



CARLI

COUNTS

Analytics and Advocacy for Service Development

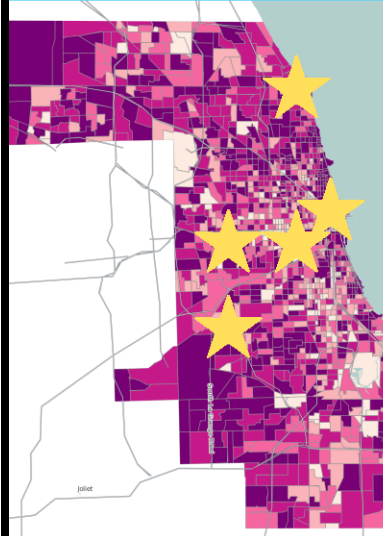
POSTERS FROM COHORT 1



INSTITUTE of
Museum and Library
SERVICES

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Cross-Campus Commonalities AT CARLI COUNTS



1 THEN

What brought us to CARLI Counts, and what motivated us as individuals & as a team?



Each member of team Fuschia 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 Fuschia. 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.



Know your institution's priorities, and make sure you have buy-in from important stakeholders before you begin.



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.

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 Fuschia found many similarities in our processes. The team was a constant source of support, brainstorming, and collegiality.

3 NEXT

What's on deck 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.



Apply our findings to relevant actions at our libraries; don't let the results just sit there - act and create change!



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.



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



Introduction

The members of our team all embarked on very different assessment projects. However, during our conversations at CARLI Counts, we quickly learned that we shared a common approach that played an imperative role in the success of our projects. So, what was the commonality across our diverse projects? Collaboration! Each of our projects involved the help of campus partnerships at our respective institutions.

Our team learned that we couldn't do CARLI Counts alone, even if we wanted to! An assessment project can be a big, scary undertaking. Librarians should look for campus partners outside of the library that can bring different perspectives that they otherwise might not have thought about.

Who did we talk to?



Questions to Ask

- "What type of quantitative (e.g. survey) or qualitative (e.g. interview, using rubrics to evaluate student assignments) study am I planning for?"
- Is there a particular student population (freshman, nursing majors, etc.) I should focus my project on?
- Is there a particular course or assignment that lends itself to assessment?
- What data, software, or support services already exists on my campus that could help with assessment?

IRB - It's not so scary

- Determine who on your campus manages the IRB - Institutional Research? Research Ethics?
- Most IRB committees require researchers to complete training modules.
- Depending on the scope of your project, you may qualify for exempt status and not require an expedited or full IRB application and review - saving time and effort!
- Be aware of protected populations - any research proposal involving these groups of people will most likely undergo an expedited or full review.
- Common pieces of information to include in an IRB application:
 - ☐ Title
 - ☐ Description of research (location, duration, goals, methodology)
 - ☐ Description of participants (if any) and informed consent procedures
 - ☐ Confidentiality measures
 - ☐ Disclosure of funding or potential conflicts of interest

CARLI Counts Team

Patricia Genardo, National University of Health Sciences
 Marielle McNeal, North Park University
 Elizabeth Nicholson, North Central College
 Aimee Walker, Joliet Junior College
 Jen-chien Yu, University of Illinois at Urbana-Champaign

Lessons Learned

- **Start early** - You may run into unexpected challenges (IRB staff don't work during summer term, IRB department changes which form you need to submit, you are requested to submit revisions, etc.) You can't start the project until you receive approval.
- **Be clear, have a plan** - What do you want to do? How will you do it? How will you measure/assess outcomes? Create a timetable. What do you want to do with the results - present, create poster, publish an article, etc.?
- **See what data already exists & is available** - Can you use existing data or do you have to create a method for collecting new data?
- **Promote** - Get buy-in from your colleagues and institution. Talk about your project at every opportunity to get your colleagues interested and willing to assist you!
- **Find a buddy** - Find someone from your library or another department that you can discuss, brainstorm, receive feedback about the project.

What's Next?/Further Reading



<https://bit.ly/32nraq0>

Scan the QR Code to learn more about our individual projects and access our recommended readings.
 For us: Collecting, analyzing and communicating data.

For you: YOU CAN'T DO IT ALONE!
 Start a CARLI Counts conversational - your library and your campus.

CARLI Counts

Team Purple

- PRESENTERS: Elizabeth Edwards, Joanna Kolendo, Marie Martino, Cathy Mayer, Jennifer Sauzer, Graham Stephenson

IMPOSTOR SYNDROME:

"an internal experience of intellectual phoniness"

- I can't do this.
- I can't do a good enough job.
- I don't have the right experience.
- I'm not qualified.

SILOS:

"an isolated [unit] that functions apart from others especially in a way seen as hindering communication and cooperation"

- Libraries and their parent institutions
- Leadership and practitioners
- Library and campus data sources
- Priorities and funding

CONTEMPLATIVE PRACTICE:

"purposeful curiosity"

- Shared positive and negative experiences
- Constructive criticism
- Active listening

RELATIONSHIP BUILDING

- In our team
- Within CARLI
- Within our libraries
- Across our institutions



Contemplative practice in a
collective setting
breaks down silos and
reduces impostor syndrome.



Take a picture to
learn about our experiences.



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!



Judson University



McHenry County College



Harper College



Lake Forest College



Trinity International University



INTERLIBRARY LEARNING: LENDING SUPPORT THROUGH MICRO-COMMUNITIES OF PRACTICE (WE SHARE)



Andrea Robinson, Rush University
Samantha Sundquist, Robert Morris University
Hilary Meyer, Triton College
Gina Petersen, Northwestern University
Heather Jagman, Team Mentor, DePaul University
Kimberly Shotick, Illinois Institute of Technology



Refining
Hilary

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.

REQUEST SUBMITTED

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.



REQUEST IN PROCESS

Advocacy
Sam

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



SEEKING NEXT AVAILABLE



REQUESTED ITEM IN TRANSIT

Interpersonal/Well Being
Gina

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.



ON HOLD

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 to present 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 concerning information literacy instruction. Using the tool and 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 my 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

Team Teal Advice

Your success is based on your **narrative** just as much as your **data**.

Derrick Casey, Library Director
Lincoln College
Research Topic: Library Instruction

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.

Rebecca Eaton, Coordinator of Library Services
Carl Sandburg College
Research Topic: Impact of Reserve Shelf and OER materials on Student Success

Focus your research topic — be specific!

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

Sarah Hill, Information Services Librarian
Lake Land College
Research Topic: Library Instruction

Thank you to CARLI Counts, IMLS, and to our mentor, Anne Giffey!

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.

Stephanie Davis-Kahl,
Collections & Scholarly Communications
Illinois Wesleyan University
Research Topic: Sense of Belonging in the Library

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.

Janice Derr, Head of Acquisition Services
Eastern Illinois University
Research Topic: Library Instruction

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 . . . terrified! 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!
[#CARLCounts](#) [#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!
[#cupofoccean](#)



Team Orange (CARLI Counts)
@TeamOrange2019

[@InterestedLibrarian](#) Assess something that is important to your library and your institution. Any information gathered helps better serve students. [#CARLCounts](#) [#TeamOrange2019](#)
[#richdiverseocean](#)



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



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](#)
[#lifejacketsabound](#)

Tweetable Takeaways From Team Orange 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. [#CARLCounts](#) [#TeamOrange2019](#)



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](#)



Standard Deviant
@StandardDeviant

How do I get buy-in on my campus to continue the work after this project ends?



Team Orange (CARLI Counts)
@TeamOrange2019

[@StandardDeviant](#) CARLI will teach you how to craft an elevator speech. [#sellit](#)

Poster Presentations
November 2019



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. [#addingtotheocean](#) [#oceanofdata](#)
[#qualitative](#) [#quantitative](#)

Face-to-Face Session
February 2019

Face-to-Face Session
July 2019



CARLI COUNTS

Analytics and Advocacy for Service Development

