more work than you think...Pick something small to start."*
- *"Be flexible and [have] patience with the process. If you are not currently working at a campus where libraries drive assessment campus wide be prepared for the struggle of trying to break the barriers of inclusion and providing your relevance to faculty."*
- *"While there is support, a majority of the work and responsibility rests on the team leader. Applicants should sincerely be enthusiastic about the project and receive administration support...Do you have the time to work on your project? Are you comfortable in creating a team and asking for help?"*
- *"The AiA experience is great; however it is a significant time commitment, which is important for supervisors/directors to know. If possible, secure 'release time' from supervisors before embarking on this project."*

Librarian team leaders in the 2013-14 AiA program stressed the importance of their active roles in supporting each other:
- *"Think of this program as truly about developing a community of practice with your AiA cohort and on your campuses. The AiA facilitators provide excellent learning opportunities but cohort members need to be self-directed and responsible to each other for learning and developing their projects."*
- *"Expect to be active participants in the learning community – i.e., participation in the project not only results in a campus-specific assessment project but also the creation of a professional community of practice. (Your) participation in the learning activities is critical to the development of this community of practice."*
- *"You need to devote time to (regular online) work every week because others (librarian team leaders) are depending on you, even if your campus is very busy that week… The online environment is where (you) will interact the most."*

Librarian team leaders in the 2013-14 AiA program shared their advice on finding team members who can commit to being involved:
- *"Make sure to have campus buy-in and teammates who are focused on assessment. Having an Institutional Researcher or someone from the Assessment Office on the team would be a good idea."*
- *"It is imperative to choose campus partners wisely; those individuals who can make significant contributions to a team project."*
- *"Mak(e) sure your campus partners have a good understanding of time commitment going in, and recogniz(e) how much work and planning there will be on your part to keep the campus partners engaged."*
- *"Make sure that others on your team are committed to helping out with work, rather than seeing themselves in only an advisory role."*
- *"Be very clear with those you invite to be part of your campus team that it will require some level of work/communication over the summer. As someone in a 12-month position,*

it can be easy to overlook the fact that teaching faculty may be away and less likely to engage during the summer months. Strategically planning for this would have been helpful – creating designated 'email check in' dates or something like that."

The information these first year team leaders provided had the added benefit of helping the AiA facilitators understand how team leaders were doing. Their comments reinforced some of the design choices we had made and helped us refine other areas where more support seemed necessary.

Second Year Teams
Teams Selected
We updated our website in late fall 2013 and offered an online open forum for prospective applicants to learn more about the program on December 9, 2013. In mid-January 2014 the online application was available and promoted broadly by ACRL and our partners. We extended the deadline two weeks from March 7 to March 21 in an effort to increase the number of applications. Our grant partners, APLU and AIR promoted the opportunity to apply using their considerable communication networks both with the initial and extended deadlines. While our grant narrative indicated we would grow the program and have 100 teams in the second year, a review panel of ACRL member leaders selected 73 qualified teams in early April. (AiA facilitators were excluded from the review process.) The institutional teams for AiA were selected through a competitive application process designed to ensure representation from an array of geographic regions and postsecondary institutions (i.e., community colleges, colleges, and universities).

The teams come from 34 U.S. states and 1 Canadian province. The colleges and universities these teams represent are accredited by the full spectrum of regional accrediting bodies: 11 by Middle States Association of Colleges and Schools, Middle States Commission on Higher Education; 4 by New England Association of Schools and Colleges, Commission on Institutions of Higher Education; 30 by North Central Association of Colleges and Schools, The Higher Learning Commission; 6 by Northwest Commission on Colleges and Universities; 18 by Southern Association of Colleges and Schools, Commission on Colleges; and 3 by Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. There is also one accredited by a Canadian body.

In addition to geographic diversity, the selected teams represent all types of postsecondary institutions, as follows: 13 are two-year/technical colleges, 15 are four-year/baccalaureate-granting colleges, 11 are comprehensive (undergraduate/graduate) institutions, 27 are universities (research/doctoral granting), 6 are special focus institutions (medical, culinary, theological) and one is a tribal college.

The application process continued the same requirements as the first year. It required prospective participants to list a librarian team leader and at least two team members from campus units other than the library. It required applicants to explain the composition of their team and why it was appropriate in light of their proposed inquiry areas. Team members come from a variety of campus units such as: assessment office, institutional research, teaching faculty, writing center,

information technology, academic technology, student affairs, residence life, and campus administration. Many teams include additional librarians or library administrators.

Scope of Action Learning Projects

As with participants of the first year, this second group of 73 teams are investigating questions related to student learning and student success that matter to their institutions. They are examining the impact of a variety of library factors, such as: instruction (games, tutorials, single/multiple session, and course embedded), reference and individual research assistance, physical space, discovery of library resources through institutional web or library-based resource guides, collections, and personnel. There is a wide range of inquiry questions, which are refined and reworked in the early stages of the AiA program.

The AiA program creates space and support for teams to use a variety of tools and methods, gathering both direct and indirect data. In this way teams choose the means of assessment that are most credible, trustworthy, and practical given their institutional context. Some methods and tools being used include surveys, interviews, focus groups, observations, and pre/post tests. Evidence is gathered from many sources including rubrics, student portfolios, research papers/projects, other class assignments, test scores, GPA, degree completion rate, and retention rate.

We continue our expectation that not all projects will yield generalizable results as one would expect of findings from social science research conducted from a positivist perspective. However, many projects will be replicable at other libraries or contain elements that will be transferable to other settings. While not all projects will demonstrate that there is in fact a library impact, our key criteria for success are a bit different. Developing and implementing a project as part of the AiA program will engender learning, spur action, and build capacity for continued assessment work. For those reasons, we are intentional in describing the work institutional teams undertake as "action learning projects" and not "research projects."

Community of Practice

The AiA project design includes a sequenced set of experiences to promote and support the creation of a community of practice. The facilitators are strongly committed to establishing an environment that supports collective learning, shared competence, and sustained interaction. Etienne Wenger-Trayner, who pioneered the concept with Jean Lave, explains, "A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly."[1]

While in the first year, we created small cohort groups of 5, we learned that size was too small to ensure the sustained interaction. For this second group's librarian team leaders, we have four cohorts of 18-20 each which is still intimate enough to foster a climate of mutuality and trust, but allows for a more diverse range of interactions. We grouped the four larger cohorts around timing, asking when they plan to collect their data.

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[1] Source http://wenger-trayner.com/resources/what-is-a-community-of-practice

In addition to the cohort groupings, we helped participants form affinity groupings during our first in person even at the ALA Annual Conference in June 2014, Las Vegas Nevada. The affinity groupings they chose are numerous and varied, as follows:

- Institution Type: Community Colleges, Medical Schools, Small Liberal Arts Colleges, Research Universities , Primarily Hispanic-Serving Institutions, Religious, and Mid-size Universities
- What-ifs: Workload, Project Failure, Campus Team, Engaging the Expertise of Campus Team, Timeline, Faculty Buy-in, Imposter Syndrome, Transition to New Team Leader, Team Dynamics
- Professional Role: Library Administration, Instruction Librarian, Instruction Coordinator, Technical Services, Public Services, Instructional Designer, Systems & IT, Researcher and Department Head.
- Project Type: Correlation/Causation, Campus Partnerships, Non-Instructional Services, and Instruction & Information Literacy.

Engaging With Librarian Team Leaders
The AiA program continues to use blended learning, peer-to-peer collegial relationships, and action learning projects. The librarians lead their campus teams in the development and implementation of a library value project that is informed by the skill-building activities and designed to contribute to assessment activities on their campus. Details on the particular activities participants in the second year of the program experienced in their first five months of their 14-month experience follow.

Webcasts
We no longer ask team leaders to gather their full AiA project team at one location on campus and watch together. Now the webcasts are designed specifically for a librarian audience exclusively. Some leaders may choose to invite team members, but it is not an expectation. Instead, we offered a recorded introduction for Campus Teams, just after the live introductory webcast for librarians. In this way, they could choose to bring their teams together to watch a short overview of the AiA program and hear our expectations, then lead their teams in a discussion about their particular projects. Webcasts for the librarian team leaders were:

- Introduction for Librarian Team Leaders (May 7, 2014)
- Assessment Cycle (July 31, 2014)
- Project Design (August 28, 2014)
- Designing with Data (to be held October 2, 2014)

Jam Sessions
We will again hold optional Jam Sessions, which are live events, held in an Adobe Connect online meeting room with audio, text chat, and document sharing. These are intended to give team leaders another chance to talk through a topic and to engage in shared discussion and exploration with interested fellow team leaders and one facilitator. Topics will include ethnographic practices in September and correlation/causation in October, which included discussion of commonalities and differences of assessment and research. Jam Sessions are approximately 45 minutes in length, depending on the number of participants and depth of discussion.

Case Connections
We will again facilitate optional Case Connections in winter so that individual team leaders can pose burning questions and be the focus of concentrated help from other AiA team leaders.

Asynchronous Forums
Continuing our use of the Moodle elearning platform, facilitators regularly post questions, resources, and exercises for the AiA librarian team leaders. The bulk of the threaded discussions take place within each cohort of 18-20 librarian team leaders, but some open general discussion forums are posted for broader sharing. Sometimes facilitators present a reading, video, or set of questions to prompt discussion, other times members of the cohort lead and facilitate discussion on key concepts. The discussion topics follow.

Cohort threaded discussion topics
Team Introduction (May 23)
Project Overview (May 23)
Experience Hosting Team Meeting with Recorded Webinar (May 19-30)
Concepts (May 28)
Background Research (June 4)
Gather Local Documents (June 13)
Local Information Reflection (June 20)
Research Ethics (July 25)
Criteria (August 6)
Outcomes and Criteria Alignment Check-in (September 10)
Leadership (September 30th)

Cross cohort threaded discussion topics
Self Introduction (Due May 14)
Open Discussion and General Networking
Recommended Readings - Share Your Favorite Sources!

In Person
Librarian team leaders met in person for the first time in conjunction with the ALA Annual Conference. The meetings lasted for four hours on Thursday, June 27, and four hours on Friday, June 28. Participants built a community of practice and developed knowledge and skills in the areas of assessment and leadership through a variety of in-person activities:
- Welcome and Introductions
- Institutional Alignment
- Inquiry Questions
- Assessment Cycle
- Outcomes
- Criteria
- Focus on Your Project
- Revisit Outcomes & Criteria (in cohorts)
- Leadership
- Alignment

- Wrap-up

Analyzing Progress

Although ACRL has a long history of initiating and sponsoring innovative training, this particular approach focusing on blended, peer-to-peer learning over a 14-month period is an enhancement to our existing models. The facilitation team has been regularly reflecting on the strengths and areas for growth and improvement. The facilitators held an additional intensive planning session in conjunction with the ALA Midwinter Meeting in January 2014.From this came modifications to the program design for the second group of teams, such as larger cohort groupings, changing the webcast audience to librarians only, and altering the pacing and flow for the first two months of the program.

Brown facilitated two focus groups of AiA year one team leaders in June, in part to assist with her analysis and synthesis of the final project reports. The results also helped facilitators netter understand program elements that should be retained, strengthened or softened.

Through the various forms of feedback from librarian team leaders and our own observations, the facilitation team continues to identify program strengths as well as areas for growth and improvement. We continue to navigate challenges as librarian team leaders have resigned from their institutions and passed the reigns to new librarian team leaders. We continue to see that the wide variety of action learning projects not only requires the program to be flexible enough to support differing student learning and success impact areas, library factors, assessment methods, and tools, but also to support differing timelines for the campus-based action learning projects.

Communicating Broadly

As expected, ACRL and its grant partners AIR and APLU have used their well-established communication channels to promote the AiA program and encourage teams to apply. In addition, ACRL member leaders and senior staff members have presented at many conferences to raise awareness about the program. Presentations and poster sessions have been offered at the following library and higher education conferences:

- 2013 Illinois Library Association (Chicago, IL, October 15-17, 2013)
- Library 2.013 (Online, October 19, 2013)
- Southeastern Library Assessment Conference (Atlanta, GA, October 21-22, 2013)
- 2013 Assessment Institute (Indianapolis, IN, October 27-29, 2013)
- Professional and Organizational Development Network in Higher Education Conference (Pittsburgh, PA, November 6-10, 2013)
- ACRL Assessment in Action Program Open Online Forum (Online, December 9, 2013)
- ALA Midwinter Meeting (Philadelphia, PA, January 26, 2014)
- Academic Library Association of Ohio, Assessment Interest Group Spring Workshop. (Dublin, OH, April 24, 2014)
- 2014 WASC Academic Resource Conference. (Los Angeles, CA, April 24, 2014)
- ALA Annual Conference (Las Vegas, NV, June 29, 2014)
- Library Assessment Conference. (Seattle, WA, August 4-6, 2014)

Next Steps

Our second year team leaders are nearly halfway through the 14-month long AiA program. We are still facilitating them in their learning, supporting them in carrying out their projects and fostering growth of the community of practice. At the same time we are preparing to promote the analysis of the first year's project reports, which Brown will be producing. Sharing the results of the AiA projects widely will contribute to grant goal 3 of contributing to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institution.

APPENDIX A: Final report template for AiA team leaders

DOCUMENT 1: Institutional and Library Profile

Note to Team Leaders: This section will be pre-populated for you with information from NCES and other existing public data sources. Team leaders will not be able to edit this section.

1. Name of institution

2. Basic classification

3. FTE enrollment

4. U.S. Regional Accrediting organization

5. Sector Affiliation

6. Fiscal Affiliation

7. Information literacy is student learning outcome for institution

8. Total librarians and other professional staff

9. Total library expenditures (salaries and wages, materials and operating)

DOCUMENT 2: AiA Project Description

*Directions to Team Leaders: Please tell us about your project. All the information in this project description section will be publicly searchable. Be sure to proofread/spell check before you submit. We will be publishing the information exactly as you enter it, without review. You can start the report, save, then come back and complete it later. You have **until June 23** to complete this section of the report.*

1. Primary outcome examined (select one or more)
    o student learning: assignment
    o student learning: course
    o student learning: major
    o student learning: degree
    o student engagement
    o student experience
    o student success
    o academic intimacy/rapport
    o enrollment
    o retention
    o completion

o graduation
o articulation
o graduates' career success
o testing (e.g., GRE, MCAT, LSAT, CAAP, CLA, MAPP)
o Other (please describe) : _____

2. Primary library factor examined (select one or more)
o instruction
o instruction: games
o instruction: one shot
o instruction: course embedded
o instruction: self-paced tutorials
o reference
o educational role (other than reference or instruction)
o space, physical
o discovery (library resources integrated in institutional web and other information portals)
o discovery (library resource guides)
o discovery (from preferred user starting points)
o collections (quality, depth, diversity, format, or currency)
o personnel (number and quality)
o Other (please describe) : _____

3. Student population (select one or more)
o undergraduate
o graduate
o incoming
o graduating
o pre-college/developmental/basic skills
o Other (please describe) : _____

4. Discipline (select one or more)
o Arts
o Humanities
o Social sciences
o Natural sciences (i.e., space, earth, life, chemistry, or physics)
o Formal sciences (i.e., computer sciences, logic, mathematics, statistics, or systems science)
o Professions/applied sciences
o English composition
o General education
o Information literacy credit course
o Other (please describe) : _____

5. AiA team members (select one or more)
o assessment office
o institutional research
o teaching faculty

    o writing center
    o information/academic technology
    o student affairs
    o campus administrator
    o library administrator
    o other librarian
    o Other (please describe) : _____

6. Methods and tools (select one or more)
    o survey
    o interviews
    o focus group(s)
    o observation
    o pre/post test
    o rubric
    o Other (please describe) : _____

7. Direct data type (artifact) (select one or more)
    o student portfolio
    o research paper/project
    o class assignment (other than research paper/project)
    o Other (please describe)

8. Indirect data type (select one or more)
    o test scores
    o GPA
    o degree completion rate
    o retention rate
    o Other (please describe) : _____

9. Executive Summary
    (150 words open)
    Prompts:
    • How does the project align with your institution's priorities and needs?
    • Why did you choose the outcome and library factor as areas to examine?
    • What was the project's primary inquiry question?
    • Why was the team composition appropriate?

10. Contribution
    (150 words open)
    Prompts:
    • What are the significant contributions of your project?
    • What was learned about assessing the library's impact on student learning and success?
    • What was learned about creating or contributing to a culture of assessment on campus?
    • What, if any, are the significant findings of your project?

11. Conclusions, Implications, and Recommendations
    (150 words open)
    Prompts:
    • What will you change as a result of what you learned (– e.g., institutional activities, library
        functions or practices, personal/professional practice, other)?
    • How does this project contribute to current, past, or future assessment activities on your
        campus?

12. PDF of poster (Permitted file types: pdf, doc, docx, rtf, xls, xlsx, csv, jpg, jpeg, png, gif, tif,
    tiff, ppt. Maximum file size is 5 megabytes.)
    (upload)

13. More information
    (150 words open)
    Prompts: Please list any articles published, presentations given, URL of project website, and
    team leader contact details.

DOCUMENT 3: Reflective Report

Directions to Team Leaders: *Please tell us about your experiences working on your project and being part of the AiA learning community. The information for this reflective section of the report remains confidential and will never be public or searchable. Karen Brown, our project analyst, will analyze this section across the entire AiA team leader group to see if there are patterns by type of institution, type of outcome examined, type of method/tool used, etc. She will synthesize and report without any identifying information. You can start the report, save, then come back and complete it later. You have **until June 23** to complete this section of the report.*

Project Experiences

1. What contributed to the success of the project?

2. What problems or delays did you encounter? How did you address or resolve these problems?

3. How has the project contributed to assessment activities on your campus?

4. Thinking about your campus assessment team, what factors contributed to a positive experience for the team members?

5. Did your campus assessment team encounter challenges during the project as a result of group dynamics, roles, assumptions, expectations, or other issues? Please explain and indicate how you or other group members addressed the challenge(s).

6. How has your campus assessment project changed administrators', faculty, and/or students' perceptions of the value of the library?

7. What have been the reactions of other library staff to your involvement in this project?

8. How will your library and institution use the results of the project?

9. How will the assessment activity created through the project be sustained on your campus?

AiA Cohort and Community of Practice Experiences

10. Describe 2-3 meaningful experiences within AiA that contributed in significant ways to your action learning project (e.g., your cohort, Moodle activities, in person meetings, other means). Why were they significant?

11. What specific competencies or insights have you gained as a result of the AiA experience?

12. What information or resources were particularly useful to you during the project?

13. How have your AiA experiences influenced your professional practice? What difference has it made to your performance? What has it enabled that would not have happened otherwise?

14. How prepared are you now to lead similar projects?

15. How have your learning and experiences contributed to and enriched the AiA community of practice?

16. If you had had an opportunity within AiA to focus more deeply on one more element, theory or concept, what would that have been?