

Catalogers Create Connections for Student Learning

Tech Services | CARLI Counts 2020

Unique Format

- CARLI Tech Services Committee Prompted Project for:



- Assigned Focus: Explore the Value of Cataloging
- Goal: Understand Impact of Catalogers' Efforts & Focus
- Team Composition
 - ✓ Multiple Institutions
 - ✓ Cataloging, Reference, & Administration
 - ✓ Strong Mentors

Process & Tools

- Team Based Research Development
 - ✓ Target Audience: Librarians & Paraprofessionals
 - ✓ Independent Variable: Enhanced Cataloging
 - ✓ Dependent Variable: Degree of Perceived Value for Library Staff
- Weekly Meetings
- Tools:



Survey & The Future

- Pilot Survey – Randomly Selected CARLI Counts Cohort II participants
 - ✓ .913 Cronbach's Alpha Inter-rater Reliability Score
- Official Survey Release – 10/20
- Review Results & Pursue Publication – Spring 2021
- Further Research
 - ✓ Develop Survey for Student Focus Groups
 - ✓ Connect Enhanced Cataloging to Impact on Student Success

Research Question: How do you perceive the value of enhanced cataloging upon identifying resources for a student?



Debbie Campbell



Mary Konkel

SIUe Tammie Busch



Susan Howell



Mingyan Li



Ross Taft



Cathy Mayer



Dennis Krieb



Change Becomes Opportunity: Journeys in Assessment

Blue Team 2020

Players: Erin Ealy, Byron Holdiman, Ruth Lindemann, Sara Rizzo, Kristen Weischedel
 Game Master: Elizabeth Nelson

HOW TO PLAY:

- Start at the February Meeting
- Work your way to the end of your assessment game
- Don't be afraid to pivot as needed
- Happy Playing!

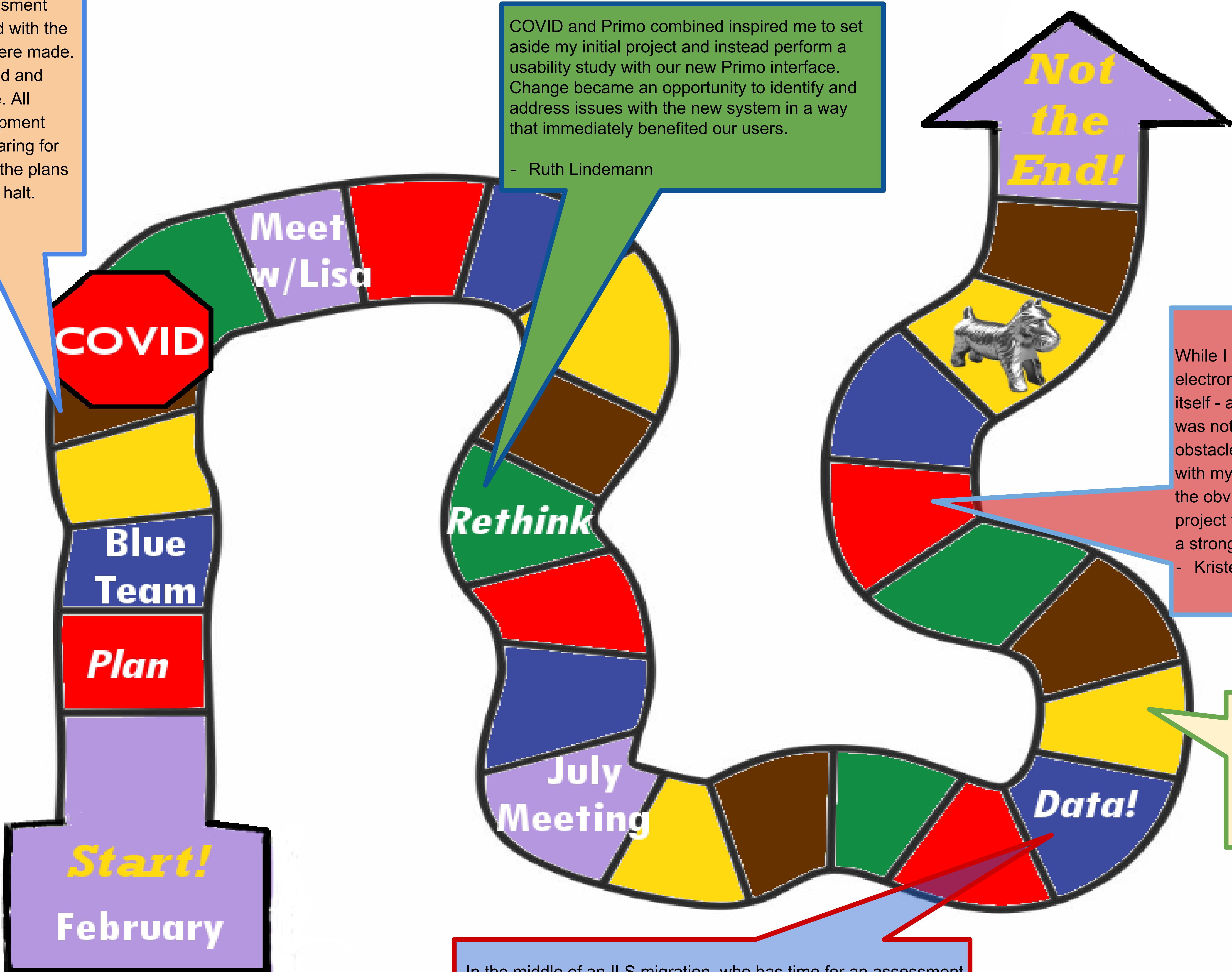
Things were moving along as the university assessment officer was on board with the project and plans were made. COVID-19 happened and courses went online. All professional development efforts went to preparing for online learning and the plans suddenly came to a halt.
 - Byron Holdiman

COVID and Primo combined inspired me to set aside my initial project and instead perform a usability study with our new Primo interface. Change became an opportunity to identify and address issues with the new system in a way that immediately benefited our users.
 - Ruth Lindemann

While I had originally envisioned a project on electronic resources, another opportunity presented itself - a library run coding workshop. While this project was not as directly related to my position, the obstacles that arose with electronic resources coupled with my enthusiasm for the coding workshop made it the obvious choice. Thus, I was able to pivot my project to take advantage of this opportunity, leading to a stronger assessment.
 - Kristen Weischedel

Migrating to complete online learning in the spring of 2020 due to the pandemic created an obstacle to reach/interact with students due to technology and WiFi availability and/or access.
 -Erin Ealy

In the middle of an ILS migration, who has time for an assessment project? There is plenty of data our systems collect, but we don't do much with -- I was able to leverage that to gain new insights on and assess our ILL services.
 - Sara Rizzo



Team Teal ~ Be Like Water

“Don’t get set into one form, adapt it and build your own, and let it grow, be like water. Empty your mind, be formless, shapeless — like water. Now you put water in a cup, it becomes the cup; You put water into a bottle it becomes the bottle; You put it in a teapot it becomes the teapot. Now water can flow or it can crash. Be water, my friend.” Bruce Lee

Project Motivation

Improve support services for students

Measure contributions to student success

Determine instruction delivery effectiveness

Identify quantitative data not just qualitative

Curiosity

Demonstrate library relevance

Obstacles

COVID-19

Being pulled by other demands like Alma/Primo VE transition

Quarantine made original projects irrelevant but led to new projects instead

COVID-19 budget cuts meant project revisions

Team Members



Yasmine Abou-El-Kheir
Chicago Theological Seminary



Kimberly Hazlett
Lake Forest College
Mentor



Kelley Plass
Lewis University



Erin Zimmerman
Heartland Community College



Julie Murphy
Illinois State University



Oliver Swann
Parkland Community College

Lessons Learned

Don’t make the project harder than you need to

Success is not only in the product, but also in the process

Step out of your comfort zone: It will be worth it

Lean into your group, perspective helps a lot

You can use what you already have, you don’t need to start from scratch

This is not a linear process – you will have to revisit and change things

Be willing to try and don’t worry about things not working out at first, come back and look at it later with a fresh perspective.

A community of practice exists around library assessment projects with amazing resources, make use of it.

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Unsplash - Levi XU



Team Turtles



Relationships

- From strangers to trusted colleagues and advisors in 9 months
- Team-building through shared in-person and virtual experiences



Flexibility

- Projects adapted and changed due to shifting priorities and circumstances
- Meetings and events adjusted to remote environments



Knowledge into Practice

- Correlate new data
- Go through IRB approval, or consider it!
- Use data to tell stories
- Make sense of data



Disruption

- Disconnected and uncertain times
- Priorities shift overnight
- Resources become unavailable
- A new 'normal' is developed



Communication / Support

- Knowledge and experiences exchanged to help each other navigate uncertainty
- Slow and steady decision-making process
- Shared decisions can be messy



The Adjustments

Team Fuschia: Cathy Galarza-Espino, catherine.galarza@morton.edu; Sean McCarthy (emeritus); KatieRose McEneely, katierose.mceneely@rosalindfranklin.edu; Gabrielle Toth, gtoth@csu.edu; Kris Veldheer, kveldheer@ctu.edu; and Kathy Clark (Mentor) kclark@aurora.edu

Start

At the start of the CARLI Counts Cohort, our team experienced feelings of excitement and camaraderie. Some of us also experienced anxiety and dread over group project work. Our in-person meeting was a period of time in which we explored ideas and brainstormed about the possibilities of this project and how we would engage as a team.

Pause

Our experiences during COVID-19 mirrored the expanding circles in the center graphic, which were originally part of the learning expansion described by Beck Tench. As we moved from our Comfort and Learning Zones, we drew closer to Chaos. The normal disruption of this process was underscored by the emerging COVID-19 Pandemic, which altered how we could meet and exchange ideas.

Comfort: Engaging with others' experiences and contrasting this with our hopes for our institutions.

Learning: Shifts in technology and approaches to meeting institutional needs.

Chaos: Societal, domestic, and workplace turmoil; anxiety and fear that goes beyond the adjustments we expected to make.

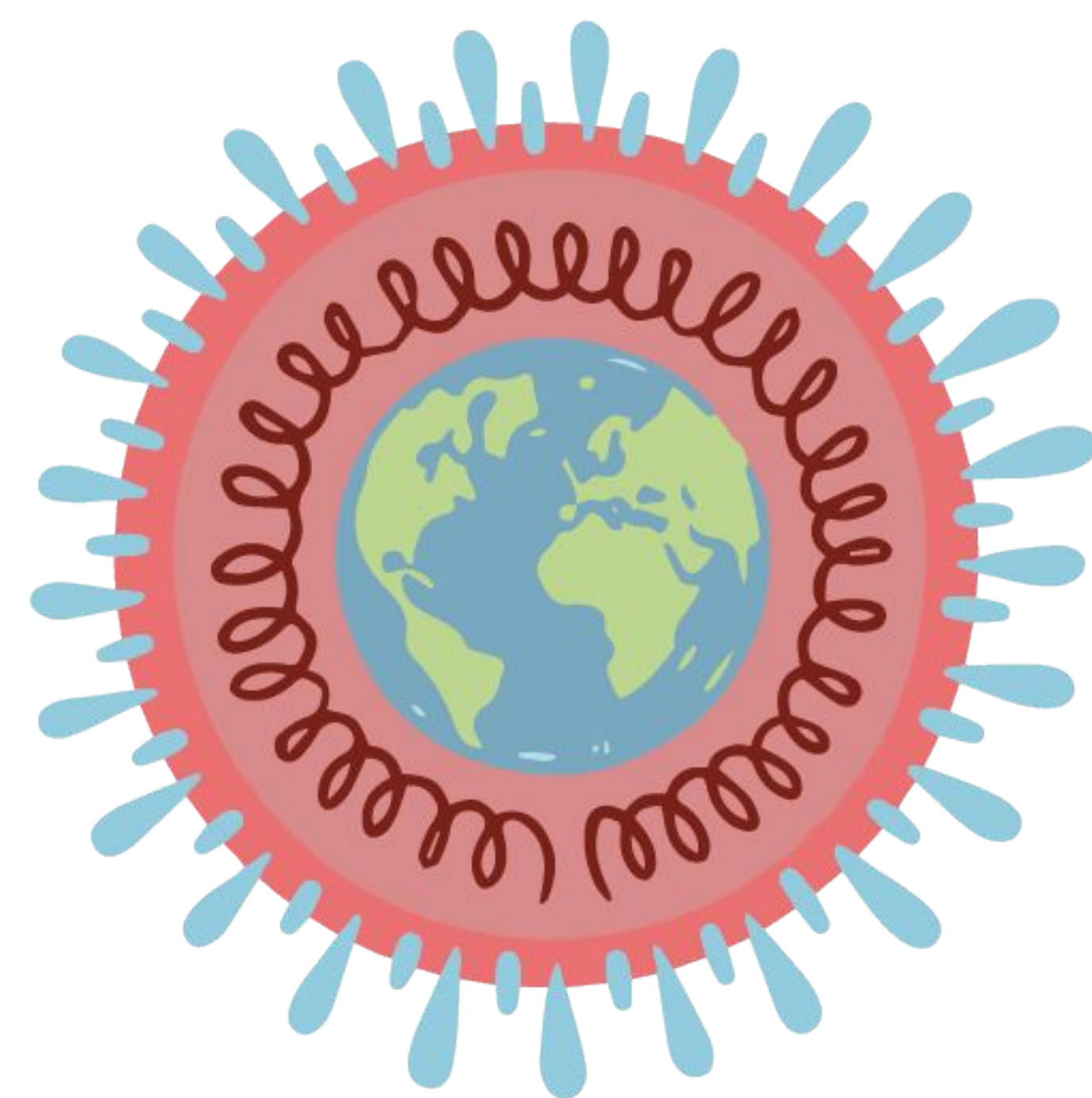


Image Credit: Desiree Ho, Maya Peters Kostman, and Philippa Steinberg for the Innovative Genomics Institute.

Coronavirus

Chaos

Learning

Comfort



Conclusions

Reviewing our journey at the eight month mark, we see that some projects will continue as planned, having been adapted to the current societal situation, while other projects have been revised, postponed, or had their focus completely shifted.

As a group we continue to work together, sharing ideas, acting as sounding boards, and providing personal and professional support.

Humans adapt. When we work together towards a goal, we can be very successful. In the context of CARLI Counts, we have adapted our approach to the spectre of group work. Instead of dread, we have discovered a sense of community.

Shift

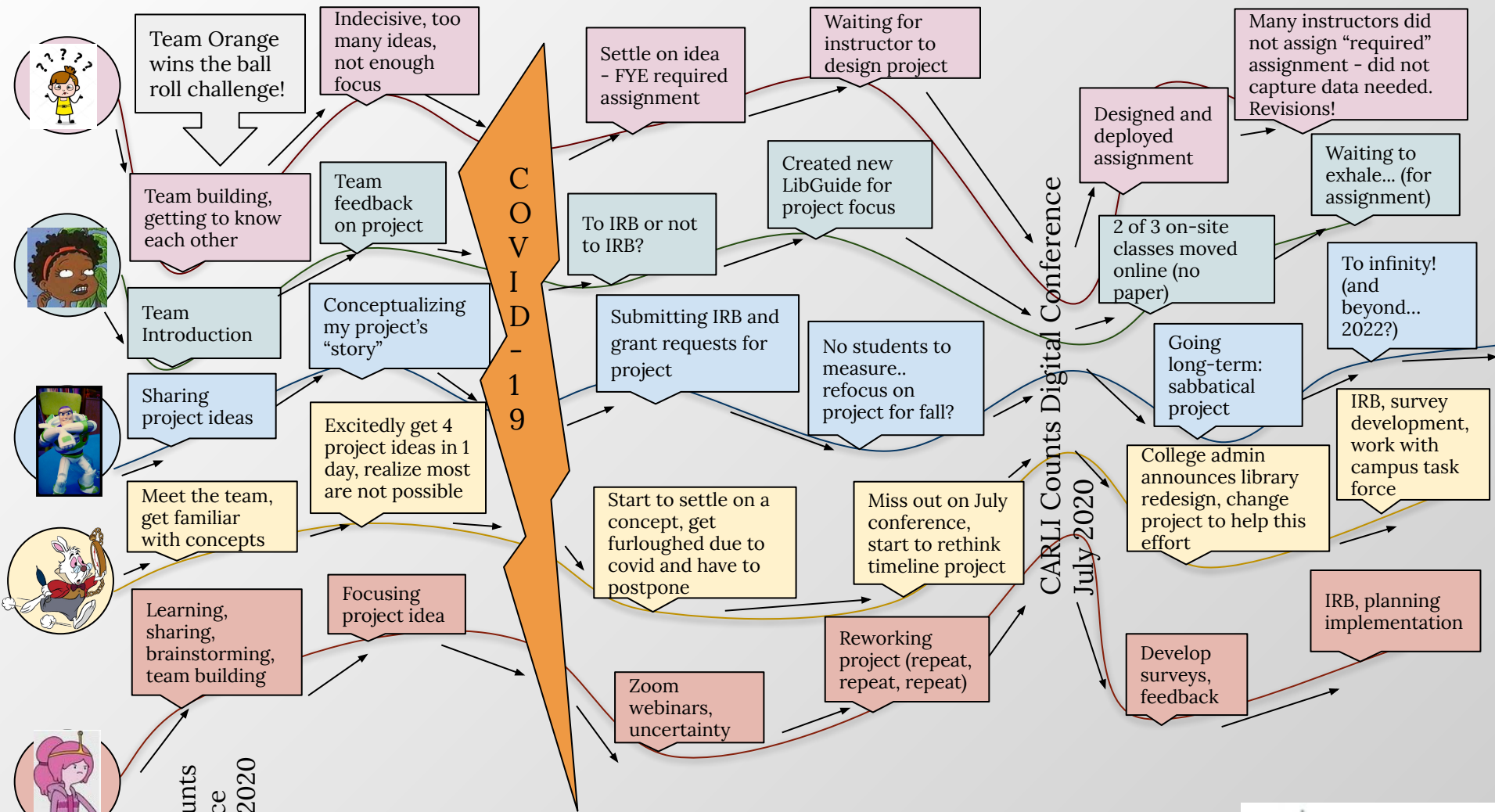
The shifts in how we approached CARLI Counts were immediately apparent. In-person meetings were cancelled and replaced with Zoom sessions; a member of our team left their institution and was unable to continue in the project; transitioning to online-first instruction and services required an all-hands-on-deck mentality that was simultaneously collaborative and panicked.

Instead of moving between the circles of comfort, learning, and chaos, we instead experienced a continuum of grief and galvanization. Team meetings became less about the prospect of data collection and more focused on maintaining sanity and community in a newly-virtual setting. Work presented new challenges that, in some cases, made projects impossible or ridiculous to complete—but at least there was still work to do. Fluidity and flexibility, rather than data collection, became the name of the day.



Orange You Glad We Have Each Other?

Tracy Conner (Kankakee Community College), Jeannette Glover (Spoon River College), Jacob Hill (Elmhurst University), Amanda Pippitt (Millikin University), Melissa Proulx (North Central College) & Jen-chien Yu (Mentor)



CARLI Counts Conference February 2020

Experience Summation: Well organized and executed program, grateful to have built this community, appreciate what we're able to bring to our home institutions, if only it was a normal year...



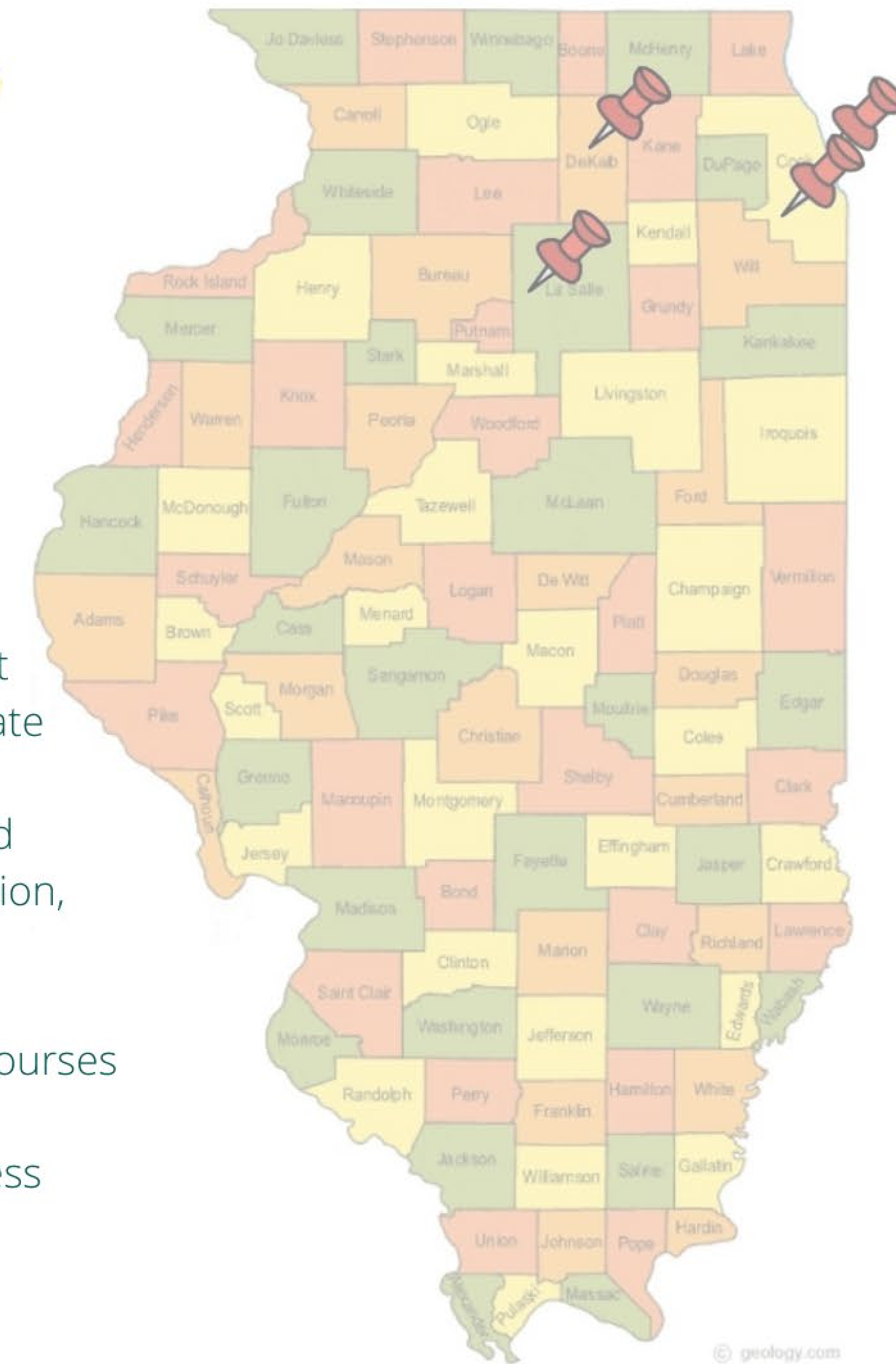
Team Yellow

CARLI Counts!

during the pandemic

The Plans

- **Bill's Project:** Measure the impact the Prairie State Library has on overall student success through answering questions that help our students better navigate the college through referrals to other student support offices, such as the writing center and the tutoring center. The data collected will help demonstrate our impact on student retention and success.
- **Leanne's Project:** To assess the impact of utilizing one or more student learning services (Reference and Research consultation, the University Writing Center, and/or PAL Tutoring) on student success and retention, and to determine to what extent the colocation of those services matters.
- **Jayna's Project:** Measure the impact of the library's newly updated and marketed Embedded Librarian program on student success and retention. Metrics used to collect data will be the number of courses librarians are embedded within, reference interactions, research appointments, etc.
- **Melanie's Project:** To assess or better understand the connection between engagement/student success and use of School of the Art institute of Chicago's Special Collections.



The Realities

While none of the team members were able to start their projects due to shifting realities, we found the experience to be enriching and provided a wonderful network of colleagues and support.

The Impact

We learned **CARLI Counts, especially in a pandemic**, and here are just a few examples of what we gained through this experience:

- **An understanding of how to develop concrete plans and design a research project**
- **Ideas about ways to use data to communicate effectively**
- **How to promote our successes to a variety of stakeholders**
- **Confidence in our assessment skills**

