

Assessment in Action Project Outcomes

	Evaluative Questions	Assessment	Results
Resources			
Inputs	Does the project have adequate resources to be effective? Did students and faculty use the resources available to them through this project?	Ongoing and final reviews of work products, surveys, and wiki discussions	Results are mixed. For the partnerships in which librarians and faculty worked together closely, students and faculty were more likely to use Library resources (books, reference materials, infoguides, technical guides, appropriate databases, etc.). Other partnerships were not traditional, in that the courses were field-based or featured projects that did not seem to require library research. With sustained interaction, these partnerships have the potential to develop with innovative use of Library resources.
Strategy			
Activities	How well were the activities implemented? What are the barriers and supports that have made a difference in project implementation? How might the project be improved?	Review of assessment evidence at end of fall semester (formative) and end of project (summative)	<p>All partnerships offered something positive for students, though some partnerships were much more active than others. Supports included promotion and relationship development through OSCAR staff, project coordination by the leadership team, and previous positive experiences between the academic department and the Libraries (e.g. History and Art History). Barriers included schedules and location of faculty, if not often on campus. Some partnerships did not have adequate communication of expectations and resources. These can be improved by sustained partnerships over time; as individuals spend more time together, they develop trust and improved communication. Librarians recommended that OSCAR continue to promote the resources and partnerships offered by the Libraries, and encourage faculty to make early contact with their liaison librarian.</p> <p>One challenge for the partnerships is that information literacy and use of the Libraries for research varies across disciplines; some disciplines do not seem to readily lend themselves to library</p>

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			research, while others consider the resources to be vital to their work. Students who are in certain disciplines may be resistant to using the Libraries for research, even though there are resources that could benefit their projects. More innovative and sustained attention to this issue could prove fruitful.
Results			
<p>Student Outcomes</p> <p>Increased competence: Gather evidence appropriate to scholarly question (3b of Scholarly Inquiry Rubric)</p> <p>Short-term: Develop skills that are appropriate to successfully complete the project</p> <p>Long-term: Develop skills to successfully address future scholarly questions</p>	<p>Formative: Do students understand what they need to do to complete their assignment? Are students presenting questions to their assigned librarians?</p> <p>Summative: How beneficial has the project been to the students? Have students engaged with information sources at a deep level, appropriate to the assignment?</p>	<p>Mason Research Practices Survey</p> <p>Wiki</p> <p>OSCAR Student Survey (selected items)</p> <p>Ratings on <i>SaS</i> Master Rubric (SI item 3b)</p> <p>Self-assessment response</p>	<p>299 total research students participated in the AiA partnership in 19 course sections. Librarians used the Mason Research Practices Survey at the beginning of the semester to assess students' level of information literacy relative to their specific projects. In an end-of-project focus group, librarians noted that there was a wide range of certainty about the research assignments; this seemed to vary mainly by professor, in that some professors were more explicit about expectations than others.</p> <p>OSCAR Student Survey: 101 responses (33% response rate). 75% or more of the students thought that the course contributed to their learning on 5 items measuring information literacy. Students considered the course strongest in helping them understand the research or creative process in their field (83%), and collecting appropriate data or evidence for the research question or creative purpose (81%).</p> <p>Rubric Ratings: Librarians rated 71 final products on the <i>Students as Scholars</i> Inquiry Rubric ("Gather evidence appropriate to the question"). On a scale of 1-4, 55% of products were rated 3 for "Proficient," and 31% were rated 2 for "Emerging" competency.</p> <p>Student Assessment of Partnership: Of 109 responses to an end-of-semester survey, 86 students reported meeting with a librarian for their project. When asked what they learned,</p>

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			students were most likely to report learning how to search for information or use databases (58%); and how to use citation tools, like Zotero (13%).
<p>Faculty Outcomes</p> <p>Short-term: Increased contact and communication with liaison librarians</p> <p>Long-term: Improved collaboration with University Libraries to enhance faculty capacity to teach research skills to undergraduates</p>	<p>Formative: Are faculty communicating with their assigned librarians? How useful are the communications?</p> <p>Summative: How beneficial has the project been for faculty?</p>	<p>Librarian report on wiki</p> <p>Faculty email survey</p>	<p>9 of 18 faculty members participating in the project responded to a summative email survey about their experience. All 9 reported positive working relationships with their librarians, and 6 said that student work was improved because of the librarian's involvement. The courses in which librarians visited multiple times were considered by faculty to create the most productive relationships with students. All faculty plan to work with the Libraries again in future classes, noting the partnership as "central" or "essential" to their courses.</p>
<p>Library Outcomes</p> <p>Short-term: Improved understanding of course assignments and faculty and student needs</p> <p>Long-term: Improved ability to collaborate with faculty on teaching research skills to undergraduates</p> <p>Improved ability to assess the success of collaborative efforts</p>	<p>Formative: Do librarians understand the instructor's expectations for the chosen assignment? Do they feel comfortable working with students on the assignment?</p> <p>Summative: Do librarians feel more confident in their ability to collaborate with faculty on teaching research skills to undergraduates? Do librarians report an improved ability to assess their own effectiveness in collaborative efforts?</p>	<p>Wiki</p> <p>Wiki</p> <p>End of Project Focus group</p>	<p>Participating librarians were subscribed to a wiki, in which they were asked to respond to prompts about their experience with the faculty and courses with which they were partnered. Additionally, an end-of-project focus group was conducted with 6 librarians.</p> <p>Librarians largely reported increased confidence in their interactions with faculty, noting positive reactions to their suggestions, and faculty including them as a member of the Blackboard course and/or identified the librarian as a co-instructor. Several were invited to class more than once during the semester. The librarians who had multiple and sustained interactions with faculty and the course reported the most positive experiences, and were the most confident in their collaborative efforts. The few librarians who did not report a positive experience noted that they were only invited to class once, and had no follow-up meetings with students. Two librarians noted that they had trouble getting started with their faculty member because their</p>

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			<p>communications were not returned (things changed later in the semester, however.)</p> <p>In terms of assessing their effectiveness, responses were mixed, with more librarians reporting positive experiences than not. The primary benefit of this partnership was that librarians were invited to final presentations and had the opportunity to view student work. Several librarians said that they changed their plans for the students after reviewing the results of the Research Practices Survey; these librarians reported feeling more confident in being able to respond to students' needs regarding library research. The librarians who did not report improved ability to assess their effectiveness said that they did not have sufficient interaction with students, or that most questions were directed to the course faculty. A couple librarians said they wished they had taken initiative to attend more classes. Because of these experiences, they reported difficulties in being able to assess students' final work products.</p>
<p>Impact</p> <p>Undergraduate students are more fully supported to engage in scholarly inquiry, creative activities, and research.</p>	<p>Did the project have an influence on improving support for students to engage in research and creative activities?</p>		<p>Overall, the partnerships in which faculty and librarians worked together in a collaborative and sustained way produced the best results for students, faculty, and librarians. The project has demonstrated success for this first year, and with continued support and growth in partnership with OSCAR, the long-term impact seems sustainable.</p>