

## Cohort 4 – Report Template

Section Header	Description
CARLI Counts Participant	Jayna Leipart Guttilla   Collection Development & Access Librarian   Illinois Valley Community College
Project Name/Title	One Book, One College Assessment
Single Sentence Abstract	I assessed IVCC’s college reads program, One Book, One College, by creating surveys that mapped institutional learning outcomes to programmatic goals for events, participants, and committee members.
Motivation(s) for Project	The One Book, One College (OBOC) program was instituted in 2020 as a way to bring the IVCC community together through a common reads program but assessment was not built into the program. During the second year of the program, IVCC’s Co-Curricular Assessment initiative was launched and One Book, One College was the first program to take part.
Partners and Stakeholders	<ul style="list-style-type: none"> <li>• Assessment Committee – lead co-curricular assessment activities.</li> <li>• One Book, One College Committee – create, disseminate, and evaluate surveys and data.</li> <li>• Dean of Learning Resources – oversees library and assessment.</li> <li>• Librarians – will participate in data collection and analysis.</li> <li>• Faculty – support program and data collection by including OBOC selection and events in coursework.</li> </ul>
Inquiry Question	What is the impact of the One Book, One College program on the IVCC community?
Study Participants/Population	Population consisted of students, faculty, staff, administrators, community members, and One Book, One College committee members.
Method(s) of Data Collection and Analysis	One Book, One College has events starting in the fall semester and end in the spring semester. Each spring, we announce the following year’s book selection and begin planning events. Starting in 2022, the One Book, One College committee partnered with the campus Assessment Committee to initiate co-curricular assessment. We mapped OBOC programmatic goals to institutional learning outcomes and built surveys and attendance logs using Microsoft Forms.

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	<p>Distinct surveys were built to assess learning outcomes at events, count attendance, and support the selection of upcoming OBOC texts.</p> <p>Surveys were completed both by QR code, web links, and printed copies. Data was stored in Forms.</p> <p>Assessment, data collection, and analysis is ongoing with the continuation of the OBOC program.</p>
Findings	<p>The overall information that was gathered in the assessment of OBOC is that the program is positively received by the IVCC community, but attendance varies by selection title, event type, and course participation.</p> <p>Generally, the attendee classification was highest in the student category and over 70% of respondents identified as female. Most respondents indicated interest in topic and extra credit as the top motivating factors of attendance. The two skill/ideas that were identified at the conclusion of the event were that attendees “better appreciated a different perspective or people” and “better understood a social system, culture, or lifestyle.”</p> <p>When asked if the OBOC events achieve the program goal of “creat[ing] a community of readers and critical thinkers, and to create a vibrant and engaging dialogue on campus and beyond,” 17 respondents indicated “yes” and 1 selected “maybe.”</p> <p>The highest number of attendees indicated they heard about the events from signs posted around campus, within the LMS system, and their instructor.</p>
Use of Findings	<p>Findings are reported to Assessment Committee and to the OBOC committee. The OBOC committee uses the data to improve the quality of the programming and further assess impact. While the data is generally inconclusive with such a small data set, it appears that the outreach efforts of the program is working. At the same time, most attendees are encouraged to attend by faculty or for course extra credit, so the OBOC committee is looking into how we can better integrate the selections and programming into coursework.</p>
Next Steps and Other Results	<p>Continue to assess OBOC events, selections, and committee members.</p>

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	Through CARLI Counts I learned how to integrate assessment practices into library initiatives, practices, and procedures.
Additional Reflections	The work of a common reads program is important on a community college campus and while attendance has fluctuated based on the type of event, the program cannot be successful without administrative and faculty support. The OBOC program was able to add a line to the library’s budget to support the purchase of books and materials, but the data from our assessments could make a case for additional budget allocations, including speaker fees, purchase of books, outreach materials and food.
Timeline	Summer 2020: Initial program development Spring 2021: Launch of semester-long program Fall 2021: Launch of academic year program. Fall 2022: Co-curricular assessment
Bibliography/Works Cited	N/A
Appendices	<p>The event feedback surveys asked the following questions:</p> <ol style="list-style-type: none"> <li>1. IVCC ID Number</li> <li>2. What best defines your status at IVCC?</li> <li>3. Gender</li> <li>4. Most convenient day of the week to attend events.</li> <li>5. Most convenient time of the day to attend events.</li> <li>6. What is your motivation for attending today’s event?             <ol style="list-style-type: none"> <li>a. Extra credit</li> <li>b. Interested in topic</li> <li>c. Personal experience with topic</li> <li>d. Other</li> </ol> </li> <li>7. Which of the following skills did you learn how to perform at this event?             <ol style="list-style-type: none"> <li>a. Communicating to or with a specific audience</li> <li>b. I now see myself more similarly to or different from others</li> <li>c. I better understand a social system, culture, lifestyle, or theoretical framework</li> <li>d. I better appreciate different perspectives</li> <li>e. All the above</li> <li>f. None of the above</li> </ol> </li> </ol>

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	<p style="text-align: center;">g. Other</p> <ol style="list-style-type: none"> <li>8. One of IVCC's One Book, One College program goals is to "create a community of readers and critical thinkers, and to create a vibrant and engaging dialogue on campus and beyond." Did today's event achieve this goal?</li> <li>9. If you selected "No" or "Maybe" to question 10, please explain why today's program may not have achieved the One Book, One College program goals.</li> <li>10. Do you feel that the program participants (facilitators and attendees) demonstrated compassion, equity, and respect for others?</li> <li>11. If you selected "No" or "Maybe" to question 12, please explain how program participants did not demonstrate compassion, equity, and respect for others?</li> <li>12. How did you hear about today's events?</li> <li>13. How likely are you to attend another One Book, One College event?</li> <li>14. If you selected "somewhat unlikely" or "very unlikely" to question 13, please explain why in the comment below.</li> <li>15. Please feel free to comment on what you learned today or provide your general thoughts on the event.</li> </ol>
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Note: Submit report as a single PDF to Michelle Haake ([mjhuls@uillinois.edu](mailto:mjhuls@uillinois.edu)) and cc Lisa Hinchliffe ([ljanicke@uillinois.edu](mailto:ljanicke@uillinois.edu)) by February 1, 2024.