



CARLI

COUNTS

Analytics and Advocacy for Service Development

Program Evaluation Report: Cohort 1

Prepared by

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Institute of Museum and Library Services *Laura Bush 21st Century Librarian Program*
Grant Number RE-95-18-0084-18

April 14, 2020

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Program Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. Cohort 1 had 38 participants and 8 mentors. The cohorts are divided into teams of approximately five participants, each with one mentor for a total of six people on each team. Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

In addition to online project support, webinars, and team work, two in-person workshops for the CARLI Counts Cohort 1 participants and mentors were held in Champaign, Illinois, on February 19-21, 2019 and July 15-17, 2019. The workshops provided an opportunity to learn about evidence-based library practices, develop a campus project, and foster team building. Short presentations, small group discussions and activities, and individual learning application exercises covered library assessment, action research design and methods, sources for data, data ethics and privacy, library leadership, and advocacy.

Types of Institutions Represented in Cohort 1¹	
Community College (public)	15
Public University	7
Private (four-year and graduate) College/University	26

¹ CARLI total membership consists of 128 libraries: 39 community colleges, 13 public universities, and 76 private colleges and universities/special libraries.

The project staff included academic librarians, library and information sciences faculty, doctoral and MLIS students, and CARLI staff.

- Taylor Anderson, Graduate Assistant for CARLI Counts
- Karen Brown, Grant Evaluator, Professor, Dominican University School of Information Studies
- Deborah Campbell, Program Sustainability for CARLI Counts, Library Services Coordinator, CARLI
- Anne Craig, Principal Investigator, Senior Director, CARLI
- Michelle Haake, Administrative Support for CARLI Counts, CARLI
- Lisa Hinchliffe, Co-Principal Investigator, Professor, University of Illinois at Urbana-Champaign Library
- Dennis Krieb, Curriculum Advisor, Director of Institutional Research & Library Services, Lewis & Clark Community College
- Beck Tench, Speaker and Team/Mentor Coach, University of Washington

Program Evaluation

The CARLI Counts program evaluation is designed to assess participants' understanding and use of evidence-based library practices, the impact of the projects at their institutions, the team-based professional development, and the collective statewide impact of the program.

Multiple means of evaluation were conducted throughout Year 1 of the program, including:

- Advisory Board review and feedback of the curriculum learning outcomes, instructional materials, learning activities, learner interaction, and course technology.
- Program participants completion of three online surveys – preliminary, midpoint, and post program – about their understanding and use of evidence-based library practices, the effectiveness of the professional development, and their learning experience.
- Program participants completion of rapid evaluations each day during the in-person professional development sessions to identify learning gains, concerns, and questions.
- Review of project reports completed by participants to identify focus areas and data collection methodologies of evidence-based investigations, involvement of campus stakeholders, impact of project findings on library service, and leadership development.²
- One-on-one interviews with Cohort 1 mentors to learn about their initial motivations and expectations, understand their experiences as a CARLI Counts mentor (i.e.,

² Individual project reports can be found on the CARLI website at: <https://www.carli.illinois.edu/products-services/prof-devel/carli-counts/cohort1>.

successes, challenges, professional and personal growth), and identify potential training and resources for the Cohort 2 mentors.

The findings of these evaluations have been used by the program leadership to address identified learning needs, build the professional development content and activities, and provide support to the program participants.

This report is based primarily on the Cohort 1 Post-Program Survey results and the participants' Project Reports. Additional data from other reports are included as appropriate.³ The reports are included in the Appendices.

³ Preliminary Survey-41 respondents (38 participants as of July 2019; 41 reflects 1 new participant who joined the program and 2 who left the program before July 2019); Post-Workshop 1 Survey-31 respondents; Post-Program Survey-26 respondents; 33 Project Reports.

Understanding and Using Evidence-Based Library Practices

Key Findings

1. Participants' self-reported understanding of 13 evidence-based practices increased over the span of the one-year program as indicated by the three online surveys.

The growth in understanding of the evidence-based practices is indicated by a response of *Agree* or *Strongly Agree* to the statement, *I have a basic understanding of the following aspects of evidence-based library practices.*

- Identifying campus priorities (from 83% to 91% to 100%)
- Connecting campus priorities to library services and programs (from 73% to 93% to 97%)
- Identifying research variables (from 24% to 84% to 74%)
- Measuring research variables (from 19% to 74% to 87%)
- Difference between quantitative and qualitative methods of data collection and analysis (from 68% to 93% to 92%)
- Identifying data needs (from 47% to 81% to 100%)
- Determining sources of data (from 53% to 81% to 100%)
- Determining data collection method(s) (from 39% to 71% to 85%)
- Collecting data (from 47% to 71% to 92%)
- Analyzing and interpreting data (from 36% to 52% to 80%)
- Communicating research/assessment findings to campus stakeholders (from 46% to 71% 77%)
- IRB/human subjects requirements (from 44% to 74% to 93%)
- Data ethics and privacy (from 63% to 81% to 88%)

2. Participants reported that they are likely to increase their use of evidence-based practices at their libraries as a result of CARLI Counts.

The Post-Program Survey indicated a strong likelihood of using the following five evidence-based library practices as reflected by an *Agree* or *Strongly Agree* response to *As a result of CARLI Counts, I will/my library will likely increase . . .*

- . . . my contribution to reports at my institution that use data to connect library services to students learning and success. (88%)
- . . . my use of research or assessment findings about the impact of libraries on student learning and success to improve services and programs. (81%)
- . . . my use of local, institutional data to align my work in the library with my institution's goals and strategic priorities. (81%)
- . . . its collection of data about the impact of our services on student learning and success. (54%)
- . . . my use of research or assessment findings about the impact of libraries on student success to develop strategies for library advocacy. (54%)

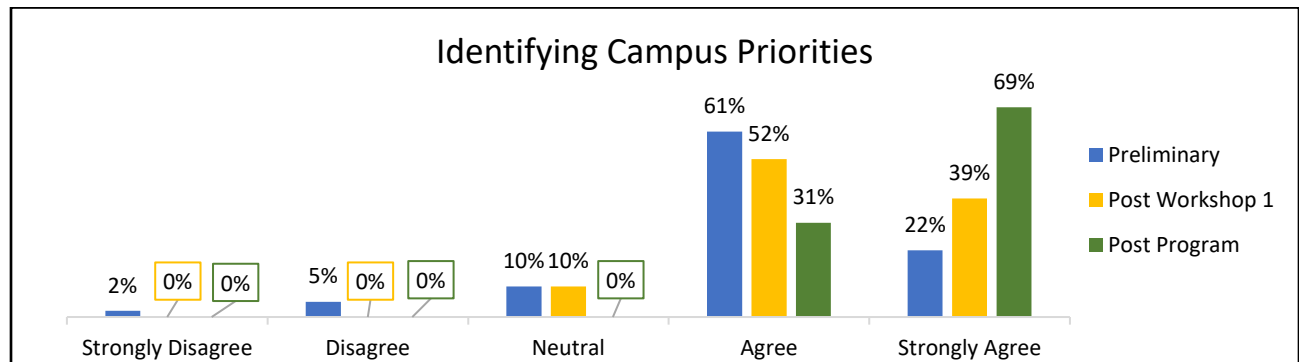
- There is a notable positive change in participants' use of evidence-based practices from before CARLI Counts and to their likelihood of using evidence-based practices after CARLI Counts, as reflected by responses on the Preliminary Survey and the Post-Program Service.

On the Preliminary Survey, participants indicated their current use of specific evidence-based practices on a five-item rating scale from *Never* to *Frequently*. On the Post-Program Survey, participants indicated their likelihood of using specific evidence-based practices on a five-item rating scale from *Strongly Disagree* to *Strongly Agree*.

- Use of research or assessment findings about the impact of libraries on student success to improve library services and programs. (from 20% to 81%)
- Library's collection of data about the impact of services on student learning and success. (from 24% to 54%)
- Use of learner analytics to understand student learning. (from 7% to 46%)
- Use of logic models for program and service planning, implementation, and assessment. (from 2% to 39%)
- Use of local, institutional data to align the library with institutional goals and strategic priorities. (from 52% to 81%)
- Use of research or assessment findings about the impact of libraries on student success to develop strategies for library advocacy. (from 20% to 54%)
- Contribute data to institutional reports about the connection of library services to student learning and success. (from 17% to 88%)

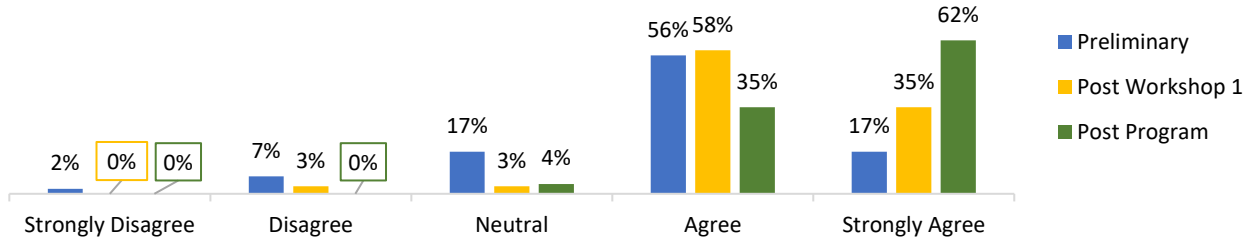
Responses on Surveys⁴

I have a basic understanding of the following aspects of evidence-based library practice:

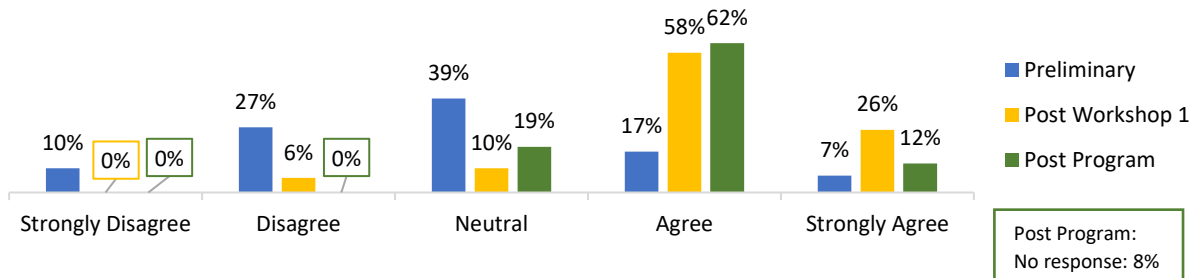


⁴ Minor typing and grammatical errors have been corrected in the excerpts from the survey responses and project reports.

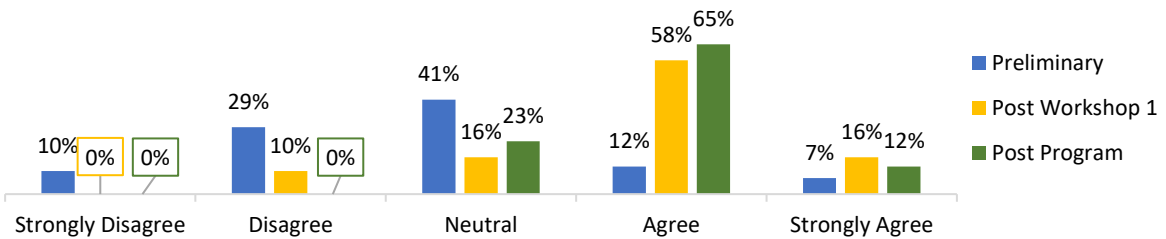
Connecting campus priorities to library services and programs



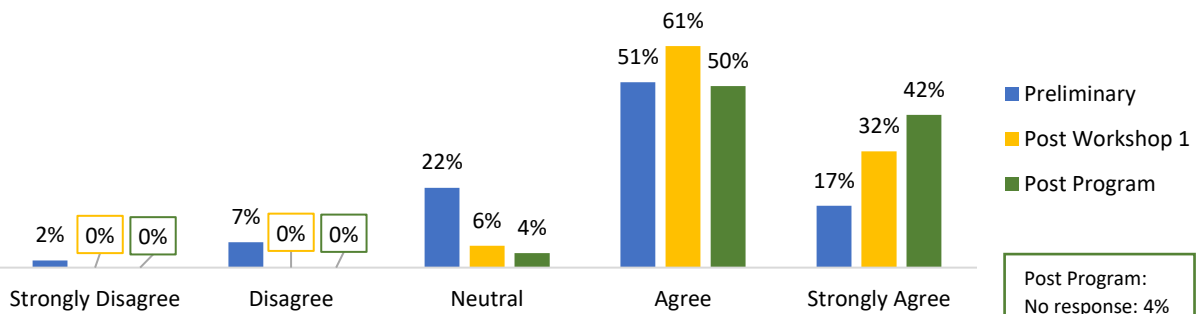
Identifying research variables

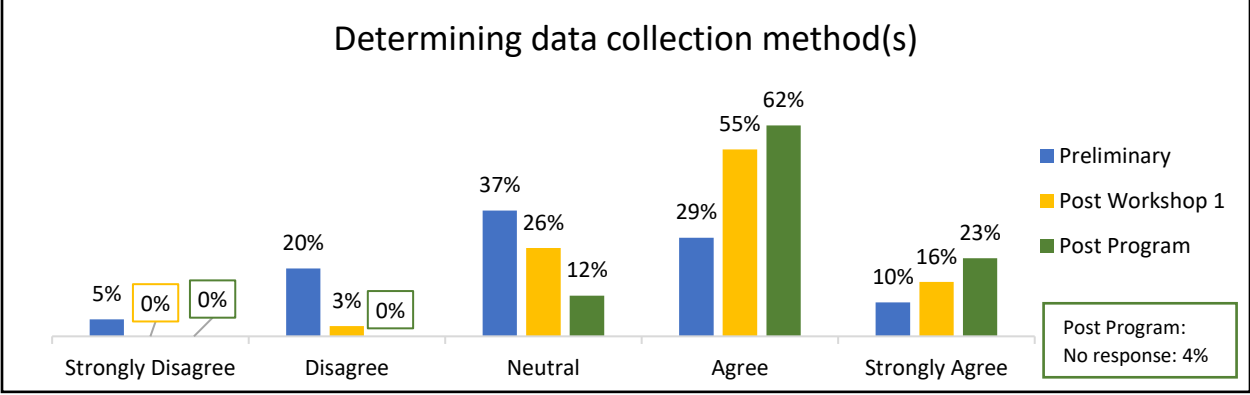
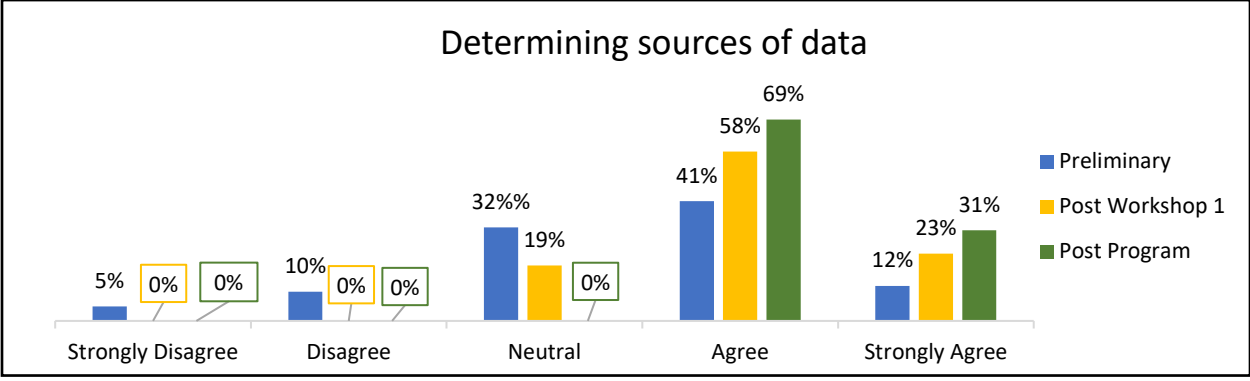
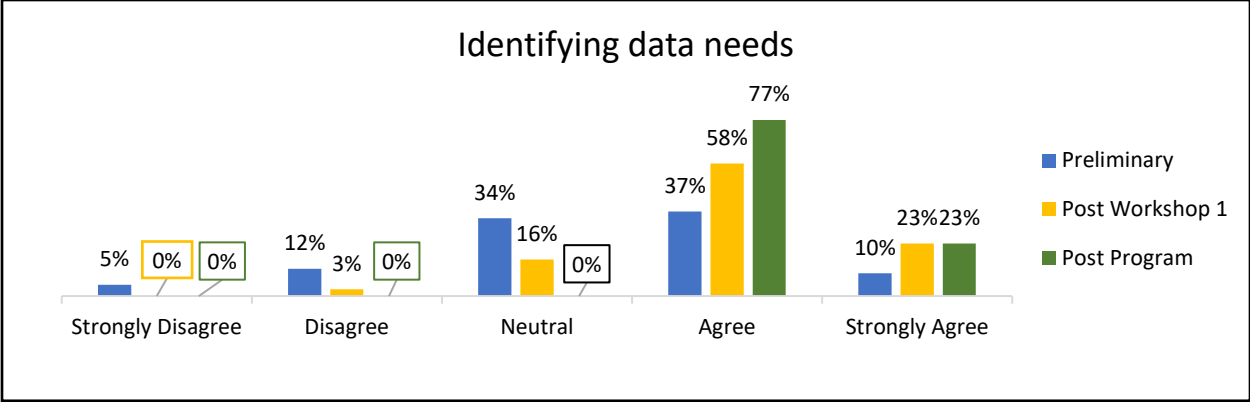


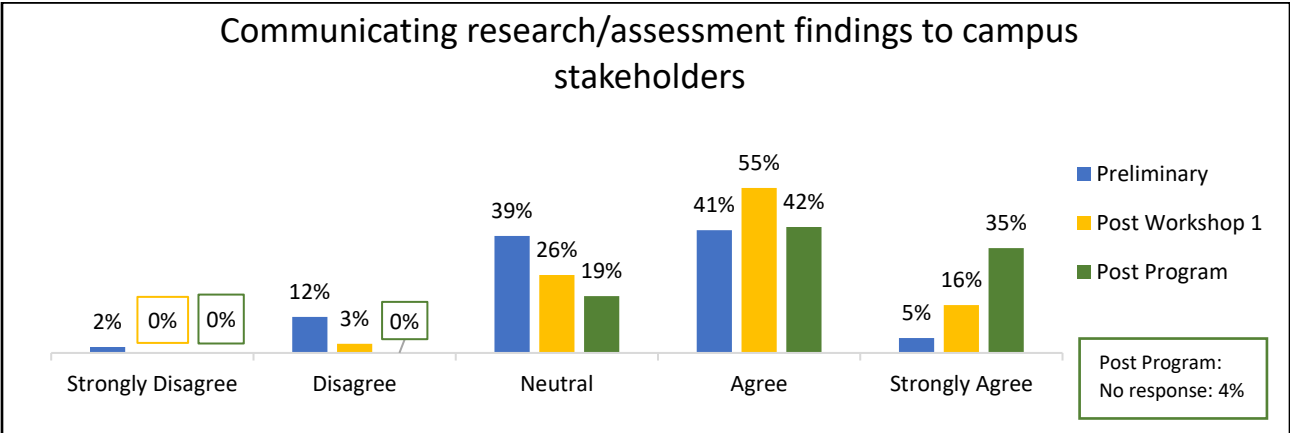
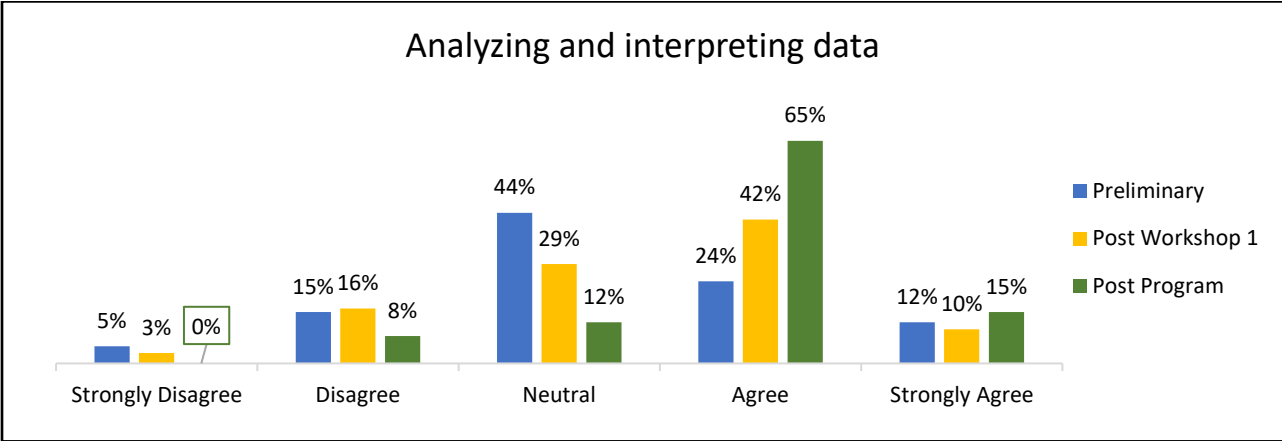
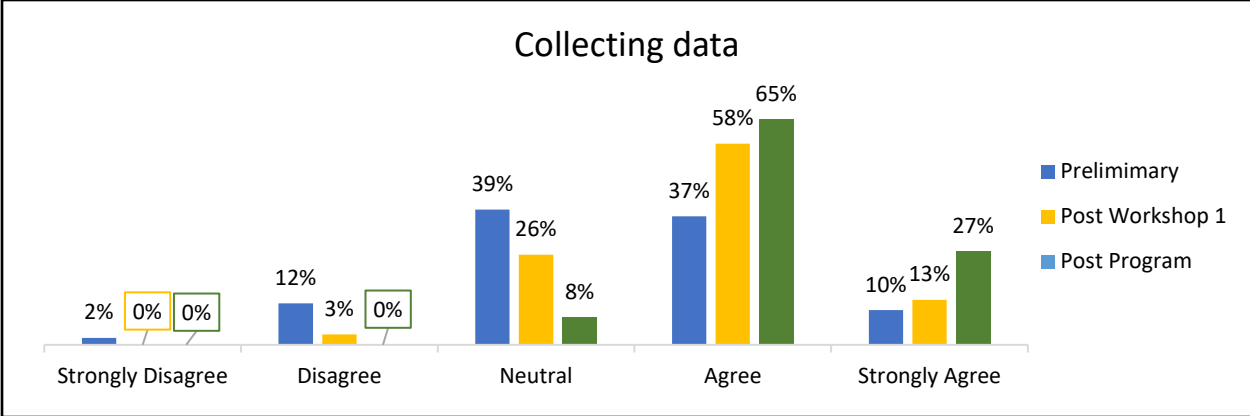
Measuring research variables

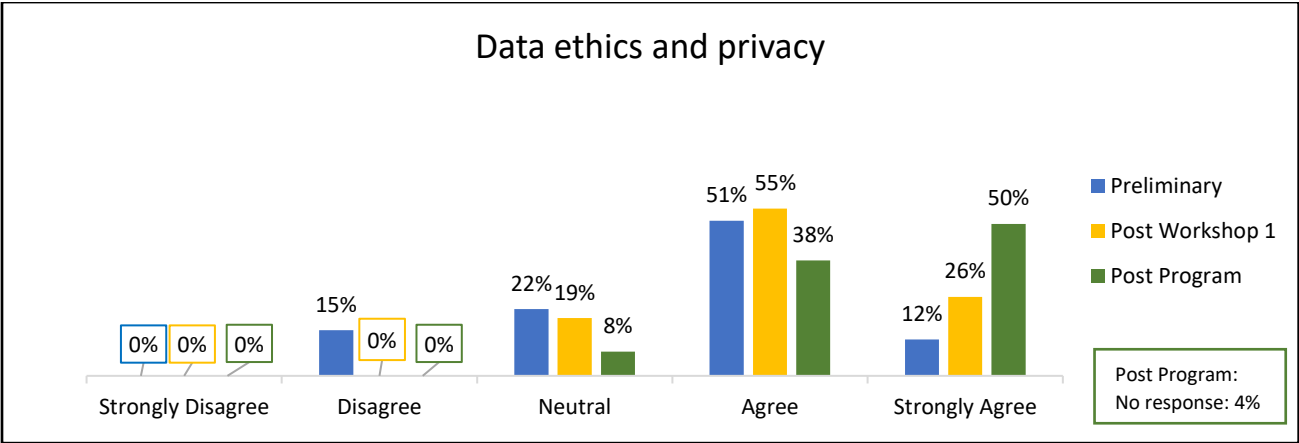
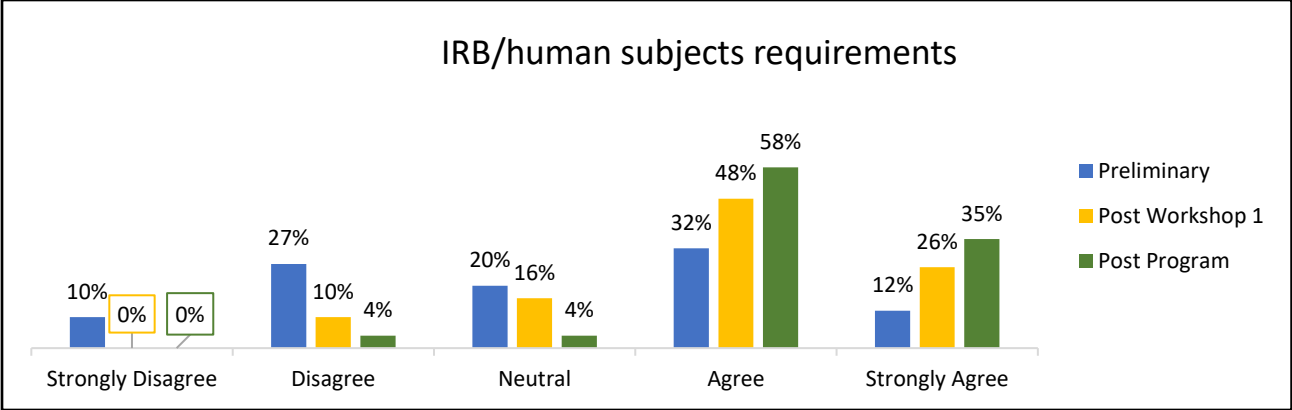


Differences between quantitative and qualitative methods

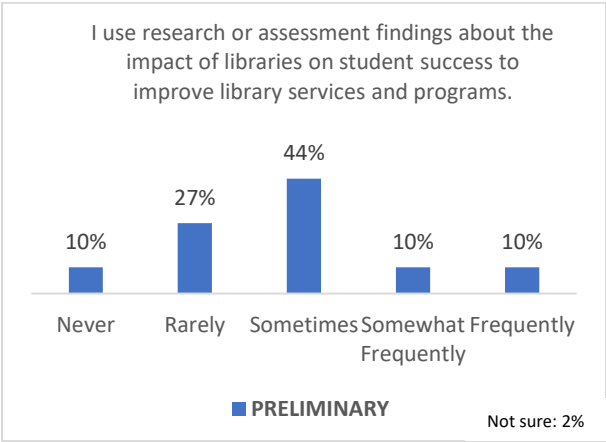




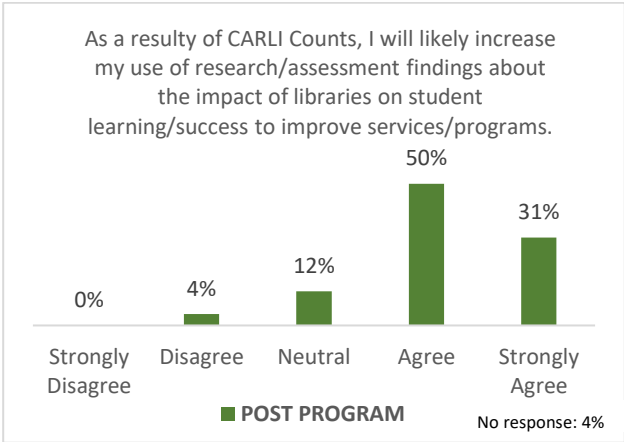


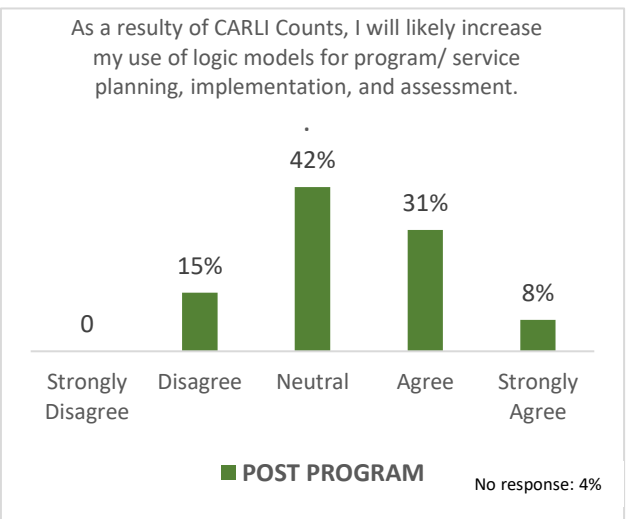
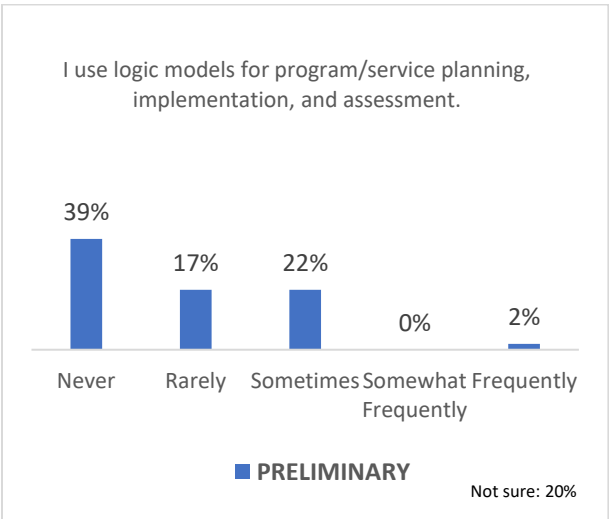
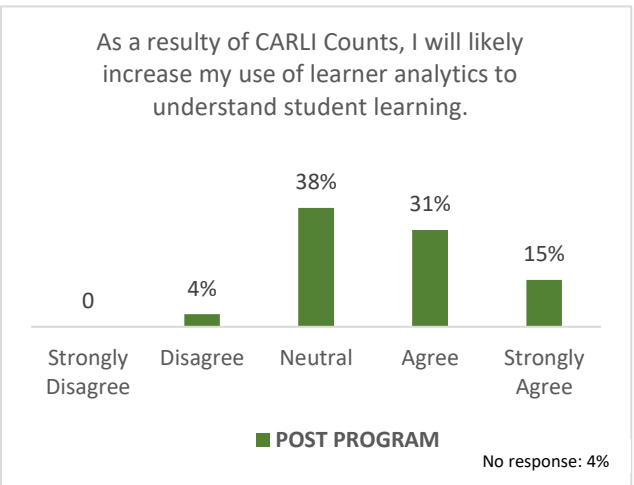
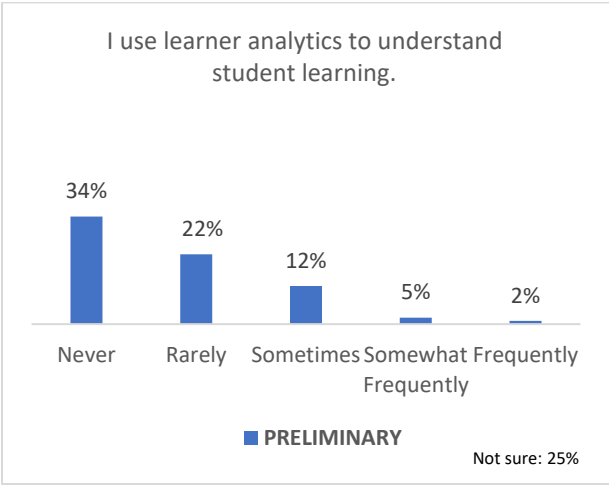
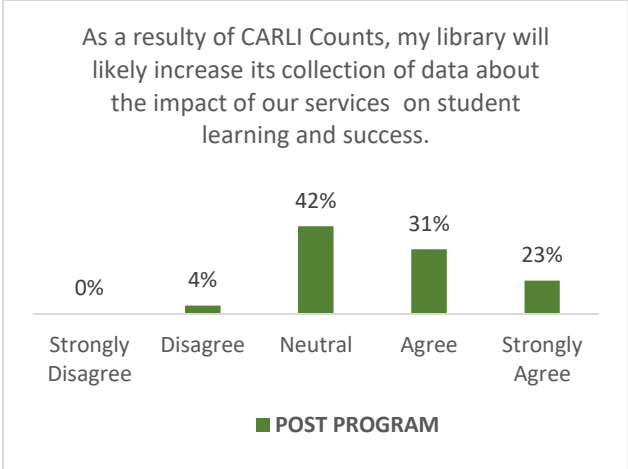
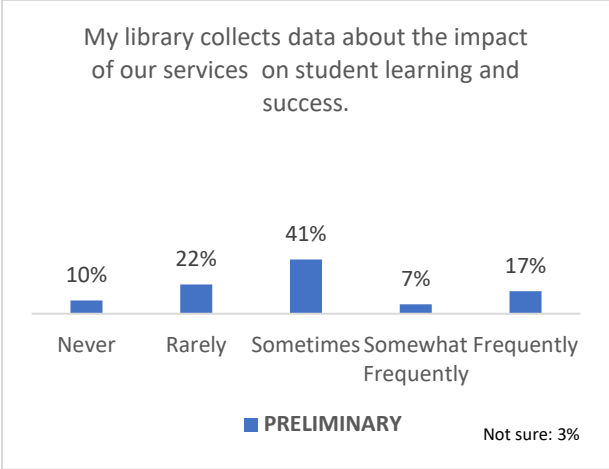


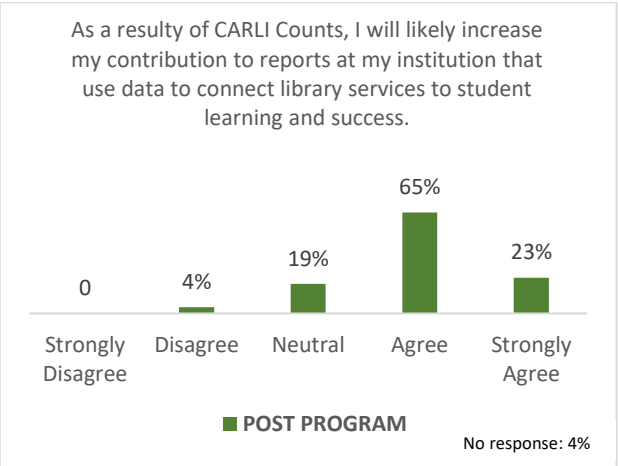
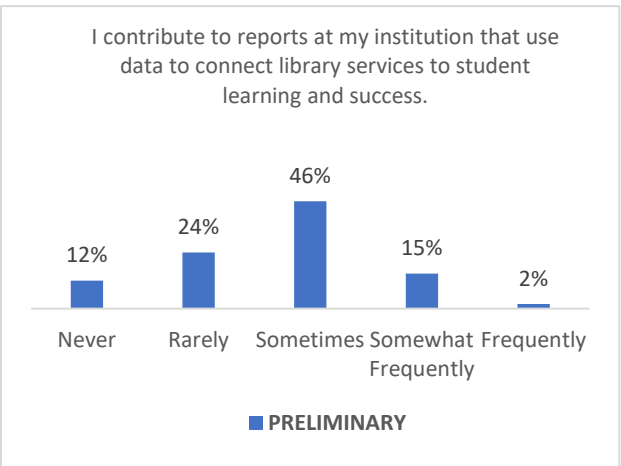
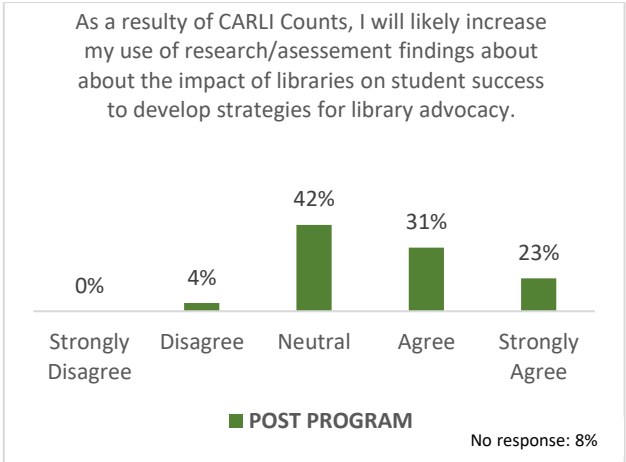
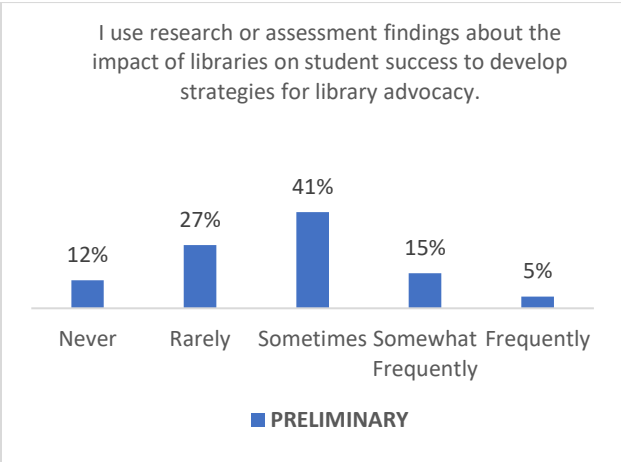
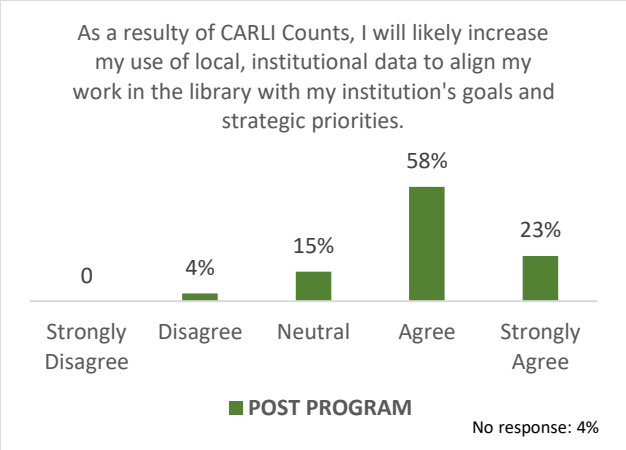
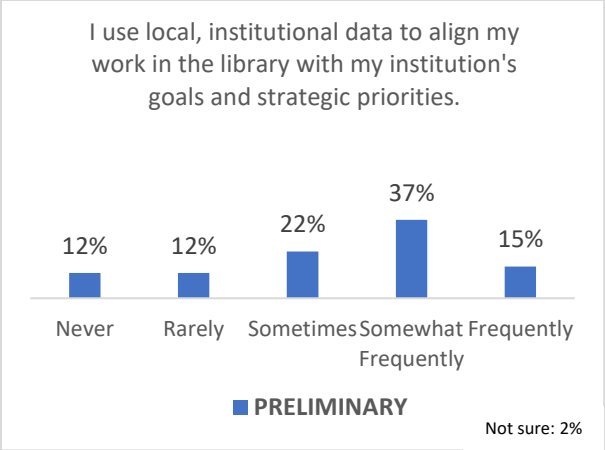
I use/my library uses . . .



As a result of CARLI Counts, I will/my library will likely increase . . .







Sample Comments from Surveys about Understanding and Using Evidence-Based Library Practices

Thank you for helping to make it easier to apply the concepts into actual practice!

I am just really thankful to CARLI Counts, because I would never have done anything with collection and analyzing data or identifying data needs with respect to my college's campus priorities. I'm definitely not an expert, but I have a greater understanding and appreciate of the process.

The numerous resources surrounding IRB were immensely helpful in understanding the research process both within my own institution and also for other institutions.

The in-person workshops were foundational, both in the presentations and the team exercises. The birds-of-a-feather groupings that came together later in the process were also helpful. The webinars were useful in filling in gaps in knowledge related to my project and were accessible.

We aren't proving causation. We can't (for most of the projects we will undertake). The best we can do is suggest correlation, and that is good enough.

During the first in-person session, I fully realized that the absolute value of CARLI Counts was in the process of doing the work, not the output I would eventually have. Learning together, building on shared expertise, working through individual campus challenges were all the most valuable lessons. The actual projects were a bonus.

The IRB process was difficult, but ultimately I learned a lot from going through it and coming out the other side.

Project Reports: Sample Comments about Understanding and Using Evidence-Based Library Practices

After participating in CARLI Counts, we feel far more confident in our abilities to develop assessments and continue to build upon the assessment we developed for this project to gather more meaningful data. – Joliet Junior College

Without having to gather new research data, the library can leverage existing institutional data to discover useful information regarding library effectiveness. In our case, we were able to make connections to orientation effectiveness with course information, attendance records, student grades, and retention data. – Lincoln College

CARLI Counts . . . opened the doors for us to become part of the data conversation. – Sauk Valley Community College

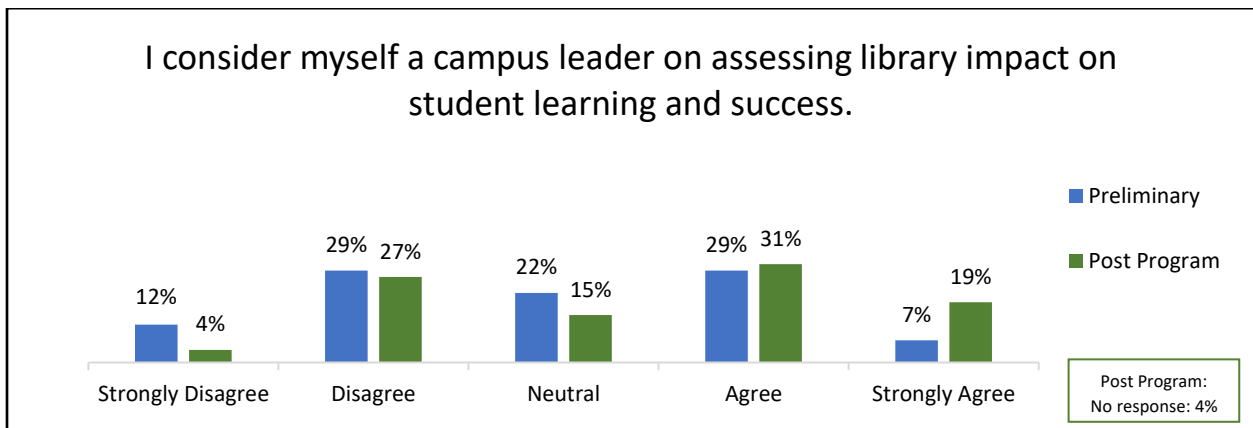
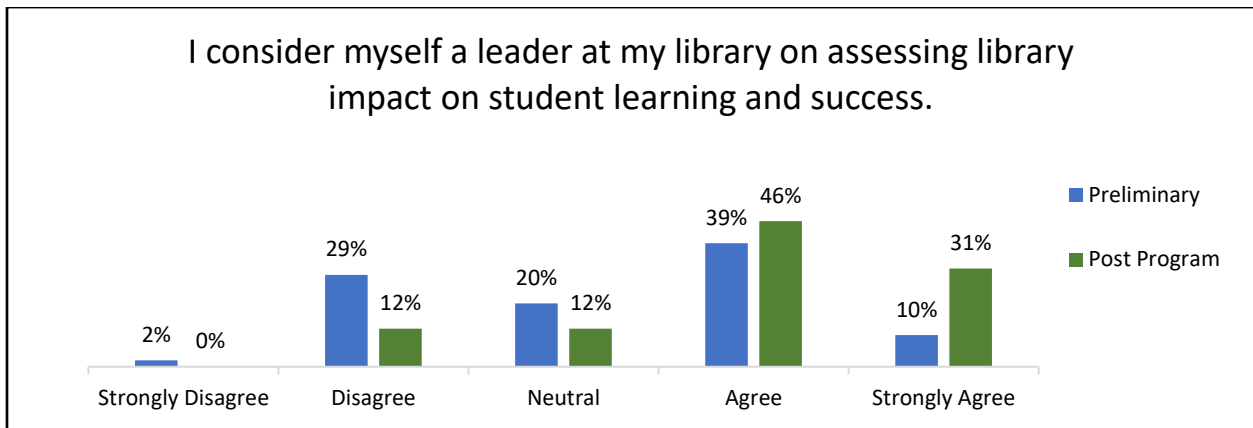
This project presented me with a number of significant learning opportunities. I had the opportunity to learn more about citation analysis, including the limitations of existing tools to adequately compare the range of scholarship across academia. A deep dive into the scholarship of one program made it clear that no single number can appropriately measure the diversity and depth of a program, field, or institution. – University of Chicago

Leadership and Library Advocacy

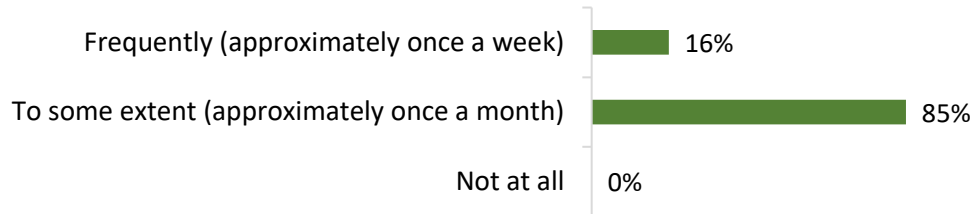
Key Findings

1. Strong gains in participants' perceptions of their leadership at their library with assessing library impact on student learning and success were made from the start to the conclusion of the program, as reflected by responses on the Preliminary Survey and Post-Program Survey.
2. Modest gains in participants' perceptions of their leadership on their campus with assessing library impact on student learning and success were achieved between the start and conclusion of the program, as reflected by responses on the Preliminary Survey and Post-Program Survey.
3. Most participants talked about their projects with others at their institution *Frequently* (16%) or *To Some Extent* (85%).

Responses on Surveys



Throughout the CARLI Counts program, how often did you talk about your project with others at your institution?



Sample Comments from Surveys about Leadership and Library Advocacy

[. . .] being recognized as someone who genuinely cares about student success and is actively trying to find ways to help both the students and the College. Professionally and personally, this is great.

Another moment that was powerful for me was when I came back to my campus and began talking to colleagues about the project. I believe talking to others on campus was actual homework (which I was resistant to because who wants to step out of their comfort zone?). I had a conversation that really catapulted my project to have a broad base of campus support.

Project Reports: Sample Comments about Leadership and Library Advocacy

As the university enhances writing instruction, the librarians have been asked to assist with creating information literacy outcomes and assessments. – Aurora University

One exciting result of participating in CARLI Counts was being asked to be part of the College's Student Success Committee. This the first year the library has had a seat at the table. – Lake Forest College

Through the findings of this study, the library has become a part of the assessment initiative that is campus wide. It has given the Learning Resource Center an opportunity to provide input in curriculum development in order to provide improved student support through resources and services. – Rend Lake College

Team Interaction and Communication

Key Findings

1. Team-based learning contributed to participants' CARLI Counts experience, with 61% of the Post-Program Survey respondents indicating *Strongly Agree* or *Agree* that *My team has helped me with the work I did on my CARLI Counts project.*

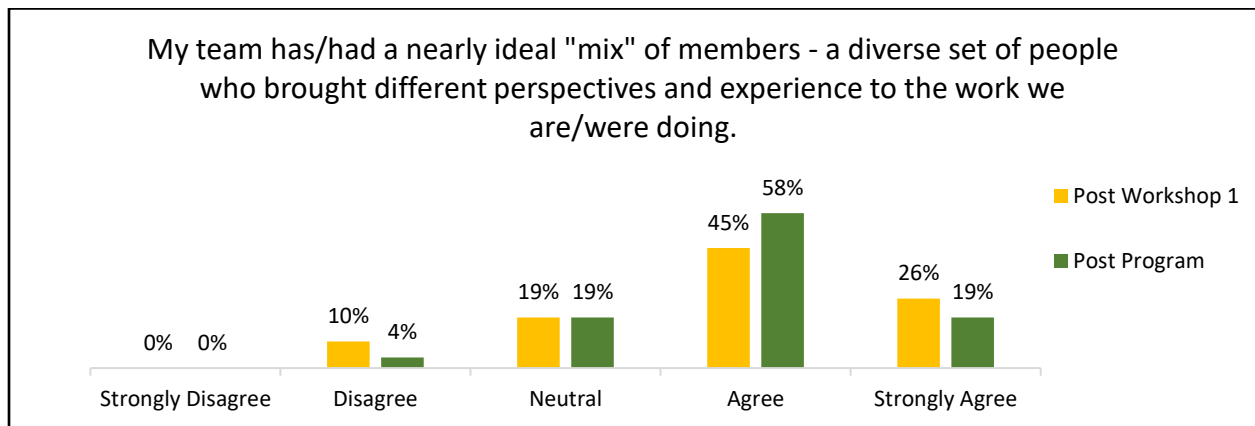
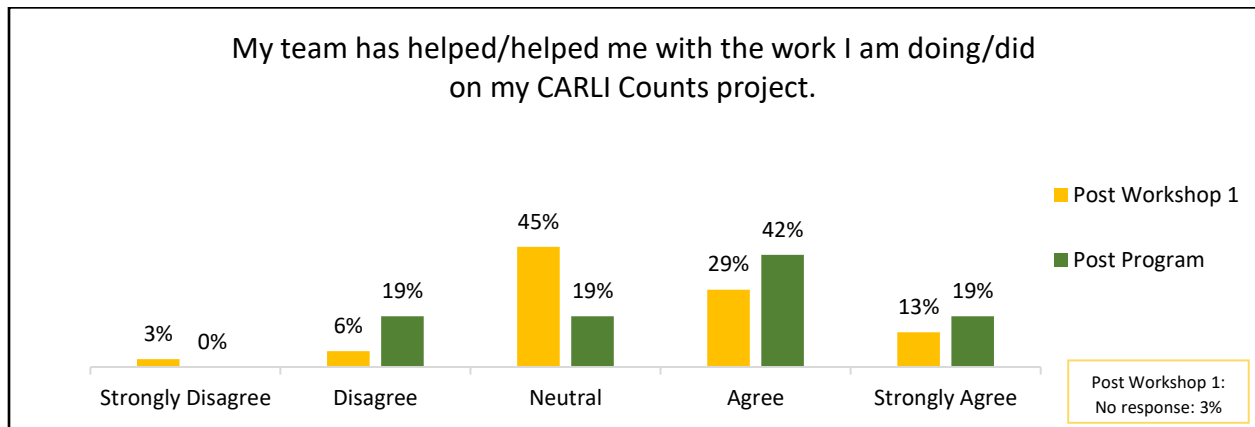
2. Cohort 1 participants reported that the value of specific team characteristics and communication increased from the first workshop to the program's completion, as indicated by a *Strongly Agree* or *Agree* response on the Post-Workshop 1 Survey and Post-Program Survey as follows:

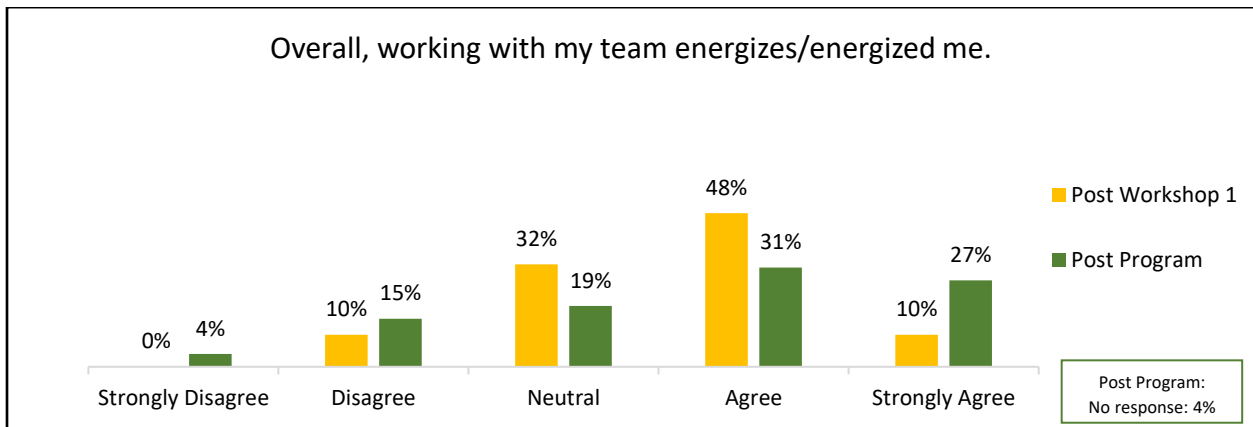
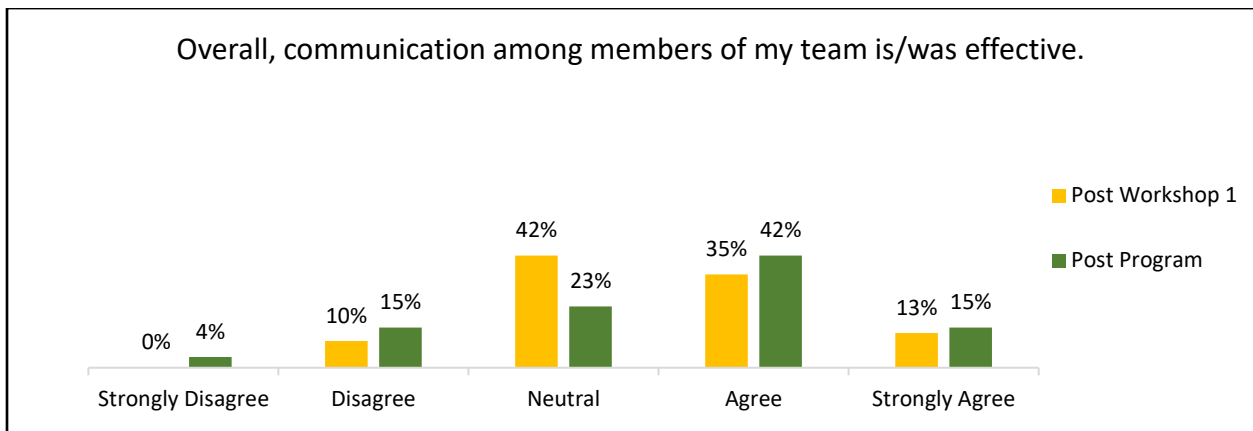
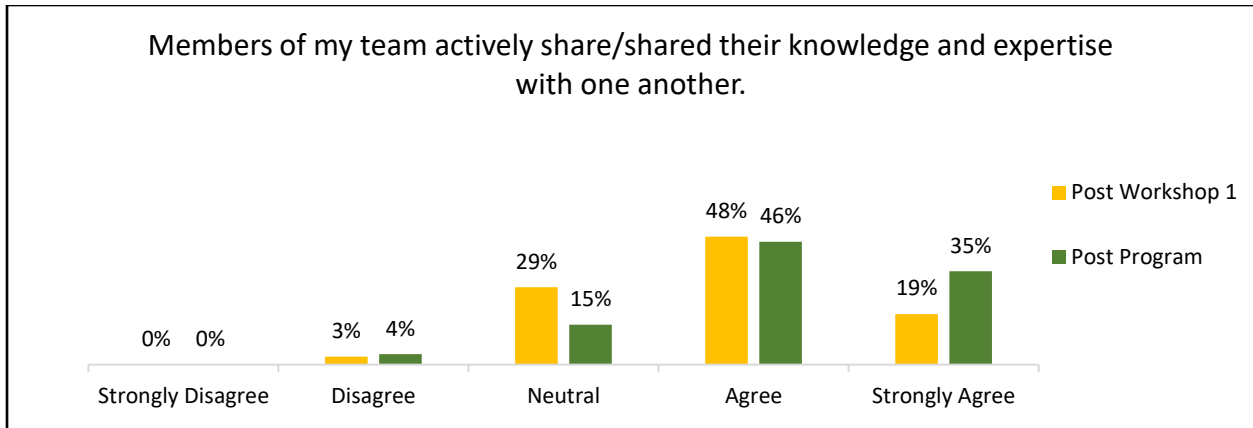
- Assistance received from the team (from 42% to 61%)
- Mix of experiences represented by the team members (from 71% to 77%)
- Sharing of knowledge and expertise (from 67% to 81%)
- Communication among team members (from 48% to 57%)

3. Throughout the CARLI Counts Year 1 program, 58% of participants indicated on surveys that they *Strong Agree* or *Agree* that *working with my team energizes/energized me*.

4. Some participants question the role and value of the team posters, particularly in relation to the learning gained and the outcomes of their individual campus projects, a finding reflected by responses in the Post-Program Survey open-ended questions.

Responses on Surveys





Sample Comments from the Post-Program Survey about Team Interaction and Communication

That support and accountability was important throughout.

Overall, I had a good experience working with my team members. They were great sounding boards and helped steer me toward useful resources.

The composition of the team was wonderful - everyone was very generous in sharing experiences and advice. The only barrier was we tended to communicate via email which resulted in very long, disjointed email threads. I believe we could have had a more efficient communication strategy (using the discussion area of Canvas, for example!).

The team poster was difficult since it was so general and had nothing to do with our own research. So many of the posters had the same information--advice for future cohorts--so I'm not sure what the benefit of them was.

Team [name of team] had respectful, encouraging members. It's nice to have a new set of trusted colleagues from various regions in the State.

Felt like I got more out the "birds of a feather" discussions for my specific project. I don't know that a diverse set of team members was super helpful.

I thought the poster sessions at the annual meeting were kind of a waste of time and requiring all team members to be there was not necessary. They were less about the individual projects and more about what we learned by attending and I would have preferred it to be the other way around.

Project Reports: Sample Comments about Team Interaction and Communication

The support and ideas generated by Team Orange have been invaluable, as well as the support from our CARLI mentors. – Sauk Valley Community College

Participation in CARLI Counts, specifically the team-based structure and external accountability, provided interpersonal and institutional support that helped ensure project completion. – Triton College

Cohort 1 Projects: Motivations, Campus Collaborations, Areas of Focus, Methodologies, and Results

Key Findings

1. Over 50% of the projects were designed to align with campus-wide initiatives or priorities, including student success, retention, institutional accreditation, and new campus-wide curricula.
2. The projects involved collaborations with 18 different types of campus partners.
3. Correlational analysis of the relationship between two or more variables was the primary methodology used for data analysis and interpretation, demonstrated by its use in 20 projects.
4. The impact of the library on an aspect of student success and/or student learning at the course level was a primary area of focus for 24 projects.

5. Initial findings from several projects document a positive connection between the library and student academic success. Three notable areas include:
 - Library instruction increases student learning at the course level.
 - The library contributes to improved student retention and persistence.
 - Student use of library space enhances academic success.
6. The project findings are informing practice by leading to changes and improvements in the library services at the Cohort I institutions.

Project Reports: Summary⁵

Understanding Institutional Context and Campus Priorities

Cohort 1 participants recognized the importance of aligning the focus of their projects with academic priorities and key initiatives at their institutions. Although the participants represented 38 different colleges and universities from across Illinois, each with its own mission and academic priorities, the projects shared the common goal of situating the library's investigation within an institutional context. As a result, librarians were able to connect discussions and communication about library value and impact to academic issues and concerns that have campus-wide importance. Each participant reported the primary motivation or rationale for their project, which reflect investigations of library impact at their institutions.

⁵ In the tables that summarize information from the Project Reports, the numbers do not always add up to 33, because several projects addressed more than one factor or item listed on a table.

Cohort 1 Projects: Motivations/Rationales for Projects	
Connect library impact to campus priorities on student success	11
Ascertain the effectiveness of a specific type of library instruction or reference/research consultation	6
Connect library impact to campus priorities on student retention	5
Library facilities renovation or review for student use	4
Assess discovery, access, and use of collections	3
Demonstrate value of library in the face of budget reductions/constraints	3
New curricular initiative or redesign	2
Institutional accreditation or program review	2
Review library operations or processes	1
Connect library impact to faculty scholarship	1
Understand students' use of the library	1

Sample Comments from the Reports about Institutional Context and Campus Priorities:

In the first year of [the Erikson Institute's] online program in 2018-2019, there was a 20% dropout rate by the end of the first two semesters. Since retention can be influenced by student interactions with campus personnel and faculty and a feeling of community, we hope having a librarian available in a seminar will improve retention. – Erikson Institute

As a campus, we are striving to become more aware of how our spaces and services reach and impact underrepresented students on campus. The library prides itself for being a welcoming space for students, but we had no data to inform our assumption. – Illinois Wesleyan University

By utilizing data in a way that is easy to understand, we will provide compelling evidence in reports and/or presentations to our stakeholders showing that library services and collections provide an invaluable foundation to the College's mission in achieving student success. – Morton College

The College places high value on student retention, persistence, completion, and success, which allowed this project to become a natural fit. Also, by showing that the library positively impacts college priorities, the library can show its value and worth in a quantifiable way. – Southeastern Illinois College

Developing Inquiry Questions

After considering the institutional priorities and the campus context in which their library functions, each Cohort 1 participant developed an inquiry question to guide their research project. The inquiry question posed a relationship between a library factor and an aspect of student learning and success, as exemplified by the following ten questions:

Cohort 1 Projects: Sample Inquiry Questions
Do students who receive in-person library instruction perform better on an information literacy quiz than students who complete an online tutorial? (Dominican University)
Will having a librarian present in a synchronous online class improve student retention? (Erikson Institute)
Is there evidence that students' employment with the library contributes to their success, as measured by greater GPA, persistence, and retention compared to the general populations? (Illinois Institute of Technology)
Does using the library space contribute positively to underrepresented students' sense of belonging on campus? (Illinois Wesleyan University)
What is the impact of reference interactions between librarians and First Year Studies students on the academic success and retention of the students and the sub-group of academically vulnerable First Year Studies students? (Lake Forest College)
What impact does library instruction have on the rate at which students include library resources on their final assignments? (Loyola University Chicago)
What is the impact of the library's embedded librarian on student learning/success as measured by grades on assignments and final [course] grades? (Morton College)

What is the impact of course-integrated library research instruction on students' abilities to select appropriate sources for their speech topics? (North Central College)
What is the impact of librarian outreach to adjunct nursing faculty and program coordinators on use of library services by School of Graduate & Continuing Studies (SGCS) students? (Olivet Nazarene University)
Will an ENG 103 library presentation correlate to higher student GPA for their next semester writing intensive class, i.e., Psychology, History, or Sociology? (Sauk Valley Community College)

The Cohort 1 projects considered the different ways that libraries may have an impact on various types of academic outcomes, as summarized in the two tables below. Following the tables, examples of individual campus projects are highlighted.

Cohort 1 Projects—Areas of Focus: Academic Outcomes	
Student Success (e.g., cumulative GPA, semester GPA)	15
Student Learning: Course	12
Other	5
Retention/Persistence	5
Academic Intimacy/Rapport	1
Student Learning: Assignment	1

Cohort 1 Projects—Areas of Focus: Library Factors	
Instruction (course)	11
Collection	5
Library Use (multiple types)	5
Reference/Research Consultation	4
Library Space Use	3
Other	3
Embedded Librarian	2
Student Employment	1

Investigating Library Impact on Student Success

Several CARLI Counts Year 1 participants, including Eastern Illinois University, Lake Land College, Lincoln College, North Central College, and Southeastern Illinois College, developed projects that investigated the impact of library instruction on student learning and success at the course level. Other projects focused on the relationship between reference or research consultations and academic success, as exemplified by studies at Joliet Junior College and North Park University.

Analyzing Library Impact on Retention and Persistence

Student retention is a priority at many institutions, and some CARLI Counts participants considered the role of the library in this campus-wide priority (i.e., Erikson Institute, Illinois Institute of Technology, Lake Forest College, and Rend Lake College). The Ames Library at Illinois Wesleyan University was interested in learning how library space contributes positively to underrepresented students' sense of belong on campus, a factor that impacts student engagement and retention.

Assessing Instructional Approaches and Methods

Specific methods, approaches, and formats of library instruction and their impact on student learning were the focus of some of the Cohort 1 projects. Morton College, for example, studied the effectiveness of its Embedded Librarian program, and Loyola University Chicago investigated the impact of the type of library instruction on the rate at which students include

library resources in the final course assignments. A comparison of the effect of in-person instruction versus an online tutorial on students' performance on an information literacy quiz was studied at Dominican University.

Determining the Impact of Library Use

Library use includes many facts as exemplified in investigations at several colleges and universities. Library collection use and its impact on aspects of student success and learning were the focus at Carl Sandburg College, Chicago State University, and Kishwaukee College. The effect of student library use, as demonstrated by a combination of factors (e.g., reference, circulation, remote library access, interlibrary loan, study room use, etc.), on student success and learning provided the framework for studies at the National University of Health Sciences, Olivet Nazarene University, and the University of Illinois at Chicago. The connection between student use of library space and aspects of academic success (e.g., student wellbeing, sense of belong, GPA, and persistence) were the focus of studies at Harper College, Northwestern University, and the University of Illinois at Urbana-Champaign.

Determining Action Research Methodologies

Each project's inquiry question informed decisions about the kinds of data needed to answer the question and the research approach and methodology best suited to collect and analyze the study's findings. Both quantitative and qualitative methods were used by the Cohort 1 participants, with some designing and implementing a mixed methods approach.

Correlational analysis, which involves determining the relationship between two of more variables, was the most common research approach employed for the studies. Lincoln College, for example, "used statistical analysis of existing academic data to determine the correlation between participation in the orientation session and student success factors, such as grade for the course, semester GPA, persistence and retention." The National University of Health Sciences recorded multiple library transactions of students enrolled during the Summer 2019 trimester and used these transactions to look at the impact of library use on cumulative GPA. At Harper College, the library completed a renovation in 2018 that included additional study rooms, and the staff wanted to find out if increased study room use was having a positive impact on student learning. They are in the process of using SARS data tracking software to correlate study room use to semester course grades.

Although quantitative methodologies, such as correlational analysis, were most frequently used in the CARLI Counts projects, some qualitative approaches were also part of the investigations. At Trinity Christian College, the impact of collaborative librarian-faculty instruction on student success was investigated by using a mixed methods approach. The study included an analysis of student feedback about library instruction gathered through an informal class discussion led by the faculty member. In addition, an assessment of source quality in students' research papers and data from a survey administered to students, supplemented the class discussion findings.

To explore how students at the University of Illinois at Chicago (UIC) perceive their experience in the library and their own learning, UIC librarians used a qualitative approach by

conducting interviews with up to 50 undergraduate students. This information will be combined with data collected from surveys completed by these same students. This mixed methods approach is designed to learn “whether students’ library use (library space, instructions and online resources) has an impact on student learning beyond students’ GPA.

Cohort 1 Projects: Methodologies	
Survey	11
Correlational Analysis: GPA	7
Correlational Analysis: Course Grade	7
Correlational Analysis: Retention or Persistence	6
Other	6
Rubric/Analysis of Student Product	4
Skills or Competency Assessment (e.g., test)	4
Interviews	2
Observation	1
Citation Analysis	1

Sample Comments from the Reports about Methodology:

This study would be easy to replicate at other institutions, as it uses statistics most libraries already keep and easily accessible campus information. – Eastern Illinois University

While the quantitative data was of interest, the comments contained the most useful and actionable information for our purposes. – Triton College

Collaborating with Campus Partners

Cohort 1 participants report that collaborating with others on campus (outside the library) has been an important part of their project. As the table below indicates, the campus partners involved in the projects represent a variety of roles and responsibilities and reflect a broad array of expertise. Some librarians noted that campus partners were particularly helpful with the project design and data collection and analysis. As Lake Forest College librarian Kimberly

Hazlett notes, ” “[The Institutional Research Analyst] was helpful in the planning stages and of great importance for analyzing the data and providing feedback.”

Cohort 1 Projects: Campus Partners	
Institutional Research/Institutional Effectiveness/University Analytics	23
Library Staff	19
Faculty	13
Academic Administrators (e.g., Provost, Dean, Director)	14
Academic Enrichment/Student Success Staff	7
IRB	4
Assessment Committee	4
Information Technology Staff	3
Instructional Designer	2
Student Affairs	2
Office of Diversity	1
Communications	1
Accreditation/Compliance Specialist	1
Student Employment	1
Financial Aid	1
Career Services	1
Bookstore	1
SWAN Staff	1
Registrar	1

The campus collaborations have also provided avenues to expand and strengthen the library's visibility on campus. The Cohort 1 participants frequently saw opportunities to promote the library as an educational partner working with other academic departments and units on campus to increase the academic success of students. For some librarians, their collaborative work resulted in establishing new partnerships that will continue beyond the project, as exemplified by projects at Aurora University, Lake Forest College, Olivet Nazarene University, Rend Lake College, and Trinity International University.

Sample Comments from the Reports about Campus Collaborations:

. . . most importantly, after hearing about my unsuccessful experience of trying to deliver course-related library resources to program coordinators and individual (adjunct) faculty members, Associate Dean at the SGCS, Rochelle Brock, offered a new partnership between me and her new Instructional Designer (ID). – Olivet Nazarene University

Since embarking on this project, the library has formed a partnership with university advancement. As part of this partnership, the new survey will be amended to gather additional needed data to investigate the creation of a Friends of the Library group. – Trinity International University

Project Results: Findings about Library Impact, Service Development, and Library Advocacy

Establishing a Foundation for Evidence-Based Practices

Cohort 1 created numerous research designs and approaches for documenting the contributions of libraries to student learning and success. For many Cohort 1 participants, their projects were an initial step in establishing evidence-based practices for demonstrating to what extent or how the library has an impact on students' academic success. This groundwork for systematic data collection and analysis will yield findings in subsequent academic terms and provide a foundation for expanding the library's action research for service improvement and development. Some participants were not able to complete their studies within the time frame of the CARLI Counts program, or insufficient data or a small sample size resulted in inconclusive findings. The project design and process, however, are in place at these institutions, and additional research will likely result in findings that can be used to inform and improve library service development.

Library Instruction Contributes to Academic Success

Several projects generated initial findings that show a positive connection between the library and student learning and success. Five projects documented that library instruction increased academic success (i.e., Eastern Illinois University, Lake Forest College, Lincoln College, National University of Health Sciences, and Trinity Christian College). Eastern Illinois University, for example, found that "ENG 101 students who received instruction were more likely to pass the course and more likely to get an A or a B than those who did not receive instruction." Although subsequent data collection from numerous ENG 101 sections is needed to verify these

findings, the library is encouraged by the results and also discovered ways the library might provide additional assistance to students who struggle with passing ENG 101.

Trinity Christian College analyzed source quality in students' research papers submitted in four sections of a foundations course; two of the four sections included library instruction as part of the course. As Library Director Cathy Mayer explains, "Students demonstrate improved ability to selected credible sources after library instruction is presented within a curriculum context and offers immediate application to a research assignment."

Positive Connection Between the Library and Retention and Persistence

Two Cohort 1 institutions, Lincoln College and Rend Lake College, found that library instruction can be connected to increased student retention as a result of their initial studies. Both institutions, however, noted that multiple factors influence retention, which make their findings encouraging but not necessarily definitive. At Lincoln College, "The average one-year retention rate for Lincoln College students who attended a library orientation session in the fall 2017 semester was 13.3% higher than the average rate for full-time enrolled students in the fall 2017 semester and 6.4% higher compared to students who were enrolled in the freshman seminar course but did not attend the library orientation session."

In a campus project that investigated the impact of student employment in the library on student retention and GPA, the Illinois Institute of Technology learned from its early analysis of data (which is not yet complete) that "the average cumulative GPAs of library student workers who were eligible for Pell and/or Map grants was .21 GPA point higher than the total pool of Pell and/or Map grant eligible students. Further, 100% of library student workers were retained whereas 89% of the total pool of Pell and/or Map grant eligible students were retained during the period studied."

It should be note that a few institutions did not find a positive or a negative impact of library instruction on student success. These findings have prompted the librarians to review their study's research design to assure it's appropriate to the situation and to determine if additional data collection is needed based on sample size or data collection over time.

Reference and Research Consultations Increase Student Success

The impact of reference and research consultation services on student success was considered by three Cohort 1 academic libraries: Joliet Junior College, North Park University, and the University of Illinois at Springfield (UIS). At Joliet Junior College and North Park University, the projects are ongoing. The Brookens Library at UIS investigated the impact of research consultations across three sections of a psychology research methods course and found "a slight, but not statistically significant, positive effect on course grade."

Library Use Connected to Student Learning and Success

Three Cohort 1 participants demonstrated ways that student use of library space shows a connection to improved student success and academic rapport. The University of Illinois at Chicago investigated the impact of use of the library (including space) on students' learning beyond GPA. Illinois Wesleyan University looked at the use of library space by

underrepresented students and their sense of belonging on campus, and the University of Illinois at Urbana-Champaign investigated whether undergraduate students' use of library physical spaces have an effect on their cumulative GPA. All three studies report a positive connection between student use of library space and aspects of student success.

Carl Sandburg College investigated the availability of course materials in the library (i.e., textbooks and OER) on student success and found that “[s]tudent success rates were slightly higher for those who had access to their textbook through the library’s course reserves, followed by success rates for students who were in OER courses. The lowest success rates were for those who were responsible for purchasing required course materials.” Kishwaukee College also looked at collection use, focusing on off-campus database use. A review of proxy logs “found a modestly positive correlation between database logins and term GPA (.165 Pearson Correlation).”

Evidence-Based Investigations Foster Service Development and Library Advocacy

The Cohort 1 participants noted ways that the results of their campus projects are leading to discussions among staff at their libraries about improvements and new developments in services, collections, and organizational operations that are informed by the data collected and analyzed. Illinois Wesleyan University, for example, sees its study as “the first in a series of projects aimed to assess our work with diversity and inclusion.” Likewise, Chicago State University plans to use their collection study as the basis for other library collection assessments. Beth Mandrell at Rend Lake College summarized the value of generating data analytics, saying, “The most important impact in participating in CARLI Counts is it has brought attention to the need of collecting and analyzing students’ use of the library and how the library can use the stats to improve their materials and services.”

In addition, the participants are communicating to campus constituent groups about the library’s contributions to students’ academic success at their institution. At Olivet Nazarene University, Jasmine Cieszynski, the Instructional Service Librarian, was able to leverage work on the project into an increased role for the library in the School of Graduate and Continuing Studies (SGCS). As she notes, “CARLI Counts gave me a powerful incentive to follow-up with others at the SGCS . . . As a result of approaching the [Instructional Design] team and Associate Dean, librarians were welcomed into the most critical phases of course development—an opening that was previously unattainable.” Joliet Junior College librarian Aimee Walker also sees an enhanced role for the library on the campus and explains, “Once our data collection and analysis is complete, we intend to include our findings in the campus-wide conversations that are forming around the topic of assessment.” As a result of the Cohort 1 projects, the participating libraries are increasingly part of conversations at their institutions about student learning and success.

Sample Comments from the Reports about Projects\ Results:

When our library took on this project, our initial intentions were to evaluate whether or not our reserve shelf had an impact on student success. However, as we received the final data from the Sandburg’s Office of Institutional Effectiveness, we realized that this project opens up a larger conversation as to the library’s overall role in supporting educational equity for our students. – Carl Sandburg College

The finding will help library staff match budget expenditure to student priorities. – Judson University

This research is important as a first step in quantifying the impact various library services have on students. Our intent is to use data to help with decision making. – Lake Forest College

The final report will eventually be used to generate important discussions about data. First, these discussions can raise awareness about the use of data within the organization and illustrate each staff member's relationship to the data they collect. Additionally, within the different departments, specific data points can be assessed. What is missing? What might be removed? It may also be helpful for each area to articulate clear policies related to its handling of data through each phase of its life cycle and come up with an ongoing schedule for performing data audits. – Moraine Valley Community College

I am also interested in collaborating with another CARLI library that provides a similar research appointment service. – North Park University

The findings will be used in library planning documents. The findings also provide a foundation for future library space studies. – University of Illinois at Urbana-Champaign

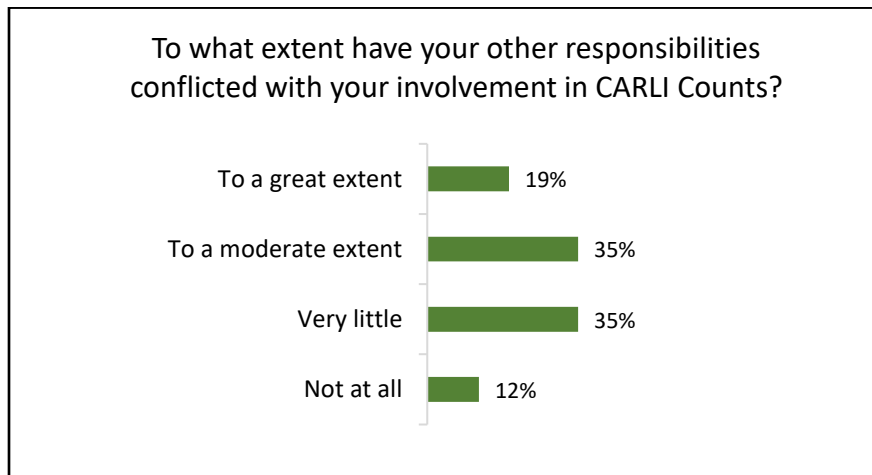
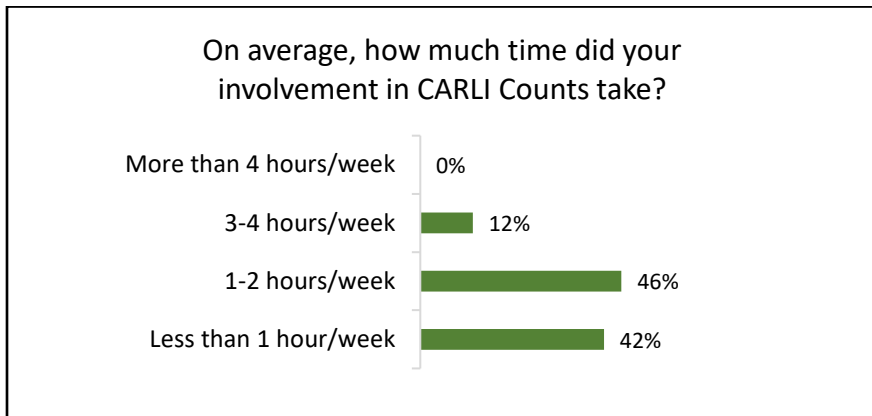
Lessons Learned about Action Research: Successes, Challenges, and Strategies

Key Findings

1. The Project Reports and Post-Program Survey document that Cohort 1 participants gained an understanding of the iterative and dynamic nature of evidence-based practice (i.e., designing assessment to collect data and using that data to inform and improve library services and practices on a continuous basis).
2. Four main types of challenges emerged for Cohort 1 participants during their projects, as indicated by the Project Reports and Post-Program Survey responses:
 - Lack of adequate institutional support for data collection and analysis
 - Getting buy-in from campus stakeholders
 - Library staffing issues
 - Competing priorities with other job responsibilities
3. Five strategies to increase project success were noted by the Cohort 1 participants in the Project Reports and Post-Program Survey responses:
 - Network with other CARLI Counts librarians who are conducting similar studies.
 - Become familiar with multiple examples of library assessment and action research projects to replicate, as appropriate, and to generate ideas for research methodologies and approaches.

- Make sure the goals and amount of work required to complete the project are realistic and manageable.
- Develop competencies and strategies to initiate and maintain collaborative working relationships on campus.
- Secure adequate time from library administration to work on the project in relation to other job responsibilities.

Post-Program Survey Responses



Sample Comments from Post-Program Survey: Lessons Learned about Action Research

When I came to view the CARLI Counts project as primarily a learning experience, it helped me to view the process much more positively. Early on in the work I came to see weaknesses in our study and likely pitfalls in the research, but realizing that learning and progress was still happening kept me engaged and productive. CARLI Counts wasn't a standalone end unto itself. It was the beginning of continually doing the work to connect the library to student success.

I enjoy the pre-workshop homework of reading articles. It helped get me in the right mindset and equipped me with some knowledge before the first in-person session. I often refer to the logic model information/ handouts.

Staffing issues at my library was my biggest challenge. This project was a lower priority than just getting regular work done.

I was provided institutional "support" in that I was able to attend the meetings and participate, but the project itself had to be a team effort and it was difficult at first thinking about how I could ensure colleagues did their share of the work when they were not reporting to me, and without it being directly mandated by our shared supervisor. It resulted in me having to regroup and shift my project a few times in order to come up with something that was feasible within our current organizational structure and formal and informal culture.

The "light bulb" moment was really just related to learning that most libraries face some form of institutional challenge related to doing research and assessment.

I felt like I learned a lot about the issues, but I haven't really 'finished' and therefore I feel like my experience was incomplete. I think the idea of having this all wrapped up in 12 months is lofty but impractical. It just takes longer to collect data.

. . . while most staff were on board, "selling" the project to a few of my colleagues proved challenging. This made me aware that I will need to be, in some cases, more thoughtful about how I garner the support I need internally.

It would have been nice to have dedicated time to work on CARLI Counts, but I'm not sure that would have been possible. Most of my work can't be delegated to another person, so I ended up doing CARLI Counts on top of my other work.

Project Reports: Sample Comments about Lessons Learned about Action Research

*Our library is proof that assessment projects are within reach for smaller libraries, though it might only be possible through strong partnerships with other departments on campus.
– Carl Sandburg Community College*

The data provided by EZ Proxy logs are not as rich as we had assumed. Log files may include user names, how much content was accessed, and which databases were used. However, they only track content usage at the aggregate level; it does not appear possible to show what specific content was used by individual users. As a result of this project, I recommend that our Library consider a different proxy tool, such as Open Athens, that can provide the richer data that we need with a better user interface and reporting options. – Kishwaukee College

Unfortunately, low participation by faculty (for phase one and two of data collection) prevented any meaningful findings. Insufficient data makes me hesitant to make any claims about this project. – Loyola University Chicago

Sustaining and Building On the Participants' Evidence-Based Library Work

Key Findings

1. Cohort 1 participants recognize the value and potential role of sustaining a “community of practice,” reflected by their Post-Program Survey responses indicating a desire to continue discussion about their assessment work with the Cohort 1 participants, requests to connect with Cohort 2 participants, and interest in updates about other CARLI institutions' initiatives related to action research and evidence-based practices.
2. Cohort 1 participants expressed the need in the Post-Program Survey for expanded professional development on evidence-based library practices.

Post-Program Survey Responses

Sample Comments from Post-Program Survey about Sustaining and Building On Project Work

Developing a network of librarians to reach out to for assistance with future projects [would be helpful] since many of the project's others were undertaking are of interest to me in the future.

Continuing professional development webinars regarding projects others are doing or similar assessment topics. Sharing Cohort 2 projects with Cohort 1 participants.

Continue offering professional development about evidence-based library practices, particularly webinars.

Having a check-in in 6 or 12 months to see what further progress occurred in assessment.

Maybe it would be nice if CARLI included information about those librarians who were doing research within their libraries within [the CARLI] news feed.

Occasionally putting together something that describes new CARLI Counts [work], like projects that libraries have gone on to do.

Continue to have webinars that we can use for training.

APPENDICES

Post-Program Survey: Responses to Open-Ended Questions⁶

If there is anything else you would like to tell us about your understanding and use of evidence-based library practices, please use the space below:

- Thank you for helping to make it easier to apply the concepts into actual practice!
- I am just really thankful to CARLI Counts because I would never have done anything with collecting and analyzing data or identifying data needs with respect to my college's campus priorities. I'm definitely not an expert but I have a greater understanding and appreciation of the process. And I would not be afraid to try another project.
- Nothing else.
- It was both a great refresher of familiar concepts and an introduction to new ones!
- This experience allowed me to gain knowledge of the whole evidence-based library assessment process. It is my hope that it can be used as an example for various curricular and co-curricular forms of assessment. Thank you.
- The above questions don't take into account what we knew before going through CARLI Counts. Unless we were given the same questions pre-CARLI Counts and I've forgotten?
- I would like more help on data analysis. Example, how and when to do ANOVA. More specific methods of analyzing the type of data I have.

Which 3-4 CARLI Counts activities or resources were most helpful for understanding how you can use evidence-based library practices in your work at your library?

- The numerous resources surrounding IRB were immensely helpful in understanding the research process both within my own institution and also for other institutions.
- I also really appreciated the group activities at the in-person meetings. General discussions with group members, the group session with Beck and even the group sessions with Birds of a Flock were all great in providing different ways to think about our projects.
- Developing a network of Librarians to reach out to for assistance with future projects since many of the project's others were undertaking are of interest to me in the future. Examples of other institutions' projects.
- IRB session. Handouts on putting the claim together.
- I really enjoyed the Storytelling session during the July on-campus time. I wish it had been longer and more of an activity. Showing us all the places to look at other library

⁶ Minor typing and grammatical errors have been corrected in the survey responses.

assessment projects was also very helpful. The webinars were a good way to keep the momentum after the in-person sessions and I wish there had been more of them.

- I feel like my mind is blanking and answering this after each in-person session would have been easier.
- I definitely think the in-person meetings were really important, for team building and support! Having the presentations on taking care of ourselves as well as the perspective of Beck was very important! I loved, loved the Project Outcome Toolkit from ACRL. Also, all the help and assistance of CARLI staff, and Lisa H.
- Dependent/independent variables
- Unpacking claims. Time to talk things through with our teams
- Presentations by Lisa Hinchliffe. Team discussions. AiA examples.
- Unpacking claims exercises. Logic model. Kate McDowell talk on storytelling with data. Having the opportunity to chat formally/informally with peers about their projects.
- Dennis' presentations were so helpful and encouraging. Learning about how to tell the story was important, too. The Project Outcome webinar was useful. Truly, everything worked together to create a wonderful "whole."
- Webinars. Beck was a big help too.
- The hands-on work during the first session was invaluable. Seeing other examples from Assessment in Action (and others) and really talking about the how of the research process was enlightening. All assessment is valuable, even research (as opposed to Research).
- I enjoy the pre-workshop homework of reading articles. It helped get me in the right mindset and equipped me with some knowledge before the first in-person session. I often refer to the logic model information/ handouts.
- Learning about how IRB works--that was totally new to me since I have never taught at a university or wanted to get a PhD. The storytelling session was great--learning how to spin a story to school boards is something I've working on to use in my presentations. Finding out what other research projects have happened in the past and what ones could work in my library.
- The in-person workshops were foundational, both in the presentations and the team exercises. The birds-of-a-feather groupings that came together later in the process were also helpful. The webinars were useful in filling in gaps in knowledge related to my project and were accessible.
- Fill in the blank activity for our project/variables. One-on-one phone call with Lisa. Lisa's review of my (draft) final report. Learning about the AiA top principles/discoveries.

- Team-based work was critical to have an ongoing support system and sounding board for ideas. Great to hear from industry/profession experts, both via webinars and face-to-face. The workshop nature of the face-to-face programming was vital--it isn't enough to hear lecture; you have to dig in and actually do it.
- The worksheets. I'm a fan of fill in the blanks, visualizations of problems, etc.

If there is anything else you would like to tell us about your team and its influence on your project or your experience as a participant in CARLI Counts, please use the space below.

- When I shared my project with the team, I felt I was discouraged to work on my project because they thought my goal was too ambitious. While everyone has a different background and skills for the completion of the project, I did not like the overall atmosphere in the team where set the limits and focus on what we cannot do. Honestly, I did not feel any support from our team when working on the project.
- Felt like I got more out of the 'birds of a feather' discussions for my specific project, I don't know that a diverse set of team members was super helpful. The problem was we didn't really cement our projects until after the February meeting. A lot of the team members showed up in February because they were sent by their directors and they had no real sense of what they should do or what the institutions' priorities were. This was problematic and made me feel like we didn't really do a lot of constructive talking and thinking during that first meeting because half the team had little to say.
- That support and accountability was important throughout.
- My team didn't interact much outside of the in-person sessions, but the time we spent together was valuable. Participants from outside my team were also valuable resources - some people I already knew and felt comfortable talking to as well as people I just met as part of CARLI Counts.
- I had a great team! I'll miss working with them.
- Overall, I had a good experience working with my team members. They were great sounding boards and helped steered me toward useful resources.
- When I'm talking about my team, I'm referring not only to other librarians who worked with me on this, but also administrators and others across campus.
- Not at this time.
- The composition of the team was wonderful - everyone was very generous in sharing experiences and advice. The only barrier was we tended to communicate via email which resulted in very long, disjointed email threads. I believe we could have had a more efficient communication strategy (using the discussion area of Canvas, for example!).
- The team poster was difficult since it was so general and had nothing to do with our own research. So many of the posters had the same information--advice for future cohorts--so I'm not sure what the benefit of them was. We also had one person on the committee

who didn't work well with others, so we didn't get much done during the group work time. This led to a lot of frustration in the second face-to-face meeting.

- Team [*name of team*] had respectful, encouraging members. It's nice to have a new set of trusted colleagues from various regions in the State.
- Our team leader basically dropped out after the second in-person session. We did not hear from her at all after about mid-August. I assumed the functional responsibilities of team leader but was unprepared to provide mentorship, particularly when I was hoping to benefit from that support myself.

What were 2-3 significant barriers or challenges, if any, you had when you started, implemented, or completed work on your CARLI Counts project? Briefly explain.

- Staffing changes around the completion phase of CARLI Counts made it more difficult to devote time and resources to the CARLI Counts project. At the beginning of this project, certain assumptions were made about how much time I would be able to spend on this project, and then suddenly that was not the case. Otherwise, most of the issues we ran into were fairly expected (timing of the survey for instance) and will be addressed in future work on this project.
- Since multiple people were collecting data, ensuring everyone was collecting it in the same manner
- Lack of data. Disconnection from IRB.
- The barriers were institutional: Institutional Data collection and access, the program where I was trying to assess my impact on retention changed just when I would have been participating so it left me feeling like I didn't have anything to do nor could I refocus my project. We are such a small school that it felt like anything we tried to do to demonstrate our impact on retention would not be statistically significant. I felt like I learned a lot about the issues, but I haven't really 'finished' and therefore I feel like my experience was incomplete. I think the idea of having this all wrapped up in 12 months is lofty but impractical. It just takes longer to collect data. Stretching it out to 15-18 months would have been easier...we'd have two full semesters to collect data and then could do the analysis while still meeting with the cohort.
- Time. Buy-in from other library staff.
- Switched jobs midway through the project to a non-library job.
- I think my barrier was trying to do too much, starting too big. It is way better to start small. My other problem was working in Word and not being able to download Excel graphs into Word, so I copied and pasted and then when I changed from Word to the PDF, my spacing was all over the place and I didn't have time to do anything about it.
- Staffing issues at my library was my biggest challenge. This project was a lower priority than just getting regular work done. We didn't have a library director and we are already short-staffed. The timing was also difficult. Over the summer we run with a leaner staff, so I was pulled into teaching and covering the desk instead of working on my project.

- A challenge was trying to do the Alma migration work and CARLI Counts project.
- Initially, I had some difficulty settling on a project. My data inventory/data gathering audit project was an outlier project of sorts and I was concerned it wouldn't fit well within the CARLI Counts program. Despite those worries, I moved forward with that project and was relieved to find that there was space for my project and other such projects within this context. Time was probably the largest barrier once I began working on it, as I did have some competing deadlines/projects running simultaneously. The interviews portion of my research was somewhat time-consuming (though arguably well worth it, considering what we have discovered so far). Because of this, I had to narrow my focus of the larger library-wide project to a pilot within one department to make it work within the CARLI Counts schedule. This definitely had an impact on how I framed and wrote up my CARLI case study. There is likely much more to discover. Also, while most staff were on board, "selling" the project to a few of my colleagues proved challenging. This made me aware that I will need to be, in some cases, more thoughtful about how I garner the support I need internally.
- The IRB process was difficult, but ultimately I learned a lot from going through it and coming out the other side. The other challenge is that our institutional research analyst is overworked and through no fault of his own, I need to wait for further data analysis.
- Deciding what data was needed. It took me a while to narrow it down.
- People who were helping with the project left our institution during the project. We also had to divert attention to a large weeding project and, with limited staff, could not put as much time into the CARLI Counts project.
- Balancing CARLI Counts with my other work.
- The earliest challenge was how quickly we were expected to determine the subjects and variables in our study, due to some of the group exercises at the first in-person workshop. Allowing for more exploration before settling on a study would have been better. Other than that, the biggest challenges were internal: collaborating to design the survey and data collection were some of our biggest hurdles.
- I became discouraged by non-follow-through from my initial campus partners. They were happy for me to do the work of matching library tools to their existing assignments but didn't implement any of the instructional materials into their course template. Getting consistent data from various library departments. Reference, ILL, and eResources all collect information differently and provided data from different spans of time, despite my request for certain dates. I became discouraged about not having face-to-face communication with supposed "partners" (see my first point). Relying on email wasn't a rich enough mode of communication.
- I was provided institutional "support" in that I was able to attend the meetings and participate, but the project itself had to be a team effort and it was difficult at first thinking about how I could ensure colleagues did their share of the work when they were not reporting to me, and without it being directly mandated by our shared supervisor. It resulted in me having to regroup and shift my project a few times in order to come up

with something that was feasible within our current organizational structure and formal and informal culture. By the time I completed the work on the project, I had taken on a new role, so I was trying to wrap up a library-focused project but was no longer intimately part of it.

- I wish I had known we needed a specific project going into it--I feel like figuring the project out took a good 6 months and then there was barely time for actually doing it. Time was a challenge.

In hindsight, when you faced barriers or challenges while doing your project, what types of support or resources might have helped you reduce these barriers or challenges?

- More discussion of working with colleagues on data collection and analysis and getting everyone in the Library on board with helping.
- Perhaps a more formal introduction from the Dean of the Library to the IRB officer would have helped.
- I think we are all so busy that having some deadlines would have been helpful in creating external motivation.
- A one-on-one with someone when I realized my project was likely not going to be possible the way I envisioned it. I'm kind of left feeling like I can't walk away with a relevant, completed study and that feels frustrating.
- You don't know what you don't know, and you might not always even realize it. I was trying to figure if an English presentation demonstrated a correlation with increased student GPAs within the next writing intensive courses they took right after the English course. For some reason, and maybe because I hadn't had statistics in 20 years, I thought you could just average the grades and compare them. Fortunately, someone on my team said, "Wait a minute, where is all that complicated math that you have to do?". My reply was "what math?" And then she showed me. So, I really had no idea how to do that math and I "Googled" it. Yes, I'm a librarian and I did that, and Google was great! It showed me that you could create a scatter type graph and then use Excel to figure out the R squared value and the p value. Maybe you need to be open to suggestions.
- If this was a higher priority -- perhaps tied to a campus initiative -- then I could have justified the time to work on it more.
- There wasn't support or resources that could have helped. However, it could have been much worse to balance if the Alma migration and/or CARLI Counts program were poorly organized and executed. CARLI leaders have done a fantastic job leading both.
- I cannot really think of anything the CARLI Counts program could have logistically/realistically provided to address the issues I experienced. While I needed more time, I cannot imagine the program running longer than it did.
- For the first challenge, I just needed to connect with the right people who could help me, which I eventually did. For the second challenge, it would be great if we had additional institutional researchers, but that's not likely to happen. I think the timing of when I ask

him to help me matters a lot. My research project ended during a very busy time of year for him. If I could time things differently, that would help, but that would also depend on the project.

- More examples of community college evidence-based projects. Grouping community colleges together.
- A stipend for additional staff or grad student would have helped.
- It would have been nice to have dedicated time to work on CARLI Counts, but I'm not sure that would have been possible. Most of my work can't be delegated to another person, so I ended up doing CC on top of my other work.
- Letting us learn a bit more about the project before the first weekend
- CARLI Counts did well to provide an abundance of support and resources. However, having a more clear line of communication with CARLI Counts participants that were working on similar projects would have been helpful. I know we did a birds-of-a-feather meet, but something more static and continual would have been nice.
- Me arranging and hosting face-to-face meetings with 'partners' and the people in other library departments to explain the purpose and timeline of the project.
- I received the support I needed, through my CARLI team and through Lisa. I just had to get to the insight myself.
- For both barriers... making this a 2-year project would have greatly helped.

Thinking back on your CARLI Counts experience, was there a "light bulb" or "aha" moment for you? If so, please share it with us in the space below.

[It might be something related to your own professional growth . . . or your knowledge of evidence-based library practices . . . or your understanding of libraries . . . or insights about student learning . . . or team-based learning . . . or (you tell us!)]

- I think the most helpful thing was during the Feb session when I realized the project could be very focused, "small" if you will, and that was okay. I think Assessment can be a big, scary, and unwieldy prospect and making it bite sized was very helpful.
- I'm sure there were many, but they were too long ago to fully recall. Much of Beck's work with us brought "aha" moments.
- I think my "aha" moment came when I talked to Dennis Krieb and he suggested following students from an ENG 103 (second semester English class) to their next Psychology, Sociology, or History classes to see if the presentation had a correlation to improved GPAs.
- I don't know that there was an "aha" moment, but I am so busy with my day-to-day work that it was perfect to have some time set aside to just think about this. I find these immersive experiences useful because they allow you to focus on just one task for a concentrated amount of time -- which is enough time to make meaningful progress.

- I can't name one light bulb moment, but the entire program contributed to my professional growth.
- The "light bulb" moment was really just related to learning that most libraries face some form of institutional challenge related to doing research and assessment.
- There are two things that stood out for me. The first thing was getting the results of the research back after months of collecting data and finding out that what we are doing really makes a positive difference. That was affirming and motivating. The other was being recognized as someone who genuinely cares about student success and is actively trying to find ways to help both the students and the College. Professionally and personally, this is great.
- As I worked through my project, I found that I needed to narrow down my focus to get better results.
- During the first in-person session I fully realized that the absolute value of CARLI Counts was in the process of doing the work, not the output I would eventually have. Learning together, building on shared expertise, working through individual campus challenges were all the most valuable lessons. The actual projects were a bonus. Another moment that was powerful for me was when I came back to my campus and began talking to colleagues about the project. I believe talking to others on campus was actual homework (which I was resistant to because who wants to step out of their comfort zone?). I had a conversation that really catapulted my project to have a broad base of campus support. In that moment I thought, "Oh, CARLI knows what they are doing!"
- When I came to view the CARLI Counts project as primarily a learning experience, it helped me to view the process much more positively. Early on in the work I came to see weaknesses in our study and likely pitfalls in the research but realizing that learning & progress was still happening kept me engaged and productive. CARLI Counts wasn't a standalone end unto itself. It was the beginning of continually doing the work to connect the library to student success.
- As I stated in my final report, "CARLI Counts gave me a powerful incentive to follow-up with others at the SGCS despite the failure of my partnership with Nursing program directors. As a result of approaching the ID team and Associate Dean, librarians were welcomed into the most critical phases of course development -- an opening that was previously unattainable. This break-through moment was powered by participating in CARLI Counts – "thank you!"
- This biggest "aha" moment was realizing my project could be "easy," and still be relevant and impactful. I didn't have to work hard, I just had to work smart. The difficulty of the project doesn't correlate to its success.
- We aren't proving causation. We can't (for most of the projects we will undertake). The best we can do is suggest correlation, and that is good enough.

How might CARLI help you sustain and build on the evidence-based library work you have done?

- Continuing professional development webinars regarding projects others are doing or similar assessment topics. Sharing Cohort 2 projects with Cohort 1 participants.
- Maybe have a CARLI Counts 2...like a follow up for the participants to keep them motivated and working on these projects. Have Assessment workshops around the state so we can get more people involved.
- Having a check-in in 6 or 12 months to see what further progress occurred in assessment.
- Maybe it would be nice if CARLI included information about those librarians who were doing research within their libraries within their news feed?
- Occasionally putting together something that describes new CARLI Counts work, like projects libraries have gone on to do.
- CARLI can continue to sponsor webinars and workshops related to the topic and, perhaps, somehow support the connections we made with our peer libraries during the program.
- Continue providing webinars on the topics we covered in CARLI Counts.
- Continue to have webinars that we can use for training.
- Follow through with the publishing and promotion of the CARLI Counts study outcomes from both cohorts.
- Invite librarians to join a cohort, with a mentor, who keeps us on track with our own projects (no further webinars needed). Perhaps just graduates of cohort 1, or wait until cohort 2 has completed their experience? Probably better to start again sooner than November 2020.
- Continue to share best practices and case studies; continue to provide in-person and virtual professional development opportunities.
- I feel like I've just scratched the surface and wish I could work on the project more with support. (Wish I could meet with my group, have a one-on-one with Lisa, etc. now that I have my data. It took me that long to get it.)

Is there anything that you would like to let CARLI Counts staff know about your experience in the program?

- I thought the poster sessions at the annual meeting were kind of a waste of time and requiring all team members to be there was not necessary. They were less about the individual projects and more about what we learned by attending and I would have preferred it to be the other way around.
- Thank you. It was truly valuable.

- I wish we had talked more about the ethics and risks of collecting giant datasets. I felt like we were told, "This is happening on your campuses with or without the library participating. Check your feelings here." One way to mitigate such risk is to only collect what you need and have a clear plan for analyzing. I've heard Lisa say similar things, but don't remember this being mentioned at CARLI counts. More specifically, I wish this thinking/lens had been talked about with relation to under-represented and (historically) oppressed members of our campus communities. It could be as simply as, "We recommend not reporting about groups of individuals smaller than 5 people." This advice becomes even more important because these are populations about which Presidents and Provosts care.
- It was just a truly great experience!
- Thank you! It was a great learning experience!
- Overall, it was a great program! I appreciate that the lessons and activities were thoughtfully designed. Thanks to the CARLI Counts staff for all your work and support!
- It was a fantastic opportunity. Thank you so much!
- I would like to thank them for their support as we worked through the projects and for planning great training days.
- I thought it was very informative and well organized.
- Thank you so much for the opportunity and for treating us like valued, special, worthy, participants at our in-person sessions. Your hospitality "spoiled us," and went beyond basic accommodations. This treatment enabled me to have "down time" to process the lessons and to come up with ideas for my project. It also illustrated how valuable assessment is--we weren't hosted in a dingy basement somewhere, doing drudgery (which is what I thought assessment would be like). Rather, we were treated like rock stars!
- Great program. I learned so much, developed great relationships, and our library and students are better for it. Keep up the innovative and rewarding work!
- Thanks. You all are great.

TWO-PART QUESTION -- Your input will be useful!

CARLI is considering a project that would involve multiple institutions investigating the same inquiry question about library impact on student learning and success.

Would you recommend that your CARLI Counts project inquiry question be used? (If so please write the question in the space below.)

If not your question, is there another inquiry question you would recommend? (Please write the question in the space below.)

- I don't have a specific question, but I think this is a fantastic idea!

- I won't recommend mine because its collection driven.
- Maybe? Question was: Does an embedded librarian in an online course improve retention?
- I'm not sure what should be researched, but it should be something that hasn't been well covered in the literature yet.
- No, I don't think I would recommend my question. I would like to see if library instruction leads to successfully completing more credit hours. I think this was done with the Greater Alliance Library study though.
- It would be interesting to see my project be expanded across institutions. My inquiry question was "How can the library and campus administrators scale the library budget to maximize the library's contributions to student success?"
- No --my question was not directly related to student learning/success.
- Does 1st semester use of library resources, library instruction sessions, and library staff interactions have an impact on college students' grades, retention, and completion?
- I think my inquiry question could be replicated and useful across many campuses: What is the impact of a one-shot information literacy session in a core general education course on critical thinking?
- I love this idea! It would be great to have a cohort of libraries do the same question--group them by community college, 4-year, rural/suburban/urban, etc. That research in Illinois libraries would be much stronger than one-off research at one institution. I do not recommend looking at my research question--the impact of library instruction on grades.
- Yes, I'd like to see our local inquiry assessed in a coordinated way at multiple CARLI institutions: "The effect of library orientation on student success and future library use."
- We had great success using the ACRL Project Outcome surveys. One of the challenges was a lack of comparative institutional data, which limited the survey's usefulness for us. This is a perfect example of a network effect--the more libraries use the survey, the more impactful and useful it will be. I highly recommend that CARLI encourages its member libraries to participate in these surveys, as a part of CARLI Counts or not.
- No. I think mine is too institution specific. Assessment of IL program or a space related question could be interesting.



CARLI

COUNTS

Analytics and Advocacy for Service Development

Preliminary Survey Results

Cohort 1

Prepared by

Karen Brown
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Institute of Museum and Library Services *Laura Bush 21st Century Librarian Program*

March 22, 2019

Preliminary Survey Results

Project Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. The cohorts will have 30 attendees and 6 mentors. Each cohort is divided into six teams of five, each with one mentor. Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Preliminary Survey Overview

A preliminary survey was launched online when the project website for Cohort 1 went live on January 30, 2019. Cohort participants and mentors (40 participants and 8 mentors) had to complete the survey before gaining access to additional website content. The survey was designed to provide the CARLI Counts leadership with information about the cohort's familiarity and experience with using data about the impact of academic libraries on student success to develop services and for library advocacy. The results are being used to help support the Cohort's participation in the project and better understand how to build the capacity of academic librarians to be campus leaders in assessing library impact on student learning and success. The survey included 27 multiple-choice questions and 1 open-ended short answer question.

Discussion of Preliminary Survey Results

Response Rate

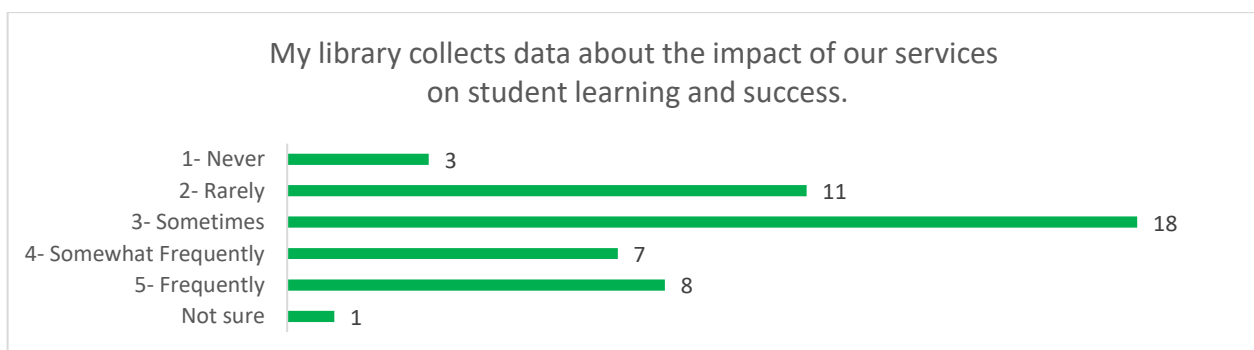
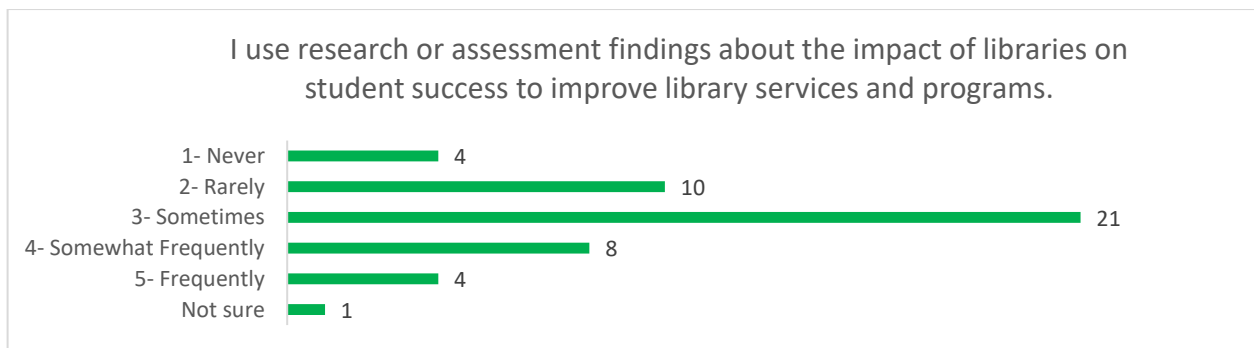
Number of respondents: 48
(40 participants; 8 mentors)

Experience Using Evidence-Based Library Practices

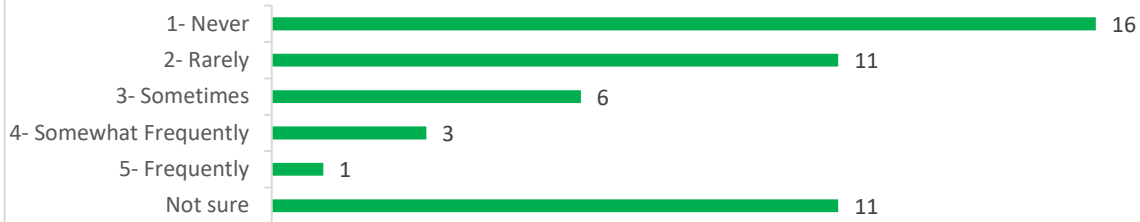
Key Findings

- Most frequently used practices by cohort participants/libraries as reflected by *somewhat frequently* and *frequently* responses (> 30%):
 - library collects data about the impact of services on student learning and success
 - participant uses local data to align with institutional priorities
- Least frequently used practices by cohort participants/libraries as reflected by *rarely* and *never* responses (> 30%):
 - participant uses research or assessment findings for library advocacy
 - participant uses learner analytics to understand student learning
 - participant uses design thinking
 - participant uses logic models for service planning, implementation, and assessment.
 - participant contributes to reports that use data to connect the library to student learning and success
- Practices not likely understood by participants as reflected by a *not sure* response:
 - learner analytics (23%)
 - logic models (19%)
 - design thinking (13%)

Survey Responses about Experience Using Evidence-Based Library Practices



I use learner analytics to understand student learning.



I use research or assessment findings about the impact of libraries on student success to develop strategies for library advocacy.



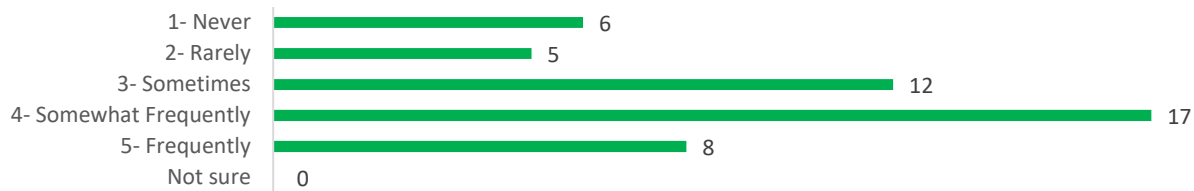
I integrate design thinking approaches into my work.



I use logic models for program or service planning, implementation, and assessment.



I use local, institutional data to align my work in the library with my institution's goals and strategic priorities.



I contribute to reports at my institution that use data to connect library services to student learning and success.



Self-Reported Understanding of Aspects of Evidence-Based Library Practice

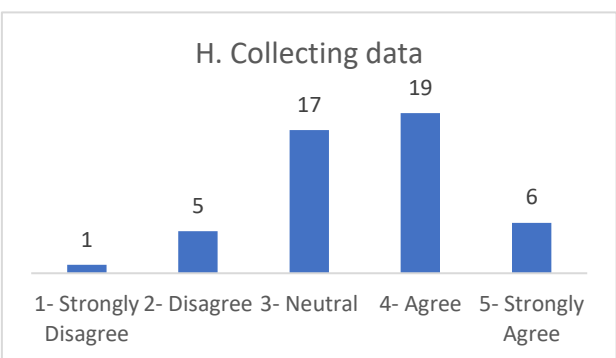
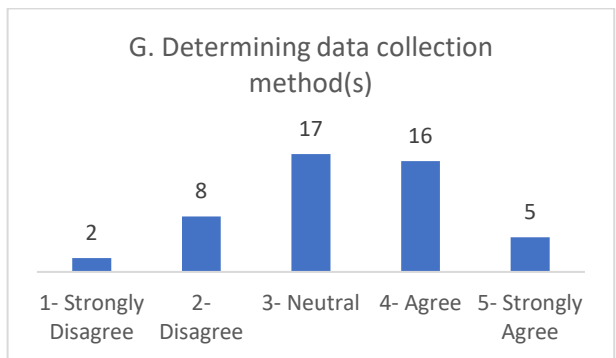
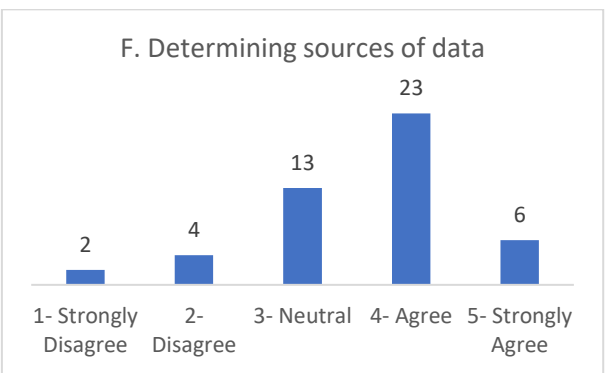
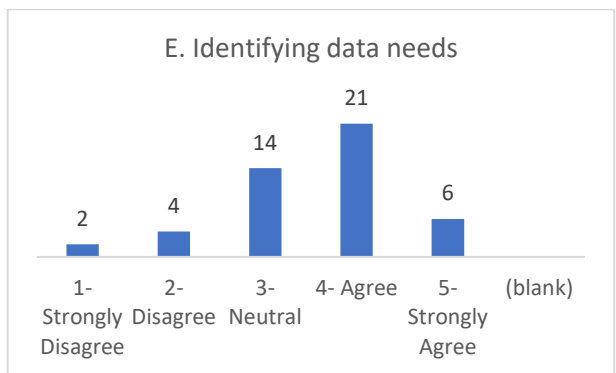
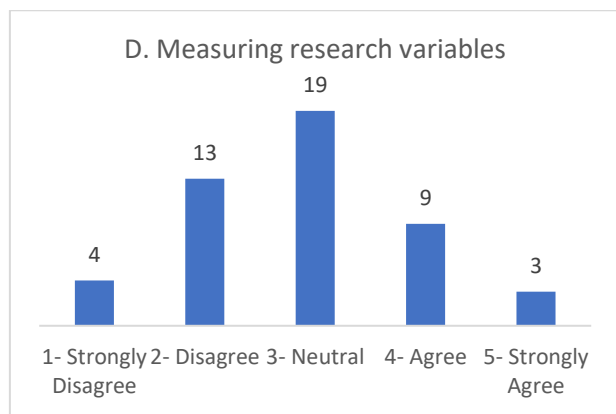
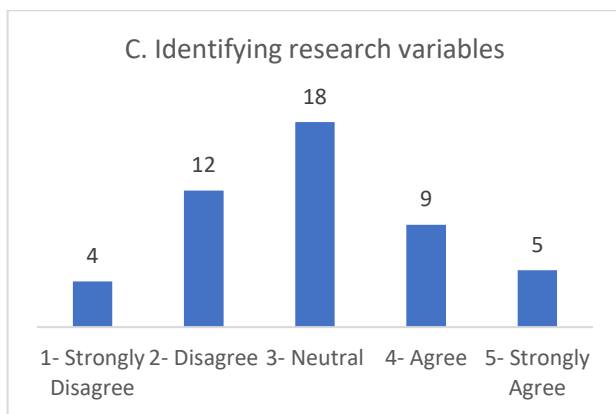
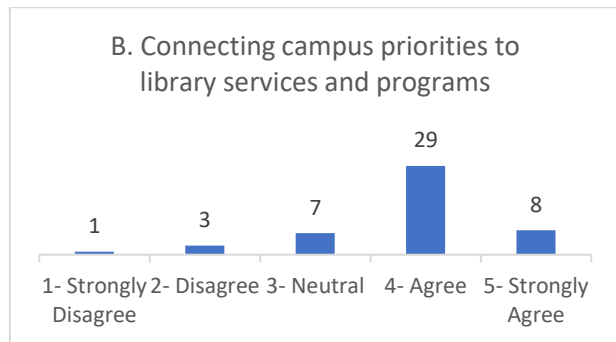
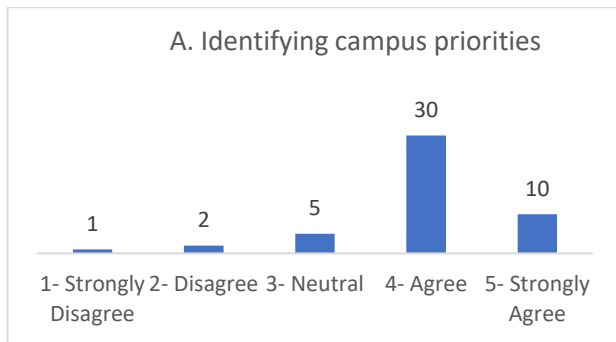
Key Findings

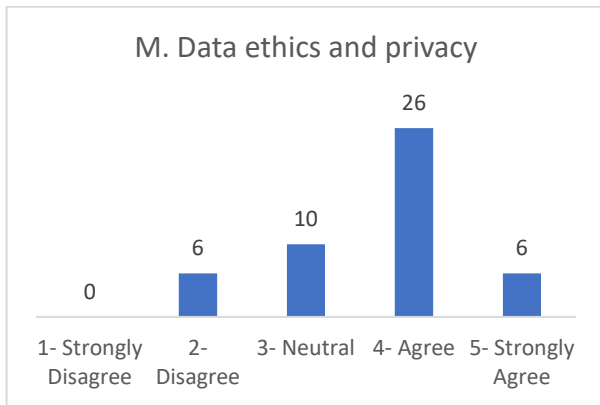
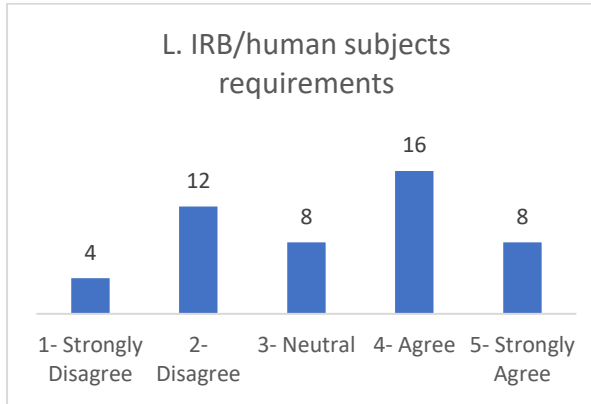
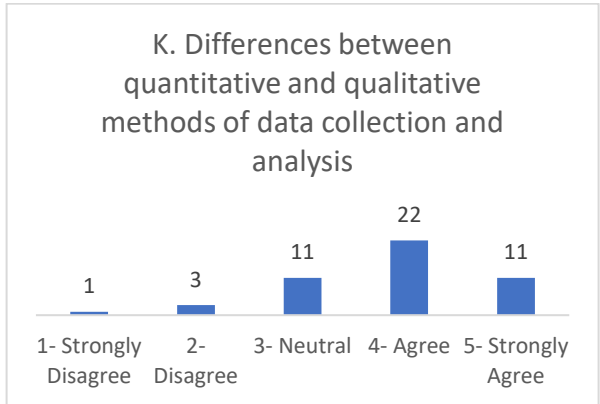
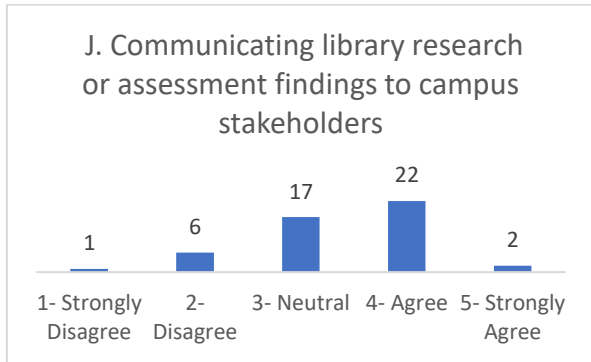
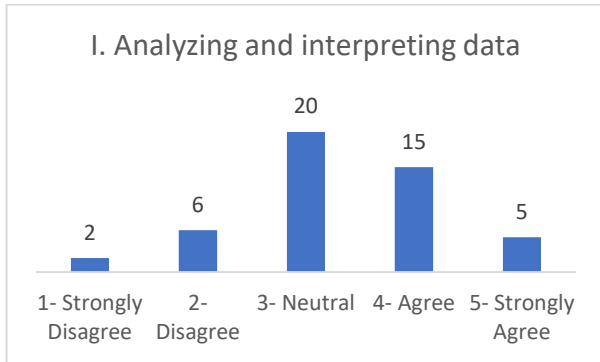
- Aspects of evidence-based library practice generally well understood (*I have a basic understanding of _____; Agree and strongly agree > 51%*):
 - identifying campus priorities (84%)
 - connecting campus priorities to library services and programs (77%)
 - determining sources of data (61%)
 - identifying data needs (62%)
 - collecting data (53%)
 - differences between quantitative and qualitative methods of data collection (69%)
 - data ethics and privacy (67%)

- Aspects of evidence-based library practice generally not well understood (*I have a basic understanding of _____; Strongly disagree, disagree, and neutral > 49%*)
 - identifying research variables (61%)
 - measuring research variables (75%)
 - determining data collection methods (66%)
 - analyzing and interpreting data (59%)
 - communicating library research/assessment findings to campus stakeholders (50%)
 - IRB/human subjects requirements (50%)

Survey Responses about Understanding of Aspects of Evidence-Based Library Practice

I have a basic understanding of the following aspects of evidence-based library practice:



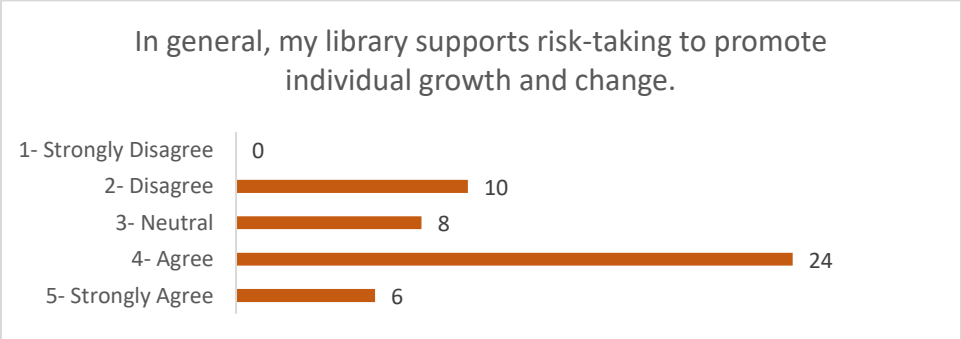
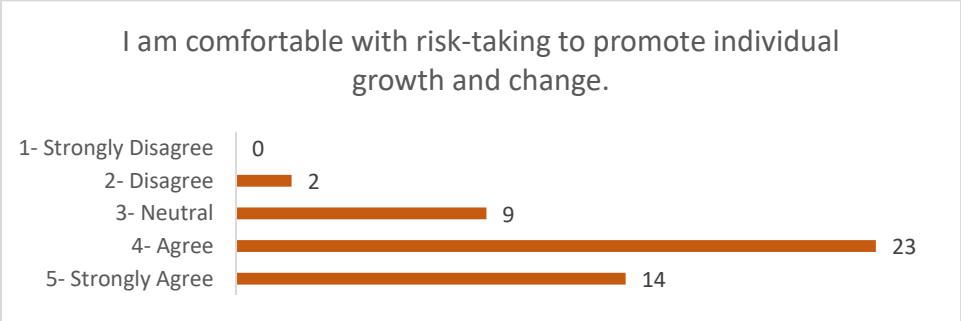
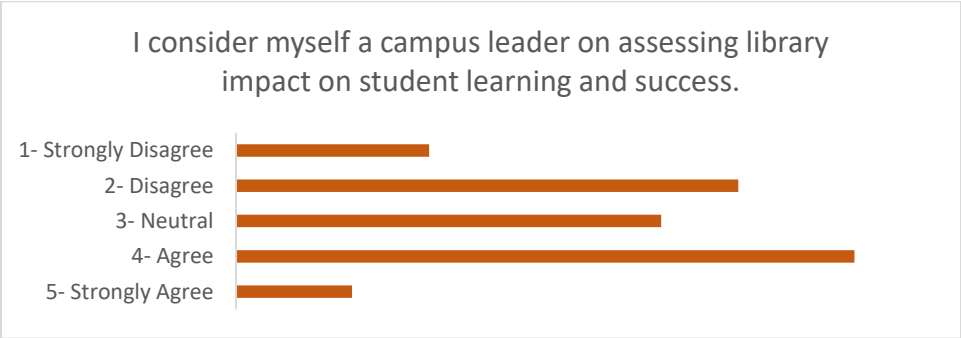
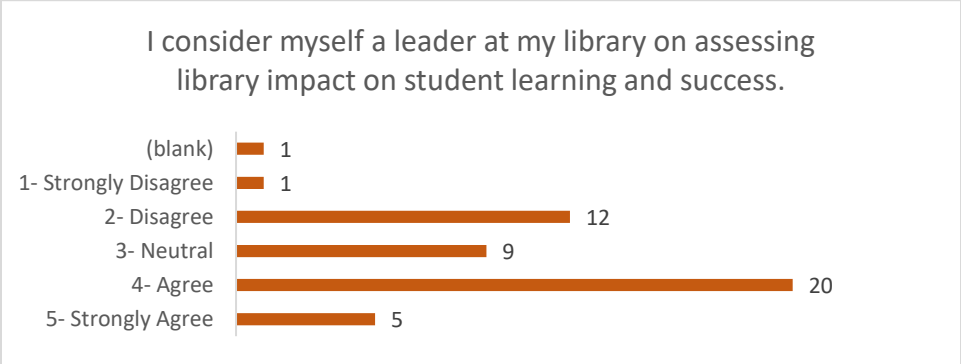


Perceived Leadership in Relation to Assessing Library Impact on Student Learning/Success and Library Advocacy

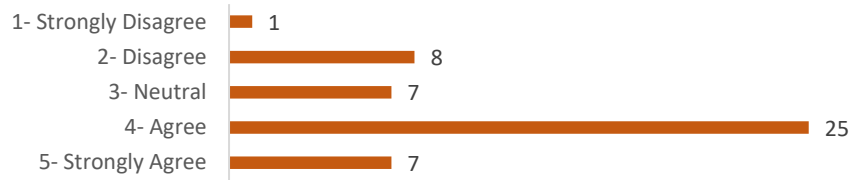
Key Findings

- More participants consider themselves to be leaders in their libraries than on campus.
- Participants report that they are generally comfortable with risk-taking to promote individual growth and change, but their libraries are less supportive.
- Participants report that their libraries are generally supportive of risk-taking that promotes changes that improves organizational functions and practices.

Survey Responses about Leadership in Relation to Assessing Library Impact on Student Learning/Success and Library Advocacy



In general, my library supports risk-taking to promote change that improves organizational functions and practices.





Post-Workshop 1 Survey Results

Cohort 1

Prepared by

Karen Brown
Grant Project Evaluator

Institute of Museum and Library Services *Laura Bush 21st Century Librarian Program*

June 7, 2019

Post-Workshop 1 Survey

Project Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. The cohorts will have 30 attendees and 6 mentors. Each cohort is divided into six teams of five, each with one mentor. Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Post-Workshop 1 Survey Overview

A workshop for the CARLI Counts participants and mentors was held in Campaign, Illinois on February 19-21, 2019. The workshop provided an opportunity to learn about evidence-based library practices, develop a campus project about the impact of the library on student learning and success, and foster team building. Short presentations, small group discussions and activities, and individual learning application exercises covered library assessment, action research design and methods, sources for data, data ethics and privacy, library leadership, and advocacy.

Participants (but not mentors) were asked to complete the Post-Workshop 1 survey on the Canvas site between April 2 and April 15. The survey was designed to assess participants' understanding of evidence-based library practices, progress on their projects, and their CARLI Counts team experiences. The findings are being used by the project leadership to provide support to the participants and teams, address identified learning needs, and plan the content and activities for the July workshop. The survey consisted of 27 multiple-choice questions and 4 short-answer, open-ended questions.

Discussion of Post-Workshop 1 Survey Results

Response Rate

Number of respondents: 31

- 77.5% of 40 possible respondents

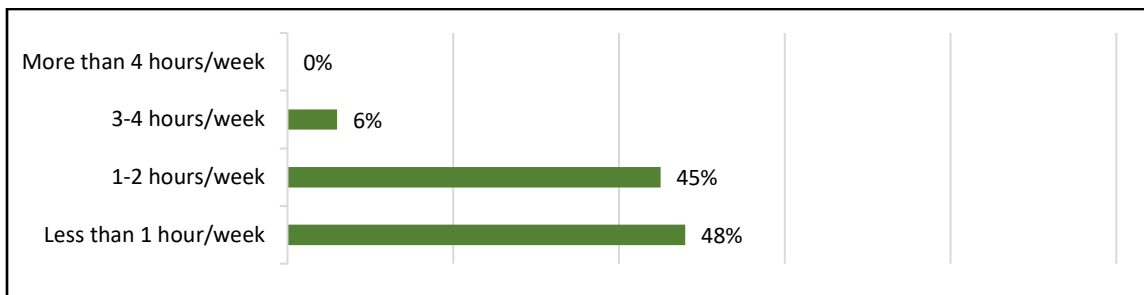
CARLI Counts Time Involvement

Key Findings

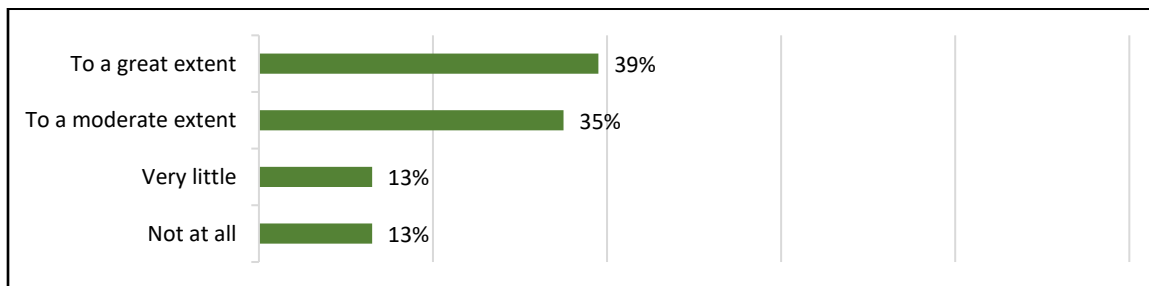
- Even though 93% of participants spend 2 hours or less each week on their project, 74% report that the CARLI Counts work is conflicting with other responsibilities (*to a great extent: 39%, to a moderate extent: 35%*)
- All participants have talked with others at their institution about their project.

Survey Responses about CARLI Counts Time Involvement

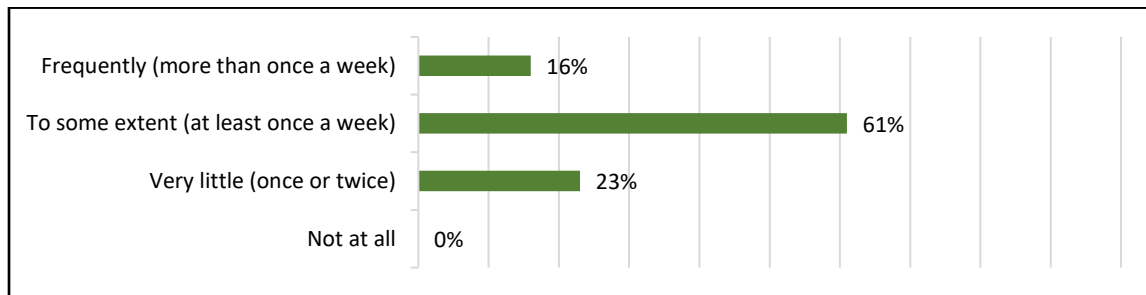
How much time have you been giving to CARLI Counts since the in-person workshop in February?



To what extent have your other responsibilities conflicted with your involvement in CARLI Counts?



Since the February workshop in Champaign, have you talked about your CARLI Counts project with others at your institution?



Understanding of Evidence-Based Library Practices

Key Findings

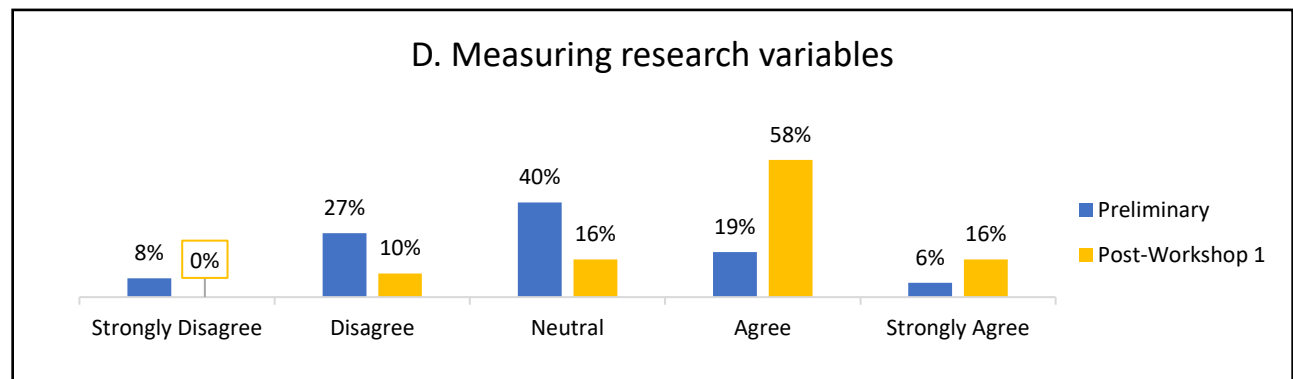
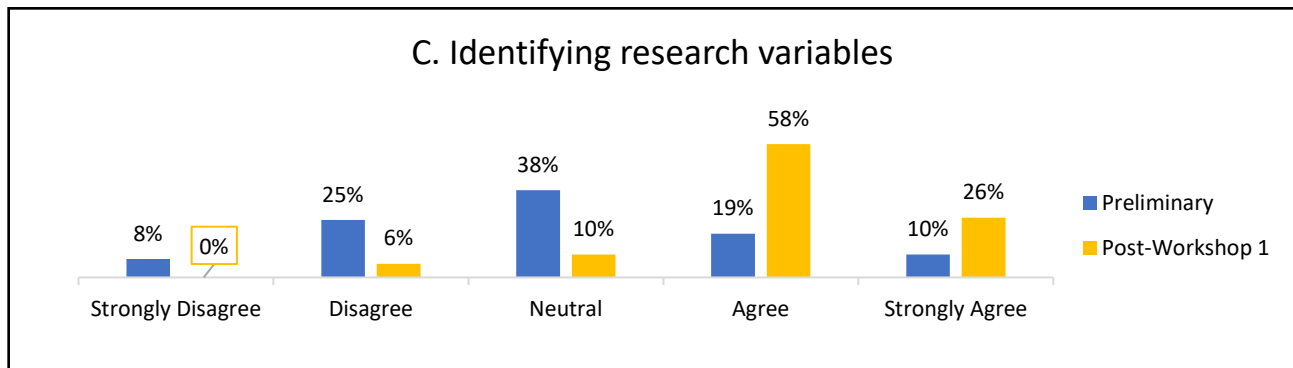
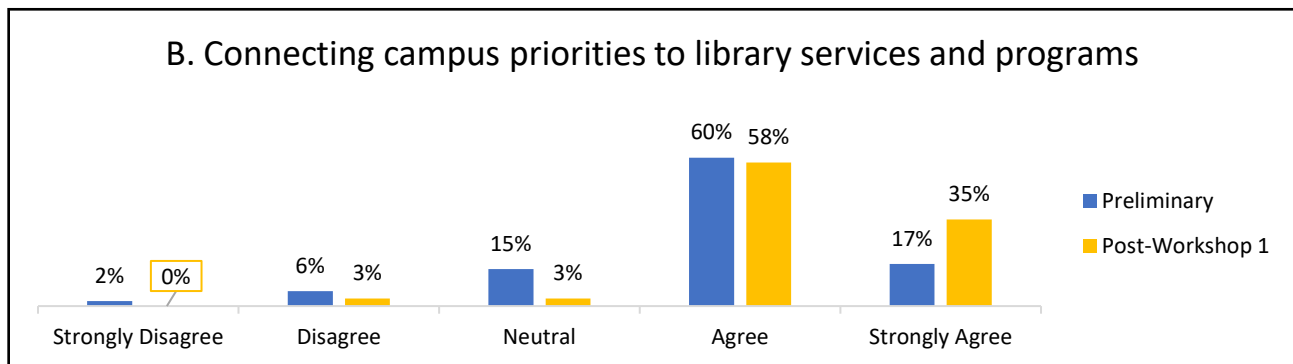
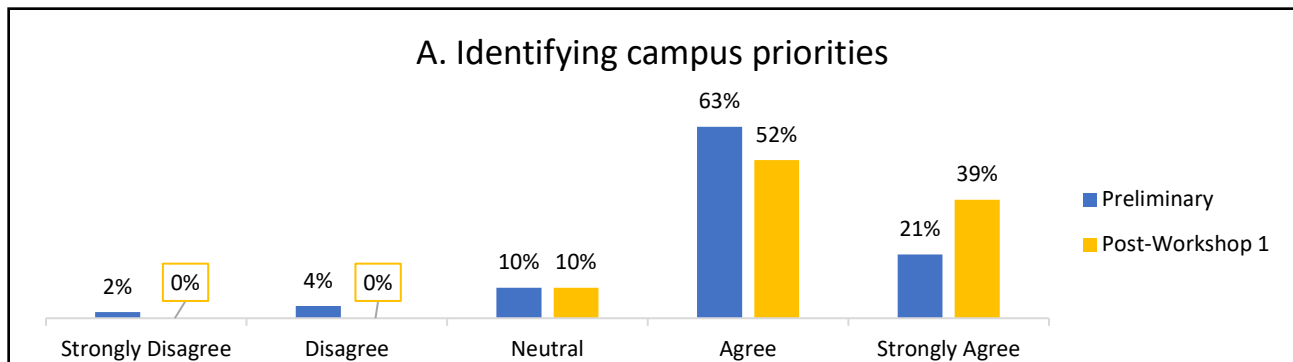
- Participants understanding of the 13 identified evidence-based practices listed on the survey has increased from the preliminary survey to the post-workshop survey.
- Growth in understanding of the following evidence-based practices as indicated by a response of *Agree* or *Strongly Agree* to the statement, *I have a basic understanding of the following aspects of evidence-based library practices.*

The practices are listed below from most to least growth in understanding. Some of the practices indicating a small increase in understanding are practices the had high levels of understanding in the Preliminary Survey.

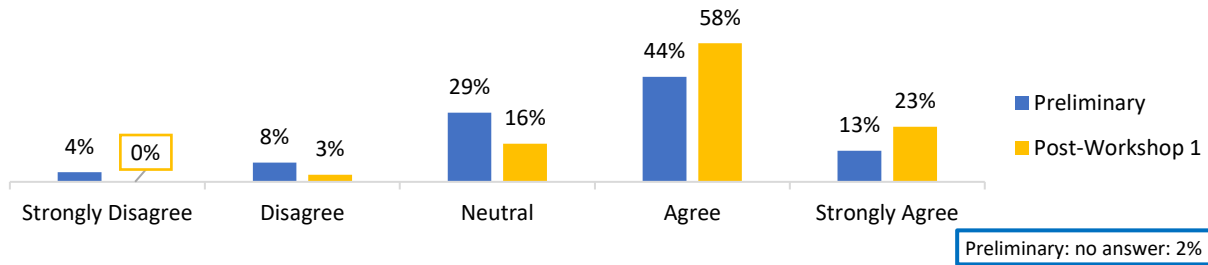
- Identifying research variables (from 29% to 84%)
- Measuring research variables (from 25% to 74%)
- Determining data collection method(s) (from 43% to 71%)
- IRB/human subjects requirements (from 50% to 74%)
- Identifying data needs (from 57% to 81%)
- Difference between quantitative and qualitative methods of data collection and analysis (from 69% to 93%)
- Communicating research/assessment findings to campus stakeholders (from 50% to 71%)
- Determining sources of data (from 61% to 81%)
- Collecting data (from 53% to 71%)
- Connecting campus priorities to library services and programs (from 77% to 93%)
- Data ethics and privacy (from 67% to 81%)
- Analyzing and interpreting data (from 41% to 52%)
- Identifying campus priorities (from 89% to 91%)

Survey Responses about Understanding of Aspects of Evidence-Based Library Practice: Preliminary and Post-Workshop 1 Surveys

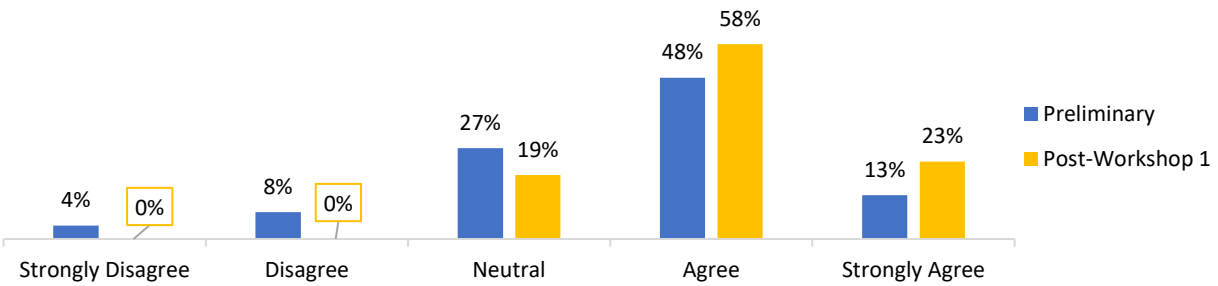
I have a basic understanding of the following aspects of evidence-based library practice:



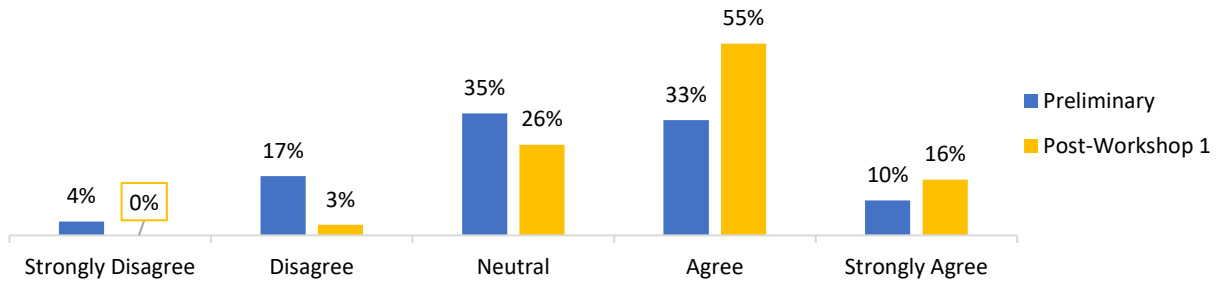
E. Identifying data needs



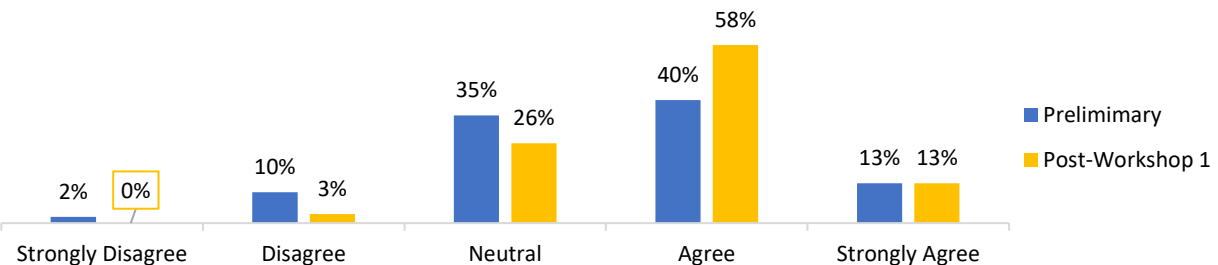
F. Determining sources of data



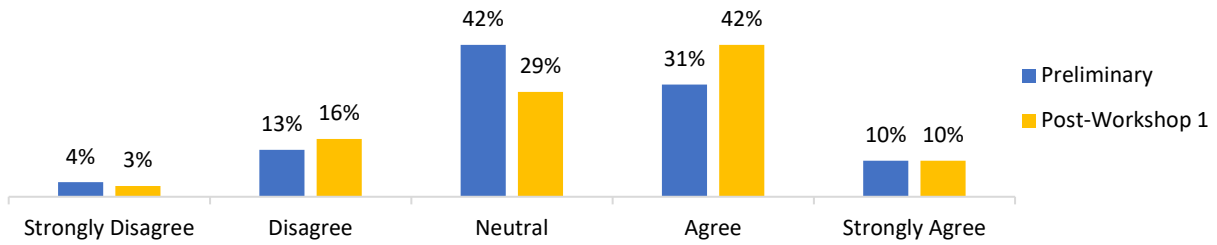
G. Determining data collection method(s)



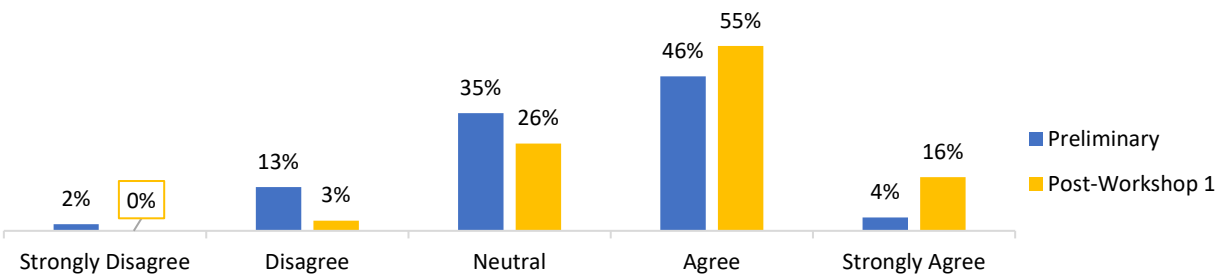
H. Collecting data



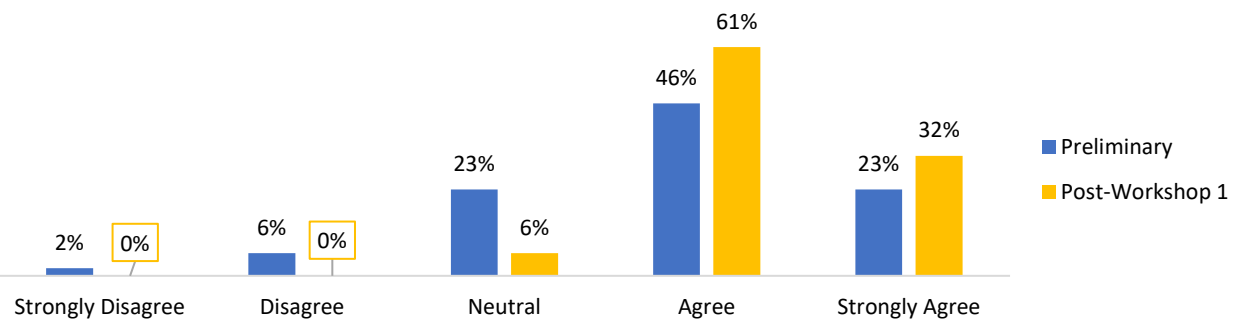
I. Analyzing and interpreting data

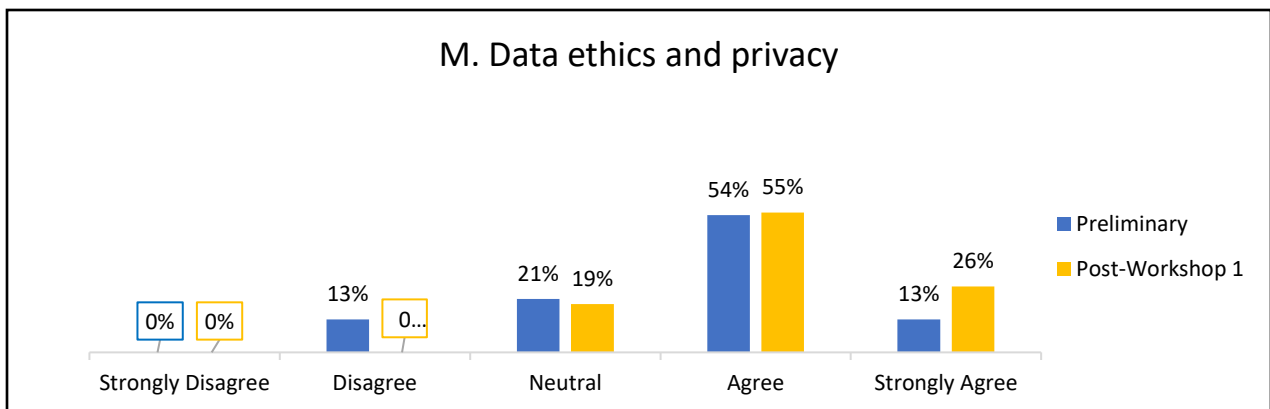
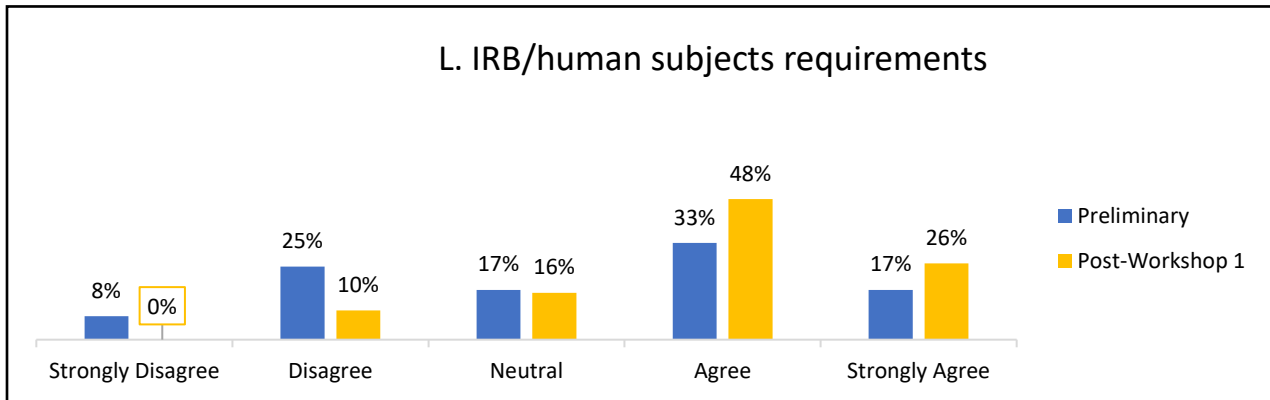


J. Communicating research/assessment findings to campus stakeholders



K. Differences between quantitative and qualitative methods





CARLI Counts Activities or Resources Most Helpful for Understanding How to Use Evidence-Based Practices

Key Findings

- Participants noted three CARLI Counts activities or resources in particular that were helpful in understanding how to use evidence-based practices:
 - In-person workshop
 - Teams, particularly discussions at the workshop and after
 - Sample research and assessment projects

Survey Responses about Activities or Resources Helpful for Understanding How to Use Evidence-Based Practices

✧ *Which two CARLI Counts activities or resources have been most helpful for understanding how you can use evidence-based library practices in your work at your library?*

- Teamwork and PowerPoints in the on-site visit

- Presentation on data-driven research methods
- Examples from presentations at the February meeting, and consulting with my teammates via webinar
- Really, I think the in-person sessions were most useful.
- Unpacking Claims workshop, and the posting and introduction of AiA projects.
- In-person first session and online webinar
- The IRB Webinar; I'm not sure on the second.
- In person meeting in February and group discussion board
- Our first-in person workshop primarily. Webinar second.
- 1) Lisa's presentations at the in-person workshop 2). Team discussions with our mentor
- Unpacking Variables and Claims; Peer discussions about my campus project
- Understanding variables. Reviewing other projects for inspiration as well as an exercise in identifying gaps in research projects to inform how I set up my project.
- All of the in-person sessions in February
- Lewis & Clark College case study; just time and space to think/talk about it without 1000 other tasks intruding
- The actual exercise at the event in Champaign (talking about projects, identifying variables and other challenges) was very helpful.
- 2 Day Training & Detailing the Individual Institutional Project Template
- Lewis & Clark example
- Feb meeting (hands-on sessions)
- Unsure at this time - because I haven't been able to execute anything yet it's hard to tell what will have the biggest impact
- Respect for Human Subjects in Advocacy and Analytics Work and Unpacking Claims
- 1. Dennis's presentation 2. Meeting with my small group to hear everyone's ideas
- Unpacking variables and claims session and developing campus projects with my team
- Analyzing previous projects to identify the claims, variables, etc.
- Conversations with each other

- Pointing us to the compelling evidence that is already out there; discussions with peers at other academic libraries

Challenges or Barriers with Beginning the CARLI Counts Project Work

Key Findings

- Three main types of challenges or barriers emerged from the survey responses:
 - Campus situation is challenging
 - Institutional changes and priorities
 - Connecting with stakeholders on campus (i.e., getting the help I need)
- Finding time for the project with other job responsibilities
 - This challenge was also highlighted in response to the survey question, *To what extent have your other responsibilities conflicted with your involvement in CARLI Counts?*
- IRB process

Types of Resources or Support Might Help Reduce the Barriers and Challenges

Key Findings

- Participants indicated several types of resources or support that would be useful, with the following mentioned more than once:
 - Focused time to work on the project away from other job responsibilities
 - One-on-one discussion about my project
 - Structured time with the team
 - Buy-in on campus (both library and wider campus community)
 - Examples of projects, talking points, elevator speeches

Survey Responses about Barriers and Challenges to Project Work

✧ *What barriers or challenges, if any, have you had as you begin work on your CARLI Counts project? Briefly explain.*

- Lack of data at my institution; time
- Shifting grounds on my campus and not knowing where to start or who could be an ally.
- Demands of my own job, plus my institution's upcoming HLC site visit
- I experienced illness and a death in the family; when that was added to my regular responsibilities it was very difficult to get anything for CARLI Counts done. Actually, I only just watched the webinar on Human Subjects and IRB. But I'm sure I will get to work on CARLI Counts a great deal during the summer. Thank you for the wonderful opportunity.

- I think the biggest challenge was not having a specific project in mind BEFORE the first in-person cohort. I (and others at my institution, and I believe my team as well) thought that the in-person session would help us formulate a plan to proceed. Working on identifying the variables, writing the claim as a statement and question, etc. Would have been super helpful if I already had an idea in mind. Without a topic though, I was left wondering how to apply any of this information once I got back.

My team all seemed to have similar issues - none of us had a project in mind during our discussions. As such, most communications since the in-person cohort have been centered around playing catch-up -- in our most recent meeting we were all finally able to address what our research project will be, what it will entail, etc.

- Unfortunately, my only true barrier is the fact that I'm only part-time at 20 hours a week. I barely have enough time to get everything done that are my daily tasks, and my additional tasks like book displays, creating social media for my CARLI Counts project, library instruction, and acquiring new materials. I'm 99% sure that when one of my coworkers retires at the end of June that I will be able to go full-time, and won't have as much worry about not working on my project as much due to that factor, as well as it being the slow summer time. For now, I have to shut myself into the workroom for an hour to make time to do my research and project developments. Thankfully, my manger is supportive, so while my short hours are a challenge, she understands what I'm working with and supports my participation in this Cohort.
- I've had to learn about IRB and attend a training course. Currently, I'm waiting on IRB to inform me of what information they'll need from me to approve our study and receive exempt status.
- 1) Our campus is in a state of heightened anxiety over many factors, including issues with administration. We lost positions and everyone, campus-wide, has bigger fish to fry than the library and our issues. It is hard to get people to care about our needs, even with data.
2) I can't reasonably do something meaningful this academic year-in order to get a whole sample and do something that would actually be useful, it's going to have to be next year-but the plan fits in nicely with that.
3) Our provost is overworked and I'm not sure if she really finds the purpose in this.
4) The rest of the library staff are skeptical of the value. I'm a little skeptical that my work is going to matter in light of #1, but it's a good exercise for the future.
5) I'm having a hard time getting correct answers from our IRB committee. They seem to be behind the times (or at least to my understanding)
- None that CARLI can assist with. Finding time for meetings is proving difficult. There have been a lot of vacations and conferences.
- I came back from the February meeting feel speed ahead on this project. I determined how we would collect the data, what data sources, buy-in from fellow faculty, etc. Now we won't be able to actually collect data until the Fall semester, so everything is at a bit of a stand-still.
- I would say there are two primary challenges I have faced:
 1. Because I initially want to use data the institution already has, nearly all of the data work falls to our Institutional Research department. So I've made requests and I'm waiting. I'm unsure of what working with the data will look like in the future and how much I will/can do on my end.
 2. I haven't had formal statistics or data analytics training so I'm unsure how best to work with the data.

- High volume of work load with tight deadlines
- I will finish up a couple of other library projects within the next couple of weeks. I will dedicate more time to CARLI Counts once those projects have been finished.
- After learning that the design phase/ thinking phase of projects can be a defining moment in conducting excellent research/ having the best research outcome, I would say my only challenge has been wanting to get feedback about my project.
- For me it was mostly formulating my project. I left the in-person session with an idea, but wasn't excited about it. Since coming back, I've talked to colleagues and have now identified a new project. That was just decided last week, so this is really my first week of working on that project.
- I have found it hard to conceptualize a study that will realistically take months or up to a year to complete given the relatively short duration of the program.

Also, our institution is so different than a 4-year college or community college in terms of curriculum and the types of metrics that are important to other schools just don't apply to us. Our curriculum is very applied and therefore there's not a lot of reliance on library resources as would be the case for a research-focused degree.

- Getting the data I needed from the campus bookstore and from our collection was way easier than I anticipated (yay for CARLI's Voyager web reports!). The Institutional Effectiveness coordinator knows about and is excited about my project and has it on the team to-do list. So the parts I was worried about took a sum total of maybe an hour.

The part I thought would take maybe an afternoon, however, has taken 3 days and counting. The reconciliation and cleanup between the datasets is a way bigger project than I realized and has, as I should have expected, brought to light a lot of side problems that will need to be worked on (items on our Reserve list that are not actually on our reserve shelf; items on our Reserve shelf that are MANY editions out of date and probably no longer useful; items on our Reserve list that have cataloging mistakes and therefore aren't easily discoverable...).

- Finding time to devote to the project after completing all my regular tasks/duties.

Knowing which data conclusively point to the library's impact (vs. Other factors/variables that may also impact student learning/success.)

Having other staff (in the library and outside the library) know what assessment entails and how to do it effectively.

- IRB has been my biggest challenge. IRB is a committee composed of faculty and the committee chair wasn't able to respond to my initial request for information/guidance for three weeks. I'm in the process of getting paperwork approved now, but I still don't feel like I'm getting strong guidance in the context of my institution. Moreover, when comparing what I've been told by the chair of IRB here conflicts with what colleagues at other institutions report. I figure it's my responsibility to work within my institutional context according to our standards and I will persist.

- I had no idea that we were expected to do our own huge project, so that wasn't worked into my work schedule this year. That's a huge barrier. So is the fact that many of us are using data that requires using an IRB board. I don't have a PhD so this is new to me.
- I'm overwhelmed by how many nursing classes we offer online which the coordinators state have a library research component. It's VERY time consuming to go through every single Canvas course they gave me access to, looking for places where the library can connect. I need to arrange an in-person meeting, instead of email, to identify the MOST IMPORTANT research assignments.
- I feel very restricted by the goals of the program. When I applied, my supervisor and I had a whole list of assessment projects that we were interested in - and I feel like these projects are taking a back seat to projects that CARLI is interested in. I feel like I'm being pushed to participate in assessment projects of student learning that impact graduation or retention, when we have been told those are not issues at our campus. I'm really excited to be a part of this program but I feel like CARLI is getting more out of it than individuals - we should be able to pursue the projects we wanted, regardless of their ties to student learning.
- Dividing time between my job and CARLI Counts. We do not have an IRB process or system. How to I report this?
- It is proving trickier than anticipated to get IRB approval than I thought. It will happen, but it's taking more time and explaining than I thought and the committee is bringing in other factors like FERPA and administrators, when really my proposal is very tame. It's a learning experience for me though and I'm confident it will all be fine.
- Making time for the project has been more of a challenge than I realized it would be. I have a rough idea for the project, I know with whom I need to discuss the project, I know who my collaborators will be, and now I just need to give myself time to do it. Carving out dedicated project time really feels difficult because I've been dealing with the pressing needs of others (students, colleagues) in the past month, but it seems as though things are starting to calm down for a bit.

Another challenge is that my project is tied to the development of a new first-year seminar, and that course is still under construction. I have assessment ideas that I could start developing, but I'm hesitant to get too far into the development process because the course curriculum has not been formally approved by the faculty. Waiting on decisions is frustrating!

- I'm enthusiastic about my project and feel well supported in my institution. I'm mostly struggling to make time.
- Competing priorities. Staff turnover at my institution.
- Because it is so open, the project can be difficult to distill into a compelling elevator speech--it's hard to talk succinctly to colleagues about the fact that the project can be anything we need it to be. It's also hard to talk about assessment and advocacy in the same breath in that it can be both, one can lead to the other, etc. Other than that, it's been fairly easy to get people on board.
- Time is the biggest issue. It is one thing to take a few days away from the library to focus on something, but adding in another priority on top of everything else that needs to get done is much more of a challenge.

✧ *If you have faced barriers or challenges, what types of support or resources might help you reduce these barriers or challenges?*

- The Canvas notifications help. Otherwise I'm not sure.
- The barriers I faced were internal but also because there is only one librarian at my college and I am it.
- The application our library submitted to CARLI counts did not contain specifics - perhaps CARLI could review the applications before the first cohort, or encourage participants to come to the first session with a rough idea in mind (if that was already the case and I missed this, I apologize). Participants could already have met with key individuals - for instance, my director and I, along with the assistance of the dean who oversees the library, could have come up with a few ideas that I could then have worked on "fleshing out" during the in-person cohort.
- Thankfully my only barrier has been my lack of work hours. It would be great if my University allowed me to clock in and work a couple hours on things from home so I would not be distracted, but unfortunately they do not allow this.
- I've received a lot of help from the reference staff at work. They've offered a lot of comments and suggestions.
- I don't really know how to answer this. The IRB webinar was helpful, and I will probably watch that a couple more times. I think having specific people who can sit down with me and help suggest ways to iron the kinks out might help too.
- Na
- For my #1 challenge above, I just need to push for more continual collaboration with our IR department.

For #2 I have been seeking out resources that will give me a basic introduction to statistics analysis including books and online learning content (I like lynda.com).

- There is no other support needed.
- More structured time with my team where we go over our projects in more detail.
- None at this point. Mostly needed to spend some time talking with colleagues to inspire a project.
- I think the groups were put together largely based on geography but we are a pretty diverse group in terms of institution type or thing we want to assess...in the future it would make more sense to me to group people together based on type of institution or desired institutional goal that is to be focused on.

I think I just need time to find other studies that would be comparable to the type of project I am hoping to do.

- I probably should have investigated whether there were ways to get my datasets in a more helpful format before starting (required textbook list from bookstore was sent to me as a PDF). By the time I realized exactly how much of a pain that was going to be, I'd already gotten too far to want to turn back.
- I'm sure this would be a good topic that could be addressed in an upcoming webinar.

Perhaps such a webinar should also be marketed to directors of the libraries participating in CARLI Counts.

- I have drawn on the experience of others, both on my campus and beyond to gain perspective and clarification when I've been unclear on advice on my initial IRB proposal.
- The timeline is awfully tight, especially over the summer. The brainstorming of our projects should have happened earlier. I almost feel like that with a short timeline, some of these ideas should have been given to us earlier so we could choose a project example to borrow.
- Unsure - perhaps a group project that everyone could gather data on the same subject area so we could compare? It's hard to say - the biggest issue I'm facing is getting buy in from other librarians at my institution - so that's not exactly "resource-centric" but it is important and a barrier! It's hard to answer this question without being extremely specific to the cultural circumstances at my institution.
- AiA projects

Working through challenges with staff members involved in data collection.

- I could reach out to my mentor, but I am hoping I can resolve it before that's necessary.
- With regards to time management, I need to overcome that hurdle by giving myself the time for this project. I will speak to my library director about the possibility of reducing reference services hours to give myself "uninterruptable" time.

Concerning the first-year seminar course design, I am part of the working group for the development of the seminar, so I will have the opportunity to work with faculty to develop the assignments as soon as possible.

- It's nice to know that I have my CARLI Count cohort, but it's not really offering any practical support beyond what I'm receiving from my coworkers.
- More time. I do to have the time to meet all of my obligations and so some things are getting set aside. This is partly my own fault and just the nature of being understaffed and in a hiring freeze.
- Talking points, example elevator speeches, and pitch speeches.

Team Interaction and Communication

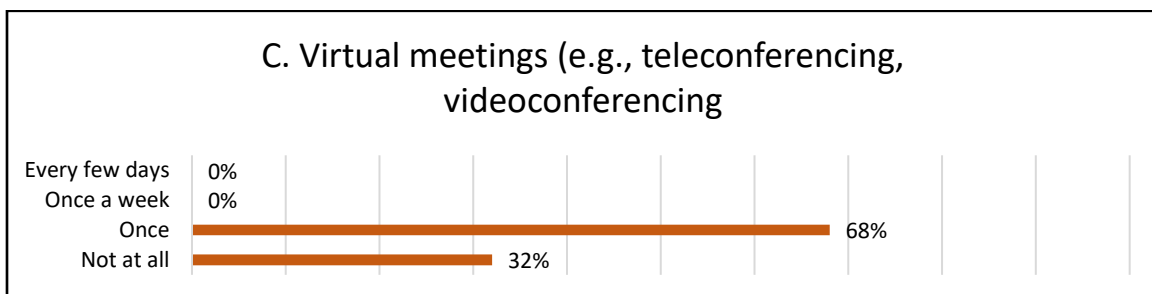
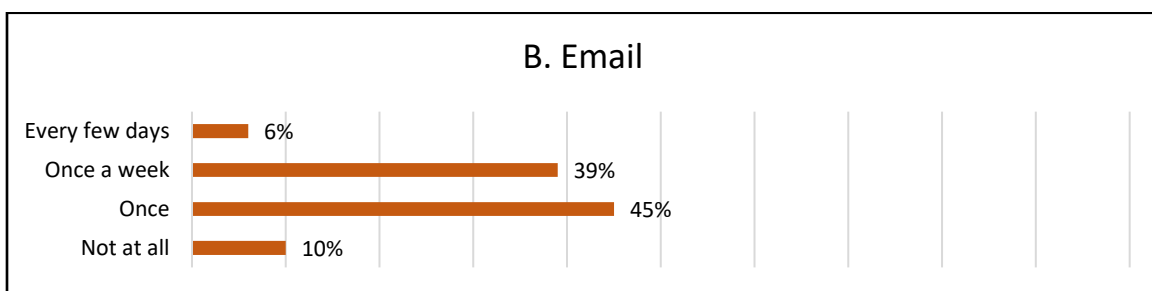
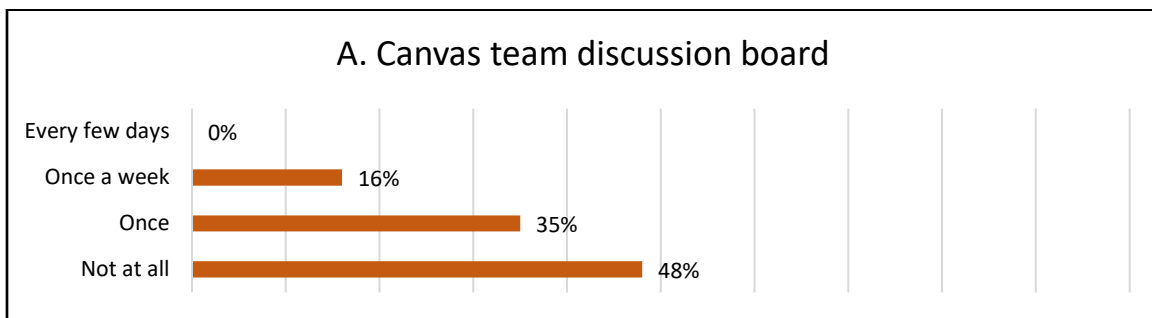
(Note: The survey was conducted shortly after the workshop and most teams were just getting started post-workshop, which was noted by many participants on the survey.)

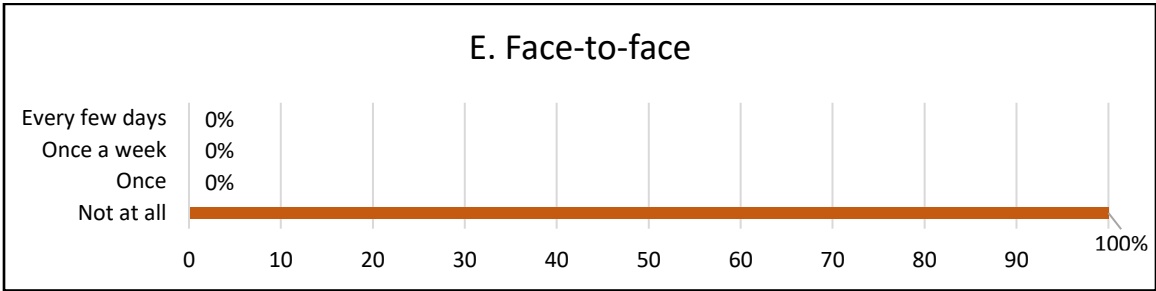
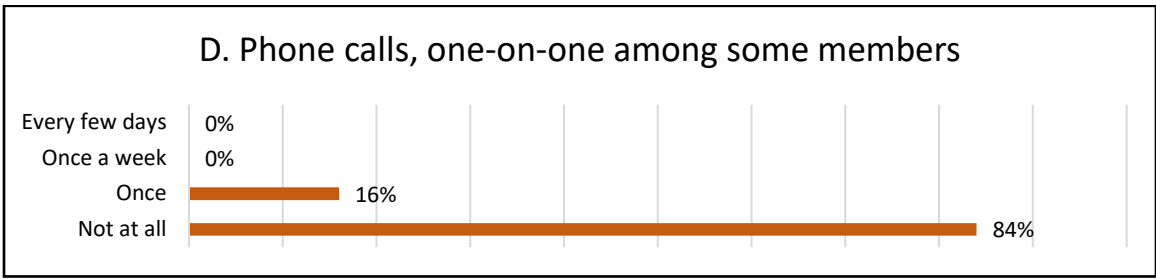
Key Findings

- Participants are generally satisfied with the team communication, but 23% indicated a desire for more frequent interaction.
- Working with the team is energizing for many of the participants (58%).
- More than 65% of participants report increased confidence about the use of evidence-based practices, library leadership, and advocacy as a result of the project team work.
- Participants would like opportunities to connect with others in the cohort (beyond their own team) who are working on similar projects.

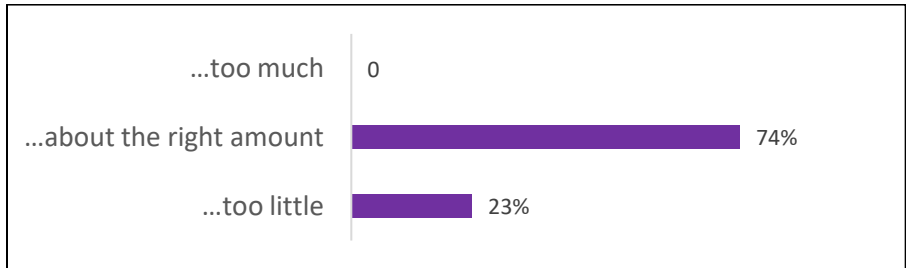
Survey Responses about Team Interaction and Communication

How often, if at all, has your team used each of the following communication methods since it was first formed?



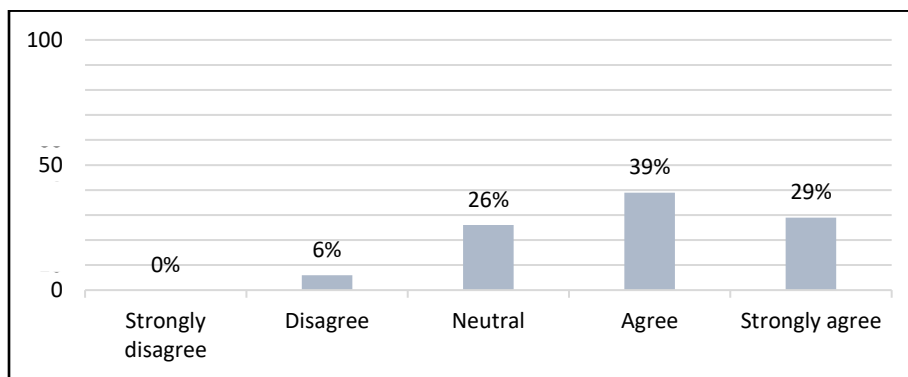


How would you complete the following statement: "My team's frequency of interaction is _____."

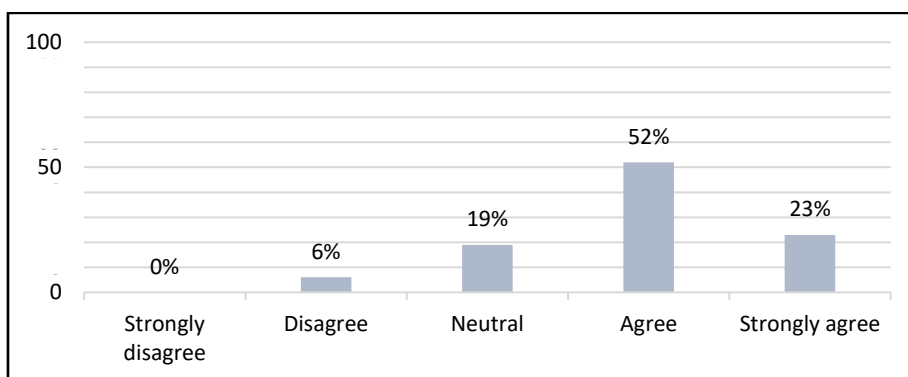


Thinking about the impact of your team on your understanding of evidence-based library practice and the work you're doing on your CARLI Counts project, please rate each of the following statements. Indicate your answer using the scale, ranging from "Strongly Disagree" to "Strongly Agree".

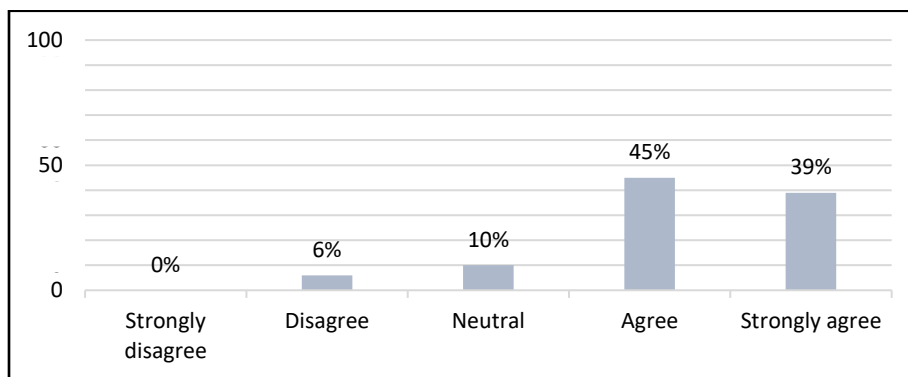
A. Since the CARLI Counts session in Champaign, I feel more confident about assessing library impact on study learning and success.



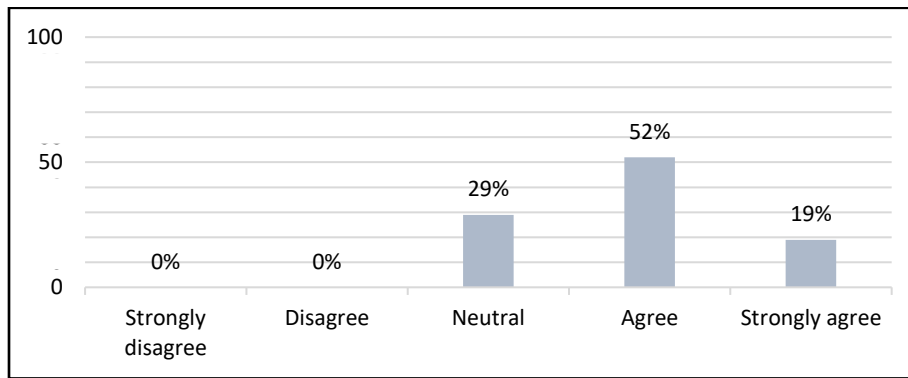
B. Since the CARLI Counts session in Champaign, I have a better understanding about how I might advocate for the library on my campus.



C. It's likely that my project will promote my own individual growth and change.



D. I think my project will promote change that improves organizational functions and practices at my library.



✧ *Is there is anything else you would like to tell us about your team and its influence on your project or your experience as a participant in CARLI Counts, please use the space below.*

- I do appreciate my mentor and team members. During our team webinar, they spent a lot of time helping me with my project abstract.
- While I am grateful that the teams appear to be geographically based, I think the members of my team all seem to have little-to-no experience conducting research like this. We all seem to struggle with various aspects. It would be interesting to see if groups based on experience levels (some newbies, some with some experience, some very experienced) would have a different result.
- I am very grateful for the positive support, help, constructive criticism, suggestions, and other ways of thinking that people bring to each other in my group. I would not have been able to narrow down to my project successfully without them. We will be communicating more when things are a bit busier, but right now we have been keeping up with each other just fine. I am glad to be working in a team.
- My team has been very supportive and informative. They have shared their experience, expertise, and a wealth of knowledge.
- My team has some upcoming things going on but hasn't done much yet...which for my plans is ok for me. I am definitely the weak link in my team who doesn't understand a lot of things and who is not as enthusiastic.
- I realize that the mix of institution types and expertise on the teams was likely purposefully, however, it would have been interesting to be on a team with people from like institutions or with those who have similar institutional priorities (as expressed in the application).
- Our team interaction has been very minimal but I have found interaction with other members of the project team helpful.
- It's still difficult for me to see the groups as essential. Since each project we are working on is based strictly on our local institutions and independent of the other projects, the team is mostly a support group. Which it's nice to have support and I like my team members, but it feels somewhat disconnected from the work we are doing on our projects.

- N/A
- We're meeting for the first time in a virtual meeting next week, so it's hard to say how our team is working on things between sessions at this point.
- My team leader is great, but I haven't really felt the team as a whole really bond nor have I gotten a sense that their feedback has been pivotal to my project.
- I'm not sure how practical this idea is, but I wish we could have formed our own groups around similarities in project concept or similarities in institution/library size/mission/resources. While it's interesting and informative to hear about policies and priorities at different institutions, there just aren't many opportunities to feel we have anything to offer one another.
- It's a bit early in the process; maybe if we are all asked to chime in with an update on our projects on a weekly basis, we'd communicate more and have an opportunity to offer support/analysis of each other's projects.
- I feel like some of my team members haven't made much progress, so it makes me feel bad about sharing the more developed project I have. As a partial result, I've kind of "slacked off" on moving ahead...
- I feel like my answers to all the questions above are largely influenced by previous training. Many of the items above that I rated a 5 are due to prior training in the discipline, graduate level course work or professional experiences. I'm not sure how helpful my answers will be because this was not the first time I was exposed to any of these subject areas.

I think the teams/cohorts would have better serve the individuals if they were grouped by assessment skill level or previous history with assessment. It's of less value to have days worth of training on skills you already have than it is to get new training. I think everyone deserves to be taught at their own level - but we did not all enter in at the same level so the 2 days of initial training were met with extremely different levels of usefulness and enthusiasm.

I also think that the speaker on day one about the community college intimidated many of the newcomers. Additionally - when we were talking about the projects in the conference space, he essentially told me my project wasn't good enough and that I should do it differently so my results could show something he was interested in - not what my institution would benefit from.

- We have not had a lot of contact since the Feb meetings but have a phone conference planned this week. I think our group has enough diversity to bring great prospective to the table.
- My team is great! I'm just in the very beginning stages of getting going with my project, so there isn't a whole lot of need for interaction right now, but it's good to know they are there, and I can reach out if needed. Having our one conference call was really useful and helped me re-focus and spend more time on it.
- I greatly enjoyed working with my team at the CARLI Counts meeting. We have not been very consistent in our communication since then, but I know it is because we are all dealing with

the same concern that I stated above - time management and fitting everything into our work time. Whenever I do hear from my teammates, it is always encouraging and meaningful.

- some of the team members do not have adequate support. One member is a part time paraprofessional who is doing this work on her own.
- We had a great experience in Champaign. Right now we're still in the phase of doing our own research and exploration at our own institutions. We haven't communicated a lot but we'll ramp it up as our projects get more focused.



Workshop 1 Rapid Evaluation Results

Cohort 1

Prepared by

Karen Brown
Grant Project Evaluator

Institute of Museum and Library Services *Laura Bush 21st Century Librarian Program*

March 22, 2019

Workshop Rapid Evaluations

Project Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. The cohorts will have 30 attendees and 6 mentors. Each cohort is divided into six teams of five, each with one mentor. Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Workshop Rapid Evaluation Overview

CARLI Counts Cohort 1 met in Champaign, IL for an in-person workshop, February 19-21, 2019. The workshop combined short lectures, small group discussions and application activities, and individual project development exercises. The workshop was designed to foster cohort team building, introduce evidence-based practice concepts and applications, and provide an opportunity for the cohort participants to plan and begin development of a campus project.

At the conclusion of workshop activities on February 20 and February 21, a half-page evaluation form was distributed to the participants. Three open-ended questions were on the form:

- ✧ What is most exciting?
- ✧ What concerns or questions do you have?
- ✧ What else would you like to share?

Completion of the form was optional, and responses were anonymous. (Some participants chose to identify themselves for follow up by a project staff member). The results of the February 20 evaluation were used to adjust some workshop activities for the following day and address concerns or questions. The results of the February 21 evaluation are being used to support the participants' work in their teams and on their campuses.

Discussion of Rapid Evaluation Workshop Reponses

Key Themes from February 20th Responses

- What is most exciting?
 - Getting to know my team
 - opportunity to talk with others
 - share ideas and issues
 - get a fresh perspective
 - can see that the team will be valuable as campus projects develop
 - Learning something new – new concepts and content that have application
 - Better understanding of balancing the project work (and the unknowns that come with it)
- What concerns or questions do you have?
 - How can I most effectively report back to my colleagues and the administration at my institution in a way that gets them excited and gets buy-in?
 - The Lewis & Clark case study provided a great opportunity to see what's possible
 - A wealth of information was presented and it will take some time to digest the possibilities
 - Concerned that home institution might not have the capacity and/or resources to do similar analytics
 - Uncertainty about the flow and general timeline of the project work
 - Concerned about putting new learning into practice

Key Themes from February 21st Responses

- What is most exciting?
 - The workshop has been a great learning and growth opportunity.
 - Individual project plans are clearer now than they were at the end of yesterday's session.
- What concerns or questions do you have?
 - It's important to start small so I need to be sure the project is manageable.

- Ready to get back to campus and start working on the project, but somewhat concerned about maintaining momentum.
- Communication team members and the larger group will be important as the projects move forward.

Workshop Rapid Evaluation Responses

[name] = participant wrote name on form but it has been concealed

February 20, 2019

Number of forms received: 22

Name	What is most exciting?	What concerns or questions do you have?	What else would you like to share?
[name]	I'm excited about taking back the information on what data; type of data; and how to collect the data we need to connect our services and instruction to the needs of Rush University.	I'm concerned about the barriers I'm not aware of or considered in my reporting back what I've learned to my director and reference librarians	I hope I'm able to demonstrate my ability to have more input and a voice in advocating for my library's presence in the university.
[name]	Contemplation! Beck's talk really moved me.	I felt frustrated with Dennis's talk. It felt prescriptive- like this is the standard to which we should be aspiring- when it's highly unrealistic outside of his specific context. I also questioned the appropriateness of some of his answers/advice- brushing off ethical concerns because he's the IRB person, for example. Ultimately, I felt like it set many of us up to feel like we were already failing because we couldn't even think about making his (?) because we lack the data infrastructure, access training and power/clout on our campuses. Separately, I'm struggling with the way that we started unpacking claims because it seemed to push us in the direction of decision based	I don't want to be contacted, but I'm happy to share my thoughts if it would be useful.

		evidence making- we were trying to think about how to support the claims we wanted rather than exploring our data to help reveal/identify claims. Perhaps this isn't what we were intended to do, but it's where our group went.	
Anon	Hearing what a top-notch data program looks like at Lewis & Clark	We didn't come today with project ideas- our applications were very general. I feel like we need more information before we can meet- For example, talking to our IR about what data we have <u>before</u> we come to the 1 st meeting.	I'd like to get the timeline first, and I didn't really know that a big project would be involved.
Anon	Talking and listening to each other's projects. And leaning about other people's struggles and opportunities.	I guess this is a concern- We should recognize that "data" or quantitative methods aren't always the best strategy.	Beck is great! I'm grateful that she helped remind us to slow down and reflect.
Anon	Ability for sharing and input from team	I think it will gel but being a helpful and cohesive and supportive team.	Perhaps more info about the future time we have after this week.
Anon	One of my teammates mentioned something that will help me greatly with a project I'm currently working on.		
Anon	Hearing about the projects from all the team members. Had great discussion.	How do I get others at my library and at my campus to support my work on this project?	Lots of great information.
Anon	Working with teammates to suss out/formulate projects. Despite working at very different institutions, it's reassuring to know we are all facing similar issues.	Right now, I am still trying to envision what the design of the project will look like.	
Anon	Working with a team to support each other	If there is really enough time on top of everything else on my plate to also do a good job on my project?	
Anon	The opportunity to help my library and University grow from the assessment collection and	I don't have any questions yet, just waiting to know more if the team will be keeping their	

	have team members to help me through it.	projects apart or if we will be combining the results eventually.	
Anon	The fact that we <u>can</u> prove our value/worth through data and it can be done compellingly.	Having said that, it's very overwhelming. Having Beck's presentation helped me with some perspective.	I think the team is getting together well, even with a few fits and starts.
Anon	Figuring out the most relevant data to collect and/or analyze to help me achieve the goals I'm looking at for my library.	None at this time but I'm sure that will change as the project/program progresses.	Team time was extremely valuable to bounce ideas off each other and get feedback.
Anon	Getting the opportunity to hear about my teammates projects and hearing our common struggles/areas for opportunity. I also loved Beck's suggestion to change a paranoid (?) to a positive intention to remind us of a goal and purpose- so affirming.	I'm concerned about creating a claim to research that is manageable and meaningful.	I really enjoyed the reminder from Lisa that each institution/individual's project will look different, and that success looks different for everyone. Reassuring!
Anon	I'm excited to be supporting a team of people who Beck Tench described as "all heart and all brain!" Lots of passion and great ideas in this space.	Some of the projects don't have a clear focus- this is a "do all the things" PANIC, but I think we will find a focus for the idea with time and group support.	
Anon	I feel very optimistic and a sense of possibilities. I liked seeing Dennis's work as an example project, mine won't be anything like that but it gives me something to aspire to.	I know success looks different to everyone, but it might be nice to have a guideline schedule with suggested dates. Have your idea by this date- start collecting data now, etc.	
Anon	Developing community among my team. It's helpful to hear the ideas and projects of others and to exchange questions/ideas.	I'm still wrestling a bit with the scope of my planned project. But I'm optimistic that I'll have something authored before leaving.	Thanks for the time and preparation that has one into this grant/experience!
Anon	The opportunity to do something new (to me) for the library, the help I've already received from my team, and the cool new information I'm learning!	Still internally struggling with the scope of my project and the timeframe, but feeling much less stressed after the recap session. I wish I had more time before our meeting to think about projects, but brainstorming with my team was helpful! 😊	I'm trusting that clarity will come!

Anon	I loved learning about the logic model. Beck was great, definition of practice.	The first steps of this project will be most difficult making sure the project will have a real impact on decision makers.	An excellent program so far, case studies have given me a lot of ideas.
Anon	Being at the outset of a formless project that has so much potential for positive impact. Lots left to learn and work through.	What if I generate data that doesn't show positive impact and doesn't help the library secure more resources (or just hold steady).	Good first day getting fundamentals and working with teams.
Anon	Lewis and Clark study	Confusion about expectations- those that are becoming more clear.	
Anon	The chance to demonstrate the impact of library instruction my own first year experience course, both the F2F and online sections.	Capturing data mid-semester and/or in the summer (pilot?) (time commitment)	I really enjoyed Beck's session.
Anon	Developing/ being part of a community of practice that shares intent and knowledge in library assessment.	Not at this time	Gratitude- Thanks Again!

February 21, 2019

Number of forms received: 7

Name	What is most exciting? Has it changed from yesterday's recap?	What concerns or questions do you have?	What else would you like to share?
Anon	The team and consortium support we've gotten. It's not changed, just increased. Also, the networking opportunities for statewide connections	None at this time.	This has been a great learning and growth opportunity. Finding support and resources, as well as more perspective, has been invaluable.
Anon	Similarly, interactions with team members was both energizing and helpful. Nice to projects starting to take shape. Eager to hear more about other CARLI Counts projects.	Still working on scoping the project to both benefit my library, and meet the timeline requirements of this project.	FYI- My team discussed on the understanding on how projects would work before arriving here. There was some misunderstanding on whether we'd be working on a single project or as a team vs. working on

			individual projects with teams to support us. Some of us may have been more prepared with a specific project in mind before arriving. It may help to make this more explicit when asking on applications for cohort 2. Thanks!
Anon	I feel like I have the sense of a solid project.	But I don't know whether it my check the box for the CARLI Counts goals/expectations. Institutional buy-in & acceptance for my project.	I feel like I have a better grounding with the terminology for research than before.
Anon	Growth! Connections! Resources! I have a clearer grasp on the purpose of my project now.	None	Thank you so much!
Anon	I now have a more manageable claim/question. My team also validated that I have a strong claim, which is promising!	What is the role of our mentor? I don't want to overwhelm her with all my questions!!	It would be nice to be able to connect with CARLI Counts people that are working on similar projects. Hopefully Canvas will allow the opportunity to do this.
Anon	The realization that keeping it simple isn't a sign of weakness, that starting small is exactly that-a start- and you can build on your success.	Keeping on track and figuring out what to do next.	
Anon	Reviewing & discussing examples that are published about the impact of libraries on student's academic success	What do you expect us to do in July meeting?	



Workshop 2 Rapid Evaluation Results

Cohort 1

Prepared by

Karen Brown
Grant Project Evaluator

Institute of Museum and Library Services *Laura Bush 21st Century Librarian Program*

August 30, 2019

Workshop Rapid Evaluations

Project Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. The cohorts will have 30 attendees and 6 mentors. Each cohort is divided into six teams of five, each with one mentor. Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Workshop 2 Rapid Evaluation Overview

CARLI Counts Cohort 1 met in Champaign, IL for a second in-person workshop, July 16-17, 2019. The workshop combined short lectures, small group discussions and application activities, and individual project development exercises. The workshop was designed to build participants' evidenced-based practice competencies, provide participants with opportunities to discuss and refine their projects, and create team posters for presentation at the CARLI Annual Meeting.

At the conclusion of workshop activities on July 16 and July 17, a half-page evaluation form was distributed to the participants. Three open-ended questions were on the form:

- ✧ What is most exciting?
- ✧ What concerns or questions do you have?
- ✧ What else would you like to share?

Completion of the form was optional, and responses were anonymous. (Some participants chose to identify themselves for follow up by a project staff member). The results of the July 16 evaluation were used to adjust some workshop activities for the following day and address concerns or questions. The results of the July 17 evaluation are being used to support the participants' work in their teams and on their campuses.

Discussion of Rapid Evaluation Workshop Reponses

Key Themes from July 16 Responses

- What is most exciting?
 - Working as a team
 - The interactions are rewarding.
 - We're a support network.
 - We're learning from one another.
 - It's helpful to share and discuss our individual projects and the progress we've made.
 - Giannini Baker's presentation
 - She offered a unique perspective and provided insights about assessment.
 - Working on our team poster
 - It's actually coming together.
 - We now have a plan in place.
 - Time with Beck
 - The discussions helped us process -- as a team -- various topics and issues.
- What concerns or questions do you have?
 - Data analysis
 - How do I interpret the data I gathered?
 - My case study report
 - What are the guidelines?
- What else would you like to share?
 - It would be nice to have the option to dine at a local restaurant and socialize.

Key Themes from July 17 Responses

- What is most exciting?
 - Connecting and interacting with the cohort members
 - The conversations are useful.
 - It's rewarding to see the progress we have all made on our projects.
 - Better understanding of the potential impact of my project at my institution
 - Both the impact at the library and for the institution overall

- Kate McDowell's storytelling presentation
 - An interesting and useful way to think about communicating what I've done
- Concluding activity by Beck
 - Powerful and meaningful
- What concerns or questions do you have?
 - My case study report
 - Will my case study be professional?
 - Will I have anything meaningful to say?
 - Time remaining to finish project
 - I have so much to complete before the due date.
- What else would you like to share?
 - The storytelling presentation should be during the first workshop, because it provides a useful framework for thinking about the work we're doing.
 - It would be helpful to have the workshop schedule more in advance so that I can prepare and know what to expect.

Rapid Evaluation Responses

Tuesday, July 16

What was most exciting?	What concerns or questions do you have?	What else would you like to share?
Working with Beck adding actions/verbs to our concepts. How does each campus stakeholder work/cooperate on project?		Dr. Baker's presentation was very useful. Will follow up with NILOA
My team is very supportive of each other and engaged with each other's ideas and challenges	Regarding projects, a number of team members are concerned about having a "comparison group" to demonstrate, for example, interaction with library in some way is better than x and it is giving some team members anxiety	
The progress on the posters- to go from having no idea to a fairly fleshed out plan is incredibly exciting. Lots of good ideas to take back and try to work through current roadblocks.		On the whole, this in person session has felt much more productive than the previous in terms of personal projects and team development.
Both expanding professional support network and excellent content that has been provided through project leads, speakers and through the webinars	Making the desired progress on my project.	Am looking forward to seeing how this community work is sustained.
Getting more info on assessment from Dr. Baker. Loved starting on our team poster!	So much to do, so little time. I could use some help organizing my excel spreadsheets of our data, no program, I'll have to hand enter and want to be more efficient.	Great to have team time to talk about our projects, and to work on the team poster.
It was great to work together as a group on our poster- very rewarding	Wondering about the case study- when it will be due and the details. I know it will be explained.	So happy to have this opportunity
Most exciting is actually making progress on the poster and commiserating with other colleagues and hearing their struggles.	Buy-in/support from other important stakeholders on campus; also time management and balancing assessment with daily duties	Nothing else at this point

That we're accomplishing things! It's hard to believe how these projects have taken definite shape. I enjoyed the "flock talk".	Concerned with figuring out what to say in the case study, so I'm excited for tomorrow's sessions.	I've enjoyed these seminars and interacting with everyone in this first cohort. I would love to hear more about everyone's individual project.
That the team poster sessions came together so quickly! Proud of my team!	Getting the design for the poster "finalized"! We aren't using the template so there may be issues regarding graphics and time to get the design done	
I thoroughly enjoyed the presenter from NILOA. She had so much knowledge and was able to answer questions so thoughtfully. She was inspirational.	None really	CARLI staff are fantastic- just saying!
Spending time with Beck! It helped us plan our poster.	Concerned about time restraints that might prevent me from developing the first report and case	Thank you for all of your hard work, CARLI team
Team poster; it was really nice to work together and look at some similarities and differences for how we are approaching our projects.	Enough time to finish project and develop case study	
Working with my group and having something (The beginning of the posters)	I'm still worried about my project. (Whether or not it meets the requirements or is it a good idea.)	
Having the opportunity to work on an assessment project that will have an impact on my institution.	None at this time.	Nothing at this time
Getting a sense for how to wrap-up the work- clarity on the poster and case study. Also, learning what others are doing.	What happens if our projects aren't fully wrapped up when CARLI Counts comes to a close?	Thanks for all of the time, energy and thought that's being dedicated to this work.
Sharing in teams	None	None
Creating a poster project that puts it all together and getting help with finalizing and refining my project.	Just concerned with finalizing my project and being able to tell a story with the data I have.	We would have loved time in a meal to explore a local restaurant or choose a different place to socialize and meet up due to dietary restrictions. Also, more pretzels and cheese dip!

Seeing how the team poster is coming together and listening to projects.	NILOA presentation is great- it would be great if she had broken it down to segments and allowed questions.	Not at this moment
Seeing the posters come together processing as a team with Beck. Making progress on my project design.	Just doing the work on my project. Organizing the work on the digital posters so we can all contribute.	It would be helpful to have a digital template the right size without boxes, if possible.
Having questions about team posters resolved is very exciting! Prior to this "weekend" I had apprehension about what poster expectations were. Exciting to keep looking at my own project from different angles.		The service from the iHotel seems off. Not as attentive to details as previous stays.
Connecting with others	Many questions regarding the case study, which will hopefully be answered tomorrow.	Fruit with breakfast please! More time for socialization would be good.
Seeing our ideas come together and finding the common ground between our projects/experiences.	Wondering if I will have to show my work at the end- to see if my numbers make sense	
Meeting and talking with my team members about their projects.	None	Thank you for all the work going into CARLI Counts
Sharing progress with team members and learning the program's impact from different perspectives.	None. My questions were the timeline and project which were addressed during the session.	
The NILOA speaker	None	Too much free time- it didn't feel like a good use of on-site time.
Practical collaboration time	How do I take my question (x/y/) and data and turn it into a professional, coherent case study?	
Connecting w/ others in flocks.	I have data, but I don't know what to do w/ it? Will there be any instruction for data analysis?	

I have a great team who is committed to supporting each other through and beyond all the CARLI Counts project.		Would be great if we had an option for dinner to get out of the hotel as a group and experience/support local food (we could use vouchers so not out of pocket). When you recruit for cohort 2 make it clear that this is a team-intensive project so you get people with a collaborative mindset.
Feeling like we are making progress as a group and on our own projects. –Group working well together. –That giant post-it notes exist.	How much money is the iHotel wasting by cranking the AC?	
It was great to work with Beck and to get a feel for who we are as a team.	Our team would like more information about the case study shared with the cohort.	Our team doesn't seem to sync well...is there a way to vet the process of choosing teams a little better for the next cohort?
Hearing how projects are turning out.	What case study? When will we get that info? Why did I just find out? Still difficult to create a poster that isn't about our project.	
Progress is happening and we can share and collaborate with others in their work. Seems like the best time to share, be inspired and productive.	There's still a lot to do, but the final in person meeting is giving the false sense that we are finishing.	
-We have a clean poster design. - Members of the team are moving forward with projects.	Getting everything done when we are all stretched so tight at our institutions.	Beck was very helpful in our team meeting.
Poster time w/ the group.	Still not sure how to proceed	It would be nice to have dinner to be "on our own" or out somewhere. Need to get away physically and would like to bond over a chosen meal.
The vision for my project is clearer and more concise.	I'm not sure if my project will be approved by the IRB. I hope the suggestions I was given will remove the road block.	I really like my team. Every member of my team is supportive, resourceful, and willing to share their knowledge.
Seeing individual researchers begin to tell their story.	(We will learn this Wed...but how much specificity on case study.)	

Meeting with my team face to face talking to people with a similar project (my flock)		
	Today was <i>really</i> frustrating- the shift to thinking about our teams rather than individual projects was unexpected and I felt really unprepared for today's wan[?] (Meeting w/ Beck, the poster). I wish we had more information coming in so we would have discussed these topics online with our groups. Today felt very unproductive and I already feel stressed about the individual project!	
My team is confident and upbeat as a group about our projects. We have a creative and fun idea for our poster design.	Just a little apprehensive about the technical part of the project. Selecting and extrapolating proxy log data.	
-That our team is (unique) feeling positive! -That we have a great poster plan and most of our content. -That we will leave w/ an outline for our individual case study.	None	CARLI Counts has been a wonderful experience. It's part retreat, workshop, networking, support group and more! P.S. I feel pampered staying at the iHotel. Thank you!
I'm happy with how our poster is coming along	While I appreciate team time, I think we could have benefited from more structured time to work on our projects- or some structured way to bring parts of our project here for work.	
Pulling everything together and seeing the group poster forming.	Are we going to learn statistics to analyze the data?	
I'm excited that there are a few people that are working on similar projects. I was also reassuring that other people found my project exciting.	Tips on publishing our projects. This will be my first publication.	
Meeting with Beck facilitated a productive conversation that helped provide some context and inspiration for the poster.	At this point, just hoping competing projects and a lack of time doesn't negatively impact the overall quality of our final deliverable.	Appreciate the home work CARLI Counts is providing.

Wednesday, July 17

What is most exciting? Has it changed from yesterday's recap?	What concerns or questions do you have?	What else would you like to share?
The idea of telling the story- and wrapping it into the institution's story. "People love libraries, but they can't spend love."		Beck's very last activity was very powerful.
So much respect and positive regard for each other- regardless of institution type, professional experience, etc. I like that we'll give a reflection as well as facts about our project in the case study.	More <u>fruit</u> at meals/breaks please. Wednesday was slow, too many breaks not enough content. Wanted <u>more</u> storytelling examples and practice.	The schedule allows for rest (end evening after dinner and start session at 9am). Thank you!
The super uncomfortable eye contact thing with Beck.		
We got our poster mostly done 😊	So many options for using the tools- how will I pick? Little overwhelming, but definitely exciting.	Thank you again for thoughtful and supportive facilitation of these days. Much appreciated.
Loved the storytelling presentation but also enjoying everything coming together.		
Storytelling presentation was helpful	No questions at this time.	
The guest speaker's clarification and broadening	Specific dates, times, and hard lines for turn ins, presentations, etc.? i.e. October 15 th @ 4:30 pm, Nov. 15 th @ 8:30 am	
Seeing and connecting w/ others	None @ this time	Thanks! Also please fruit w/ breakfast
Making more connections, talking with people	Looking forward to the call w/ Lisa because I'm not sure if my data really demonstrates what I had hoped if x was 76% and y was 72% is that enough to show anything?	

<p>I found Prof McDowell's presentation very thought-provoking and it helped me focus on the ultimate goal of communicating not only this process but also results to stakeholders and colleagues. I'm feeling much less frustrated overall, but I'm also feeling mindful of the time ahead.</p>		<p>Thank you to Lisa and the team for everything! This has been so valuable and worthwhile to me and my library.</p>
<p>Yesterday, everyone was bursting with their own research update. Today, group dynamics struggled with team exercises. I think the anxiety built w/ new info (case study and poster)</p>	<p>Our poster is less about team experience than about individual experiences. We'll see what some reflection can bring to that product.</p>	
<p>Reflections on our journey to this point.</p>	<p>Time. Time. Time. Competing with institutional needs/priorities rather than fitting with its story.</p>	<p>It would be nice to have a celebration or at least a sharing after January 15th to see how everyone's projects and journey's turned out. Even if it is online. Thank you, thank you, thank you!</p>
<p>We have a poster design and concept now (yesterday)</p>	<p>Please ask the hotel to fix the sound system—really hard to listen sometimes ;) Maybe for cohort 2.</p>	
<p>Excited to work on my study!</p>	<p>Concerned about how I will actually crunch my numbers! Excited to conduct my study but nervous to work w/ the data.</p>	<p>Great experience!</p>
<p>The story telling will be so helpful translating what we are discovering.</p>	<p>None @ this time</p>	<p><u>Deep</u> Thanks!</p>
<p>I really enjoyed the storytelling presentation and the meeting with Beck. Also, I was very happy to be able to talk to Dennis Krieb.</p>	<p>No questions yet, but am certain questions will develop as project progresses.</p>	
<p>Looking forward to having the opportunity to use the info Kate McDowell shared in her presentation. Appreciated the preliminary info about the final and deliverables.</p>	<p>What info should we have ready to go for our scheduled consultations with Lisa?</p>	<p>Thanks for thoughtfully crafting the in-person sessions of this program. All of your efforts have been super worthwhile and appreciated.</p>

Listening to Kate's presentation on storytelling was excellent.	No	
The ingenuity of the CARLI Counts program is exciting		
Excited to see my team again in November. Pleased with progress we have made.		So grateful to CARLI for this experience. Beck was awesome!
Feel much better about my project, about team poster. Got info on my case study.	Analyzing data at the end.	Storytelling session would be helpful in the first session, for next cohort. Maybe have storytelling as webinar.
The CARLI annual meeting, I'm excited to finish the poster and talk about our work to others/help recruit for the next cohort.		
It was exciting to have more time to work with our team.	It would have been better to have more time to work on our poster as a team.	Everything about this process has been very fast-paced, While it's nice to have deadlines to keep us on track it would be good to have more information about project details further in advance.
I'm excited about the possibility of publishing and presenting my project.	None	A storytelling webinar about institutional stories would be great.
Loved all of the presentations- storytelling was interesting and helpful. I could listen to Lisa and Beck all day.	None at the moment- I feel very supported that if I have questions I can get help.	Just a huge thank you for everything! I said it yesterday, but I feel so fortunate to be part of this and feel it's probably the best thing I've been part of professionally. <3
The brunt of the collaborative work has happened, and I feel well-equipped to finish out the project(s)	None right now	

<p>Having a format for our poster and creating a format for our case study. It is good to have a starting point. I really liked the getting to mirror the person with silent statements but think it should happen that first meeting with team members to create strong team bonds.</p>		<p>I'm enjoying learning a lot about assessment and look forward to coming together even if it's not a "success" like I want.</p>
<p>Getting to share my work with those at my institution and make an impact. Very similar to yesterday.</p>	<p>Storytelling presentation with Kate might have been better in first session (Feb.) as it might have gotten me thinking more concretely in telling the library's story in terms of the institution's story or methods to use which would have given me a different perspective on how to do the project.</p>	<p>I would recommend making sure teams have some commonality other than geographic location. I was the only community college librarian with 4 private institutions. It was very hard for them to help me through or understand some of the issues or challenges I am facing due to structures initiative for student population, While I appreciate the different perspective they brought to the table, I also needed to be able to bounce things off at least one person that understands the issues my type of institution faces. It wasn't as much of a problem at the beginning but became more apparent as we got deeper into the project.</p>
<p>Poster- no, it's the same.</p>	<p>Finishing the project. Completing case study.</p>	
<p>I'm excited to return to campus and getting the project rolling this fall! LOVED the PowerPoint V and W tips! Beck closing affirmations were a beautiful way to close.</p>	<ol style="list-style-type: none"> 1. If people were interested in publishing their assessment projects, would it be possible to have a webinar on suggestions for publication and what guidelines CARLI suggests? 2. I would suggest moving the storytelling workshop to the first meeting- might make the framing of the project more meaningful. 	<p>What would the steps be for those interested to apply to be a team mentor for Cohort 2?</p>

Investigating/revising how storytelling can impact my work in the library	Is it possible to set-up/assign group members w/in teams to review and provide feedback on each other's projects before the final case study is due?	This has been an incredible experience. Thanks again for putting the time, energy into CARLI Counts. If you want/need mentors for cohort II perhaps select them for cohort I?
Just being together	Just getting the work done	
Loved Kate McDowell's storytelling workshop and would love a longer session.		
Same	None	Ask participants with a car be willing to offer a ride back to Chicago for those of us riding Amtrak
Kate McDowell's talk	I would have appreciated more scaffolding for this session so that I could have prepared more/brought questions for my team time. I didn't actually find the onsite schedule until arriving here.	
Long-term friendships/colleges in the profession.	Consider smaller regional meetings (Chicago-land, central, downstate) in between the in-person in Champaign. Have hot tea in addition to coffee	An opportunity to provide feedback on our team mentors for their own professional development. I hit a wall today- too much to absorb and so much content and interactions on day 3.
Sharing the progress of the case study project. No changes from yesterday	Is there a plan to share the final report from individual institutes with CARLI counts cohort one or other ways?	
Feel empowered to share the library story. Concerned about creating the case study and preparing timeline for process to ensure project is complete.	It would have been nice to schedule the last team session as the last item on the schedule, so groups who have planned to meet at a later date could leave early.	Touchy feely exercises not necessary, even through Beck is wonderful.
Kate's storytelling session was great and I could have used more of that.	Not sure last session with Beck strictly necessary as now those of us from Chicago are going to hit rush hour	
Drawing with Beck!		I still think the onsite time is not always used appropriately- I love being on site but there's so much down time.
Clarity on case study. Poster well on its way. Loved storytelling.	January 15 th date bit of a problem.	



CARLI

COUNTS

Analytics and Advocacy for Service Development

Mentor Interviews Report

Cohort 1

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December 12, 2019

Mentor Interviews Report

Project Overview

CARLI Counts: Analytics and Advocacy for Service Development is a three-year continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. The Consortium of Academic and Research Libraries in Illinois (CARLI) received an Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Program grant to fund the project and is working in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

The program, which began October 1, 2018, features two cohorts, Cohort 1 in calendar year 2019, and Cohort 2 in calendar year 2020. The cohorts will have 30 attendees and 6 mentors. Each cohort is divided into six teams of five, each with one mentor.¹ Program participants learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. CARLI Counts deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Mentor Interviews Overview

One-on-one, semi-structured telephone interviews with the Cohort 1 mentors were conducted in October 2019. The interviews were designed to:

- learn about the mentors' initial motivations and expectations,
- understand their experiences as a CARLI Counts mentor (i.e., successes, challenges, professional and personal growth), and
- identify training and resources for and potential needs of the Cohort 2 mentors.

The results are being used to develop training and support resources for the Cohort 2 mentors. A set of 19 open-ended questions guided the discussion, and each interview was approximately one hour in length.

Response Rate

Seven of the eight mentors accepted invitations to be interviewed.

¹ Application responses for Cohort 1 were higher than expected. Funding was secured to allow for additional project participants, resulting in 8 teams, each with a mentor.

Discussion of Mentor Interview Responses

Motivations for Becoming a Mentor

All the mentors indicated that they learned about the mentor opportunity from the CARLI director and were encouraged by their library director to participate. Both professional and personal reasons prompted their decisions to become a CARLI Counts mentor.

- Expand my knowledge of Illinois libraries
 - Become more familiar with other libraries in the state
 - Network with Illinois librarians
- Share my knowledge of assessment
 - On-the-job experience and expertise
 - Assessment in Action participant
- Increase my knowledge of assessment
 - Hear about assessment activities at other libraries
 - Learn more about assessment with others in the cohort
- Challenge myself professionally and personally
- Develop mentorship skills
 - Foster collaboration among team members
 - Help others learn
 - Provide support and assistance when team members struggle
- Build leadership skills

Achievement of Initial Reasons for Becoming a Mentor

All mentors indicated that they grew professionally as a result of the experience, and most said that they achieved their original goals for accepting the mentor role. In addition to mentioning increased confidence and competence in mentoring, several noted improvement in leadership skills. Every mentor would recommend the mentor experience to colleagues.

Understanding the Mentor Roles

Responses to the question about understanding the role(s) of the mentors were mixed. Approximately half of the interviewees felt they had a solid grasp of their role as a mentor going into the project, and about half indicated that an understanding of their role evolved during the project. The first face-to-face retreat session was a critical point in gaining a much clearer sense of their roles and the expectations. Two of the mentors thought that the overall experience would be more intense and involve more time than it actually did.

Top Successes as a Mentor (for the mentor or the team)

In response to the question, “What do you consider to be the top 2-3 successes as a mentor (for you personally or for the team)?,” sixteen successes were indicated that can be summarized into five categories.

- Team cohesion
 - Collegial sharing and support
 - Team members listen to one another
- Success of team members’ experiences
 - Team members moved from refining initial ideas to developing a project plan and carrying it out
 - Understanding of different contributions of qualitative and quantitative assessment methods
 - Poster reflects collective accomplishments
 - A focus on learning
- Mentors’ competencies
 - Facilitate discussions
 - Handle conflict
 - Model asking questions to support team members
 - Monitor and moderate team members’ progress on projects
 - Learn to trust the group process
 - Provide assistance and support
- Professional networking
 - Know librarians I did not know
- Team members’ learning
 - Members have grown professionally

Recommended Characteristics or Attributes for a Mentor

Comments about the recommended mentor characteristics or attributes focused on two broad areas: content and process.

- Content
 - Foundational/basic understanding of assessment
 - Comfortable with assessment and elements of research
 - Understanding that there is no “right way” to do assessment.
 - Know when to refer someone to another resource
 - Being genuinely curious about the assessment projects that the team members are doing
- Process
 - Passionate about making change
 - Good listening skills
 - Ability to recognize unspoken needs

- Managing a team through the project (i.e., helping them stay on track, knowing when to meet as a group)
- Skill at discerning group interaction to make sure all voices are heard.
- Negotiator
- Ability to set a positive tone for the group
- Cheerleader
- Being adaptable
- Calm
- Observant

Challenges Encountered as a Mentor

(as a mentor, related to the team interactions, or the project setup/format)

The mentors experienced some challenges in their work as a mentor or with the project setup and format. They provided suggestions for addressing some of the challenges that they encountered.

- Mentor
 - For some mentors, the team members were fairly experienced librarians, which prompted mentors to ask, “Am I a good mentor?”
 - Difficulty in explaining research design and quantitative thinking after workshop sessions
 - Lack of adequate background and knowledge about IRB
 - Uncertain how to handle uncomfortable or unplanned incidents that surfaced in the team process (e.g., brain drain)
 - The beginning was somewhat difficult, because we were all starting a learning process
 - Uncertainty and anxiety about my role as mentor before the February workshop

Suggestions for Improvement:

- More mentor training
- Techniques to help me judge/evaluate my work as mentor as the project progresses

- Team Interactions
 - Helping team members dial back the scope of their projects
 - Maintaining communication

Suggestions for Improvement:

- Strongly encourage participants to have a project idea from the start

- Project setup/format
 - Mentor call meetings were not as successful as hoped; more content and structure needed
 - Setting aside time to spend to be away from the library for the three-day workshops was difficult, particularly for libraries with a small staff size
 - Discovering that Canvas did not function well for collaborative activities
 - Not always clear what we should be doing between workshop sessions
 - Surprised that some cohort members didn’t have the institutional support that seemed assumed in the application process

Suggestions for Improvement:

- Discuss expectations of what should be happening between sessions
- Incorporate more information and guidance about the poster before the July meeting
- Provide mentors with an overview of the content that will be covered, different stages of the project, and a timeline so they can anticipate when team members may need help and can answer questions about the project steps
- Include each team member's position title in the information we receive

Content of Proposed Mentor Training

All of the mentors expressed the need for some mentor training before the start of the project and suggested several topics and types of content to include.

- Highlight “case studies” to help bridge the theory to practice (e.g., successes, handling challenges)
- Provide tools and strategies for facilitating discussions and small group communication
- Suggest some “think big” articles to build our knowledge and foster enthusiasm about mentoring
- Clarify Beck's role and how her approach contributes to the overall project
- Explain different types of roles a mentor might take and a means for determining our strengths and weaknesses as a mentor
- Be sure to communicate the project staff's expectations about our role as a mentor

Suggestions for Team Formation

No strong opinions were expressed in response to the question, “Do you have suggestions about the best criteria to use in forming the teams?” General comments included:

- Arranging the groups by geography didn't really work for us
- Our team benefited from the relatively close geographic proximity
- The variety of types of institutions was not a problem for our team
- Perhaps consider organizing groups by level of experience with assessment
- The mixed levels of experience promoted good interactions
- Maybe arrange groups by related or similar assessment topics. If not, the “birds of a feather” opportunity should continue to be used
- The mix of different types of projects represented in our team provided opportunities to learn from one another
- It may work better to organize the groups by type of institution

Effectiveness of the CARLI Counts Staff and Project Leadership

The comments about the CARLI Counts staff were overwhelmingly positive. They see the staff as responsive, knowledgeable, and well organized. Some specific comments include:

- Lisa is so good
- Lisa's background and knowledge are so useful
- It might be helpful to have another person like Lisa to help with the one-on-one work with cohort members

- Provide the cohort participants with specific information about who does what. For example, send reminders about different roles and responsibilities. “Mentors are here for _____; Staff are here for _____; Lisa is here for _____.”
- There should be one central contact person (not Lisa) who connects participants with the appropriate staff