ASSESSMENT in Action

Poster Abstracts

ALA Annual Conference 2015

Session I
Friday, June 26, 2015, 2-4:00pm
Moscone Convention Center, 3006 (W)

Session II
Saturday, June 27, 2015, 8:30-10:30am
Hilton San Francisco Union Square, Imperial B

Assessment Project Posters! Presented by the second year 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 64 teams will present posters. This poster guide is also available online at http://www.acrl.ala.org/value/

Additionally, teams are submitting online posters and final project reports, which will be analyzed and synthesized in a report released by ACRL later this year. The individual reports and posters will also be available later this summer in a searchable online collection at https://apply.ala.org/aia/public

Contents

Assessment in Action: Second Year Project Posters

Session I: Friday, June 26, 2015, 2:00 p.m. - 4:00 p.m.

1. **Arkansas Tech University**
Critical Thinking & Information Literacy
This project examined critical thinking of students in a one credit-hour information literacy (IL) course. The team used TRAILS pre/post-test to assess student IL skills. While these results were inconclusive, we were able to align the pretest data with student work in the final project. The rubric measured students' ability to apply higher level thinking to IL skills in order to create a viable thesis statement and support it with authoritative and relevant resources.

2. **Becker College**
All, Some or Nothing At All: What is the Effect of Librarian Information Literacy Instruction on Student Learning Outcomes?
Seeking to build on a successful embedded library instruction partnership, the Becker College libraries engaged other faculty members teaching English composition for a pilot project during which one section would have no librarian instruction, the second would continue the embedded instruction, and a third would involve a single librarian instruction session (commonly referred to as "one-shot" instruction.) We asked, does more library instruction affect student use of information resources compared with less or no instruction?

3. **Champlain College**
Authentic Assessment: building a longitudinal information literacy assessment model using student research artifacts.
Asking ourselves the fundamental question of "we're teaching, are they learning?", this poster presents the findings of an authentic assessment project in a college with a fully course-embedded, sequential and scaffolded information literacy program. All undergraduate students receive information literacy instruction seven times throughout their undergraduate studies, regardless of their major, in the College's interdisciplinary Core program. In order to assess for information literacy, the Library's teaching librarian team devised a developmental, competency-based rubric that attempts to chart a student's undergraduate journey in information literacy from emerging to proficient.

4. **City University of Seattle**
Do Student Clicks = Student Learning?
What can a library learn about the impact of its instruction program on student learning by participating in its university's Comprehensive Assessment Strategy? Learn about CityU's quest to analyze student use of library-created instructional content in conjunction with information literacy assessment. Through trial, error, and persistence the team made important discoveries, accumulated baseline data, and acquired the knowledge needed to build a foundation for assessment of library impact on student learning.

5. **College of Southern Nevada**
Attitudes Matter: Student Success Beyond Information Literacy
Does library instruction make students more successful? We found that the answer is yes, but that it has little to do with specific information literacy skills. Instead, the strongest correlations are between course grades and students becoming more confident about their academic ability after an instruction

session. We further found that the more integrated library instruction is with the content of a course, the greater the correlation is to student success indicators.

6. **Des Moines Area Community College**
If I Can't Use Google, How Am I Supposed to Complete This Assignment?
A simple cross-disciplinary research assignment was used to exam student understanding of online library resources (such as databases) and the Web. Students were asked to record their search terms and results, and then to rate their comfort using the various resources. Results indicate that students who receive library instruction have a better understanding of the concepts, as indicated by "better" search strings, and are more comfortable using online library resources.

7. **Eastern Kentucky University**
The Connection Between Library Resource Usage and Student Success
Library impact studies at many universities have indicated a correlation between library resource usage and student success; for example, the University of Wollongong, the University of Minnesota, Murray State University, the University of Huddersfield, and York University have all found that increased library usage correlates with student success, and that students who do not use the library at all have significantly lower outcomes. To add to this growing body of evidence, Eastern Kentucky University Libraries analyzed undergraduate usage of online library resources and found a similar effect.

8. **Eastern Mennonite University**
Measuring the Impact of a Library Drop-in Tutoring Service: Effects on Student Grades and Retention Rates at Eastern Mennonite University
The Hartzler Library at Eastern Mennonite University partnered with the Academic Support Center to provide drop-in tutoring services on the main floor of the library during evening hours of fall semester in 2014. We measured the impact of the drop-in tutoring services on students' assignment and course grades and also on retention between fall and spring semester. Students self reported they were pleased with the service and that their assignment and course grades improved as a result of tutoring. Retention was slightly improved for students who attended drop-in tutoring services. We concluded that drop-in tutoring is a worthwhile service for academic libraries to explore providing.

9. **Florida International University**
The Influence of Faculty Collaboration on Students' Information Literacy
This project explores the impact of collaboration between discipline and library faculty in teaching information literacy to students enrolled in foundational and major-level Global Learning courses at a large research institution. Using qualitative and quantitative methods the study explores faculty definitions of information literacy, their perceptions of students' performance. Study pairs were tracked throughout the spring semester to determine the extent that collaboration impacted student performance in specified information literacy outcomes.

10. **Fulton-Montgomery Community College**
Building Bridges & Crossing Silos to Inspire Student Success
The Evans Library, as a member of Academic Affairs, often works with other academic divisions to provide Information Literacy instruction in the classroom. This poster details a different kind of partnership: working with Student Affairs and the Retention Office to provide specialized academic services outside the classroom to students placed on Warning or Probation. This poster shows the challenges of providing "personal librarians"   to at-risk students and outlines future steps to help ensure student success.

11. Georgia College and State University

One Step Further: Emphasizing the Impact of Information Literacy Instruction through Student Performance in English Composition Courses

This project explored the impact of information literacy instruction on student performance in First Year Composition Courses. Specifically, it examined students' knowledge and ability in evaluating sources to support their ideas in writing. This project attempted to compare librarian-led information instruction to instructor-led information literacy in attempt to answer the primary inquiry question: What is the effect of librarian-led information literacy instruction on student performance in English 1101 (First Year Composition)?

12. Illinois Institute of Technology

Articulating the effect of library usage on student success and persistence

The study allowed the library to establish connections between academic success outcomes such as student persistence and GPA by demonstrating the variety of ways that libraries contribute to student learning and success. This information will be used to anticipate student expectations, expand services, and develop collections and access.

13. Kalamazoo College

Using Annotated Bibliographies to Evaluate Critical Thinking Skills in First Year Seminar Students

In 2013, Kalamazoo College redesigned its First Year Seminar library workshop to focus more on the process of research and less on library tools. Our pilot assessment of this redesign used a rubric to evaluate annotated bibliographies prepared by some of the Seminar classes to see if students could select and evaluate relevant, credible resources. The results show students still need work on evaluation skills, which we hope to continue work on in Sophomore Seminars.

14. Knox College

The Seats Don't Lie: Study Preferences of STEM Students

Our research gained insight into the study preferences of Knox College students enrolled in STEM courses, especially in regard to use of the campus libraries. Using mixed methods research, results indicate a strong preference for quiet, individual study space that is communal in nature and a need for private, but not isolated, group study space. This data will help redefine and renovate a science branch library environment that encourages and sustains student success.

15. Kutztown University of Pennsylvania

Evaluating Effectiveness of Information Literacy Instruction in Freshman Composition

My team attempted to determine whether or not students benefitted from having a librarian participate in information literacy instruction (ILI). We hypothesized that students in the sections that receive ILI from a librarian will be more likely to cite a larger number of sources overall, use a greater variety of resources, and cite resources located using the library tools, than the students in the sections that did not receive ILI. Professors of the freshman composition class volunteered to participate in the study. Nine faculty volunteered a total of twenty-one sections.

16. Macalester College

"One-Shots" and Research Consultations Can a Difference

In Fall 2014, librarians identified selected senior capstone courses in each Macalester College discipline: Fine Arts, Humanities, Social Sciences, Natural Sciences and Mathematics, and Interdisciplinary Studies. With student writing samples from six capstone courses, librarians

evaluated student work using a rubric for demonstration of three information literacy skills: attribution, evaluation of sources, and communication of evidence. Student performance in these skill areas was compared to data containing information fluency class attendance and student participation in individual research consultations from Fall 2012-Fall 2014. Results indicate that students who receive more instruction from librarians through class sessions or research consultations perform better in these areas than students who attend fewer classes or individual research consultations.

17. Marquette University
Flipped Learning and Evidence Based Medicine Skills
This project addresses the question, "What are the most effective instructional methods for teaching evidence-based practice in health sciences curricula?" A cross-departmental team investigated the impact of "flipped learning" on physician assistant students' development of evidence based medicine skills. In total, 87 students were divided into two sections. One section participated in a traditional, face-to-face library instruction session while the second section participated in a flipped classroom learning experience. All participants were pre- and post-tested with the Goldgar Self Evaluation of EBM Skills to measure confidence in their evidence based medicine searching skills and post-tested with the Fresno Test of Evidence Based Medicine to assess their actual skills.

18. Massachusetts College of Liberal Arts
The "Ayes"   Have It: An Embedded Librarian in an Undergraduate Political Science Class
The Massachusetts College of Liberal Arts library project featured integrated instruction and targeted outreach to students majoring in political science. By tying instruction to a class within their major, we introduced students to key research approaches and sources that they would use throughout their college career. During the semester, a librarian and faculty member collaborated to create course-specific assignments focused on research and information literacy. The librarian was embedded in the class through the learning management system and regular class visits. As a result of this project, we have revamped how we provide library instruction to political science majors and have moved to a comprehensive scaffolded approach.

19. McDaniel College
"Mastering Attribution: Adapting Citation and Anti-Plagiarism Instruction into a Competitive and Active Game-Based Learning Activity"
Citation Master is a game-based learning approach to teaching students about the importance of academic attribution. This workshop does not focus on idiosyncratic, style-based rules, but instead focuses on the broader skills, philosophies, and ethics behind proper citation and good writing. We assessed the students' ability to identify the need for citation through a pre and post-test writing prompt. Our goal was to understand if students had an increased understanding of attribution and a more sophisticated framework for understanding the process and ethics of academic writing. Our data supports our hypothesis that students lack a fundamental understanding not of citation mechanics, but of the essential philosophical elements underlying proper academic attribution.

20. Montclair State University
Finding the Right Public Health Data: (Librarians + Students) = Success
This project focused on assessing the impact of Government Documents and data information literacy instruction on student success for students in the Masters in Public Health program. We used a multimodal assessment process, including measuring the outcomes of one-shot information literacy classes in Government Documents and data information literacy combined with embedded online research guides, and one-on-one research appointments with librarians. Assessing data information

literacy (DIL) is a new field that demonstrates a major impact of library leadership in many areas of research and business applications in e-science, with national and global reach.

21. NorthWest Arkansas Community College

Do the NWACC Library's Information Literacy Instruction Sessions for English Composition I Have a Measurable Effect on Student Success?

For this poster, the NorthWest Arkansas Community College Library and Department of English tracked student attendance at 29 information literacy instruction sessions held for ENGL 1013, English Composition I, in Fall 2014 in order to compare the final grades and retention rates of IL session attendees and non-attendees. We found that students who attended IL sessions for ENGL 1013 were significantly more successful in that class and returned to NWACC in the Spring 2015 semester at significantly higher rates than those who were not in attendance.

22. Our Lady of the Lake University

Video killed the one shot session: Embedding online tutorials in first year composition classes and the effects on student success

At Our Lady of the Lake University, English faculty and librarians collaborated in embedding information literacy in 16 sections of first year composition courses for traditional students needing remediation. Class research assignments were supplemented with mandatory online tutorials and multiple in-person library instruction. The data showed a positive correlation between completing the online tutorials and students' course grades and greater confidence in researching abilities. An analysis of citations within student papers was also conducted.

23. Pierce College at Fort Steilacoom

Plant More One-Shots? Prune Them Back? Or Plow Them Under?: Evaluating the Impact of Library One-Shot Instruction on Students' Success in Subsequent Courses

In an attempt to examine the long-term effects of "one-shot" library instruction, this study asks whether one-shot sessions have a measureable impact on student success indicators such as course-end grades in subsequently-taken courses. Methods included examination of student grades based on number of one-shots attended in a freshman composition course; analysis of student papers; and a survey of students' perceptions of the usefulness of strategies learned in one-shot sessions and their application to a subsequent research project.

24. Point Park University

Assessing One-Shot Information Literacy Lessons in Gen Ed Courses

Point Park University Library collaborated with faculty on complementary information literacy assignments for two newly revised courses in the University's Core Curriculum. Beginning with the 2014 Fall Semester, all incoming, first time, first-year students were required to take two new fundamental core classes: City-University Life (UNIV 101) and English Composition (ENGL 101). One-shot library instruction was divided into two lessons, each with a particular focus, objective, and measurable outcome which tied into the larger information literacy objective of the Core: "Locate, evaluate and use information effectively, ethically, and legally from a variety of traditional and digital formats."

25. Rutgers University-New Brunswick

R U Up for the Challenge? A Partnership to Measure Library Impact on Student Learning: Rutgers University Libraries & Ronald E. McNair Post Baccalaureate Degree Achievement Program

Rutgers University Libraries seek to support the goal of the Rutgers University Mission Assessment and Alignment Planning system (MAAP) which is "˜to clarify the contributions of various programs and units to the fulfillment of the Rutgers-New Brunswick undergraduate educational experience mission/goals, and to facilitate and encourage assessment and alignment of outcomes and progress toward those goals'. Toward this end, the libraries have focused on measuring the impact of its instruction program via the McNair Post Baccalaureate Achievement Program (MPBAP).

26. South Dakota State University

Collaboration in Learning: Partnering Academic Support Services for ESL Student Information Literacy

The SDSU collaborative research team from Briggs Library and the ESL and Writing Center Departments sought to promote, develop and assess academic information literacy skills among ESL students in a remedial writing class. Students were surveyed prior to and after library instruction regarding confidence in using library resources and knowledge of key information literacy concepts. The research team also conducted a qualitative analysis of student essays to examine information literacy skills.

27. Southern Methodist University

Does Flipped Instruction have an Impact? A Pre- and Post-Test Study of First-Year Students

Given evidence of ineffectiveness of one-shot instruction, Southern Methodist University studied whether flipped instruction impacts students' perceptions of the library and retention of information literacy concepts. Students were assigned an online tutorial to complete before F2F instruction. A pre-test/ post-test methodology was used. Results indicate an improved level of comfort with the library, but the study indicates flipped instruction is not sufficient as a sole method of teaching information literacy concepts at the undergraduate level.

28. Temple University

A Place Called the Plateau: Assessing the Short- and Long-Term Impacts of Information Literacy Instruction

At Temple University Libraries, we reach a large number of students through integration in the General Education program. This poster reports on our rubric-based assessment of student papers in a GenEd American Studies course. We explored whether students performed better on information literacy outcomes after receiving a brief library workshop, and looked for differences between students who did and did not receive First Year Writing library instruction.

29. University of Akron Main Campus

As Good as It Gets"¦For Now: Assessing Information Literacy in the General Education Curriculum

In 2014, UA revised its general education curriculum to include information literacy (IL) as one of its student learning outcomes. This project aimed to gauge current IL levels among students in Public Speaking and English Composition courses. In collaboration with faculty students in select sections completed specifically designed annotated bibliography assignments that were assessed based on traditional IL standards. The results confirmed anecdotal data, and the project increased the library's visibility in campus-wide assessment.

30. University of Alberta

Can the Personal Librarian program help make the University of Alberta Libraries more relevant and supportive for students in specific populations?

The Personal Librarian for Aboriginal Students (PLAS) program aimed to deepen Aboriginal (native) students' engagement to work towards their academic success and retention. PLAS offered a unique Personal Librarian program by partnering each incoming Aboriginal student with a librarian. PLAS furthers the University's goals by making first year Aboriginal students aware of the availability and relevance of library services in informing them, maintaining contact, and supporting their inquiries.

31. University of California-Merced

Assessing an Embedded Information Literacy Emphasis in Introductory Writing Classes

This investigation explored whether or not students who participated in a course-integrated model of library instruction, delivered through an introductory writing course, demonstrated 1) more developed information literacy skills in research writing as well as 2) higher levels of academic achievement (course and overall GPA) than did their peers who did not receive the same type of information literacy instruction. The students who received this course-integrated model of library instruction were known as TRAIL students. Non-TRAIL students either received one-shot library instruction or did not receive any formal library instruction.

32. University of Minnesota-Morris

Not Just For Now: Developing a Longitudinal Study of Information Literacy Skill Development and Retention

Briggs Library has recently begun collaborating with the freshman writing course ENGL 1601 on a two-class library instruction program. While it appears to be successful in the short-term, we are interested in the program's long-term efficacy. Specifically, what information literacy skills are retained after course completion, and how does additional library instruction in upper-level classes allow further skill development? This poster describes the design, test run, and future implementation of a four-year panel study of students' information literacy skill development and retention from ENGL 1601 enrollment to graduation.

33. University of Mississippi

Student Outcomes Using Free Alternative Textbooks

In partnership with the College of Liberal Arts at the University of Mississippi, the Assessment in Action team investigated how the use of free alternative textbooks influenced student engagement and learning. Using OERs and other free learning materials can provide significant cost savings to students, but are there benefits beyond that? Using interviews with faculty, survey responses from students, and course data this poster shows the impact that these learning materials had on student outcomes.

34. University of Mississippi Medical Center

Collaborative Library Space and Resources: Focusing on Student Perceptions of Interprofessionalism in Medical Education

We selected an interprofessional education (IPE) assessment project in response to the Liaison Committee on Medical Education's accreditation standard for integration of IPE into the medical school curriculum. The project incorporated student groups representing different programs of study who had undergone Basic Life Support (BLS) training; these interprofessional student focus groups were hosted in the library's Collaborative Learning Center with a clinician/library faculty-led discussion on BLS and interprofessionalism. The dual purpose was to determine if students retain

more knowledge in an interprofessional education setting, and to assess student opinions on interprofessionalism.

35. University of Nebraska at Omaha
Don't wait for them to come to you: Partnering with student support services
The University of Nebraska Omaha has several initiatives to aid student populations needing extra support, however Criss Library has not always been a direct partner with these programs. This poster assesses the impact of a roving librarian at the campus Federal TRIO Student Support Services office. Results suggest that while the project did not lead to an increased use of library resources, it did lead to an increase in students' confidence toward their research abilities.

36. University of South Dakota
Assessing the Impact of Information Literacy Instruction on Student Citations
Librarians at the University of South Dakota Libraries are partnering with Health Sciences faculty to look at the impact of library instruction and instructional materials have on student citations in the designated critical writing course. The study was piloted spring semester 2015 resulting in changes to the instructional materials as a result of evidence that students struggled more with Web site citations. The pilot also led to the decision to compare print and electronic sources separately. Changes were also made to the wording and structure of the survey to make it less confusing for students.

37. Virginia Wesleyan College
Understanding the Liberal Arts through Book Displays at Hofheimer Library
This project focused on an assignment created to increase first-year student awareness and engagement with the seven required disciplinary perspectives that comprise Virginia Wesleyan's general education curriculum. The assessment focused on whether the collaboratively developed assignment resulted in greater student understanding of the perspectives. Results indicated enhanced student understanding. Positive results have led to broader promotion and incorporation of the assignment in the FYE course.

38. Wake Forest University
What's in it for me? Success, Motivation, and Gaps
The mission of the Z. Smith Reynolds Library is to help students, faculty, and staff succeed. Through surveys and focus groups, we evaluated how our services, programs and resources satisfy our mission in terms of students' self-defined factors for success. Our analysis reveals a divergence between students' self-predicted / aspirational success motivators and motivators that correlate more strongly with self-efficacy and academic satisfaction. This perception gap reveals new possibilities for student outreach and library programming.

39. Washington University in St. Louis
Assessing Research and Writing Support for First-Year Writing
Washington University Libraries and campus writing support services collaborated to determine the impact of writing and research assistance on student success in the mandatory freshmen writing course. We tracked students who used our services and compared their overall course grades with students who did not seek out our assistance. The results show that writing assistance has a greater impact on student success, particularly non-native English speakers, than research assistance.

Assessment in Action: Second Year Project Posters

Session II: Saturday, Saturday, June 27, 8:30 a.m. - 10:30 a.m.

1. **A.T. Still University of Health Sciences**
   EBM Instruction Effects on Accuracy and Source Quality
   Our study aims to show and connect the idea that Evidence Based Medicine (EBM) instruction leads to better evidence-use by students which leads to better healthcare and better doctors through student's acquisition of EBM skills in medicine literature retrieval. We quantify the improvement in source quality and accuracy that a first year Physician Assistant class has after an EBM instruction lecture session through a pre/post test model consisting of answering unknown clinical questions and listing the source from which the answer is obtained. The student's selection of better quality sources for their answers improved significantly and there was a modest improvement in accuracy between the pretest and posttest. A rubric was designed to measure source quality.

2. **Benedictine College**
   Information Literacy Across the Curriculum: Differing Perceptions of Faculty and Students
   The Benedictine College Assessment in Action team focused on questions related to our students' development of Information Literacy skills across the curriculum. Although Information Literacy has been an implicit part of several courses and curriculum areas, the skill itself does not have a designated place in the General Education Program. Our team engaged faculty and students in discussions about when, where, and how students are introduced to Information Literacy during their undergraduate program; what gaps exist in the curriculum in the area of Information Literacy; and how those gaps could be addressed.

3. **Colorado Mesa University**
   The Brave and the Bold: Students & Reference Librarians Unite to Assess Associations Between Student Success and Ask-a-Librarian Services
   Do your ask-a-librarian interactions with students have associations with student success at your institution? Colorado Mesa University librarians decided to pose this question, devise and carry-out a plan for studying it, and become part of the student success and retention commitments at their teaching-focused institution. With assistance from their Office of Institutional Research, early data analysis shows a promising set of positive associations between CMU students' success and interaction(s) with professional librarians via Ask-a-Librarian services.

4. **CUNY Borough of Manhattan Community College**
   Lifting the Veil: Analyzing Collaborative Virtual Reference Transcripts to demonstrate value and Make Recommendations for Practice
   The Library has provided 24/7 Chat Reference since 2007, using the QuestionPoint service from OCLC.   We undertook to analyze the transcripts for the year 2013. About 810 transactions were documented. We have used both quantitative and qualitative measures to try and understand how the service is being used, and to open up conversations about best practices. Major outcomes include: English fluency issues, users are persistent (logging in more than once), and there are still technological barriers.

5. **Defiance College**
   "I just use Google": The role of information literacy skills in academic inquiry
   In August of 2014 Defiance College launched a new CORE curriculum, giving the library opportunity to re-design and implement a more robust Information Literacy program. In CORE115, Foundations of Academic Inquiry, library staff team taught alongside instructors in a collaborative effort to instill first-year students with the research skills necessary to facilitate their academic achievement and a successful future as life-long learners. The five embedded course sessions were carefully designed, student output assessed, and data analyzed. The results are encouraging, though much more still needs to be done in this area.

6. **Georgia Institute of Technology-Main Campus**
   Serving the Underserved: Assessing the Value of the Graduate Communication Certificate Program
   The Graduate Communication Certificate Program was initiated to establish a structure for improving professional communication skills. The Program comprises required and elective workshops, and a capstone project; and integrates instructors from several campus units. Instructors evaluate the effectiveness of their workshops, but no programmatic assessment occurred. To assess the Program, this project sought to develop student learning outcomes, devise appropriate measurement strategies, pilot test the instruments, and begin to develop ways to analyze data collected.

7. **Joliet Junior College**
   Impact of Libguides & IL Instruction on Developmental Reading Students
   Meeting the needs of students enrolled in developmental education remains one of the most challenging problems for community colleges. However, providing effective library support to this population remains an under-researched topic. This project assesses the impact of two variables on the quality of the sources used by four sections of a developmental reading in their final projects: the number of information literacy (IL) instruction sessions with a librarian and access to a course Libguide.

8. **Luther Seminary**
   Expanding the Community of Practice for a Culture of Assessment: Using Multiple Collaborative Assignments to Teach Information Literacy Skills
   Luther Seminary is becoming a community of practice with regards to assessment. Our inquiry question asks: "What is the effect of completing multiple collaborative assignments (created by a librarian and faculty member) on student's information literacy skills and capacity for lifelong learning?" Our project, begun as a new curriculum debuted, connects with faculty, adapts assignments to teach multiple facets of information literacy, and strives to align library instruction more effectively with seminary outcomes.

9. **Michigan State University**
   Investigating the impact of Peer Research Assistants at Michigan State University
   MSU Libraries has been delivering "residentially-embedded" research help for years, but when we switched from a librarian-staffed model to a student-staffed model, we saw a significant increase in activity! In 2014/15, we decided to investigate the impact of our Peer Research Assistants (PRA) on student success compared to other avenues of library engagement. Using qualitative and quantitative data, we examined the extent to which interaction with PRAs leads to increased GPA and likelihood to re-enroll among freshman at MSU.

10. Naugatuck Valley Community College
FYE & the Library: Setting Sail for Student Success
At Naugatuck Valley Community College (Waterbury, CT), all first time, full time students attend a required information literacy session taught by a librarian as part of their First Year Experience (FYE) course. The existing program and assessments were modified to measure the impact of the Library's FYE program on students' information literacy. Overall, student performance improved after instruction, but did not directly impact student retention.

11. Northwest Vista College
Information Literacy and Student Success: Finding a Relationship Between Information Literacy and Key Process Indicators
The Northwest Vista College (NVC) campus will look at the relationship between information literacy and student success. This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.

12. Nova Southeastern University
Assessing the Impact of "Library Boot Camp" Optional Research Workshops on Student Learning
Library Boot Camp is an optional research workshop offered six times per semester to help students improve their information literacy skills. By administering pre/post tests before and after each session, this project investigated the impact of Library Boot Camp on students' ability to use library resources to effectively find needed information. Despite low attendance at the workshops, a preliminary comparison of the paired test results revealed nearly a 60 percent increase, suggesting the instruction was beneficial.

13. Otero Junior College
The Information Literacy Needs of Biology Students
Using a survey, we sought to ascertain the information literacy comfort levels of biology students. In addition, we wanted to find out the information literacy knowledge of the same students, and employed the ResearchReady information literacy pre-test as our discovery tool. We also looked at the differences between traditional and non-traditional students.

14. Purdue University
Embedded information literacy within an introduction to design process course: successive citation analyses and student reflections as an assessment of learning
In this study, 160 students' bibliographic work is analyzed over 3 assignments, and coupled with students' successive perceptions of their IL skills over the course. Triangulation between themes in students' IL skill perception, demonstrated citation analysis, and graded performance will be discussed. This project, supported by the Assessment In Action national initiative, was designed to inform the campus community and the larger library community about the impact of embedded library instruction on student performance and students' IL skills perceived and actual.

15. The College of Saint Scholastica
Unschooled and Unaware: Authentic Assessment of Faculty and Student Information Literacy
The ability of non-library faculty to support student information literacy learning has not been assessed. An online instrument administered to 205 undergraduate students and 41 faculty members

provided authentic assessment of their ability to effectively determine their need, locate and evaluate sources, and recognize ethical and legal use of information. Confidence in information literacy competence was also assessed. Faculty and students differed significantly in their level of skill and awareness of it.

16. University of North Carolina Wilmington

Assessing the Student Success of STEM Majors and Transfer Students: The Role of Library Facilities

STEM majors and transfer students comprise a large portion of the student population at the University of North Carolina Wilmington. To date, little assessment has been conducted on these specific populations in regard to library services or the library's facility. In order to assess the impact of the library's facility on the success of these populations, a survey was created. The central question under investigation for the project was: How does the Library's facility and physical spaces impact the student success of undergraduate transfer students and STEM majors?

17. University of Pittsburgh-Pittsburgh Campus

Collaborations with Non-Subject Department Units: Reaching Students Outside of the Classroom

The University of Pittsburgh's project explored collaborations between the University Library System and staff from the Office of First Year Experience and the Dietrich School of Arts and Sciences Academic Advising unit with the goal of reaching first year students at risk of leaving the university. This poster highlights how a process was developed for referring students visiting non-subject academic units to the library through new outreach efforts with these departments.

18. University of West Georgia

Collaborating to Build an Assessment Infrastructure

The University System of Georgia will be moving to a performance-based funding model in FY2017, and at the University of West Georgia this has prompted a comprehensive review of how we assess student outcomes. Ingram Library has historically collected traditional library metrics (e.g., gate counts, circulation, collection size, online resources etc.). Through building an assessment infrastructure the library is now able to evaluate particular library uses in relation to their impact on student success.

19. Utah State University

The impact of sequenced library instruction: Correlations to course grades

Our study explores the relationship between course grades and sequenced library instruction interventions throughout psychology students' curriculum. We began with transcript analysis, but soon incorporated student surveys and a faculty focus group to supplement our data and inform future directions. Our findings confirmed that students benefit from meaningful integrations with the library at strategic, sequenced points in their curriculum, including at the discipline-level. It also provided conversations with faculty on how to improve library sessions.

20. Utah Valley University

Failure to Launch: Dissemination of Information Literacy Skills in a Learning Community

The Library provides information literacy instruction via online tutorial, class workshops, and a for-credit course (CLSS 1050). In Fall 2014, CLSS 1050 was paired with a general psychology course (PSY 1010) in a learning community. Student performance on three assignments was assessed in comparison to the work of students who were not members of the learning community by a team of three librarians and two UVU staff members as part of ACRL's' Assessment in Action project. The

results of the assessment show that information literacy skills are not being transferred between CLSS 1050 and PSY 1010 unless students were explicitly instructed to make use of them for class assignments.

21. Wake Technical Community College

Building Bridges: Improving faculty relationships and contributing to student success
Wake Tech looked at how the library's information literacy instruction impacted student success. By collaborating with the English department, the library created a pre and post-test for citation format and information literacy. Administered at the beginning and end of the semester, test results showed an increase in scores for those students who participated in an information literacy session with a librarian. The library realized an increased relationship with the English faculty as well.

22. Wayne State University

Librarian Research Consultations & Student Success: How do students describe the experience of the research consultation and its value to them?
Ten semi-structured interviews were conducted with graduate and undergraduate students who had completed a face-to-face research consultation appointment with a librarian. Qualitative transcript analysis unearthed 7 recurring themes, of which, Confidence and Learning, were among the most frequently reported. All students reported Learning (a new resource, service or skill) and expressed an increase in Confidence in doing research, two factors that can lead to greater success completing research assignments.

23. West Virginia State University

Leveraging Information Literacy Instruction to Impact First-Year College Student Success
West Virginia State University's Library leveraged its information literacy instruction to promote first-year students' progress toward a General Education Common Learning Objective, through a faculty collaboration that integrated library instruction into a Freshman Experience course. An indirect-assessment (pre- and post-test) measured how students perceived the learning experience. Students' responses provided information that demonstrates how students perceive their ability to locate information changed, as a result of learning during this one (50-minute) session of the course.

24. Western Michigan University

Navigating Perils and Pitfalls: Assessing Information Literacy Instruction in the Health Sciences
The Western Michigan University team of librarians and health science faculty examined the long-term impacts of an information literacy program for health science students by assessing how students applied information literacy concepts in upper level research papers. We faced numerous challenges including delays, small sample sizes, and limited reliability of data. This poster will explain how we addressed each challenge, positioning us to revise our program and continue assessment with a refined methodology.

25. Yeshiva University

Students' Experience of Interactions with Library Staff: Foundation for Engaged Learning
How do the multiple dimensions of students' experience of interactions with library staff impact academic rapport, student engagement, and student success? This project employs enhanced statistics tracking and multiple survey and interview instruments. Baseline data indicate students generally feel they are treated well by library staff and also suggest areas for improvement. Moving forward, additional survey and interview data will fill out the baseline data set and specific interventions will be designed for Fall 2015 implementation.