This project was made possible in part by the Institute of Museum and Library Services, Grant Number RE-95-18-0084-18.
The Program

Gianina Baker
National Institute for Learning Outcomes Assessment (NILOA)
Illinois academic librarians will be able to effectively and systematically leverage national and local data in order to communicate impact narratives that convey to stakeholders how their libraries bolster student learning and success.
• Laura Bush 21st Century Librarian Program grant: $243,885
• Three-year project: October 1, 2018-September 30, 2021
• Continuing education library leadership immersion program
• CARLI in partnership with:
  • University of Illinois Library at Urbana-Champaign
  • Lewis & Clark Community College
"Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?"

MELDING OF TWO SUCCESSFUL NATIONAL PROGRAMS

✓ Both funded by IMLS
✓ Both nationally adopted

Assessment in Action

Using program goals:
• Building blocks for CARLI Counts

LEAD USA

Using program architecture:
• Team-based with mentors
• Sustained immersion design
• Prepares librarians to make effective use of research findings on the impact of academic libraries on student learning success for the twin purposes of service development and library advocacy.

• Participants will learn how to use local library data analytics to improve their services and demonstrate their value in competitive campus budgeting processes, accreditation reports, and program reviews.
OUTCOMES

• CARLI Counts participants are more confident in their skills and abilities related to service design and library advocacy.

• CARLI libraries are better equipped to demonstrate their value to stakeholders.
• ~100 CARLI members impacted directly.
• A portfolio of local case studies and team posters.
• An evaluation of the collective statewide impact of the program.
• A replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success.
My Campus Project

The purpose of this project is to ____________________________________________
[understand? explore? develop? discover? demonstrate?]
the impact of ____________________________________ [library] on student learning and
success at ____________________________________ [institution].

The claim being investigated is ___________________________________________. The independent
variable(s) in this study are _______________________________________________. The dependent
variable(s) in this study are _______________________________________________. This study is
____________________________________ [aligned with? informed by?]
____________________________________ [findings in literature? components of professional
standards? findings from AiA? college student development theory? educational theory?]. This
study will be undertaken in partnership with ____________________________________ and
supports the campus priority/ies for ________________________________________.
KEY CONCEPTS: FOUNDATIONS

Key Concepts

- Community of Practice
- Collective Impact
- Evidence-Based Advocacy
- Evidence-Based Decision Making
- Advocacy
- Evidence
- Theory of Change
• Two immersive workshops (February and July)
• Webinars (March, April/May, June, September, and November)
• Team meetings (monthly, led by Mentors)
• Team poster session at CARLI Annual Meeting (November)
• Case study developed by each participant (January/February)
Capturing the learning and experience:

- Online participant surveys (3)
- Rapid workshop evaluations (4)
- Mentor interviews (1)
- Online focus groups (3)
Capturing the learning and experience:

- Participants’ familiarity and experience with using data about the impact of academic libraries on student success
  - develop services
  - library advocacy

- Participants’ experience in team-based learning experience

- Results

To support:
- learning
- cohort experience

To track learning and experience

Image source: unknown author; licensed under CC BY-NC-ND
Key findings:

Learning – From start of project to mid-point

- Understanding of 13 evidenced-based practices increased
Key Findings:

- **Cohort Interaction**
  - Satisfied with cohort communication . . . even more interaction
  - Working with cohort members is energizing
  - Teamwork → confidence, library leadership, advocacy
  - Communications platform … #*+!

Image source: unknown author; licensed under CC BY-NC-ND
Six teams of five + each with one mentor = 36 per cohort

Two cohorts = 72 CARLI members total
• IMLS funding for **36** (30 participants / 6 mentors)
• Cohort One 2019 = **48** applied
• **Eight teams for the 2019 cohort!**
  • *For 2020 too (if needed)*

---

**ADDITIONAL SUPPORT BY CARLI BOARD OF DIRECTORS**

- **CARLI Counts**
- **$40,000**
- **Forty thousand and no/100**
- **CARLI Board**

---
<table>
<thead>
<tr>
<th>Member type</th>
<th># of member institutions total</th>
<th># of CARLI Counts attendees</th>
<th>Percentage of overall constituency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td>39</td>
<td>15</td>
<td>38%</td>
</tr>
<tr>
<td>Public University</td>
<td>13</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td>Private College/Univ</td>
<td>69</td>
<td>26</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>121</td>
<td>48</td>
<td>40%</td>
</tr>
</tbody>
</table>
COHORT ONE INSTITUTIONS

- Aurora University
- Carl Sandburg College
- Chicago State University
- Columbia College Chicago
- DePaul University
- Dominican University
- Eastern Illinois University
- Erikson Institute
- Harper College
- Heartland Community College
- Illinois Central College
- Illinois College of Optometry
- Illinois Institute of Technology
- Illinois Valley Community College
- Illinois Wesleyan
- Joliet Junior College
- Judson University
- Kishwaukee College
- Lake Forest College
- Lake Land College
- Lincoln College
- Loyola University Chicago
- McHenry County College
- McKendree University
- Monmouth College
- Moraine Valley Community College
- Morton College
- National University of Health Sciences
- North Central College
- North Park University
- Northeastern Illinois University
- Northwestern University
- Olivet Nazarene University
- Principia College
- Rend Lake College
- Robert Morris University
- Rush University
- Sauk Valley Community College
- Southern Illinois University Carbondale
- Southeastern Illinois College
- Trinity Christian College
- Trinity International University
- Triton College
- University of Chicago
- University of Illinois at Chicago
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign
- University of St. Francis

Mentors’ institutions in blue
Advisory Committee

• Fred Barnhart, Dean, University Libraries, Northern Illinois University
• Cindy Fuller, Library Director, Millikin University
• Cate Kaufman, Library Services Director, Illinois Central College
• Kara Malenfant, Senior Strategist for Special Initiatives, ACRL
• Greg McCormick, Director, Illinois State Library

Project Staff

• Taylor Anderson, Graduate Assistant for CARLI Counts
• Karen Brown, Grant Evaluator, Professor, Dominican University School of Information Studies
• Debbie 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, Dir. Institutional Research & Library Servs, Lewis & Clark Community Coll.
• Beck Tench, Speaker, University of Washington
PARTICIPATION: HOW AND WHY

• The library applies; selections based on:
  • Strength of the application narrative
  • Statewide geographical representation among the applicant pool
  • Diverse library type representation among the applicant pool
    (public university, private institution, community college)
• Once selected, the library’s representative submits information form
• Like a grant to the library
• Participants and mentors return the knowledge and skills to their home institution
• Grow a culture of evidence-based reporting in support of all members
• LIBRARY APPLICATION FORMS
  • Due December 4, 2019
  • Library Directors/Deans will be notified of decisions by December 9, 2019

• INDIVIDUAL INFORMATION FORMS from invited institutions
  • Due December 20, 2019

Beck Tench
University of Washington
In your packets

Dear CARLI Member Library Director:

Have you wanted your library to...

Create a powerful impact narrative for your library?
Use data in a compelling way to tell your library’s story to your stakeholders?
Demonstrate how your library supports graduation and retention rates?

Come join us!
CARLI Counts is a continuing education library leadership immersion program designed to help librarians make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library operations. In the program, participants will learn how to use local library data analytics in alignment with institutional strategic goals, and strategic priorities to improve their services and demonstrate the impact of the library on student success.

Counts deliverables will include a portfolio of local case studies, an evaluation of the statewide impact of those cases, and a replicable state/regional training model designed to help librarians to be campus leaders in assessing library impact on student learning. The deliverables will be online, which will be made openly available on the CARLI website. CARLI will partner with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College to CARLI Counts: Analytics and Advocacy for Service Development.

The program features two cohorts, each with 30 attendees and 6 mentors. Each cohort will meet in person for two sessions, three days each session, for a total of six days. Each cohort will be divided into six teams of five, each with one mentor.

Cohort 2 will meet February 18-20, 2020, at the I Hotel at the University of Illinois. Lodging and meals are paid for by the grant. Participants will be eligible to attend the 2020 CARLI Annual Meeting, scheduled for November 13, 2020, in Champaign-Urbana.

How does my library participate?

Submit electronically by Wednesday, December 4, 2019, 5 p.m., to:
Anne Craig
Senior Director
aheraig@uillinois.edu

Library name:
Director:
Title:
Email:

Person completing this application:
Title:
Email:

Click or tap to enter a date.

Include a one-page-maximum narrative that responds to the following questions:

1. What campus priorities at your institution are the most salient/important/relevant with which your library is currently engaging?
Impact
The purpose of the project is to demonstrate the impact of student employment in the library on retention, GPA, graduate rate, and persistence.
Benefits & Opportunities

• Space, expertise, and tools to do more formal assessment
• Micro-community of practice=peer support network
The purpose of the project is…

To explore how use of the library space contributes positively to underrepresented students’ sense of belonging on campus.

Benefits & Opportunities

- Community, shared vocabulary, common goals within CARLI cohort
- Connections with on campus and library priorities and strategic planning
- Building relationships with Office of Diversity & Inclusion, Institutional Research, University Council on Diversity
- Exploring topics, literature outside of my “on paper” job responsibilities
- New trajectory of assessment and improvement

Background:

- Connects directly to Library’s Diversity Action Plan
- Survey developed with feedback from campus offices
- Emailed to 310 sophomores, juniors, and seniors who identify as a student of color
The purpose of this project is...

To understand the impact of course-integrated library research instruction on student learning in first-year seminar courses.

Benefits & Opportunities

- **Motivation**
  - Spurred the development of a desired, but put-off, project

- **Connection**
  - Strengthened relationships with teaching faculty and the Office of Student Involvement & Transition Programs
  - Created a supportive community within CARLI – at team- and cohort-level

**Background:**

- Instruction sessions tied to new general education program’s learning outcomes
- Content and organization of sessions planned in collaboration with teaching faculty
What’s Next?
Things we can point to:

• Member projects that point to impact
  • Use with stakeholders
  • Great for service development and refinement

Less tangible, but no less important:

• Membership that is more connected to each other and consortium staff
CARLI Counts as an ongoing initiative
• Consortium-wide project or set of projects that members could undertake in parallel
• Goal of aligning data, strength of telling the same story across the consortium
https://www.carli.illinois.edu/products-services/carli-counts
Poster session during lunch
Check out all eight team posters!
Questions?