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.

Over the course of the three-year AiA program, ACRL achieved 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.

> To date, our project has significantly increased the library's role in assessment of General Education. …This helps establish the library as an integral part of the campus culture of assessment of student learning outcomes, rather than an auxiliary unit assessing its own objectives.
>
> – University of Idaho

We made significant progress on each of these activities during the three-year program, as described more fully below.

Participating Teams

Over the course of the three years, we have selected 203 institutions to participate (75 in the first year, 73 in the second year, and 55 in the third year). They represented all types of institutions from 41 states, the District of Columbia, 4 Canadian provinces, and Australia. The colleges and universities are accredited by the full spectrum of regional accrediting bodies, as seen below.

Table 1. Regional Accrediting Agencies for selected AiA teams

Regional Accrediting Agency	AiA teams 2013-14	AiA teams 2014-15	AiA teams 2015-16	Total
MSCHE (Middle States Association of Colleges and Schools, Middle States Commission on Higher Education)	15	11	9	35
NEASC-CIHE (New England Association of Schools and Colleges, Commission on Institutions of Higher Education)	9	4	6	19
NCA-HLC (North Central Association of Colleges and Schools, The Higher Learning Commission)	21	30	18	69
NWCCU (Northwest Commission on Colleges and Universities)	4	6	5	15
SACS (Southern Association of Colleges and Schools, Commission on Colleges)	12	18	9	39
WASC-ACCJC (Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges)	3	0	0	3
WASC-ACSCU (Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities)	6	3	6	15
Other (Medical, Theological, Canadian)	5	1	2	8
TOTAL	**75**	**73**	**55**	**203**

In addition to geographic diversity, the selected teams represent all types of postsecondary institutions, as shown in the following table.

Table 2. Institution type for selected AiA teams (verified in National Center for Education Statistics Integrated Postsecondary Education Data System)

Institution type	AiA teams 2013-14	AiA teams 2014-15	AiA teams 2015-16	Total
Associate Colleges	10	13	3	26
Baccalaureate Colleges	7	15	10	32
Masters Colleges and Universities	32	11	18	61
Doctoral/Research Universities	6	4	1	11
Research Universities (High/Very High Research Activity)	18	23	20	61
Special Focus Institutions--Medical, Culinary, Theological Seminary)	1	6	1	8
Tribal college	1	1	0	2
Not available	0	0	2	2
TOTAL	**75**	**73**	**55**	**203**

In the first year, one team dropped out, and in the second year five teams dropped before completing the 14-month long program, reflecting a high completion rate.

Third Year Teams

As planned, the IMLS grant covered the majority of the costs for developing the AiA program and for delivering it in the first two years. The third year of the grant marked a transition year as the grant subsidized only part of the costs. As we had described in our original grant proposal, ACRL implemented a registration fee as the program transitioned to determine if a cost-recovery model was sustainable. There was a registration fee of $1,200 for participating in the third year of the AiA program.

We updated our website in December 2014 to reflect the fee and promoted this change broadly, noting that the online application itself would be available in early January. In early January 2015, the online application was available and promoted widely by ACRL and our partners. We offered an online open forum for prospective applicants to learn more about the program on February 10, 2015. Given the low number of applicants, we decided in late February to extend the deadline three weeks from March 4 to March 25. Our grant partners, APLU and AIR promoted the opportunity to apply using their considerable communication networks both with

the initial and extended deadlines. In an effort to increase applications, ACRL also announced in late February that criteria were amended so that institutions that participated previously in AiA could apply to participate a second time, or institutions applying for the first time could submit two applications for two teams and projects.

Additionally in the late February announcement, ACRL offered up to 20 scholarships to underwrite half of the $1,200 registration fee. Scholarships were awarded to institutions that demonstrated the strongest commitment to support the team's project over the course of the AiA program and the clearest connection between the team's project goals and institutional priorities.

While our grant narrative indicated we would grow the program and have 125 teams in the third year, in early April, a review panel of ACRL member leaders accepted all of the 55 qualified teams that applied. (AiA facilitators were excluded from the review process.)

Curriculum

Each group of AiA teams began in April and concluded their participation in the program the following June, for a 14 month-long experience. The AiA program used blended learning, peer-to-peer collegial relationships, and action learning projects. The librarians led 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. Participants experienced a range of activities, as seen in the syllabus for participants in the third year of the program (see Appendix A).

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. While in the first year, we created small cohort groups of five, we learned that size was too small to ensure sustained interaction. For the second year, we had four cohorts of 18-20 each which we believed would still be intimate enough to foster a climate of mutuality and trust, but allow for a more diverse range of interactions. We grouped the four larger cohorts around timing, asking when they planned to collect their data. In the third year, we shifted strategies again, creating six cohorts of approximately nine members.

> The most rewarding experience for me is the process of learning the different components of project planning and management. The cohort model is really effective in cultivating a sense of belonging and communities of practice as the cohort grew together intellectually.
>
> – Elise Wong, St. Mary's College of California

As described in our grant proposal, we issued a call for an additional facilitator in mid December 2013. Applicants wishing to join the design/facilitation team must have engaged with the AiA program during the first or second year in some capacity (e.g., team leader, team member, library dean/director, researcher, etc.). We had a very strong pool of applicants and, in February 2014, we announced two new facilitators: Eric Resnis, who serves in a dual appointment as Assessment Coordinator in the Center for Teaching, Learning, and University Assessment and as Organizational Effectiveness Specialist in the Libraries at Miami University in Oxford, Ohio, and John Watts, Undergraduate Learning Librarian at University of Nevada Las Vegas. Because

one of our initial facilitators did not continue past her first year, we had need and funding to add a second facilitator. Both Eric and John had been AiA team leaders in the first year of the program and each brought valuable knowledge to complement the existing facilitation team.

Disseminating Project Results

The more than 200 participating AiA teams are contributing to innovation in higher education assessment by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

AiA teams continue to show very promising results about which aspects of the library (e.g., collections, space, instruction, reference, etc.) have the strongest positive effect on student learning or success (e.g., retention, completion, persistence). The AiA librarian team leaders are also mastering the skills and capacity needed to assume leadership roles on campus for local data-informed and evidence-based decision making.

In January 2015, ACRL released the report "Academic Library Contributions to Student Success: Documented Practices from the Field"[1] which synthesizes results from over 70 higher education institutions from across North America which had completed team-based assessment projects. These projects, from the first year of AiA, resulted in promising and effective approaches to demonstrating the library's value to students' academic success.

> Sharing the results of this project with the liaison librarians showed them how keeping accurate statistics can help us demonstrate our own role in student success, as well as helping position them as assessment partners with their assigned colleges and departments.
>
> – University of North Carolina-Charlotte

> Rockhurst's AiA project facilitated collaboration between departments and schools at the university and serves as a great example of a cross-campus assessment project.
>
> – Rockhurst University

The findings from the assessment work of the first two years of AiA campus teams are impressive. By demonstrating the variety of ways that libraries contribute to student learning and success, academic librarians are establishing connections between such academic success outcomes as student retention, persistence, GPA, engagement, graduation, career preparedness, and different aspects of the library (e.g., instruction, reference, space and facilities, and collections). Many of the projects are replicable at other academic libraries or contain elements that can be adapted to a college or university's unique institutional context. Libraries can learn about ideas and strategies that promote evidence-based demonstrations of an academic library's contributions to student learning and success through the wide variety of projects.

[1] Association of College and Research Libraries. *Academic Library Contributions to Student Success: Documented Practices from the Field*. Prepared by Karen Brown. Contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2015. Available at http://www.ala.org/acrl/files/issues/value/contributions_report.pdf

Additionally, at the same time ACRL released a database of individual AiA team project reports, poster abstracts and images, and it includes detailed information about the projects of first and second year teams. This database, available at https://apply.ala.org/aia/public contains library value approaches, practices, and tools that can be replicated in a variety of higher education settings.

A report synthesizing the second year AiA projects and leadership of campus assessment teams will be issued in early 2016. In addition to the synthesis report and individual campus project reports and posters, there are numerous other ways that ACRL is disseminating AiA results to the broader academic library community:

AiA Librarian Team Leader Profiles: ACRL's Value of Libraries (VAL) Committee regularly profiles AiA team leaders on the VAL blog. Read reflections on challenges, greatest learning, and recommendations for others at http://www.acrl.ala.org/value/?cat=25.

Comprehensive Bibliography: Late in 2015, ACRL issued a comprehensive listing of dozens of journal articles, conference presentations and other public reports about the AiA program and campus-based projects by AiA campus team members, facilitators, and ACRL staff. See Appendix B for full bibliography, also available online at http://www.acrl.ala.org/value/?page_id=980.

> I must also thank you – and ALA, IMLS, ACRL – for the opportunity to participate in the AiA initiative. I have done so very much, professionally, with the results of this project, that I am now well-positioned to go up for Full Professor at my University Library. This level of productivity would not have happened without the excellent support and incentive that AiA provided to me. Thank you!
>
> - AiA team leader

Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant: This forthcoming ACRL case book, edited by Eric Ackerman, will showcase 27 short reflections by first year AiA team leaders on the inquiry methods they used in their assessment projects. Assembled into three groupings – Assessing Information Literacy and Library Instruction; Assessing Outreach, Services, and Spaces; and Longitudinal Assessment – the cases describe assessment methods used and the successes and/or failures of these methods along with lessons learned.

College and Research Libraries: The March 2016 special issue of ACRL's scholarly journal will proudly features a selection of 7 action research studies by AiA teams, along with an introductory essay. The aim of the special issue is to help *C&RL* readers learn more about action research as an approach to scholarship and showcase examples of fruitful action research studies undertaken by AiA teams.

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 during the past year:

- 2014 Assessment Institute (Indianapolis, IN, October 2014)
- ACRL Assessment in Action Program Open Online Forum (Online, February 10, 2015)
- ALA Midwinter Meeting (Chicago, IL, February 1, 2015)
- Association for the Assessment of Learning in Higher Education Fifth Annual Assessment Conference: Actionable Assessment (Lexington, KY, June 2015)
- IMLS Focus Conference (New Orleans, LA, November 2015)
- Chicago Area Assessment Group (Chicago, IL, December 2015)

Achievement of Project Goals

In our grant proposal narrative, we described these three AiA project 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.

> My confidence level for working on assessment projects has soared as a result of participating in AiA. As part of the project, our team designed a rubric and survey. Not only did I collect feedback from colleagues at my institution, but also from AiA cohort members. I received valuable training on analyzing data, which I was able to put into practice. All of these experiences have made me feel more comfortable designing assessment metrics, which I have done since the completion of the AiA project.
>
> – Elizabeth Young Miller, Elizabethtown College

The program has been very successful in meeting all three of these goals. A cadre of academic librarians have developed their professional competencies. Campus teams strengthened their relationships as did ACRL with our higher education grant partners and others. Through AiA, librarians have made significant contributions to higher education assessment work.

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 AiA program facilitators successfully navigated a variety of challenges as librarian team leaders have resigned from their institutions and passed the reigns to new librarian team leaders. The wide variety of action learning projects not only required 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.

While the AiA program yielded very positive outcomes for participating librarian team leaders, team members, libraries, and institutions, it required a sustained investment of time and energy for participants. Although the IMLS grant covered the majority of the costs for delivering the AiA program for the first two years, team leaders needed to secure travel funding for three in-person events, and this was a barrier for some potential applicants. Based on feedback from

focus groups and lower than expected application numbers, we have concluded that this particular format (a cohort-based 14-month long blended program) is not sustainable on an annual basis under a cost-recovery model.

> The campus is seeking re-accreditation by the National Association of Schools of Art and Design (NASAD). During the re-accreditation visit process, the NASAD team highlighted the library's assessment project and recommended it as a model for other academic departments on campus.
>
> – Institute of American Indian Arts

The need to articulate and demonstrate library relevance and value remains of vital importance to the community, however. Responses to ACRL's 2015 membership survey reinforce this imperative. We asked members to select the top three issues facing academic and research libraries today and the number one issue was "demonstrating the relevance and value of academic libraries" with 58% followed by "declining financial support and increasing costs for academic/research libraries" at 56%.

Next Steps

Our third 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. In addition, we are actively planning ways to help the community of practice flourish outside of the AiA program structure and to continue independent of AiA facilitator support. By working with team leaders from all three years in an intentional way, we will help them assume leadership for continuing their own community of practice.

ACRL remains committed to supporting academic librarians as they work to document and communicate the value and relevance of academic libraries. ACRL does not plan to offer the specific AiA cohort-based 14-month long program in 2016-17. We are considering offering it every three years and, in the interim, offering shorter, discrete development experiences such as a webcast series, a multi-week online course, and an in-person boot camp/immersive event of a few days length. AiA facilitators are actively seeking ways to rework the curriculum in a modular way to maximize its reuse.

To better inform our next steps, this fall we began seeking input beyond our own experience with AiA and what we know of the needs of the broader academic library community. We reached out to expert thinkers outside of libraries in order to clarify our own rationale about future directions. We identified higher education associations and researchers of interest and invited them to have conversations; our invitations were all received enthusiastically. We held a dozen conversations over fall and winter 2015, taking careful notes during each conversation. By analyzing these notes, we were able to discern recurrent patterns and heard the following broad themes emerge regarding key trends in higher education related to data, assessment, and research:

- **Astute use of evidence**: Significant effort within the higher education arena has been focused on collecting, analyzing, and interpreting data, but we now need to know if the yield in student learning improvements is proportional to the effort. Energy is now being directed towards better use of evidence to make improvements rather than conducting new research.

- **Leadership as advocacy**: It's essential to have leadership in using evidence to make improvements at the program director level; Higher education institutions need individuals who know how to identify and use the appropriate data in collaboration with others on campus; Think of these leaders as ambassadors and advocates.
- **Contextual nature of the educational experience:** The emphasis is now shifting to how students are achieving general learning outcomes related to critical thinking across disciplines and through experiences in and out of the classroom; How do different educational experiences correlate to learning? Many students need a rich array of learning experiences to complete degree.
- **Role of higher education in our national life**: New questions are emerging: How does higher education contribute to an individual's lifelong learning for careers and general life satisfaction? What is the role of higher education in our national life? If higher education associations can show impact of colleges and universities on the education of students broadly, then members of these associations will benefit.

The results of these conversations have stimulated our thinking about future directions as well as how to present the findings of the AiA program to a broader higher education audience. Given all we now know from AiA teams about their astute use of evidence and what it takes to lead on campus, we are preparing to disseminate AiA results to new audiences and through new channels next fall, after our third year participants complete the program in late June. We are working to articulate findings in such a way that they will resonate strongly with the broader higher education community and what matters most to colleges and institutions.

APPENDIX A: **Assessment in Action Syllabus 2015 – 2016**

Last updated 4/16/15

Dates and other details included in this syllabus may be adjusted in response to participant needs and logistics. Please refer to the Moodle newsfeed to check for additional details and any changes to dates or content

Description:

Assessment in Action (AiA) is a 14-month long curriculum of collaborative learning to support team leaders' work on assessment projects at their institutions.

Delivery:

This program is delivered in a blended format with a few face-to-face meetings and it relies heavily on webinars and discussion forums. These will be available through the Moodle site. In order to sustain your engagement online throughout the duration of AiA, you will be part of a cohort of team leaders.

This cohort is one of your communities of practice (others include your campus team and past years of AiA team leaders) and is essential to getting the most out of AiA. The work you do with members of your cohort to build, test, and apply your knowledge of assessment will result in better project outcomes. The relationships you form also have the potential to support your ongoing assessment in the years to come and can lead to collaborations on professional publications and presentations.

Outcomes:

Through participation in Assessment in Action, Team Leaders will be able to…

1. Develop professional competencies needed to document and communicate the value of the academic library in relation to an institution's goals.

2. Strengthen collaborative relationships with higher education stakeholders, including campus faculty, academic administrators, and assessment officers.

3. Contribute to higher education assessment by creating approaches, strategies, and practices that document the contribution of academic libraries.

Expectations and Recommendations:

<u>Recommendations, including best practices for interacting on Moodle</u>

Check Moodle at least twice a week. If you are concerned about remembering to check, ensure that you receive e-mail notifications for new content. You can double check your settings by clicking on 'Profile' in the left hand side of Moodle, under 'Administration'. Then click on the 'Edit Profile' tab in the middle of the page.

Ask those lingering questions! Remember that others may be pondering the same question, and that other team leaders may have prior experience with your questions. Use the forum to ask these questions, and be sure to offer help and guidance to fellow team leaders when you can!

Devise a way to communicate with your fellow cohort members. Past cohorts have used Moodle, as well as Google Hangouts, or simple e-mail communication.

Carve out a few hours each week to engage with the community and your campus team. Mark it on your calendar. You may not need all the hours every week, but this will ensure you do have time available during periods of very high activity.

General Expectations

Being part of the AiA learning community is a continuous year-round commitment, with approximately 2-5 hours per week anticipated.

Complete the reading and writing that is requested of you and meet the deadlines provided.

Dedicate yourself to engaging with other librarian team leaders and actively contribute to a community of practice by providing peer-to-peer collegial support.

Facilitate your campus team in completing an action learning project, and communicate program expectations with team mates as necessary.

Specific Expectations

A final project report will be submitted at the conclusion of the program.

A poster describing my team's project and our learning will be presented at ALA Annual Conference in Orlando (June, 2016).

You are expected to attend to following in-person events:

ALA Annual 2015 San Francisco: June 26, 1-5pm; June 27 8:30am-12:30 pm

ALA Midwinter 2016 Boston: January 7, 1-5pm; January 8 8:30am-12:30pm

ALA Annual 2016 Orlando: Poster Session

Elements of the Curriculum Designed to Foster a Community of Practice:

Cohorts – You will be assigned to a cohort that will be your support throughout your time in AiA. The purpose of the cohort is to provide a community that will challenge and encourage you by building in accountability for the process and progression of your assessment project.

Webinars – These are synchronous online sessions where the facilitators present content to support your assessment project progress. The webinars are scheduled throughout the year to coincide with your stages of assessment and your preparations for presenting and reporting your results. The goal of these webinars is to anticipate your learning needs and provide a foundation for your projects. You will have at least two weeks advance notice about the dates and times of all scheduled webinars. All webinars are recorded and available in Moodle.

Forums – These are online discussion threads in Moodle. Often, these forums will be your chance to share your progress with your cohort, give feedback and support, and get advice. Other forums will be

open to all team leaders and will allow you to make connections across cohorts. There will be instructions posted in Moodle to guide your forum posts throughout the year. The forum assignments are designed to coincide with the stages of your assessment project. The goal is to guide your work and create a space for reflection and accountability to your cohort. Facilitators will set due dates for forum participation in order to establish clear expectations for participation and support sustained discussions within cohorts. Forum descriptions, goals, and instructions will be posted at least two weeks before scheduled due dates.

Jam Sessions – These are synchronous online sessions that are scheduled as needed. The content of the jam sessions is determined by team leaders' learning needs as they emerge throughout the year. They are focused on particular elements of assessment and communication. They are different from webinars because they are not intended to be relevant to all team leaders. Instead, they are meant to address needs that are specific to your assessment design and provide further depth on topics like rubric design or correlation. The dates and times for jam sessions will be posted in Moodle as they become available. All jam sessions are recorded and available in Moodle.

Case Connections – These are synchronous online session that are led by team leaders. The purpose of these sessions is to give team leaders a chance to share the details of their assessment projects and get advice or feedback from fellow team leaders. They capitalize on your experiences and collective expertise. Opportunities to lead case connections will be posted in Moodle and AiA facilitators will work with team leaders to schedule and plan these sessions. The dates and times for jam sessions will be posted in Moodle as they become available. All jam sessions are recorded and available in Moodle.

In-person Meetings – These are scheduled to coincide with ALA Annual 2015 and Midwinter 2016. At these sessions the facilitators present content designed to provide a foundation for your assessment projects and the presentation of your results. In addition to direct instruction, the in-person meetings include group learning activities, hands-on practice with assessment concepts, and informal discussion with your fellow team leaders. The goal of these in-person meetings is to generate commonplaces that will sustain the community of practice during periods of online-only interaction.

Poster Feedback and Peer Review – Prior to the poster presentation at ALA Annual 2016, team leaders will share their posters electronically through Moodle. The first round of feedback will come from cohort members. The second round will be structured peer review. In the peer review you will review the posters of team leaders from outside of your cohort and receive peer reviews from outside of your cohort as well. The purpose of this process is to strengthen your final reports and posters because they will be available online.

Poster Presentation – At ALA Annual 2016, you will present your poster reporting on the results of your assessment project. This poster session will be promoted to ALA attendees and will be your opportunity to share your project with the wider library community. The goal is to expand the discussion about assessment in academic libraries

Schedule:

2015

May 15 – Kick-off **Webinar**

> Description – 1-hour. Provides an overview of the AiA program including the timeline, your role as a team leader, and immediate next steps.

Goals – 1) Describe AiA plans and expectations. 2) Support team leaders' work with campus team members. 3) Answer team leaders' questions.

May – Team Leaders meet with their campus teams and draft a timeline for assessment projects.

Forums:

Team Overviews
Team Projects
Background Research
Local Information Gathering
Research Ethics/Institutional Review Board

June – Team leaders prepare for the in-person meeting at ALA by participating in cohort forums.

Forums:

Project Commonalities and Differences
Inquiry Questions

June 25-26 – **In-Person Meeting**

Description – Two half-day workshops. Facilitators will introduce the assessment cycle and project management strategies. Team leaders will draft learning outcomes and begin planning for the alignment among their outcomes, actions, and criteria.

Goals – 1) Establish connections among cohort-members and facilitators. 2) Initiate team leaders' assessment cycles. 3) Develop team leaders' project management strategies.

July & August – Team leaders prepare for assessment. Team leaders submit materials for Institutional Review Board (IRB) approval.

July – Assessment Cycle and Project Design **Webinar**

Description – 1 hr. Builds on the assessment cycle foundation you received at the in-person meeting by going in-depth and emphasizing the value of connecting your assessment project to institutional accountability efforts.

Goals – 1) Emphasize the importance of defining an inquiry question. 2) Challenge team leaders to further refine outcomes and clarify the alignment among library actions, student outcomes, and institutional goals.

Forums:

Research Ethics & IRB
Writing Outcomes, Identifying Actions, & Getting Feedback

August – Assessment Instruments and Project Design **Webinar**

Description – 1 hr. Introduces assessment instrument and method considerations including instrument types, techniques for creating instruments, and methodological concepts.

Goals – 1) Prepare team leaders to make informed decisions about their assessment methods and instruments. 2) Distinguish between direct and indirect assessment methods. 3) Weigh the strengths and weaknesses of common assessment instruments.

Forum:

Setting Criteria & Getting Feedback

September – Team leaders are drawing upon their campus team members' expertise to finalize plans for assessment.

Forums:

Checking for Alignment among Criteria, Outcomes, and Actions
Leadership

Early October – Designing with Data **Webinar**

Description – 1 hr. Emphasizes the value of using a mixture of assessment methods to collect data that gives insight into student outcomes from multiple perspectives. Also includes guest speakers from previous AiA teams to share their experiences designing mixed methods assessment projects and working with their campus teams.

Goals – 1) Encourage team leaders to consider adding one or more complementary data collection methods to their assessment designs. 2) Provide insight from successful AiA teams. 3) Inspire creativity and perseverance in team leaders' approach to their projects.

Jam Sessions and **Case Connections** will be scheduled as needed in the summer, fall, and winter.

2016

January 7-8 – **In-Person Meeting**

Description: Two half-day in-person workshops focusing on data collection, analysis, and reporting.

Goals: 1) prioritize next steps for data collection and result analysis. 2) Select an approach for sharing results with stakeholders.

April – Data Visualization **Webinar**

Description: A one-hour webinar to discuss data visualization, visualization tools, and poster best practices, and introduces the timeline for poster presentation at ALA Annual.

Goals: 1) Introduce ways to transform data into graphics 2) Discuss poster design elements 3) Introduce poster schedule and expectations

April & May – Team leaders prepare their posters.

May – Poster Creation & Reporting **Webinar**

Description: A one-hour webinar to explain best practices and requirements for developing posters for ALA Annual as well as guidelines for reporting project findings to campus stakeholders.

Goals: 1) Review best practices for data visualization and general poster design 2) Discuss options for communicating project results 3) Introduce final report and instructions for submission

May – **Feedback and Peer Review**

Description: In Moodle, Team leaders will first give feedback to and get feedback from cohort-members. Team leaders are then assigned 3 posters to review outside of their cohorts

Goal: Provide and receive constructive feedback on poster content and design.

June 22 – Deadline for Report

Description: Team leaders will submit a final report documenting projects and providing reflection on their AiA experience.

Goals 1) Contribute project descriptions to a searchable database of all AiA projects. 2) Reflect on the process and outcome of individual projects as well as the overall AiA experience.

June – **Poster Presentation at ALA Annual Conference in Orlando**

Description: Team Leaders are assigned to present at one of two poster sessions at ALA Annual.

Goals: 1) Share project results with the greater library community 2) Celebrate a job well done!

Technology Requirements:

Computer Requirements

- Reliable internet access

- The latest version of Java
- The latest version of QuickTime
- The latest version of Adobe Reader
- A current word processing software
- A Web-enabled video camera for optional online meetings with cohort members

Browser requirements

- Most recent versions of the following:
- Internet Explorer, Chrome or Firefox for Windows computers
- Firefox, Chrome or Safari for Apple computers

Who Do I Ask?

While you are encouraged to consult with the members of your cohort or your own cohort facilitators when you seek guidance on issues related to your projects, there are facilitators who have particular expertise in the following areas. Please feel free to contact the designated facilitator with questions regarding these topics.

Topic	Facilitator
AiA Program Participation Logistics	Kara Malenfant
Campus Team Dynamics	Carrie Donovan
Classroom Assessment Design	Eric Resnis
Correlation vs. Causation	Lisa Hinchliffe
Focus Groups	April Cunningham
Interviews	April Cunningham
Institutional Review Board (IRB)	Eric Resnis
Mixed Methods	John Watts, April Cunningham
Norming	Eric Resnis
Rubrics	Deb Gilchrist, Lisa Hinchliffe, John Watts
Student Self-Reporting	Deb Gilchrist
Survey Design	April Cunningham

Arc of the AiA Year

May, 2015	• Welcome Webinar
June, 2015	• Together in San Francisco- ALA Annual Conference June 25-26
July, 2015	• Webinar: Going Deeper with the Assessment Cycle
August, 2015	• Webinar: Project Design
September, 2015	• Webinar: Designing with Data
October, 2015	• Jam Sessions
November, 2015	• Solving Quandries: Case Connections
January, 2016	• Together in Boston - ALA Midwinter Conference, January 7-8
April, 2016	• Webinar: Presenting Data Visually and Preparing for Poster Sessions
May, 2016	• Webinar: Communicating Results and Poster Feedback/Peer Review
June, 2016	• Poster Sessions at ALA Annual Conference in Orlando

Cohort Expertise

Moodle Prompts

Forms And Handouts

Campus Team Progress

APPENDIX B: **Assessment in Action Bibliography**

Last updated 12/31/15
Available online at http://www.acrl.ala.org/value/?page_id=980

This bibliography aims to be comprehensive, capturing all scholarly and practice-based literature and presentations about ACRLs' program "Assessment in Action: Academic Libraries and Student Success" (AiA) and campus projects conducted as part of the AiA program by staff, facilitators, and participants.

Assessment in Action Bibliography:

Introduction
ACRL Reports
Journal Articles
Books/Book Chapters
Conference Presentations
Conference Posters

Introduction

In September 2012, ACRL was awarded a National Leadership Demonstration Grant by the Institute of Museum and Library Services (IMLS) for the program "Assessment in Action: Academic Libraries and Student Success" (AiA). Part of ACRL's Value of Academic Libraries initiative, AiA was undertaken in partnership with the Association for Institutional Research (AIR) and the Association of Public and Land-grant Universities (APLU). The grant supported the design, implementation and evaluation of a program to strengthen the competencies of librarians in campus leadership and data-informed advocacy.

Librarian-led teams carried out assessment projects over 14 months at their community colleges, colleges and universities. The projects examined the impact of the library (instruction, reference, collections, space, and more) on student learning/success. Over the course of the three-year program, teams from more than 200 institutions have participated in AiA. They represent all types of institutions from 41 states, the District of Columbia, 4 Canadian provinces and Australia.

Upon completing the 14-month program, each AiA team presented a poster at the ALA Annual Conference in June 2014, 2015 or 2016; find poster abstracts, images and full project descriptions in a searchable online collection. Additionally, the Value of Academic Libraries blog profiled selected AiA team leaders.

This bibliography aims to be comprehensive, capturing all scholarly and practice-based literature and presentations about AiA and campus projects conducted as part of the AiA program by staff, facilitators, and participants.

ACRL Reports

Association of College and Research Libraries. *Academic Library Contributions to Student Success: Documented Practices from the Field*. Prepared by Karen Brown. Contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2015.
Read the full report synthesizing the first year AiA projects and executive summary to share broadly with campus stakeholders.

Second year synthesis (forthcoming, 2016)

First interim narrative report submitted to IMLS describes the first year of grant activities, 10/01/12-09/30/13 (October 2013).

Second interim narrative report submitted to IMLS describes the second year of grant activities, 10/01/13-09/30/14 (December 2014).

Final narrative report submitted to IMLS describes completion of the project (10/01/14-09/30/15 (December 2015).

Journal Articles

College & Research Libraries 77, no. 2 (2016).
Special issue of ACRL's scholarly journal on action research from the Assessment in Action program. Contents:

- Malenfant, Kara J., Lisa Janicke Hinchliffe, and Debra Gilchrist. "Assessment as Action Research: Bridging Academic Scholarship and Everyday Practice."
- Arellano Douglas, Veronica and Celia Rabinowitz. "Why Collaborate? Examining the Relationship Between Faculty-Librarian Collaboration and First Year Students' Information Literacy Abilities."
- Davidson Squibb, Sara, and Susan Mikkelsen. "Assessing the Value of Course-Embedded Information Literacy on Student Learning and Achievement."
- Goebel, Nancy and Jérôme Melançon. "Personal Librarian for Aboriginal Students: A Programmatic Assessment."
- Jones, Phil, Julia Bauder and Kevin Engel. "Mixed or Complementary Messages: Making the Most of Unexpected Assessment Results."
- Lundstrom, Kacy, Pamela Martin and Dory Cochran. "Making Strategic Decisions: Conducting and Using Research on the Impact of Sequenced Library Instruction."
- Massengale, Lisa, Pattie Piotrowski and Devin Savage. "Identifying and Articulating Library Connections to Student Success."
- Whitlock, Brandy and Nassim Ebrahimi. "Beyond the Library: Using Multiple, Mixed Measures Simultaneously in a College-Wide Assessment of Information Literacy."

Francis, Mary. "Assessing varied instructional approaches in the instruction of online graduate students."*Library & Information Research* 38, no. 119 (2014): 3-12.

Hinchliffe, Lisa Janicke. "Professional Development for Assessment: Lessons from Reflective Practice," *The Journal of Academic Librarianship* 41, no. 6 (2015): 850–852. http://dx.doi.org/10.1016/j.acalib.2015.10.004

Kiel, Stephen "Mike," Natalie Burclaff, and Catherine Johnson. "Learning by Doing: Developing a Baseline Information Literacy Assessment," *portal: Libraries and the Academy* 15, no. 4 (2015): 747-766.http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v015/15.4.kiel.html

Lowe, M. Sara, Char Booth, Sean Stone, and Natalie Tagge. "Impacting Information Literacy Learning in First-Year Seminars: A Rubric-Based Evaluation," *portal: Libraries and the Academy* 15, no. 3 (2015): 489–512.https://www.press.jhu.edu/journals/portal_libraries_and_the_academy/portal_pre_print/articles/15.3lowe.pdf

McPherson, Patricia. "Paired Proficiencies: Incorporating Information Literacy into Language Instruction," *The Language Educator* 10, no. 2 (2015): 45-49.

Montgomery, Susan E. and Suzanne D. Robertshaw. "From Co-Location to Collaboration: Working Together to Improve Student Learning," *Behavioral & Social Sciences Librarian* 34, no. 2 (2015): 55-69. DOI: 10.1080/01639269.2015.1047728

Murray, Adam, Ashley Ireland, and Jana Hackathorn, "The Value of Academic Libraries: Library Services as a Predictor of Student Retention," *College & Research Libraries* 77, no.6 (2016). Preprinthttp://crl.acrl.org/content/early/2015/11/05/crl15-837.full.pdf+html

Radcliff, Sharon and Elise Y. Wong, "Evaluation of sources: a new sustainable approach," *Reference Services Review* 43, no. 2 (2015): 231-250. http://www.emeraldinsight.com/doi/pdfplus/10.1108/RSR-09-2014-0041

Young, Scott W. H., Angela Tate, Doralyn Rossmann, and Mary Anne Hansen, "The Social Media Toll Road: The Promise and Peril of Facebook Advertising," *College & Research Libraries News* 75.8 (2014): 427-434. Available at http://crln.acrl.org/content/75/8/427.full.

Whelan, Jennifer L.A., "Personal Research Sessions: A Consultation-Based Program for Research Support," *Library Connect* 13.7 (2015). http://libraryconnect.elsevier.com/articles/personal-research-sessions-consultation-based-program-research-support

Whitlock, Brandy and Julie Nanavati, "A Systematic Approach to Performative and Authentic Assessment," *Reference Services Review* 41.1 (2013): 32-48.http://www.emeraldinsight.com/doi/abs/10.1108/00907321311300866

Books/Book Chapters

Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant Edited by Eric Ackermann. Chicago: Association of College and Research Libraries, 2016. Contents:

Part 1: Assessing Information Literacy/Library Instruction

First Year Students/First Year Experience

- Jagman, Heather. "'I felt Like Such a Freshman': Reflections on DePaul University Library's Assessment in Action Project."
- Kremer, Jacalyn. "Honor Bound: Assessing Library Interventions into the Complex Problem of Academic Integrity."
- Nye, Valerie. "Cite Me! What Sources are Students Using for Research?"
- Delevan, Kelly. "Employing Multiple Methods to Assess Information Literacy in a New Core Curriculum."
- Douglas, Veronica Arellano. "Assessing Student Learning and Faculty-Librarian Collaboration with a Mixed-Methods Approach."
- Prorak, Diane. "Assessment of Library Instruction within General Education Learning Outcomes and Academic Support Programs: Determining Impact on Student Research Skills, Confidence, and Retention."
- Allen, Maryellen. "Impact of Information Literacy Instruction on the Success of First Year Composition Students."
- Miller, Robin E. "Information Literacy Learning in First Year Composition: A Rubric-Based Approach to Assessment."
- DeBose, Kyrille Goldbeck and Carolyn Meier. "Comparing Apples and Oranges: Putting Virginia Tech's FYE Inquiry Assessment Program into Perspective."

Second to Fourth Year Undergraduates

- Mondschein, Henri. “Assessment in Action Case Study: Do Online Learning Modules Have a Role in Information Literacy Instruction?”
- Jones, Phil. “Complementary, Not Conflicting Data: Using Citation Analysis and NVivo to Explore Student Learning.”
- Catalano, Amy. “Predictors of Information Literacy Competencies at a Large University: A Reflection on Testing Methods.”
- Shoemaker, Jill S. “Assessing Graduating Seniors’ Information Literacy Skills.”
- Watts, John. “Using Single-Case Research Design to Assess Course-Embedded Research Consultations.”

Graduate Students

- Francis, Mary. “Assessing Online Graduate Students.”
- Crea, Kathleen. “In Their Own Words: Evolution of Effective Search Behaviors by Medical Students and Residents at the University of Connecticut Health Center.”

Institutional

- Whitlock, Brandy. “Finding the Cocked Hat: Triangulating Assessment of Information Literacy as a College-Wide Core Competency.”

Part 2: Assessing Outreach, Services and Spaces

Outreach

- McDevitt, Theresa. “Get by with a Little Help from Your Friends: Working with Student Affairs to Engage and Assess College Students.”

Services

- Paddick, Courtney. “ARC to Success: Linking the “Commons” Model to Academic Success at Central Washington University.”
- O’Kelly, M. “Library research consultants: Measuring a new service.”
- Resnis, Eric. “Dedicated Technology Facilities: Impacts, Success, and Implications.”
- Montgomery, Susan E. and Suzanne D. Robertshaw. “Filling in the Venn Diagram: Second Year Students, Research, Writing.”
- Bedwell, Linda. “Research Assistance Linked to Student Retention.”

Spaces

- Epperson, Annie. “Methodological Issues: Assessing the Impact of Using the Library on Student Success at the University of Northern Colorado.”

Part 3: Longitudinal Assessment

- Ireland, Ashley. “Known Library Use and Student Retention: A Methods Case Study.”
- Bradley, Alison and Stephanie Otis. “Assessment Archaeology: Digging up Old Data for Longitudinal Assessments.”
- Lupton, Aaron. “Impact of Library Usage on Student Success: Exploring New Territory.”

Mikkelsen, Susan and Elizabeth McMunn-Tetangco, “Think Like a Researcher: Integrating the Research Process in the Introductory Composition Curriculum,” in *The New Information Literacy Instruction: Best Practices*, eds. Patrick Ragains and Sandra Wood. (New York: Roman and Littlefield, 2015): 3-26.

Conference Presentations

Alexander, David. "Telling the Library Story: Assessment Activities in an Academic Library." Presentation at the joint conference of the Wyoming Library Association and Mountain Plains Library Association, Cheyenne, WY, September 2015.

Allen, Maryellen, Sarah Bordac, Lorraine Hefferman, Jennifer Jarson, and Eric Resnis. "Sustainably Supporting Assessment Work with Communities of Practice." 2015 ACRL Conference, Portland, OR, March 2015.

Bartholomew, Jennifer. "Cultivating a Culture of Assessment Using Multiple Collaborative Assignments to Teach Information Literacy Skills." Presentation at the American Theological Library Association Annual Conference, Denver, CO, June 13, 2015.

Bishop, Katie. "Collaboration that Works: How to Build and Assess Partnerships with Student Support Services Groups." Presentation at the Nebraska C&U/Kansas CULS Joint Spring Meeting, Crete, NE, May 2015.

Blank, Michelle. "Planning the 'Ask': Effective Strategies to Use the Story that Data Tells to Shape Your Message." Presentation at OhioNET Dive into Data Conference Worthington, OH, July 2015.

Blank, Michelle. "Planning the 'Ask': Effective Strategies to Use the Story that Data Tells to Shape Your Message." Presentation at the Ohio Private Academic Libraries Annual Conference, Findlay, OH, August 2015.

Blank, Michelle and Alex Hauser. "I've a Feeling We're Not in High School Anymore: Information Literacy as a Bridge for Transitioning First-Year Students." Presentation at OhioNET Dive into Data Conference, Worthington, OH, July 2015.

Blank, Michelle and Alex Hauser. "Project redesign: Using the ACRL Framework for Information Literacy for Higher Education to bridge the CORE Curriculum." Presentation at the LOEX Fall Focus, Ypsilanti, MI, November 2015.

Bowman, Elizabeth, Liza Harrington, Thomas Hyland, Annie Keola Kaukahi Thomas, and Brandy Whitlock. "Sustaining Success: Creating Community College Assessment Methods." Presentation at the 2015 ACRL Conference, Portland, OR, March 2015.

Brown, Karen and Kara Malenfant. "Academic Library Contributions to Student Success: Documented Practices from the Field." Presentation at the Association for the Assessment of Learning in Higher EducationFifth Annual Assessment Conference: Actionable Assessment, Lexington, KY, June 1-3, 2015.

Brown, Karen and Kara Malenfant. "Assessment in Action: High Impact Practices in Academic Libraries." Presentation at the Library Assessment Conference, Seattle, WA, August 4-6, 2014.

Brown, Karen and Kara Malenfant. "Academic Libraries and Student Success: Findings and Applications from 70 Campus Teams." Presentation at the 2014 Assessment Institute, Indianapolis, IN, October 2014.

Brown, Karen, Kara Malenfant, Kristin Johnson, Elizabeth Killingsworth, and Steven Wise. "Assessment in Action: Academic Libraries and Student Success." Presentation at the Texas Library Association Conference, Houston, TX, April 2016.

Cantwell, Laureen. "Does What We Do Matter?: Intensive Ask-a-Librarian Statistics Tracking and Doubling-Down on Professional Librarian Expertise." Presentation at the Library 2.015 Conference, online, October 2015.

Cobb, Mike, Gretchen Rings, Doralyn Rossmann, and Tara Wood. "Understanding Social Media and the Library User Experience: Be Interesting, Be Interested." Presentation at the Electronic Resources & Libraries Conference, Austin, TX, March 2014.

Davis, Mary Ellen K. and Kara Malenfant. "Assessment in Action: ACRL's Newest IMLS Grant-Funded Project." Presentation at the CNI Fall Membership Meeting, Washington, DC, December 11, 2012.

Davis, Mary Ellen K. and Kara Malenfant. "Assessment in Action: Academic Libraries and Student Success." Presentation at the Library 2.013, online, October 19, 2013.

DeBose, K., C. Meier, R.K. Miller, and P. Tomlin. "Get thee to the library! Incorporating inquiry into first year programs." Presentation at the 2012 Conference on Higher Education Pedagogy, Blacksburg, VA, February 2012.

Donohue, Mary and JeanMarie Reinke. "Building Bridges: Crossing Silos to Inspire Student Success." Presentation at the Assessment Network of New York conference, Dobbs Ferry, NY, April 2015.

Douglas, Veronica Arellano. "Why collaborate? Examining the impact of faculty-librarian collaboration on students' information literacy skill development in the First Year Seminar." Presentation at the Congress of Academic Library Directors of Maryland Spring Meeting, Columbia, MD, April 23, 2015.

Epperson, Annie. "Quickly Collect Qualitative Data with a Video Booth!" 7th Qualitative and Quantitative Methods in Libraries International Conference (QQML2015), Paris, France, May 26-29, 2015.

Epperson, Annie. "True Confessions: A New Method for Gathering Qualitative Data." Colorado Council of Medical Librarians Membership Meeting, Aurora, CO, September 11, 2015.

Epperson, Annie, James Henderson, and Evan Welch. "Designed and Furnished for Success: Fostering an 'Academically Social' Campus Space!" 2015 University of Northern Colorado Assessment Fair, Greeley, CO, March 31, 2015.

Francis, Mary. "Assessing Student Learning: Lessons Learned from the ACRL 'Assessment in Action: Academic Libraries and Student Success' Program." Presentation at the South Dakota Library Association Annual Conference, Pierre, SD, October 2014.

Garwood, K., K. Nicholson, M. Parlette-Stewart, and T. Tucker. "Evaluating the Effectiveness of Face-to-Face, Online, and Blended Learning Approaches in Teaching Research and Referencing Strategies to First-Year Students." Presentation at the Canadian Writing Centres Conference, St. Catharines, ON, May 2014.

Gersch, Beate and Joe Salem. "Who's Afraid of … Assessment?" Presentation/Workshop at the Institute of Teaching and Learning, Akron, OH, February 16, 2015.

Goebel, Nancy. "Considerations for Implementing a Personal Librarian Program." Presentation at the Texas Library Association, Austin, TX, April 2015.

Goebel, Nancy. "Personal Librarian for Aboriginal Students." Presentation at the Council of Pacific and Prairie University Libraries meeting, Edmonton, AB, September 2014.

Gregory, Lua, Shana Higgins, Sara Lowe, Robin Miller, and Danielle Theiss. "We've Only Just Begun: Determining the Value of Information Literacy Instruction in the First Year." Panel presentation at the 2015 ACRL Conference, Portland, OR, March 27, 2015.

Gregory, Lua and Shana Higgins. “Information Literacy and First-year Students: What Do They Know, What Do They Learn, and What Do We Learn?” Presentation at the European Conference on Information Literacy, Dubrovnik, Croatia, October 21, 2014.

Grimwood, Karen, Sofi King, and Paula Perez. “Assessment in Action: Academic Libraries and Student Success at NCCU.” Presentation at the 6th Annual Technology Institute for Educators, Raleigh, NC, April 2014.

Harrington, Liza and Amanda Hyde. “Collaborating to Assess Science Information Literacy: An Assessment in Action Project.” Presentation at the Massachusetts Community College Teaching, Learning, and Student Development Conference, Fall River, MA, April 10, 2015.

Hauser, Alex. “Research Consultations: Creating Personalized, One-on-one, Library Instruction.” Presentation at the Ohio Private Academic Libraries Annual Conference, Findlay, OH, August 2015.

Higgins, Shana. “Panel on Assessing Core Competencies in General Education.” Presentation at the WASC Academic Resource Conference, Los Angeles, CA, April 23-25, 2014.

Hinchliffe, Lisa and Kara Malenfant. “Assessment in Action: Academic Libraries and Student Success.” Presentation at the Southeastern Library Assessment Conference, Atlanta, GA, October 21-22, 2013.

Hinchliffe, Lisa and Kara Malenfant. “The Endless Possibilities for Professional Development for Continuous Improvement and Demonstrating Library Value: a Case Report of an Initial Project.” Presentation at the 7th International Evidence Based Library and Information Practice Conference, Saskatoon, SK, July 15-18, 2013.

Hinchliffe, Lisa, Sarah Horowitz, Amy Glass, Heather Jagman, and Mary Thill. “CARLI Libraries Assessing Library Impact: Engaging a National Initiative.” Presentation at the CARLI Annual Meeting, Champaign, IL, November 2013.

Hyland, Thomas. “One Shot at Success? Assessing the Effectiveness of Single Session Instruction on Student Attainment of Information Literacy Skills.” Presentation at the 2015 Academic Library Association of Ohio Annual Conference, Lewis Center, Ohio, November 20, 2015.

Johnson, Catherine, Stephen Kiel, and Natalie Burclaff. “Measuring Students’ Information Literacy Skills: An Assessment Strategy.” Presentation at the Maryland Library Association/Delaware Library Association Joint Library Conference, Ocean City, MD, May 2014.

Killingsworth, E. and H. Gardner. “Curriculum Mapping to Support Information Literacy Instruction.” Presentation at the Cross Timbers Library Collaborative Conference, Commerce, TX, August 2015.

Kopecky, Linda, Robin Miller, Eau Claire, and Mitchell Scott. “Assessment in Action Initiative: The Wisconsin Connection.” Presentation at the Council of University of Wisconsin Libraries (CUWL) Summer Conference, Madison, WI, June 2014.

Lockaby, D. C., S. L. Hazel, B. M. Usher, and P. West. “Embedded library instruction in undergraduate research classes: Assessing the impact.” Presentation at the CUR Conference, Washington, DC, 2014.

Lowe, Sarah, Lua Gregory, Shana Higgins, and April Cunningham. “Information Literacy and Student Success: Assessing a Core Competency.” Presentation at the Western

Association of Schools & Colleges (WASC) Academic Resource Conference, Los Angeles, CA, April 2014.

Malenfant, Kara. "Assessment in Action: Academic Libraries and Student Success." Presentation at the Association for the Assessment of Learning in Higher Education Third Annual Assessment Conference, Lexington, KY, June 3-5, 2013.

Martinez, Josie U. "Embedding Information Literacy in Multi-Section Composition Courses to Improve First Year Student Success." Presentation at the Georgia International Conference on Information Literacy, Savannah, GA, October 2014.

Martinez, Josie U. "Information Literacy and the First Year Experience: A case-study of the embedded librarian." Presentation at the NMLA Annual Conference, Albuquerque, NM, April 2013.

Massengale, L., S. Bluemie, A. Glass, and H. Jagman. "Success! Assessment in Action and its Impact on Four Academic Libraries." Presentation at the Illinois Library Association Conference, Peoria, IL, October 2015.

Meier, C. "Assessing Inquiry in Virginia Tech's First Year Experience Program." Presentation at the First Year Experience & Personal Librarian Conference, Cleveland, OH, April 2014.

Meier, C. and P. Tomlin. "Fostering Innovation, Expanding Librarian Roles: The Challenges and Opportunities of First Year Experience Programs." Roundtable discussion at the ACRL 2013 Conference, Indianapolis, IN, April 2013.

Mikkelsen, Susan and Heather Devrick. "Think Like a Researcher!: A Library/Faculty Collaboration to Improve Student Success." Presentation at the LOEX Conference, Denver, CO, May 2015.

Mikkelsen, Susan and Matt Moberly. "TRAIL: Teaching Research and Information Literacy." Presentation at the Assessment as Research Symposium, Merced, CA, March 2015.

Miles, Linda. "Investigating Student-Staff Interactions." Presentation at the New York Metropolitan Area Library Council (METRO) Reference Special Interest Group, November 2014.

Miller, Rebecca K., Kiri Goldbeck Debose, and Margaret Merrill. "Stewarding our first year students into the information ecosystem." Presentation at the 14th USAIN Biennial Conference, Burlington, VT, May 2014.

Mondschein, Henri. "Do Online Learning Modules Have a Role in Information Literacy Instruction?" Presentation at the Western Association of Schools & Colleges (WASC) Academic Resource Conference, Los Angeles, CA, April 2013.

Montgomery, Susan and Suzanne Robertshaw. "Finding and filling the gaps: Assessment for new neighbors in the library." Presentation at the International Writing Centers Association & National Conference on Peer Tutoring in Writing, Orlando, FL, October 31, 2014.

Parlette- Stewart, M., K. Nicholson, K. Garwood, and T. Tucker. "Evaluating the Impact of Face-to-Face and Online Information Literacy and Writing Skills Instruction Using a Mixed Methods Research Design." Presentation at the WILU 2014 Conference, London, ON, May 2014.

Philips, Margaret. "Tales from an AiA Project: Demonstrating the Value of Faculty Collaboration and Library Instruction on Student Learning and Confidence." Presentation at the Northwoods Library Symposium, Marquette, MI, August 13, 2014.

Phillips, Margaret and Rebecca Miller. "Assessment in Action – Tales from Two AiA Projects." Presentation at the ACRL STS-IL Chat, online, February 2014.

Radcliff, S. and E. Wong. "Evaluation of sources: a new sustainable approach using argument analysis and critical thinking." Presentation at the Library Instruction West 2014 Conference, Portland, OR, July 2014.

Radcliff, S. and E. Wong. "Assessing Argument, Critical Thinking and Information Literacy Learning Outcomes." Presentation at the Library Assessment Conference, Seattle, WA, August 2014.

Resnis, Eric and Jennifer Natale. "Using Visual Literacy to Demonstrate the Impact of Technological Space." Presentation at the Academic Library Association of Ohio Assessment Interest Group Spring Workshop, Columbus, OH, April 2015.

Rolls, L. and D. Sachs. "I Want You to Want Me! Demonstrating Value by Integrating Information Literacy into the Curriculum." Presentation at the Michigan Library Association Academic Libraries Conference, East Lansing, MI, May 29, 2014.

Rossmann, Doralyn and Scott Young. "Online Community Building in an Academic Context: A University Library Case Study." Presentation at the Social Media & Society Conference, Halifax, Nova Scotia, September 2013.

Sachs, Diana. "Integrating Information Literacy in the Health Sciences Curriculum: Successful Library/Faculty Collaboration." Presentation at the European Conference on Information Literacy, Dubrovnik, Croatia, October 2014.

Selberg-Eaton, R., C. Wood, R.K. Miller, and C. McConnell. "Six departments, two hundred students and six learning outcomes in one credit first year seminar." Presentation at the Annual Conferencing of the International Society for Exploring Teaching and Learning, Orlando, FL, October 2013.

Shanley, Caitlin. "Building Capacity, Measuring Success: Assessment in Action at Temple University Libraries." Lightning Talk presentation at the Philadelphia Library Assessment Discussion Group, Philadelphia, PA, April 2015.

Smith, Tyler Scott. "Steering Student Workers into Success." Presentation at the CUWL Annual Conference, Madison, WI, June 2014.

Statkus, Daryl and Pamela Graham. "Improving Student Learning Outcomes Through Embedded Information Literacy Instruction." Presentation at the NERCOMP workshop, Providence, RI, March 2014.

Steward-Mailhiot, A., M. O'Kelly, and D. Theiss. "Assessment in Action: A Journey Through Campus Collaboration, a Learning Community and Research Design." Presentation at the ARL Library Assessment Conference, Seattle, WA, August 2014.

Sweeper, Darren. "The ACRL Assessment in Action Project: the Montclair State University Experience." Presentation at the Virtual Academic Library Environment (VALE) Assessment Fair, New Brunswick, NJ, July 2014.

Sweeper, Darren. "Finding the Right Public Health Data: f(Librarians + Students) = Success." Presentation at the Virtual Academic Library Environment (VALE) Assessment Fair, New Brunswick, NJ, July 2014.

Tagge, Natalie. "More = Better: A Rubric-Based Evaluation of Librarian Course Collaborations at the First Year." Presentation at Library Instruction West, Portland, OR, July 2014.

Tate, Angela, Doralyn Rossmann, Mary Anne Hansen, and Scott Young. "Social Media with a Strategy: Connecting with Library Users." Presentation at the LITA Preconference Workshop at the ALA Midwinter Meeting, Philadelphia, PA, January 2014.

Tharp, Julie and Kate Frost. "The Power of Partnerships: Assessing the Impact of Information Literacy on Student Success." Presentation at the GWLA Student Learning Outcomes Conference, Las Vegas, NV, November 2013.

Theiss, Danielle, Mary O'Kelly, Amy Stewart-Mailhiot, and Leo Lo. "Assessment in Action: A Journey through Campus Collaboration, a Learning Community and Research Design." Presentation at the 2014 Library Assessment Conference, Seattle, WA, August 2014.

Thomas, Annie. "Assessment in Action: a Community of Practice." Presentation at the Hawai'i Library Association Annual Conference, Honolulu, HI, December 2014.

Watts, John. "Assessing Library Research Consultations: A Mixed-Method Approach." Lighting Talk presentation at the Library Assessment Conference 2014, Seattle, WA, August 2014.

Whitlock, Brandy and Julie Nanavati. "Coming Face-to-Face with the Future of IL Assessment: Why and How to Use Authentic and Performative Measures to Assess Student Learning." Presentation at the IFLA Information Literacy Satellite Meeting, Limerick, Ireland, August 2014.

Whitlock, Brandy. "Measuring Information Literacy Skills of Transferring Students." Presentation at the Join Fall Program of ACRL MD and MILEX, Columbia, MD, November 2015.

Young, Brian. "Assessing Faculty Perceptions and Use of Open Education Resources (OERs)." Presentation at the 2015 ACRL Conference, Portland, Oregon, March 2015.

Young, Scott and Doralyn Rossmann. "Transforming Community with a Strategic Social Media Program." Presentation at the CNI Spring meeting, St. Louis, MO, April 2014.

Conference Posters

Upon completing the 14-month program, each AiA team presented a poster at the ALA Annual Conference in June 2014, 2015 or 2016; find poster abstracts, images and full project descriptions in a searchable online collection. In addition many team members presented posters at other conferences, listed below.

Bird, Kenton, Diane Prorak, and Rodney Frey. "Assessment of General Education and Information Literacy Learning Outcomes at the University of Idaho." Poster presentation at AAC&U Network for Academic Renewal Conference, New Orleans, LA, February 2016.

Charles, L.H. and J. Wiley. "R U up for the challenge? A Partnership to Measure Library Impact on Student Learning: Rutgers University Libraries and the Ronald E. McNair Post Baccalaureate Degree Achievement Program." Poster presentation at the Virtual Academic Library Environment (VALE) Assessment Fair, Piscataway, NJ, July 2015.

Crea, Kathleen and Brian Benson. "In Their Own Words: Surveying UConn Students About Developing Effective Search Behaviors and Use of Clinical Information – including mobile apps – During Medical School." Poster presentation at Northeast Group on Educational Affairs (NEGEA) Conference, Worcester, MA, April 17, 2015.

Chu, Frances, Rudy R. Barreras, and Elizabeth Hoppe. "Librarians Collaborating with Faculty to Develop and Deliver an Evidence-Based Eye Care Course." Poster presentation at the Medical Library Group of Southern California and Arizona conference, 2012.

Chu, Frances, Rudy R. Barreras, and Elizabeth Hoppe. “Librarians Collaborating with Faculty to Develop and Deliver an Evidence-Based Eye Care Course.” Poster presentation at the California Academic & Research Libraries conference, 2012.

Chu, Frances, Rudy R. Barreras, and Elizabeth Hoppe. “Librarians Collaborating with Faculty to Develop and Deliver an Evidence-Based Eye Care Course.” Poster presentation at the Medical Library Association conference, 2013.

Dempsey, Paula R. and Heather Jagman. “’I Felt Like Such a Freshman’: Integrating First-Year Student Identities Through Collaborative Reflective Learning.” Poster presentation at the Library Research Seminar VI: The Engaged Librarian: Libraries Partnering with Campus and Community, University of Illinois at Urbana-Champaign, Urbana, IL. October 2014.

Epperson, Annie and Valerie Nye. “Diverse Roles of the Library in Student Success.” Poster presentation at the Colorado Academic Library Association Summit, online, June 2014.

Gregory, Lua and Shana Higgins. “Assessment in Action: Information Literacy in the First-Year Seminar.” Poster session at the Annual Conference on the First-Year Experience, San Diego, CA, February 15-18, 2014.

Hinchliffe, Lisa and Kara Malenfant. “Assessment in Action: Academic Libraries and Student Success.” Poster presentation at the 2013 Assessment Institute, Indianapolis, IN, October 27-29, 2013.

Hinchliffe, Lisa and Kara Malenfant. “Assessment in Action: Inquiry and Discovery Connecting Libraries and Students.” Poster presentation at the Professional and Organizational Development Network in Higher Education Conference, Pittsburgh, PA, November 6-10, 2013.

Jarson, Jennifer. “Information Literacy and Student Learning at a Liberal Arts College: An Assessment in Action Project.” Poster presentation at the CUNY Assessment Conference, New York, NY, June 2014.

Knox, Joshua, Tara Baillargeon, Martha Jerme, and Sharron Ronco. “Flipped Learning and Evidence Based Medicine Skills.” Poster presentation at the Physician Assistant Education Association (PAEA) Education Forum, Washington, DC, November 13, 2015.

Lowe, Sara and Sean Stone. “Librarian Impact on First-Year Students’ Information Literacy Skills across Multiple Liberal Arts Colleges.” Poster presentation at the CUNY Assessment Conference, New York, NY, June 2014.

Lowe, Sara, Char Booth, Sean Stone, and Natalie Tagge. “Librarians Matter! Librarian Impact on First-Year Student Information Literacy Skills at Five Liberal Arts Colleges.” Poster presentation at the 2014 Library Assessment Conference, Seattle, WA, August 4-6, 2014.

Mix, Vickie L. “Collaboration in Learning: Partnering Academic Support Services for ESL Student Information Literacy.” Poster presentation at the South Dakota Library Association Conference, Rapid City, SD, September 24, 2015.

Nye, Valerie. “Cite Me!” Poster presentation at the Tribal College Library Institute, Bozeman, MT, June 2, 2014.

Resnis, Eric. “Assessing Technological Self-Efficacy to Support Student Learning.” Poster presentation at the Lilly International Conference on College Teaching, Oxford, OH, November 2014.

Resnis, Eric, Jennifer Natale, and Laura Birkenhauer. “Visual Literacy Assessment: Engaging Students to Improve Success.” Poster presentation at the Academic Library Association of Ohio Annual Conference, Sandusky, OH, October 2014.

Stinson, Willette F. “On the Journey: Leveraging Information Literacy Instruction to Impact First-Year College Student Success.” Poster presentation at the Christian Women United Conference, Charleston, WV, November 6, 2015.