

ASSESSMENT *in Action*

Poster Abstracts

ALA Annual Conference 2014

Session I

Friday, June 27, 2014, 2-4pm

BALLY-Gold Room

Session II

Saturday, June 28, 2014, 8:30-10:30am

BALLY-Skyview 6

Assessment Project Posters! Presented by the first participants in ACRL's "Assessment in Action: Academic Libraries and Student Success" program, made possible by IMLS. Librarian-led teams carried out assessment projects at their colleges and universities examining the impact of the library (instruction, reference, collections, space, and more) on student learning/success. In each session, part of the 75 teams will present posters. These poster abstracts are also available online at <http://www.acrl.ala.org/value/>

Additionally, teams are submitting online final project reports, which will be analyzed and synthesized in a report released by ACRL later this year. The individual reports will also be available in a searchable online collection.

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Assessment in Action: Year One Project Posters

Session I: Friday, June 27, 2:00 p.m. - 4:00 p.m.

1. Alverno College

Librarians to the Rescue: Supporting Graduate Research

Our study addresses the research needs of a graduate student cohort. Because of inadequate research skills, some students have had to repeat a core course. We attempted two interventions: an embedded librarian worked with students and ongoing course in Moodle was created guiding students through the research process. Limitations: few students attempted the optional Project SAILS pre-assessment, so we were not able to better target our interventions.

2. Anne Arundel Community College

Finding the Cocked Hat: Triangulating the Assessment of Information Literacy as a College-Wide Core Competency

AACC has initiated assessment of all college-wide core competencies, including information literacy. AACC's Assessment in Action team employed a three-pronged approach to study institutional mechanisms that allow our students to develop appropriate information literacy skills, utilizing the college's curriculum map, deploying a faculty survey and assignment checklist, and conducting authentic assessment of graduating students' work.

3. Arizona State University

Bridging the Critical Thinking Gap: Assessing the Integration of Information Literacy into the Curriculum for At-Risk Students

Arizona State University created a new Critical Thinking course for at-risk freshmen in 2010. We collaborated successfully to build information literacy skills into the course curriculum as well as many levels of student learning assessment. We sought to demonstrate, with data, how the library's involvement was contributing to the course learning objectives, and whether students who completed the course persisted at a higher rate than their at-risk peers.

4. Central Washington University

ARC to Success: Linking the "Commons" Model to Academic Success at Central Washington University

In Fall 2012, Central Washington University opened the Academic and Research Commons; a one-stop shop for student success. To assess our Commons, the ARC team developed special enrichment activities for a select group of students in English 101. Through the examination of student grades and responses on pre- and post- self-assessments, we have been able to assess how the unified space and services of the ARC positively impact student success.

5. Claremont Colleges Library

Librarians Matter! Impact on First-Year Information Literacy Skills at 5 Colleges

This poster reports results of an assessment of student writing from the first-year seminar/experience programs at five separate undergraduate colleges. Papers were coded by level of librarian involvement in the class, and then scored using an Information Literacy rubric. Results indicate that students in courses with higher librarian involvement demonstrate better IL skills (that are statistically significant) than those in courses with low involvement.

6. DePaul University**“I felt like such a Freshman!”: Creating Library Insiders**

Independent learning activities, when coupled with reflection, are effective in providing an orientation to the library in particular and “academic life” in general. After participating in a self-guided library activity and reflecting on the process, students in DePaul’s First Year Experience program are able to articulate how the library can contribute to their success as academic learners.

7. Elizabethtown College**Learning from Lesson Plans and Information Literacy: How the Two Can Work Together to Benefit Students**

Learn how Elizabethtown College Library collaborated with the education department and IT to explore how education majors use information literacy skills to create lesson plans as part of their portfolios. Mapping education and information literacy standards, the Assessment in Action (AiA) team created a lesson plan rubric and designed a survey targeted to education seniors. Based on data analysis, hear the proposed next steps the AiA team plans to take.

8. Fairfield University**Honor Bound: Assessing Library Interventions to the Complex Problem of Academic Integrity**

The goal is to determine the effect of library created learning modules on first-years’ (a) understanding of academic integrity, and (b) knowledge/skills for citing sources to avoid plagiarism. The two learning modules and assessment tools are:

- Academic Integrity Classroom Lesson (Graded Essay Rubric)
- Online Plagiarism Tutorial (Multiple Choice Test) Results led to university-wide changes to Honor Code signing and new emphasis on paraphrasing skills.

9. George Mason University**Embedded Librarian Instruction in Undergraduate Research Classes: Facilitating the Scholarly Conversation between Faculty, Students and Librarians**

In partnership with the Students as Scholars program at George Mason University, the Library developed a program to embed subject librarians into 19 research intensive and/or inquiry based courses for the 2013/ 2014 academic year. The project reached 299 students who were exposed to the resources of their discipline and resulted in the increased collaboration of faculty and librarians, as well as increased visibility of this work across campus.

10. Grand Valley State University**Peer Research Consultants: Measuring a New Service in an Academic Library**

GVSU now offers peer tutoring in the library with research consultants, writing center consultants, and speech consultants working side-by-side. Assessing the peer research consultations began with defining measures, establishing data-gathering processes, collaborating with Institutional Analysis for analytical support, and regular reporting of usage and perception data. Preliminary results show positive student perception of the service.

11. Grinnell College

Finding Data Faculty Will Care About: A Mixed-Methods Approach to Citation Analysis

This study builds on existing citation analysis research by having faculty members and students rate sources included on assignment bibliographies. Quantitative data show faculty members rated sources on students' revised bibliographies higher than students did themselves; preliminary qualitative data analysis indicates that, following a research literacy session, students revised their bibliographies to include stronger sources.

12. Hofstra University

Predictors of Information Literacy Competencies at a Large University: What Role Does Library Instruction Play?

Investigating the impact of library instruction, researchers assessed the information literacy of 455 students. While there were no significant differences between those who had instruction and those who did not, a regression analysis revealed that experiences with research projects and use of library books did predict whether or not a student passed the information literacy test.

13. Howard University

The First-Year Experience: The Library as a Leader and Partner in Student Retention

On January 9, 2009, Howard University launched the Students First Campaign. One primary goal of this presidential initiative was to cultivate a culture where the student is valued as one of our greatest resources. A focus on the retention of first year students proved to be an important part of this campus-wide project. This poster provides an overview of the initial implementation of the First-Year Experience program designed by Howard University Library.

14. Indiana University of Pennsylvania

Cross Campus Collaborations for Student Success

IUP Libraries and Division of Student Affairs collaborated on the development of outreach events, educational activities and games to engage students, increase their use of the virtual and physical library, and pursue our shared mission of providing support for student success. Included are phases of the project, outreach events, games, and activities offered, method of data collection and results, outcomes, conclusions, and annotated bibliography.

15. Institute of American Indian Arts

Cite Me!: What Sources are Students Using for Research?

Do active learning bibliographic instruction sessions impact the types of sources students use in their bibliographies? Librarians worked with faculty and students in a required general education course. Using a rubric, librarians assessed the types of sources students cited following a lecture for library instruction and an active learning for library instruction.

16. Kapi'olani Community College

Researching Nā Akua: Assessing Library Instruction for Hawaiian Studies Students

The Kapi'olani Community College Assessment in Action team used a student survey and rubric to assess the impact of information literacy instruction for students enrolled in Hawaiian Studies 270: Hawaiian Mythology. The study also compared the effect of two library sessions vs. one. Results suggest that an additional library session increased the number of students who achieved proficiency in information literacy skills and improved student confidence.

17. Lakeland Community College

Timing Instruction for Success: A Study Comparing Student Performance on a Common Assignment

This study compares student performance on an annotated bibliography assignment given across 12 sections of English 1110, Composition 1A. Students in the test group had single-session information literacy instruction (ILI) timed to coincide with and address the assignment. Students in the control group did not have ILI in preparation for it. The results show that the ILI had a statistically significant impact on student success with the assignment.

18. Lasell College

Assessing Graduating Seniors' Information Literacy Skills

Three methods of assessment were utilized in order to create a baseline level of seniors' library skills. First, senior capstone research papers were evaluated using a rubric. Second, approximately 50% of the students responded to a 14 question survey. Third, twenty students, participated in a focus group. The data demonstrated that students' information literacy skills vary with the requirements of their discipline.

19. Los Angeles Trade Technical College

Measuring Information Literacy Success: From One-Shot Basic Skills Workshops to Embedded Librarian in California Acceleration Project

To assess information literacy success in one-shot basic skills no research sessions compared with research-based sessions. In comparison with one-shot instruction, high success rates with research skills resulted in embedded librarian Basic Skills (co-requisite) sessions with English 100 following the California Acceleration Project model.

20. Medaille College

Embedded Librarianship and the Senior Capstone Project: An Assessment of Student Learning

The Medaille College libraries and AiA team assessed the impact of an embedded librarian approach on student learning. The senior Capstone course was used as a basis for assessment with an information literacy rubric applied to the prospectuses of students. Data gathered will inform Medaille's approach to embedded librarianship.

21. Mercy College

Improving Information Literacy Skills in Undergraduate Multimedia Research Projects

With the ever-increasing number of undergraduate student research projects utilizing multimedia in addition to or in place of traditional text-only, libraries are scrambling to adapt information literacy instruction to best address this growing and challenging new need. This project traces the design and implementation of a pilot assessment program aimed at maximizing the effectiveness of information literacy instruction for 21st century student needs.

22. Miami University

Dedicated Technology Facilities: Impacts, Success, and Implications

Miami University's Assessment in Action project examined the effectiveness of two high-end digital media facilities. The first study of the project compared the technological self-efficacy of students who used the facilities to those who used other computing facilities without a comparable suite of equipment. The second project evaluated the visual literacy of students who created research project posters using the facilities compared to those who did not.

23. Michigan Technological University

Demonstrating the Value of Faculty Collaboration and Library Instruction on Student Learning and Confidence

Librarians and Social Sciences faculty members collaborated to meaningfully integrate information literacy instruction into a first year general education course and analyze the impact on student learning and confidence. Impact was measured using a direct assessment method (rubric) as part of a university-wide assessment process and through the use of a survey to gather information on student confidence in accessing and evaluating library resources.

24. Middlesex Community College

Did this "flip" flop?

This study compared the effectiveness of instruction in Comp. 1 sections taught using a flipped classroom model with those receiving traditional instruction. Students in flipped sections viewed online content, and then spent class time in the library practicing skills. Through examination of works cited pages, we found that although the mean scores of students in the flipped classroom group were significantly higher, traditional instruction was preferred.

25. Montana State University

Assessing an Academic Library's Social Media Program

Montana State University Library assessed the impact of its social media (SM) program from the perspective of student community-building. By applying a Social Media Program and refocusing the MSU Library's social media activity towards interactivity and personality, we have created a valuable dialogue that allows us to understand, communicate, and connect with students in new ways.

26. Muhlenberg College

Information literacy and student learning at a liberal arts college: An ACRL Assessment in Action project

This project explores Muhlenberg College students' information literacy (IL) competencies from faculty & student perspectives, as well as the impact of IL instruction timing, format, & frequency on student learning. Project design recognizes faculty/librarian shared roles in IL teaching & learning. Findings will enable stakeholders to further support students' IL & further advocate for better alignment between students' IL development & the curriculum.

27. Murray State University

The Relationship between Known Library Use and Student Retention at a Regional Public University

In order to align with Murray State University's initiatives, the Libraries built a massive dataset of library use, indicated by: circulations, lab and proxy logins, interlibrary loan, participation in IL instruction, enrollment in an IL course, and visits to the on-site Writing and Comm centers. Controlling for certain demographic data, we then looked for relationships between these indicators of library use and whether students were retained.

28. Northeastern Illinois University

Architect, Coach, or Sage: How Can We Teach so They Will Learn?

Given limited time and resources, librarians at Northeastern Illinois University hoped to identify the most effective role a librarian can play in information literacy instruction: designer of online curricula, moderator in a flipped classroom, or presenter in a traditional classroom. This poster reports

on a semester-long study comparing the attitudinal and academic effects of three instruction models on undergraduate students in English 102.

29. Rockhurst University

A Collaborative Journey: Rockhurst University's Assessment In Action Story

Rockhurst University examined the impact of its one shot instruction sessions on first year students taking English Composition II. The project results suggest that students participating in face to face instruction sessions do increase their usage of library services and have an increased likelihood of using the library website and databases for future projects.

30. Rollins College

2nd year students, library use and enhancing their academic experience

Our study focused on 2nd year students in order to contribute to Rollins' new impetus in defining and addressing the specific needs of “higher education’s middle children.” We gathered data on how 2nd year students use our services and conducted research interviews with 10 about their library use and the reference librarians' and writing center's roles in their research and writing process. We learned where the gaps are and what our next steps should be.

31. Saint Mary's College of California

Measuring the effectiveness of library information literacy instruction

Our project aimed to strengthen the connection between English Composition courses and library instruction sessions to achieve information literacy learning goals. To this end, SMC librarians compared two versions of library instruction in ENGL5 “Argument & Research” sections to measure the effectiveness of embedding the “information evaluation and research practices” and “critical thinking” learning outcomes into our library instruction.

32. St. Mary's College of Maryland

Why Collaborate? Examining the impact of faculty-librarian collaboration on students' information literacy skill development in the First Year Seminar (FYS)

This project examined the relationship between librarian-faculty collaboration and students' information literacy skill development in the FYS through student and librarian surveys, faculty interviews, and rubric-based assessment of student work. Students in FYS sections with greater librarian-faculty collaboration were more likely to use library resources and contact librarians, but were no better at information evaluation, integration or citation.

33. South Texas College

Information Literacy and Student Success

What is the impact of information literacy instruction on student success in the classroom? The South Texas College library examined the impact of various modes (face-to-face, online, none) of library instruction given to twelve English Rhetoric classes. The study found that students with higher levels of information literacy skills are more likely to write stronger research papers and earn higher grades.

34. The College at Brockport, State University of New York

Growing a Culture of Assessment at the Drake Memorial Library

Brockport librarians have a single 50-minute session to introduce incoming freshmen to the library, its resources, and to teach basic information literacy skills. As part of ACRL's Assessment in Action program, the Brockport team designed and implemented a 14-month project to assess these sessions.

Using a pre/post-test model, the data revealed actionable results marking the first step in growing a culture of assessment in the library and across campus.

35. University of Idaho

Assessment of Library Instruction within General Education Learning Outcomes and Academic Support Programs: Determining Impact on Retention

The U-Idaho Library collaborated with General Education & Academic Support to assess library instruction, Fall'13. A faculty team used rubrics to rate pre & post instruction essays & bibliographies from first-year seminars. Mean bibliography ratings rose from 1.73 to 2.5. In Academic Support classes, library confidence increased 80%. Retention will be analyzed Fall'14. The AiA project folded library instruction into UI Gen Ed learning outcomes assessment.

36. University of Michigan

Student Performance and Perceptions in Different Models of Library Instruction: A Year in Assessment of Undergraduate Research

The University of Michigan Library assessed library instruction for the Undergraduate Research Opportunities Program (UROP). We compared two types of instruction: optional workshops and a required seminar. We assessed differences in student performance on several research tasks, in confidence levels before and after the sessions, as well as perceived usefulness of content taught.

37. University of Nebraska-Kearney

Effectiveness of Online vs. Classroom Instruction

This study attempted to determine if one-shot classes or an online course module was more effective in providing information literacy instruction in General Studies courses. A common assessment rubric was to be used along with the SAILS cohort test. Changes in assessment for English necessitated IRB protocol revisions, and it was not possible to obtain fifty subjects required for the SAILS cohort test from other GS sections.

38. University of Redlands

Building Foundations? Information Literacy in the First-Year Seminar

The goals of the University of Redlands project were to identify recursive information literacy practices that lead to academic success, and to learn about our first-year students' research practices. In the process we learned that increased engagement with the library and librarians led to improved understanding of scholarly practices and ability to evaluate sources in specific academic contexts.

39. University of Wisconsin-Eau Claire

Intersections of Information Literacy and First-Year Composition

This project examines how first-year composition students integrate information literacy concepts into research following instruction with librarians. Eight evaluators reviewed 10% of Exploratory Research assignments (n=200) submitted 2013/2014 by first-year writing students, using a rubric to assess student performance in Attribution, Communication of Evidence, and Evaluation of Information.

40. University of Wisconsin-Milwaukee**Preparing the New Professionals: Assessing the long-term impact of library internships on graduate student success**

Academic libraries are frequent training grounds for MLS graduate-students. Are workers properly prepared with marketable skills? What is the perceived value of applied training? Do mentors impact student employee success? A study on the experience of student workers reveals consistencies with training needs, professional development and mentoring, and allows for the construction of future best practices for MLS graduate-student training.

41. Virginia Tech**What is the impact of different instruction models on inquiry outcomes across 5 different FYE Courses?**

How can we assess First Year Experience courses with different sizes and instruction models, but consistent outcomes? VT librarians, along with the Office of Assessment, developed an assessment tool (multiple-choice pre and posttest) to measure and analyze student inquiry growth. Dramatic results have been achieved for those sections using active learning and embedded librarians, giving librarians evidence of impact and more leverage for further inclusion.

42. Webster University**Assessing Course-Embedded Research Consultations Using Multiple Methods**

This poster describes three assessments used to identify librarian contributions to student learning during course-embedded research consultations. First, presenters designed a research journal kept by students to record their search strategies. A single-case research design was used to compare students' research skills before and after the consultation. Finally, a focus group was conducted to gain insight into the student experience during consultations.

43. York University**Impact of Library Usage on Student Success: Exploring New Territories**

After reading about university of Wollongong's project "Discovering the Impact of Library Use and Student Performance", York University was inspired to conduct a similar project in which we sought to determine whether there is a correlation between library usage and student success. This project was an opportunity to explore new territory in seeking to discover what we could learn about the impact of the library on undergraduate students at York.

Assessment in Action: Year One Project Posters

Session II. Saturday, June 28, 8:30 a.m. - 10:30 a.m.

1. Appalachian State University

How Primary Source Instruction Informs Student Learning

As part of a collaborative assessment effort, a team of librarians at Appalachian State University partnered with History and Appalachian Studies faculty to assess the impact of primary source instruction on student learning. We examined student assignments from three classes to answer our guiding question: Does exposure to primary sources through library instruction and class assignments improve students' abilities to think critically and creatively?

2. Augustana College

Assessing Hands-On Learning in Special Collections: A Pilot Study

How does experience in special collections (SC) affect first-years' information literacy and critical thinking skills? Students completed pre- and post-tests of their ability to describe, analyze, and engage with primary documents. Then, papers by students who used SC were compared with papers by students who had not to identify differences in source use. Learn the results of this study and implications for future assessment of student learning in SC.

3. Bucks County Community College

Information Literacy Contributing to Student Success

The poster addresses a Value of Academic Libraries recommendation: tie library assessment to institutional goals. Individual-level student tracking via attendance from literacies sessions compares library participation to success in the course in the near term and opens the possibility of later analysis on transfer, retention or employment. Current analysis shows promising measure of library impact, however, more data are needed to make a compelling case.

4. California Lutheran University

Do Online Learning Modules Have a Role in Information Literacy Instruction?

Undergraduate students from eight courses participated in a quasi-experimental study using repeated measures to determine how the addition of online tutorials to information literacy (IL) instruction affected the learning of ACRL Standard Three (evaluating information) and Standard Five (using information ethically and legally). A first-year; junior/sophomore; and senior-level module were developed. Analysis included quantitative and qualitative data.

5. Dakota State University

The Karl E. Mundt Library and the Flanking Maneuver: Assessing the Deployment of Different Instructional Approaches in the Battle to Reach Online Graduate Students

This poster looks at the effect the library has upon the research knowledge and skills of online, graduate Education students. Students received instruction through either an online tutorial assessed with a pre/posttest and worksheet or through personal contact with a librarian assessed by grades on a research paper. Improvements were seen in both instructional methods with statistical significance found in the pre/posttest.

6. Dalhousie University**Research Assistance Linked to Student Retention**

The Dalhousie University Libraries created a “seed” program of mandatory, one-on-one Research Assistance for readmitted Arts & Social Science students to improve their research skills and their personal connection with the university. By surveying the students and analyzing changes to GPAs, we have shown a possible correlation between Research Assistance and student retention.

7. Greenfield (MA) Community College**Collaborating to assess science information literacy: An Assessment in Action project**

The GCC library collaborated with science faculty to assess scientific information literacy. We developed learning outcomes, designed & implemented an information literacy program, and collected data to determine student abilities & attitudes on entering & exiting our introductory biology course. We discovered that, on the whole, students are gaining the skills, knowledge, and confidence we had hoped. Several areas for improvement were also recognized.

8. Illinois Central College**Library Assessment...the Next Frontier!**

This poster session is the story of the Illinois Central College Library and its mission to explore the impact of librarian led instruction over the course of two papers in several sections of ENG 111 (Composition II) courses. The team sought out assessment strategies to measure student success with those papers (as part of a new general education goal to demonstrate information literacy)...and boldly went into the new and exciting world of assessment.

9. Le Moyne College**Information Literacy as Catalyst in Assessing a New Core Curriculum**

Librarians at Le Moyne College provided information literacy instruction to all freshmen through the first course in a new core curriculum. A library research assignment, embedded in the Canvas Learning Management System, assessed a set of outcomes mapped to ACRL’s IL standards 1, 2, & 3. Assessment data were gathered via Canvas’s outcomes reporting tool. This method serves as a model for assessing student learning at program and institutional levels.

10. North Carolina Central University**Assessing Freshman Information Literacy Skills Pre and Post Library Instruction: A Pilot Study**

North Carolina Central University conducted a pilot study to find if library instruction improves students’ information literacy skills. During the Spring 2014 semester, students in Dimensions of Learning, a freshman experience class, were given pre-tests before library instruction classes, and post-tests three months later. The data showed a trend that students’ information skills did improve after attending a library instruction class.

11. Pacific Lutheran University**Small Steps: Alternative Teaching Models & Student Information Literacy Development**

To address the concerns of faculty regarding the type and quality of sources students cite in research projects, this study examines the impact of different models of information literacy instruction (one shot vs. multi session) on first-year students’ development of research skills. Results indicate that students receiving shorter, more frequent instruction sessions made greater use of library resources and employed a greater number of search strategies.

12. Radford University**The Impact of Library Games on the Information Confidence of UNIV100 Freshmen**

After ten years of use in the UNIV100 Freshman Orientation course, does the library game positively impact a student's information confidence? If so, is the Library Challenge Game or the Mobile Scavenger Hunt the most effective? Information confidence is the ability to overcome one's reluctance to use library services and resources, known to affect a student's academic success.

13. Salem State University**Making Magic in Witch City: Improving Information Literacy at Salem State University**

Salem State measured the impact of IL instruction on student work in marketing, nursing, and Earth Day research classes. Among the findings were that marketing students who had received IL instruction in fall 2013 created better works cited than marketing students who had not received IL instruction. As a result of these findings, the business librarian and marketing professor altered their teaching techniques and expectations of students in spring 2014.

14. Santa Barbara City College**My Library: Building Confident Developmental English library users**

Librarians at Santa Barbara City College used a multiple workshop and coaching method with 359 Developmental English students in order to assess improvements in student confidence and skill in library and database use. Findings comparing pre- and post-tests as well as focus group data were positive. Follow-up will help us understand more clearly if self-confidence and experience in the library impacts persistence and success in subsequent English classes.

15. Southern Connecticut State University**The Long and Winding Road: Connecting Library Instruction to Student Persistence**

Do students enrolled in classes that schedule library sessions experience improved student success metrics? The literature suggests yes, but conclusive data is hard to come by. So far we've found that students in library sessions are better developing their info lit skills and faculty see positive change afterwards. The next step is to connect library data to institutional data and look for patterns or anomalies.

16. Stonehill College**Linked Literacies: The Library's Impact on Foreign Language Students' Cultural Learning**

We studied the impact of library instruction and access to library resources on novice Spanish-language learners' ability to meet the American Council on the Teaching of Foreign Languages Standards for Foreign Language Learning. Our research showed statistically significant changes in students' familiarity with library resources during the study. Quantitative data showed students believed access to library resources facilitated cultural learning.

17. The Ohio State University**AiA and the Second-year Transformational Experience Program**

This project explored the impact of library participation and information literacy instruction in the Second-year Transformational Experience Program (STEP) at The Ohio State University. We developed a logic model and corresponding assessment and data-gathering plan to assess the university's and the Libraries' intended outcomes for the program. Preliminary findings suggest the Libraries' is making a valuable contribution to STEP.

18. Towson University**Teaching in Two Steps: The Effectiveness of Using Electronic Modules + Consultations in a First-Year Composition Course**

Towson University's Cook Library piloted instruction for ENGL 102 which combined electronic modules with one-on-one consultations as a complement to the instruction in our research seminar. This approach allowed for both self-directed learning and point-of-need personalized instruction. This assessment project seeks to determine the impact on student learning while gathering information about how to improve these new pedagogical tools.

19. University of Baltimore**Measuring Undergraduates' Information Literacy Skills: A Baseline Study**

In Fall 2013, the University of Baltimore began a multi-year assessment of student information literacy skills. Baseline data of student competencies were collected at two points in the curriculum using pre- and post-tests and students' final research projects. This poster highlights data gathered from the research projects. This data has been analyzed to identify gaps in information literacy competencies and implement strategic change to fill those gaps.

20. University of Connecticut Health Center**In Their Own Words: Effective Search Behaviors by Medical Students and Residents at the University of Connecticut Health Center**

Surveys gathered data from students and residents about library use; this information provided librarians and administrators insight into how different populations use medical literature. The Assessment in Action research project at UConn brought groups of librarians and faculty together in effective, functional collaboration. Our project demonstrates that multi-disciplinary educational teams can improve teaching and learning in medicine.

21. University of Guelph**Evaluating the Impact of Face-to-Face and Online Information Literacy and Writing Skills Instruction Using a Mixed Methods Research Design**

In our AiA research, we evaluated the impact of F2F, online, and blended approaches to information literacy and writing skill development in a large, first-year Management course using a mixed methods, case-study approach. Our results are not generalizable but they did prompt us to question the efficacy of these common approaches to instruction. They also raised our awareness of pitfalls to avoid in research design.

22. University of Manitoba**Long Night Against Procrastination: the Fully Supported All-Nighter**

Modeled after the original Long Night Against Procrastination (LNAP) in Germany, LNAP events at the University of Manitoba bring proper academic research and writing support to the "all-nighter" experience. Various forms of evaluation in preparation for this poster look at the success of LNAPs in supporting students in this unique way.

23. University of Maryland-College**Information Literacy Integration into Asynchronous Distance Learning Courses: A Model**

Using an embedded librarian approach, including a course-tailored resources guide, library instructional content, and an interactive exercise, working with three sections of an upper level undergraduate political science course GVPT 408 (Counterterrorism), the final assessment

anonymous survey demonstrated that students found the additional research help made available by the Library beneficial to the successful completion of their research assignment.

24. University of Massachusetts-Dartmouth

The Relationship between Library Usage and Student Success

The AiA project undertaken at UMass Dartmouth explored whether the library as a place contributed to student success (GPA). We introduced freshmen to library facilities early in the semester and surveyed for self-reported usage later. Project findings uncovered only weak observed relationships between variables pertaining to library usage and first-term GPA. However, participation in the library orientation did have a positive impact on subsequent usage.

25. University of North Carolina - Charlotte

Assessment Archaeology: Digging up old data for longitudinal assessments

As campus priorities shift from enrollment headcounts to retention and graduation rates, library assessments need to follow suit. Learn how one large academic library worked to convert data collected in traditional statistical reporting into material for a longitudinal study of student success, and the lessons learned for demonstrating library impacts on complex goals in the future.

26. University of Northern Colorado

Designed & furnished for success: fostering an "academically social" campus space.

Use of the library as a place on campus as a factor in student success was explored using mixed methods research. Focus groups, a furniture sweep, and video booth confessional, combined with institutional data, motivation, and co-curricular activities, to explore the effects of using the library on GPA and time to degree completion. Results indicate that participants have slightly higher GPAs and are on track to complete degrees within five years.

27. University of South Florida

Impact of Information literacy Instruction on the Success of First Year Composition Students

As part of ACRL's Assessment in Action program, the USF Tampa Library engaged in a multi-modal approach to assessing the impact of library instruction on student success using both quantitative and qualitative assessments. USF has historically relied upon satisfaction surveys, but student analytics improve the measure of the library's influence on achievement. This presentation suggests a link between information literacy instruction and student success.

28. University of Texas at El Paso

Assessment in Action: A Work in Progress

UTEP Library's instruction sessions serve mostly Latino students. Through AiA, the librarian team hoped to refine existing IL programming and develop new IL outreach methods. Assessments would gauge the value of training and consist of surveys and final course grades. UTEP's Institutional Review Board declared all data collected null and void, but the team is still developing new outreach methods, and is still creating assessments to improve IL services.

29. University of Wisconsin-Green Bay

Starting Somewhere: UW-Green Bay's first information literacy assessment

As first time assessors, UW-Green Bay set out to investigate the effect that information literacy instruction has on student learning and does the type of instructional session have a greater or lesser effect on student learning. This study provided UWGB with useful and applicable data, but more

importantly it provided the library with its first foray into formal information literacy assessment and taught us many lessons about the assessment process.

30. Western University of Health Science

Flip or Flop? Flipped vs. Didactic Instruction for Evidence-Based Eye Care

Librarians work with the Dean of the College of Optometry to teach Evidence-Based Eye Care. We researched the impact of flipping the class on retention and ability to apply Evidence-Based Practice (EBP) concepts. Cohort 1 received lecture. Cohort 2 viewed videos before class and did hands-on activities. We found no statistical significance between the cohorts' assignments. However, qualitatively, Cohort 1 focused on EBP step 1; Cohort 2 advanced to step 2.

31. Brown University

Plugging into the process: Enhancing disciplinary partnerships to provide robust student research skills

Brown University's project focused on developing an understanding of research skills of first year students. First Year Seminar faculty were interviewed about expectations and perceptions of student research skills. This research revealed opportunities for the Library to rethink its instruction program and collaborate with campus partners to develop programs and connect students to the support they need.