POSTERS FROM COHORT 1

This project was made possible in part by the Institute of Museum and Library Services, Grant Number RE-95-18-0084-18
Cross-Campus Commonalities

AT CARLI COUNTS

1 THEN
What brought us to CARLI Counts, and what motivated us as individuals & as teams?

- Each member of team Puschia wanted to learn how to demonstrate the value of their libraries in a tangible way valuable to campus administrators and other stakeholders.
- Most team members are new to assessment, and needed a way to get started. This program allowed each team member to start from square one and build something uniquely valuable from scratch.
- Joining a community of practice with reliable and knowledgeable colleagues was a huge factor for many members of Team Puschia. Developing friendships along the way was a happy accident.

2 NOW
Where are we currently at & what lessons have we learned along the way?

- Start small. You don’t need to solve every problem your library has with a single assessment project.
- Don’t let perfect be the enemy of good. You can’t win assessment so just do the best you can and keep moving forward.
- Other institutions should inspire you, but you might have different measures of success. Don’t compare your library to others all the time.

3 NEXT
What’s next for each of our teams as we finish our CARLI Counts Projects?

- Always be moving forward! Keep going with our projects even though we’re no longer meeting as a team.
- Collaborate with other experts, and begin building a culture of assessment.
- Reflect on the process, and do it again when a new project opportunity arises.

Finding Common Ground

CARLI COUNTS brought us together. Despite the fact that we came from schools with very different backgrounds, in both library type and job responsibilities, we shared similar experiences along the way. From navigating complex IRB situations to generating support for projects in and out of the library, Team Puschia found many similarities in our processes. The team was a constant source of support, brainstorming, and collegiality.

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You Can’t Do It Alone, Even If You Wanted To: Institutional Collaboration for Library Assessment

Introduction
The mission of our team is to conduct over 20 different assessment projects. However, conducting these assessments at CARLI Counts, a quality team of 20, means that all the data collected and analyzed must be from multiple sources. Therefore, it is crucial to coordinate assessment efforts within the library. Each of our projects involved the help of campus partners outside of our respective institutions.

Our team focused on a single CARLI project, even if we went over 20. An institutional project can be a huge undertaking, but it can also be a powerful tool for institutional change. We found that some campus partners outside of the library had a different perspective than what others expected and had thought about.

Who did we talk to?
- General Education Librarian
- Assistant Dean of Students
- Alumni Relations
- Learning and Teaching Center Staff
- Office of the President

Questions to Ask
- “What kind of assessment does your library conduct? (e.g., surveys, interviews, etc.)? What do you plan to add/modify?”
- “Are there particular programs or services that you should be concerned with?”
- “Is there a particular campus initiative that should be included?”
- “What data, if any, do you support service in your campus that could help with assessment?”

What’s Next? Further Reading
Visit the CARLI Counts website to learn more about our institutional projects and discover our assessment-related readings. For more information and experts sharing data, our website has a wealth of resources. For your library, YOU CAN’T DO IT ALONE! Meet a CARLI Counts community and explore your library and campus.

IRB - It’s not so scary
- Determined by your campus’s IRB, Institutional Review Board
- Most IRBs require either a university or research-ready modules
- Depending on the type of project, you may qualify for an expedited or full review process
- Common parts of information in all applications:
  - Title
  - Description of research (goals, data, methods, ethics, and risk)
  - Documentation of participants (any) and informed consent procedures
  - Confidentiality

Lessons Learned
- Start small - You may want toどんどん introduce an IRB to your community, but start with a small, meaningful project to get your team to commit to it.
- Be honest - What do you want to do? How will you do it? Will you involve others in your team? Create a timeline, and check your progress regularly.
- See what works - Are you receiving positive feedback? Consider incorporating what works into future projects.
- Encourage others - Ask your colleagues, friends, and families! Are there any opportunities for collecting new data?
- Find a buddy - Find someone from your campus or another department that you can talk to, brainstorm, and receive feedback from.
Contemplative practice in a collective setting breaks down silos and reduces impostor syndrome.
Campus Counts: Strategic Partnerships

- For success, projects need a variety of partnerships and supporters across campus.
- No two projects will require the same combination of support.
- Partners need to understand the value of their role; getting buy-in is a key to success.
- Look for partners in places you might not expect!

**SUMMARY**
- CARLI Counts process helps strengthen relationships, networks, and reputations across campus and energize library staff and faculty.
- Be prepared - you may be recruited for other committees. This kind of work raises your profile on campus!
INTERLIBRARY LEARNING: LENDING SUPPORT THROUGH MICRO-COMMUNITIES OF PRACTICE (WE SHARE)

Resource & Idea Sharing
Kimberly
We frequently sought feedback and shared resources with each other. Each of our projects are better because of the group's refinement.

Advocacy
Sara
Having the support of a team gave me the courage to create a proposal for full-time employment as well as verbally advocate for my library's services and programs.

Reframing
Mary
Explaining your ideas while they are still taking shape helps to improve your thinking before you get too far down the road in your project.

Overcoming Obstacles
Andrea
Building relationships is important to navigate roadblocks, such as IRB approval. Once you are equipped with the proper tools and knowledge, you become bigger than your obstacles.

Interpersonal/Well Being
Sara
Getting to know members of my team on a personal level helped facilitate the project discussions. Particularly when talking about the pitfalls, it was great to know that the team would support you.

Andrea Robinson, Rush University
Sawannah Sundquist, Robert Morris University
Hillary Meyer, Utica College
Gina Petersen, Northern Illinois University
Heather Jagman, Team Leader, DuPage University
Kimberly Shekar, Illinois Institute of Technology

CARLI COUNTS
Association and Advisory for Library Development
Finding Our Place at the Table: A Reflection on CARLI Counts

Chelsea Brueggeman
Principia College

The Marshall Brooks Library at Principia College has a strong information literacy program with a foothold in the First Year Experience (FYE) program. CARLI Counts provided an opportunity to learn more about developing and executing assessment projects to improve our educational offerings and demonstrate our library’s value.

As a small, liberal arts college, Principia’s academic community provides many opportunities for networking with faculty and staff outside of the library. This was helpful for designing assessment instruments and collecting student artifacts for this assessment project. Collaborating with others across the campus was imperative for progress on this project, and in doing so, strengthened relationships and established norms for continued work on information literacy assessment.

Key information literacy assessment projects, including the CARLI Counts project, will be included in the library’s first program review and used in future library planning as well as the institution’s vision for a revised general education program.

Katie Dusch
Shawnee Community College

My motivation for participating in CARLI Counts was to gain the tools and skill sets to show how and why our information literacy instruction positively impacts student focus areas. I also needed tangible ways to gain support and resources from my college’s administration and faculty.

The key lesson I learned was that assessment doesn’t have to be a stressful or scary process. CARLI Counts helped me see that I already have everything at my disposal on campus if I take advantage of these resources and tell our story. It also gave me the tools and skills to partner with faculty and approach administration about what we needed. Through this, I now have a solid project and open communication with faculty and staff about the Library’s role.

My next step will be to continue to partner with faculty and supervisors in the instruction. The tool sand skills acquired, along with partnerships, I will document the impact of information literacy instruction. If the results continue to be even or positive, I’ll continue instruction as is. If they trend down, I’ll rework the process.

Beth Mandrell
Rend Lake College

My motivation for participating in CARLI Counts was to learn the effective use of assessment, interpretation of data analytics, and as a way to advocate for my library’s value as a partner in student learning assessment at Rend Lake College.

The key lesson I’ve learned is that our library does play an active role in supporting the curriculum and student learning through resources and services and is a supportive member in campus life. Opportunities like the CARLI Counts Assessment project helped me to use data to quantify our role in student learning and success initiatives. Not only does it strengthen our seat at the table, it helps us become a valuable supporting partner on campus.

Future plans for this project include continuing to collect, analyze, and use data showing student learning success. My hope is that it will help us retain an active role in the campus’ assessment initiative and allow us to keep a place at the table.

Sarah Sagmoen
University of Illinois Springfield

I was motivated to participate in CARLI Counts so that I could have the tools to better impact change in my library and on-campus. We already collect data that needs to be analyzed better, and we have opportunities to collect more data.

I wanted to be an active member in this work. The key lesson I learned in that CARLI Counts isn’t only about completing a project, but the process. I came in thinking I’d be building an assessment project from scratch, collecting data, and then analyzing it. Instead, I used past data for my project. Working with the data and encountering hurdles allowed me to think about how to setup future projects that will provide more robust results.

Next steps are planning for future assessment initiatives in the library. The university is undergoing a general education curriculum review. Embedding meaningful information literacy and assessment across the new general education curriculum will be a long-term goal for our library.

Mentor: Amber Loos, Southern Illinois University Carbondale
Start small

"Working on an assessment project will open your eyes to other areas to assess and ways to connect to the assessment taking place on your campus." – Janice

Align your question(s)

"Goals of the library almost always align with overall institutional goals—citing these helps garner support from other departments for library assessment projects." – Rebecca

Find collaborators

“Our network is vast and strong, encompassing not only our colleagues in librarianship, but also our faculty and administration colleagues.” – Stephanie

“It’s OK if you don’t know how to analyze data (that’s why you befriend your IR person).” – Derrick

This is a learning process

“Your project doesn’t have to succeed. If your project doesn’t prove your initial claim, that is ok; it may lead you in another direction.” – Janice

Just start!

“Use available toolkits and resources from national organizations like ACRL for starting points.” – Sarah

Librarians are perfectly suited for assessment work!

We can ask good questions, we have great resources to explore our ideas, and we know the importance of sharing our findings.

Feedback is vital, especially in the beginning stages of assessment. Testing our questions and assumptions from the start creates a better experience.

Not everyone will automatically understand your project. People outside of the library may need more background information about libraries.

Your project isn’t done at the end of CARLI COUNTS. You will use your project as a benchmark and revisit it or build on it in the future.

Focus your research topic — be specific!

Develop a research topic that benefits all students — not just those who use the library.

Positive correlations count! Don’t get discouraged by the fact that we’ll never be able to define causal relationships with our data. It will lead you to second guess every statistically significant positive correlation between library services and student success.

Thank you to CARLI Counts, IMLS, and to our mentor, Anne Giffey!
Tweetable Takeaways
From Team Orange 2019

Project Begins
November 2018

Interested Librarian
@InterestedLibrarian
I've never done assessment before, I don't have a project and I don't even know what assessment means...terrifying! It's like being overwhelmed by ocean waves! #firsttimer

Team Orange (CARLI Counts)
@TeamOrange2019
@InterestedLibrarian Go for it! CARLI builds a culture of assessment and guides you every step of the way. Even if you are just dipping your toes in the water for the first time! #CARLICounts #TeamOrange2019

 Interested Librarian
@InterestedLibrarian
How do I know what to assess? Will it make a difference?...to me, or my library, or my institution...or CARLI? I feel like I'm adding a drop of water to an already full ocean! #suspofocean

Team Orange (CARLI Counts)
@TeamOrange2019
@InterestedLibrarian Assess something that is important to your library and your institution. Any information gathered helps better serve students. #CARLICounts #TeamOrange2019 #richdiverseocean

Interested Librarian
@InterestedLibrarian
Will I do this on my own?

Team Orange (CARLI Counts)
@TeamOrange2019
@InterestedLibrarian Of course not! Everyone brings skills! CARLI and your team will provide feedback and problem solving as you work through your project. Plus you will have the support of your institutional team. Don't forget the team mentor! #calmingthewaters #lifeisjacketabound

Face-to-Face Session
February 2019

Standard Deviant
@StandardDeviant
What if my results don't show what I need/expect?? What if they reflect poorly on the library?? #panic

Team Orange (CARLI Counts)
@TeamOrange2019
@StandardDeviant Assessment is not perfect. Just by doing assessment, you show your library's commitment to improving services. Even an unexpected result can lead to positive change. #CARLICounts #TeamOrange2019

Face-to-Face Session
July 2019

Standard Deviant
@StandardDeviant
Inconclusive? I feel like I failed.

Team Orange (CARLI Counts)
@TeamOrange2019
@StandardDeviant What you call "failure" might not be. You might have found something *not* to do. #findingpearls

Counting Down
@CountingDown
How will I demonstrate the results of my project? What does CARLI expect of me?

Team Orange (CARLI Counts)
@TeamOrange2019
@CountingDown Your team creates a poster about the group experience. Individuals write a case study, Reddingtontheocean #oceanofdata #qualitative #quantitative

Poster Presentations
November 2019

Team Orange Is:

- Jasmine Cieszynski, Olivet Nazarene University
- Kathy Clark, Aurora University
- Linda Dhaese, Sauk Valley Community College
- Amy Glass, Illinois Central College (Mentor)
- Tim Lockman, Kishwaukee College (Poster Design)
- Frances Whaley, Illinois Valley Community College

CARLI COUNTS
Analysis and Advocacy for Service Development